1. Events List for November 6 – November 12, 2016
2. Events List for November 13 – November 19, 2016
3. Thank you note from Baller Family
4. Extended Field Trip for BMHS Knightingales and MEO to Rising Knights HBCU College Tour V in Texas and Louisiana from March 27 – April 3, 2017
5. November Funding Development Report
6. Hendricks Family Foundation Grant-The Big Beloit Book Drive
7. Notice of Meeting
   ➢ Curriculum Committee Meeting, Tuesday, November 8, 2016, 4:30 p.m., Room 210
   ➢ Policy & Personnel Committee Meeting, Tuesday, November 8, 2016, 5:30 p.m., Superintendent’s Office, Room 106
   ➢ Finance Committee Meeting, Tuesday, November 8, 2016, 6:15 p.m., Superintendent’s Office, Room 106
   ➢ Special Board Meeting, Tuesday, November 8, 2016, 6:30 p.m., Superintendent’s Office, Room 106
   ➢ (E)Quality Committee Meeting, Monday, November 14, 2016, 4:00 p.m., Board Room

NOTES/UNDER SEPARATE COVER
   ➢ Links to school newsletters can be found on the Board of Education website on the lower right hand side.

FUTURE BOARD MEETINGS
   Special Board Meeting, Tuesday, November 22, 2016, TBD, Superintendent’s Office, Room 106
   Special Policy & Personnel Committee Meeting, Tuesday, November 22, 2016, Superintendent’s Office, Room 106
   Board Business Meeting, Tuesday, November 22, 2016, 7:00 p.m., Board Room
SCHOOL EVENTS AND ACTIVITIES  
WEEK OF NOVEMBER 6, 2016

Sunday, November 6  
Fall Back 1 Hour!

Monday, November 7  
4:30 pm Fruzen Volleyball 1-2 vs McNeel 3-4 @ Fruzen 
McNeel Volleyball 1-2 vs Fruzen 1-2 @ McNeel 
Aldrich Volleyball 3-4 vs Franklin 1-2 @ Aldrich 
Cunningham Volleyball 1-2 vs Edison 3-4 @ 
Cunningham 
BMHS Girls Basketball, Boys and Girls Hockey Begin

Tuesday, November 8  
Election Day! 
4:45 pm Intermediate Swim Meet @ Janesville Edison

Wednesday, November 9  
6:30 pm Cunningham Veteran’s Day Sing

Thursday, November 10  
8am Veterans Day Program @ BMHS 
7-8:25 am McNeel Student Recognition Breakfast 
Gaston Picture Re-Take Day 
2:40-3:40 pm McNeel Student Recognition Assembly 
3:45-5:15 pm Aldrich Open Mic Night 
4:30 pm Fruzen Volleyball 2-1 @ Fruzen 
Fruzen Volleyball 4-3 @ Marshall 
McNeel Volleyball 4-3 vs Marshall 4-3 @ McNeel 
Aldrich Volleyball 2-1 vs Cunningham 2-1 @ Aldich 
7 pm Gaston STEM Night 
7:30 pm BMHS Fall Play The Crucible

Friday, November 11  
No School PLC Day! 
5:30 – 9 pm Gaston Kids Night Out 
7:30 pm BMHS Fall Play The Crucible

Saturday, November 12  
9am BMHS Girls Basketball Scrimmage @ BMHS 
4:15 pm Girls Hockey @ Edwards Ice Arena – Telfer Park 
7:30 pm BMHS Fall Play The Crucible
SCHOOL EVENTS AND ACTIVITIES
WEEK OF NOVEMBER 13, 2016

Sunday, November 13
2pm BMHS Fall Play The Crucible

Monday, November 14
BMHS Boys Basketball, Boys Swim and Wrestling Begin
6:30 pm BMHS Jazz Band @ LaCasa Grande
7-8 pm Aldrich Jazz Concert @ LaCasa Grande

Tuesday, November 15
Robinson Picture Re-Take Day
3:30-4:30 pm Converse PTO Meeting
4:30 pm Fruzen Volleyball 1-2 @ Fruzen
   Fruzen 3-4 @ Cunningham
   McNeel 3-4 vs Aldrich 1-2 @ McNeel
   Aldrich 3-4 vs McNeel 1-2 @ Aldrich
5-6pm Aldrich PTO Meeting
BMHS Girls Basketball 5:45 pm Freshman, 7:30 pm Varsity
6pm Hackett PTO Meeting

Wednesday, November 16
7-8 pm BMHS NHS Induction

Thursday, November 17
4:30 pm Fruzen Volleyball 4-3 vs Cunningham 2-1 @ Fruzen
   Cunningham 4-3 vs Franklin 2-1 @ Cunningham
   Aldrich 4-3 vs Fruzen 2-1 @ Aldrich
   McNeel 4-3 vs Marshall 5-6 @ McNeel
4:45 pm Intermediate Swim Meet @ Marshall
5-6 pm Merrill PTO Meeting

Friday, November 18
BMHS Girls Basketball vs Madison West 5:45 pm Freshmen and JV, Varsity 7:30 pm
To thank you for
your kindness and sympathy
at a time when it was
deeply appreciated

Thank you for the
lovely peace lily
sent in Dick's memory.
Richard Baker family
EXTENDED FIELD TRIP PERMIT

School: Beloit Memorial High School

Date Submitted: 10/20/16

Sponsor(s): BMHS Knightingales, Minority Excellence Organization (MEO) and Beloit College Help Yourself Programs

Grand and/or Subject: 9-12 Beloit Memorial High School Students

Instructional Purpose of Extended Field Trip/Educational Goals: This extended field trip learning opportunity will continue to encourage minority students to pursue post-secondary education, to expose these students to Historically Black Colleges and Universities, provide knowledge about our African American heritage, participate in community service endeavors, showcase our talents nationwide through performance, visit historic sites, tour Black Owned Businesses and participate in a career panel of successful HBCU graduates in the North Carolina area.

Destination: Houston & Prairie View, TX; Shreveport, Grambling, Baton Rouge & New Orleans, LA; Lorman, MS

Distance: 2,218 mi round trip (to & from furthest city)

Dates of Trip: March 27 - April 3, 2017

Number of Students Participating: 20

Name(s) of Chaperone(s) Participating:

Michelle Hendrix-Nora
Regina Hendrix

Substitute(s) Needed: ( ) YES (X) NO

If Yes, Name of Staff Member(s), Grade and/or Subject, and Date(s) Needed

Financial Arrangements Involved: (Please check all that apply)

Building Budget
Amount: $Account Number:

Student Contribution
Amount: $ 600.00

Other Costs
Amount: $ 8000

Explain: Public Transportation, Deposits, Assist with cost of Hotel (from fundraising and donations)

Fundraising Activities and/or Organizations that will be Solicited for Support:

Knightingales & MEO members will fundraise during Winter 2016 until the trip (cheer camps, Soul Food Luncheon, Nubian), and collect donations from local churches, organizations and Alumni of HBCUs.

Explain how Student Costs are covered if student is unable to afford the cost: Donations, fundraising and sponsors will be secured.

Number of Free Transports Names: n/a

Transportation:

(X) Other (explain): Unknown at this time due to the bidding process and the most cost effective way of travel (bus or airline)

Parent Drivers

Departure Date/Time: March 27, 2017 / TBA

Return Date/Time: April 3, 2017 / TBA

IMPORTANT: The Administrator of Business Services should be contacted, in writing, regarding evidence of insurance coverage.

Principal Signature and Date: 10-24-16

Superintendent of Schools Signature: 11-3-16
Rising Knights HBCU College Tour V

On Monday, March 27, 2017, 20 students from the School District of Beloit will have the opportunity to extend their learning opportunity to pursue post-secondary education, by exposure to Historically Black Colleges and Universities and providing an opportunity to showcase their talent nationwide through performance and community service.

Transportation, a seven-night hotel stay, and event tickets will cost each student $600.00. Students will need money ($200 est.) for food and any souvenirs they wish to purchase while on the trip. Additionally, students will participate in fundraisers to assist with the cost of the trip.

Name of Pupil: ________________________________  Cell Phone: ________________________________

The above named pupil has our consent to participate in the activity described above.

Group Sponsors: BMHS Minority Excellence Organization (MEO), BMHS Knightingales & Beloit College Help Yourself Programs

Date: March 27 – April 3, 2017

Place: Texas – Texas Southern University (Houston), Prairie View A&M University (Prairie View); Louisiana – Southern University-Shreveport (Shreveport), Grambling State University (Grambling), Southern University and A&M College (Baton Rouge), Xavier University of Louisiana (New Orleans), Dillard University (New Orleans); and Mississippi – Alcorn State University (Lorman). Students will also visit a number of cultural enrichment sites, as well as participate in a community service activity.

We understand the arrangements and believe the necessary precautions and plans for the care and supervision of the pupils during the trip will be taken. Beyond this, we will not hold the school or those supervising the trip responsible.

I hereby release the Board of Education and its agents and employees from any and all liability that may result from my child taking medication on a field trip.

Parent/Guardian Name (print): ________________________________

Parent/Guardian Name Signature: ________________________________

Address: ________________________________

Home Phone: ______________  Cell Phone: ________________________________
## November - 2016 - Committee Report

### Grant Activity 7/1/16 - 6/30/17

<table>
<thead>
<tr>
<th>Program</th>
<th>Funding Source</th>
<th>Amount Requested</th>
<th>School/ Contact</th>
<th>Date Submitted</th>
<th>Renewal/ New</th>
<th>Status</th>
<th>Purpose</th>
<th>Date Awarded</th>
<th>Award Amount</th>
<th>Date Declined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond Paper &amp; Pencils Teacher Mini Grants</td>
<td>Stateline Community Foundation</td>
<td>$132</td>
<td>Hackett Marcia Schwengels</td>
<td>10/14/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Devin Post requested funds for math manipulatives, pocket charts, and dry erase markers for her first grade classroom that will support increased number sense.</td>
<td></td>
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</tr>
<tr>
<td>Big Beloit Book Drive</td>
<td>Hendricks Family Foundation</td>
<td>$8,000</td>
<td>KEC Angie Montpas</td>
<td>10/27/2016</td>
<td>New</td>
<td>Submitted</td>
<td>The Big Beloit Book Drive is a partnership between the SDB, Turtle Creek Book Store, McDonalds on State Street, Beloit Literacy Council, ABC Literacy Task Force, and friends and families of the SDB. Each student in grades 4K through grade 3 will receive one free book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educator Effectiveness</td>
<td>Wis Dept of Public Instruction</td>
<td>$47,520</td>
<td>KEC Angie Montpas</td>
<td>10/2/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Funds will be used to support the Wisconsin Educator Effectiveness Program by paying for licenses through Teachscape, as well as training and support.</td>
<td></td>
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</tr>
<tr>
<td>DonorsChoose</td>
<td>Various</td>
<td>$397 of donated items</td>
<td>Merrill Betsy Schroeder</td>
<td>9/1/2016</td>
<td>New</td>
<td>Awarded</td>
<td>Kathy Schulta's request was for a variety of playground balls for increased outdoor activity, and for hand fidgets for classroom concentration.</td>
<td>9/6/2016</td>
<td>$397 in materials</td>
<td></td>
</tr>
<tr>
<td>AT &amp; T</td>
<td>AT &amp; T Foundation</td>
<td>$5,000</td>
<td>Carole Campbell BMHS</td>
<td>8/10/2016</td>
<td>New</td>
<td>Awarded</td>
<td>The funds available will help support the Link Crew student leadership program with tshirts and supplies. The Link Crew leaders work with freshman on a daily and weekly basis, as well as Freshman orientation.</td>
<td>9/9/2016</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Citizen Power Challenge Grant</td>
<td>American Federation of Teachers and Albert Shanker Institute</td>
<td>$500</td>
<td>Merrill Betsy Schroeder</td>
<td>8/12/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Rachelle Elliott, reading specialist at Merrill, applied for this grant to go towards tailored books and resource collections regarding bullying and accepting differences.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Meemic Back to School</td>
<td>Meemic Foundation</td>
<td>3 @ $100 ($300)</td>
<td>Hackett Marcia Schwengels</td>
<td>4/18/2016</td>
<td>New</td>
<td>Awarded</td>
<td>JoAnne Ruch, Sarah Hoenig and Lori Hall will each receive $100 worth of classroom supplies from Quill.</td>
<td>9/1/2016</td>
<td>$300 in materials</td>
<td></td>
</tr>
<tr>
<td>Meemic - 3rd Qtr</td>
<td>Meemic Foundation</td>
<td>$500</td>
<td>Merrill Betsy Schroeder</td>
<td>9/25/2016</td>
<td>New</td>
<td>Submitted</td>
<td>The funds will allow Sharyl Fuerstenberg's to purchase 17 balance balls and 3 rocking chairs to allow for those who need options for seating. Awarded by 11/15/16.</td>
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<tr>
<td>Meemic - 3rd Qtr</td>
<td>Meemic Foundation</td>
<td>$490.00</td>
<td>Merrill Betsy Schroeder</td>
<td>9/27/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Nicole Davidson would use funds to provide uniforms for her classroom to improve attendance as studies have shown. Awarded by 11/15/16.</td>
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</tr>
<tr>
<td>Meemic - 3rd Qtr</td>
<td>Meemic Foundation</td>
<td>$500</td>
<td>Hackett Marcia Schwengels</td>
<td>8/22/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Janay Banks-Wilson will use the requested uniforms to facilitate Empowerment Mondays for selected students who would benefit. Awarded by 11/15/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meemic - 3rd Qtr</td>
<td>Meemic Foundation</td>
<td>$400</td>
<td>Merrill Betsy Schroeder</td>
<td>9/2/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Maura Heiss, special education teacher, applied for the Expanding Expressions Tool to enlarge the scope of literacy and oral vocabulary of their students. Awards announced 11/15/16</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Meemic - 3rd Qtr</td>
<td>Meemic Foundation</td>
<td>$497</td>
<td>Merrill Betsy Schroeder</td>
<td>8/25/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Rachelle Elliott, reading specialist at Merrill, is applying for for Bullying Hurts Character education books. Awards announced 11/15/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meemic - 3rd Qtr</td>
<td>Meemic Foundation</td>
<td>$480</td>
<td>Merrill Betsy Schroeder</td>
<td>7/15/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Kathy Schulta's request for a Multi Language Translation System will allow for parents who need the translating, to be engaged in their child's education. Awards announced 11/15/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meemic Classroom Enrichment</td>
<td>Meemic Foundation</td>
<td>$100</td>
<td>Merrill Betsy Schroeder</td>
<td>9/21/2016</td>
<td>New</td>
<td>Awarded</td>
<td>Kim Woodkey would request 3 large Rekenreks (math manipulatives) that will help building number sense. To be announced 11/15/2016.</td>
<td>11/1/2016</td>
<td>$100.00</td>
<td></td>
</tr>
<tr>
<td>Meemic Classroom Enrichment</td>
<td>Meemic Foundation</td>
<td>$100</td>
<td>Hackett Marcia Schwengels</td>
<td>8/5/2016</td>
<td>New</td>
<td>Awarded</td>
<td>Devin Post would like to receive funds from Lakeshore Learning to apply for a futon to allow for students a special place during reading time. Awards announced 11/15/16.</td>
<td>11/1/2016</td>
<td>$100.00</td>
<td></td>
</tr>
<tr>
<td>Meemic Classroom Enrichment</td>
<td>Meemic Foundation</td>
<td>$100</td>
<td>Hackett Marcia Schwengels</td>
<td>8/6/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Elise Grunder, 4K teacher, would like to receive $100 of toys from Lakeshore Learning to provide more variety in student centers. Awards announced 11/15/16.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meemic Classroom Enrichment</td>
<td>Meemic Foundation</td>
<td>$100</td>
<td>McNeel Tony Bosco</td>
<td>8/2/2016</td>
<td>New</td>
<td>Awarded</td>
<td>Darsha Olsen will receive $100 worth of organizational supplies from Lakeshore Learning. To be announced 11/15/2016.</td>
<td>11/1/2016</td>
<td>$100.00</td>
<td></td>
</tr>
<tr>
<td>Meemic - 2nd Qtr</td>
<td>Meemic Foundation</td>
<td>$500</td>
<td>McNeel Tony Bosco</td>
<td>6/23/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Darsha Olsen (science teacher) will use grant funds to support a Science Club Implementation with tshirts, transportation for field trip with admissions, and fees for science bowl. Announced 8/15/16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meemic Back to School</td>
<td>Meemic Foundation</td>
<td>$100</td>
<td>McNeel Tony Bosco</td>
<td>6/14/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Darsha Olsen will choose office supplies such as markers, colored pencils, glue, etc. for students to produce STEAM displays. Notified by 8/1/16</td>
<td>8/15/2016</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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Meemic Back to School $100 McNeel Tony Bosco 6/14/2016 New Not Awarded Darsha Olsen will choose office supplies such as markers, colored pencils, glue, etc. for students to produce STEAM displays. Notified by 8/1/16 | 8/15/2016 | 0 |
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Organization</th>
<th>Award Amount</th>
<th>Start Date</th>
<th>End Date</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review Mentor</td>
<td>Wis Dept of Public Instruction</td>
<td>$25,000</td>
<td>6/30/2016</td>
<td>New</td>
<td>Submitted</td>
<td>Funds will be used for stipends for 15 mentors, subs for teacher release time, and CESA 2 contracted services</td>
</tr>
<tr>
<td>Meemic - 2nd Qtr</td>
<td>Meemic Foundation</td>
<td>$497</td>
<td>6/10/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Angie Montpas will use grant funds to increase phonological awareness and literacy through the purchase of Hear Builder Subscriptions for kindergarten students.</td>
</tr>
<tr>
<td>Youth Literacy Grants</td>
<td>Dollar General</td>
<td>$2,466</td>
<td>5/19/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Hackett Elementary will use the funds to expand their collection of culturally relevant texts to be used in the DLI program as well as afterschool.</td>
</tr>
<tr>
<td>Youth Literacy Grants</td>
<td>Dollar General</td>
<td>$2,000</td>
<td>5/31/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Funds will be used to expand their collection of available books for students. Announcement date is September 1.</td>
</tr>
<tr>
<td>Meemic - 2nd Qtr</td>
<td>Meemic Foundation</td>
<td>$500</td>
<td>5/31/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>JoAnne Ruch, K DLI (English portion) will use the requested math manipulatives and texts to teach math that will be helpful specifically to ELLs. Announcement date August 15</td>
</tr>
<tr>
<td>2016 Patterson Partnership</td>
<td>Scholastic</td>
<td>$2,250</td>
<td>5/31/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Funds would be used to purchase library books that are culturally relevant, and that reflect the student population. Grant notification by end of Sept. 2016</td>
</tr>
<tr>
<td>2016 Patterson Partnership</td>
<td>Scholastic</td>
<td>$10,000</td>
<td>5/31/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Additional library books are necessary to expand student choices for independent reading, specifically for struggling readers who require more books per week. Grant notification by end of Sept. 2016</td>
</tr>
<tr>
<td>Fresh Fruits and Vegetables</td>
<td>Wis Dept of Public Instruction</td>
<td>$199,000</td>
<td>4/12/2016</td>
<td>Renwal</td>
<td>Awarded</td>
<td>Separate applications for ten schools to provide a fresh fruit or vegetable afternoon snack.</td>
</tr>
<tr>
<td>Meemic Back to School</td>
<td>Meemic Foundation</td>
<td>3 @ $100 ($300)</td>
<td>4/18/2016</td>
<td>New</td>
<td>Not Awarded</td>
<td>Jessica Brink, Megan Hauri and Megan Brost of Hackett each submitted requests that will award $100 worth of back to school supplies from Quill. Announcement date is 8/1/16.</td>
</tr>
<tr>
<td>Academic Parent Teacher Team (APTT)</td>
<td>Wis Dept of Public Instruction</td>
<td>$27,000</td>
<td>4/22/2016</td>
<td>New</td>
<td>Awarded</td>
<td>Merrill Schroeder. The APPT model is a research and evidence based family engagement best practice that supports families involvement that advances student learning and achievement. Funds will be used for APTT training, subs, staff extended time, childcare, translators and transportation costs for parents.</td>
</tr>
<tr>
<td>Youth Literacy Grants</td>
<td>Dollar General</td>
<td>$4,000 ea ($16,000)</td>
<td>5/19/2016</td>
<td>New</td>
<td>Awarded (2)</td>
<td>The Intermediate Reading specialists will apply for $4,000 for each site. Funds will be used to purchase books for low level readers. Awarded Cunningham &amp; Aldrich @ $3,000 each</td>
</tr>
</tbody>
</table>
Merrill is in dire need of an additional playground that will specifically address the needs of their younger students. Projects through KaBOOM! can be from $24,000 to $40,000. Grants will be for $15,000, so a match from $9,000-$25,000 is needed.

### AmeriCorps Farm to School

<table>
<thead>
<tr>
<th>Program</th>
<th>Grant</th>
<th>Project Cost</th>
<th>Recipient</th>
<th>Start Date</th>
<th>Match Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATCP 3 Half-time AmeriCorps Workers</td>
<td>Awarded</td>
<td>$23,000</td>
<td>Janelle Marotz KEC</td>
<td>5/11/2016</td>
<td>$2500 in non-federal match funds, as well as office space, materials, etc.</td>
</tr>
</tbody>
</table>

**Total Submitted Proposals:** $91,613 (2016-17)

**Total Awarded:**
- $5,997 (2016-17)
- $236,000 (2015-16)
HENDRICKS FAMILY FOUNDATION, INC.

Grant Application
(Please print or type)

Date: 10-20-16

Agency name & address: School District of Beloit
1633 Keeler Avenue Zip 53511 Telephone: (608) 361-4000

Amount requested: $8,000 When are funds needed?: December 1, 2016

Type of grant:
1. Regular operating support
2. One-time capital project X
3. Support of special project: new existing

AGENCY INFORMATION

Date established: October 1849 Number of full-time employees: 725

List directors and officers:
Dr. Tom Johnson, Superintendent
Dr. Lisa Anderson-Levy, School Board President
Nora Gard, School Board Vice-President
Shelly Cronin, School Board Treasurer

General description of organization & objectives:

The Big Beloit Book Drive is a partnership between the School District of Beloit and Turtle Creek Bookstore. It's a one-time event that is celebrating the tenth year of Turtle Creek Bookstore organizing and providing new books for primary grade students in the Beloit School District through local sponsorship. These book drives promote literacy in our community through creating excitement for reading and building a growing connection with books at an early age.

Brief description of population served, including numbers during last year:
The Big Beloit Book Drive is for every student from 4K to 3rd grade in the School District of Beloit. For the past nine years, book drives were for specific classrooms throughout the year, and averaged a total of 150-200 children receiving new books. This year we are looking to expand the book drive in order to give a book to every child in every school, approximately 2,400 students.

Current operating budget: NA

Principal sources of support:

Turtle Creek Bookstore and its patrons, McDonald’s on State Street, Beloit Literacy Council, ABC Literacy Task Force, and friends and families of the School District of Beloit.

Previous grants received from the Hendricks Family Foundation (included date, amount & purpose):
Career Pathways Initiative - Career Advocate at Beloit Memorial High School

Attach the following to the completed form: (1) copy of federal tax exemption determination letters, (2) copies of current income and expense budget & audited financial statement for previous year: (attached)

PROJECT INFORMATION

Briefly describe purpose for which funds will be used if grant is approved. How will the project be carried out? Will additional staff be required? Outline the special capabilities of your organization to undertake the project.

Funds raised for the Big Beloit Book Drive will be used only for the purchase of new books for students from 4K to 3rd grade in the School District of Beloit. The Bookstore has already received the book lists from every teacher and reading specialist in the District in order to provide books with appropriate content and at the students’ reading levels. Turtle Creek will order all the books and have volunteers to assist in wrapping every book at the Bookstore. These volunteers have already been arranged with Blackhawk Bank, Beloit College, and the Downtown Beloit Association.

Delivery of the books will happen in March 2017, and will be done one school at a time through a general assembly. McDonald’s on State St. will be on hand with Ronald McDonald, who will talk to all the students about the importance of reading and help hand out the books. March is our target date as it coordinates with core reading and literacy programs locally and nationwide.
Summarize the potential significance of the project to the community in terms of problems to be solved, needs to be met or services to be provided. Mention other agencies and planning authorities which have been consulted in developing plans for the project.

Books and literacy are vital to any community, and any educator will express how important it is to connect to books at an early age. These book drives do just that. For many of the children, this is the very first new book they will own, and the impact is evident when they are given. The children celebrate, jump up and down, and some even cry. Other agencies involved include: Turtle Creek Bookstore, McDonald’s on State Street, the ABC Literacy Task Force, and Stateline Literacy Group.

**List specific project objectives. What is expected to happen as the result of the grant? Who will be affected? When will the project’s impact be felt? How will it be measured?**

Our objective is to provide a new book for every student from 4K to 3rd grade in the School District of Beloit. This project will show students the importance of books and the joy of reading, and demonstrate how the adults in their schools and in their community value reading. There will be an immediate impact as students realize they get to take their new book home to keep (in the past, many have expected to have to return them). A survey of the teachers following the giveaway will be conducted to evaluate student response to the event.

**Total project budget:** $10,350
(Attach detailed budget indicating anticipated income and costs by category.)

**Duration of project and starting date:** Present-March 2017

If this project is successful, what will its impact be on your agency’s future programs and budget?

It is our goal to further promote books and literacy throughout the community, and gain more attention to programs like the book drives. Current planning with the ABC Literacy Task Force, Stateline Literacy, the Beloit Public Library, and other agencies will see more events coordinated for every age group throughout each year, and the book drives are an obvious headliner for these efforts.

**Have you approached other sources of support? Yes X No_____ (list, indicating response)**

**Turtle Creek Bookstore:** Will offer support through a 20% discount off the cover price of the books purchased for the giveaway, a savings of approximately $2,070.
Blackhawk Bank: Will offer support through their December/January fundraiser. Potential funds may range between $500-$1,500, and also volunteering to wrap books.

Fat Wallet: Interested, but no commitment, yet.

Comply 365: Interested, but no commitment, yet.

Beloit College: Very interested, but still organizing raising funds, and also volunteering to wrap books.

Stateline Literacy: Investigating available funds remaining for this fiscal year.

ABC Literacy Task Force: Currently researching potential grants, and other fund raising.

Beloit Literacy Council: Will definitely contribute $200-$300 as they have in previous years.

McDonald's on State St.: Supporter for nine years, and will donate Free Value Meal Gift Cards to anyone purchasing books, along with Free Kids Meal for every student in the book drive.

If the Hendricks Family Foundation Board does not approve a grant for this project, what alternative plans do you have for obtaining funds?

The Bookstore, along with their supporters, will continue to seek funding from all available sources and within the community. Other contingencies are being made in the unlikely case of not reaching our financial goal.

Has this request been authorized by your agency's governing body? Yes ______ No X ______

Our Board of Education policy does not require approval for grants of less than $8,000. The BOE will be apprised of our application now and will also be informed if our application is accepted and funded. Our Assistant Superintendent for Teaching, Learning, and Innovation approved this grant application. The district's audited financial statements are available if needed. The document is over 100 pages long and so not included here.

Additional comments:

Angie Montpas - Curriculum Director

Anthony Bonds - Assistant Superintendent

Mail to: Hendricks Family Foundation, Inc., 419 Pleasant St., Suite 200, Beloit, WI 53511
Attention: Gary G. Grabowski
<table>
<thead>
<tr>
<th>BIG BELOIT BOOK DRIVE BUDGET</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District of Beloit Students from 4K to 3rd Grade (approximately 2,300 total)</td>
<td>$10,350.00</td>
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<tr>
<td>Total Cost (w/ avg. book cost of $4.50)</td>
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<tr>
<td>Turtle Creek Bookstore Contribution (20% Discount of All Books)</td>
<td>-$2,070.00</td>
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<tr>
<td>Total Cost (w/ avg. book cost of $4.50) = $10,350</td>
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<tr>
<td>Other Contributions</td>
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<td>Funds Needed</td>
<td>$8,130.00</td>
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Internal Revenue Service

Date: September 26, 2006

SCHOOL DISTRICT OF BELOIT
% ROOSEVELT ADMINISTRATIVE CENTER
1633 KEELER AVE RM 212
BELOIT WI 53511-4713

Dear Madam:

This is in response to your request of September 26, 2006, regarding your organization's federal tax status.

Our records indicate that your organization may be a governmental instrumentality or a political subdivision of a state.

No provision of the Internal Revenue Code imposes a tax on the income of governmental units (such as states and their political subdivisions). Therefore, it has been the position of the Service that income of governmental units is not generally subject to federal income taxation. If, however, an entity is not itself a governmental unit (or an "integral part" thereof), its income will be subject to tax unless an exclusion or exemption applies.

One exclusion is provided by section 115(1) of the Code, which excludes from gross income:

"...income derived from ... the exercise of any essential governmental function and accruing to a State or any political subdivision thereof ..."

Your organization's income may not be subject to tax, either because the organization is a governmental unit (or an "integral part" thereof), or because the income is excluded under section 115. In addition, your organization may also be eligible to receive charitable contributions, which are deductible for federal income, estate, and gift tax purposes. Also, your organization is probably exempt from many federal excise taxes.

Your organization may obtain a letter ruling on its status under section 115 by following the procedures specified in Rev. Proc. 2002-1 or its successor.

Your organization may also qualify for exemption from federal income tax as an organization described in section 501(c)(3) of the Code. If the organization is an entity separate from the state, county, or municipal government, and if it does not have powers or purposes inconsistent with exemption (such as the power to tax or to exercise enforcement of regulatory powers), your organization would qualify under section 501(c)(3). To apply for exemption, complete Form 1023 and pay the required user fee.
Sometimes governmental units are asked to provide proof of their status as part of a grant application. If your organization is applying for a grant from a private foundation, the foundation may be requesting certain information from your organization because of the restrictions imposed by the Code on such foundations. One such restriction imposes a tax on private foundations that make any “taxable expenditures.” Under section 4945(d) and (h) of the Code, "taxable expenditures" include (1) any grant to an organization (unless excepted), unless the foundation exercises "expenditure responsibility" with respect to the grant; and (2) any expenditure for non-charitable purposes. Under section 4942 of the Code, private foundations must also distribute certain amounts for charitable purposes each year—"qualifying distributions"—or incur a tax on the undistributed amount. "Qualifying distributions" include certain amounts paid to accomplish charitable purposes.

Private foundation grants to governmental units for public or charitable purposes are not taxable expenditures under these provisions, regardless of whether the foundation exercises "expenditure responsibility." Under section 53.4945-5(a)(4)(ii) of the Foundation and Similar Excise Tax Regulations, expenditure responsibility is not required for grants for charitable purposes to governmental units (as defined in section 170(c)(1) of the code). Similarly, grants to governmental units for public purposes are "qualifying distributions", under section 53.4942(a)-3(a) of the regulations; and, if they are for charitable purposes, will not be taxable expenditures, under section 53.4945-6(a) of the regulations. Most grants to governmental units will qualify as being for charitable (as well as public) purposes.

Because of these restrictions, some private foundations require grant applicants to submit a letter from the Service determining them to be exempt under section 501(c)(3) and classified as a non-private foundation. Such a letter, or an underlying requirement that a grantee be a public charity, is not legally required to be relieved from the restrictions described above, when the prospective grantee is a governmental unit and the grant is for qualifying (public or charitable) purposes.

We believe this general information will be of assistance to your organization. This letter, however, is not a ruling and may not be relied on as such. If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Janna K. Skufca, Director, TE/GE
Customer Account Services
Date: October 2016

**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 2016-17

<table>
<thead>
<tr>
<th><strong>GENERAL FUND (FUND 10)</strong></th>
<th>Audited 2014-15</th>
<th>Unaudited 2015-16</th>
<th>Budget 2016-17</th>
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<tr>
<td>Beginning Fund Balance (Account 930 000)</td>
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<td>10,537,452.55</td>
<td>13,568,271.83</td>
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<td>10,537,452.55</td>
<td>13,568,271.83</td>
<td>13,568,271.83</td>
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**REVENUES & OTHER FINANCING SOURCES**

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<thead>
<tr>
<th>Source</th>
<th>Audited 2014-15</th>
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<th>Budget 2016-17</th>
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<td>100 Transfers-In</td>
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<td>270 School Activity Income</td>
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<td>280 Interest on Investments</td>
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<td><strong>Other School Districts Within Wisconsin</strong></td>
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<td><strong>Intermediate Sources</strong></td>
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<td>540 Payments for Services from CESA</td>
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<td>580 Medical Services Reimbursement</td>
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<td>590 Other Intermediate Sources</td>
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<tr>
<td>610 State Aid -- Categorical</td>
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<td>64,952,133.00</td>
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<td>650 Student Achievement Guarantee in Education (SAGE Grant)</td>
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<td>690 Other Revenue</td>
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<td>760 JTPA</td>
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<td>770 Other Federal Revenue Through Local Units</td>
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<td>780 Other Federal Revenue Through State</td>
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<td><strong>Subtotal Other Financing Sources</strong></td>
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<td>990 Miscellaneous</td>
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<td><strong>Instruction</strong></td>
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<td><strong>Non-Program Transactions</strong></td>
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<td>410 000 Inter-fund Transfers</td>
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### SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)

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<th>Budget 2016-17</th>
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### SPECIAL EDUCATION FUND (FUND 27)

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</tr>
<tr>
<td>900 000 ENDING FUND BALANCE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</td>
<td>57,710.25</td>
<td>54,619.01</td>
<td>54,619.00</td>
</tr>
<tr>
<td>100 000 Instruction</td>
<td>51,530.62</td>
<td>45,068.09</td>
<td>45,068.00</td>
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<tr>
<td>200 000 Support Services</td>
<td>6,179.63</td>
<td>9,550.92</td>
<td>9,551.00</td>
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<td>400 000 Non-Program Transactions</td>
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<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</td>
<td>57,710.25</td>
<td>54,619.01</td>
<td>54,619.00</td>
</tr>
</tbody>
</table>
NOTICE OF MEETING

SCHOOL DISTRICT OF BELOIT
BOARD OF EDUCATION
CURRICULUM AND INSTRUCTION COMMITTEE

Date: Tuesday, November 8, 2016
Time: 4:30 p.m.
Location: Kolak Education Center—The Roosevelt Building
Room 210
1633 Keeler Avenue
Beloit, WI 53511

Committee Members: Kris Klobucar, Committee Chair
Pam Charles, Vice Chair
Dennis Baskin, Member

AGENDA
1. Call to Order
2. Approval of Agenda
3. Approval of October 2016 Meeting Minutes
4. Data Reports
   • State Data—Initial Discussion (10 minutes)
5. Achievement Gap Efforts (addressed in the following presentations)
   • Literacy Plan (10 minutes)
   • Math Plan (10 minutes)
   • Bilingual Plan (10 minutes)
6. Students on the Move Ad Hoc Committee Update (2 minutes)
7. World History New Course Proposal (8 minutes)
8. Course Name Change Proposals (8 minutes)
9. Future Agenda Items:
   - Disciplinary Literacy (to be determined)
10. Adjournment

It is anticipated that other Board members may attend this committee meeting.

Posted: November 4, 2016
1. **Call to Order**  
The Curriculum and Instruction Committee Meeting was called to order by Kris Klobucar at 4:30 p.m.  
Committee members present: Kris Klobucar and Pam Charles  
Also present: Anthony Bonds, Jen Paepke, Peg Muehlenkamp, Lisa Anderson-Levy, Heidi Andre, LaKimberly Jefferson, Carole Campbell, Mary Kaye Richardson, and Deetra Sallis

2. **Approval of Agenda**  
Move High School Business Program Implementation up to agenda item number 5.  
*Charles moved to approve the agenda. Klobucar seconded the motion. Motion carried 2-0.*

3. **Approval of September 2016 Minutes**  
*Charles moved to approve the minutes. Klobucar seconded the motion. Motion carried 2-0.*

4. **Achievement Gap Efforts**  
**• BMHS Student Scheduling:**  
Heidi Andre, LaKimberly Jefferson, and Carole Campbell shared an overview of the process the BMHS Bell Scheduling Committee went through last year. The BMHS Bell Scheduling Committee included staff, parents, community members, and Board of Education members. The committee met with a scheduling specialist, reviewed options and impact on teaching and learning, and received feedback from staff. The high school team proposed researching program options that support career and college ready graduates, then research a schedule that meets the needs of the new programming.  
*For information.*

**• Students on the Move Ad Hoc Committee Update:**  
The first committee meeting was held on October 3. The following sub-committees were named: Free Play/Recess & Physical Activities, Playground Equipment, and Outdoor Learning. The next Students on the Move Ad Hoc Committee meeting is scheduled for October 17, 4:00-5:15, at Kolak Education Center.  
*For information.*

5. **High School Business Program Implementation**  
Mary Kaye Richardson and Anthony Bonds presented the next 6 courses in the High School Business Program sequence. The courses are Business Strategies, Leadership, Principles of Finance, Principles of Management, Principles of Marketing, and Wealth Management. Students will receive high school credit for all courses. Students completing the 4-course sequence will receive 6 college credits from a to be determined university.  
*Klobucar moved to recommend approval to the full Board of Education of the 6 High School Business Program Implementation courses. Charles seconded the motion. Motion carried 2-0.*

6. **Data Reports**  
**• Virtual School Update:**  
Current enrollment is 56 students. The committee had requested financial information. Would need to have charter status to open enroll from other districts.  
*For information.*
7. **Youth Options for Second Semester 2016-17**
The committee had questions about the 9 students to date.

*Charles moved to recommend approval to the full Board of Education with exception of students requesting the Public Speaking course. Klobucar seconded the motion. Motion carried 2-0.*

8. **Technology Coordinator Position**
Anthony Bonds shared the job description that would be voted on by the Personnel Committee.

*For information.*

9. **Educator Effectiveness Grant Application 2016-17**
Anthony Bonds shared information regarding the Educator Effectiveness Grant that was submitted. If awarded, the Department of Public Instruction will reimburse the district for a portion of the cost.

*Charles moved to recommend approval to the full Board of Education. Klobucar seconded the motion. Motion carried 2-0.*

10. **Future Agenda Items:**
- Disciplinary Literacy

11. **Adjournment**
The meeting was adjourned at 5:50 p.m.

*Respectfully Submitted by Peg Muehlenkamp*
I. BASIC INFORMATION

Topic or Concern: State Data Initial Discussion

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

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

Others assisting you in the presentation: Peg Muehlenkamp, Director, Department of Teaching, Learning, and Innovation

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Curriculum and Instruction Committee?
   
   To provide an overview of the 2015-16 Spring assessments.

B. What information must the Curriculum and Instruction Committee have to understand the topic/concern and provide any requested action?
   
   See the attached 2015-16 Spring Assessment Overview.

C. If you are seeking Curriculum and Instruction Committee action, what is the rationale for your recommendation?
   
   Not applicable.

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

   **MOTION:** Not applicable.

   **BUDGET LOCATION:** Not applicable.

   **FISCAL IMPACT:** Not applicable.
<table>
<thead>
<tr>
<th>School</th>
<th>Forward ELA</th>
<th>Forward Math</th>
<th>Forward Science</th>
<th>Forward Social S</th>
<th>ACT ELA</th>
<th>ACT Math</th>
<th>ACT Science</th>
<th>ACT Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Todd</td>
<td>30.9%</td>
<td>24.5%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
<tr>
<td>Robinson</td>
<td>24%</td>
<td>28.1%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Converse</td>
<td>46%</td>
<td>52.8%</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Gaston</td>
<td>26.5%</td>
<td>20.4%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hackett</td>
<td>12%</td>
<td>5%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Merrill</td>
<td>14.6%</td>
<td>12.2%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>McNeel</td>
<td>26.3</td>
<td>21.7</td>
<td>29.5</td>
<td>26.8</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fruzen</td>
<td>32.2</td>
<td>30.1</td>
<td>34.2</td>
<td>38.2</td>
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<td>N/A</td>
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</tr>
<tr>
<td>Aldrich</td>
<td>15.8%</td>
<td>10.8%</td>
<td>23.0%</td>
<td>27.4%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Cunningham</td>
<td>18.6%</td>
<td>16.5%</td>
<td>16.8%</td>
<td>25.8%</td>
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<td>N/A</td>
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</tr>
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<td>BMHS</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>34.5</td>
<td>19.8</td>
<td>14.1</td>
<td>14.3</td>
<td>NA</td>
</tr>
<tr>
<td>BLA</td>
<td>0%</td>
<td>NA</td>
<td>NA</td>
<td>0%</td>
<td>13.6%</td>
<td>14.2%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>RCAA</td>
<td>16.7%</td>
<td>8.3%</td>
<td>NA</td>
<td>22.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Schools: Beloit Memorial High School & Beloit Learning Academy

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>ACT ELA % Proficient /Advanced</th>
<th>ACT Math % Proficient /Advanced</th>
<th>ACT Science % Proficient /Advanced</th>
<th>Forward Exam Social Studies % Proficient /Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2014-15: 20.5%</td>
<td>2014-15: 14.3%</td>
<td>2014-15: 11.8%</td>
<td>2015-16: 34.5%</td>
</tr>
<tr>
<td></td>
<td>2015-16: 18.4%</td>
<td>2015-16: 12.5%</td>
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<tr>
<td></td>
<td>2015-16: 9%</td>
<td>2015-16: 6%</td>
<td>2015-16: 6%</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>2014-15: 11.8%</td>
<td>2014-15: 10.5%</td>
<td>2014-15: 4.6%</td>
<td>2015-16: 29.3%</td>
</tr>
<tr>
<td></td>
<td>2015-16: 9.8%</td>
<td>2015-16: 5.6%</td>
<td>2015-16: 7.7%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2014-15: 32.8%</td>
<td>2014-15: 20.7%</td>
<td>2014-15: 19.9%</td>
<td>2015-16: 45.8%</td>
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<tr>
<td></td>
<td>2015-16: 27.6%</td>
<td>2015-16: 20.2%</td>
<td>2015-16: 18.8%</td>
<td></td>
</tr>
<tr>
<td>ELL</td>
<td>2014-15: 3.1%</td>
<td>2014-15: 3.1%</td>
<td>2014-15: 0%</td>
<td>2015-16: 12.5%</td>
</tr>
<tr>
<td></td>
<td>2015-16: 0%</td>
<td>2015-16: 0%</td>
<td>2015-16: 0%</td>
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<tr>
<td></td>
<td>2015-16: 20.1%</td>
<td>2015-16: 13.6%</td>
<td>2015-16: 13.8%</td>
<td></td>
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<td></td>
<td>2015-16: 6%</td>
<td>2015-16: 3%</td>
<td>2015-16: 6%</td>
<td>2015-16: 3%</td>
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<tr>
<td></td>
<td>2015-16: 20.6%</td>
<td>2015-16: 14.1%</td>
<td></td>
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<tr>
<td></td>
<td>2015-16: 10.4%</td>
<td>2015-16: 6.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non Disadv</td>
<td>2014-15: 40.4%</td>
<td>2014-15: 26.5%</td>
<td>2014-15: 24.5%</td>
<td>2015-16: 49.7%</td>
</tr>
<tr>
<td></td>
<td>2015-16: 31%</td>
<td>2015-16: 21.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Forward Exam is administered online in the spring of each school year at:
- grades 3-8 in English Language Arts (ELA) and mathematics,
- grades 4 and 8 in Science and,
- grades 4, 8, and 10 in Social Studies.

The Wisconsin High School Assessments are comprised of:
- ACT Aspire™ Early High School assessment for grades 9 and 10 students
  - English, reading, mathematics, science, and writing
- The ACT® with writing for grade 11 students
  - English, reading, mathematics, science, STEM, and writing
- The ACT® WorkKeys® for grade 11 students
  - Applied mathematics, locating information, and reading for information.

All students are administered these assessments except for the 1% of students with significant cognitive disabilities who are assessed with an alternate assessment, the Dynamic Learning Maps (DLM).
2015-2016 Spring Assessments

2015-2016 3rd - 8th Grade Forward Exam/Dynamic Learning Maps
English Language Arts

2015-2016 3rd - 8th Grade Forward Exam/Dynamic Learning Maps
Mathematics

Legend:
- Advanced
- Proficient
- Basic
- Below Basic
- No Test
2015-2016 11th Grade ACT/Dynamic Learning Maps
English Language Arts

2015-2016 11th Grade ACT/Dynamic Learning Maps
Mathematics
I. **BASIC INFORMATION**

**Topic or Concern:** Achievement Gap Efforts: Literacy Plan, Math Plan, Bilingual Plan

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

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

Others assisting you in the presentation: 
Angie Montpas, Director, Department of Teaching, Learning, and Innovation  
Jacquie Jolly, Director, Department of Teaching, Learning, and Innovation  
Rosamaria Laursen, ELL/DLI Program Manager, Department of Teaching, Learning, and Innovation

My report is for: Information

II. **TOPICAL INFORMATION**

A. **What is the purpose of presenting this to the Curriculum and Instruction Committee?**

To provide a presentation and information to the committee on the Literacy Plan, Math Plan, and Bilingual Plan in the School District of Beloit.

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

See the attached Literacy Plan, Math Plan, and Bilingual Plan.

C. **If you are seeking Curriculum and Instruction Committee action, what is the rationale for your recommendation?**

Not applicable.

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

**MOTION:** Not applicable.

**BUDGET LOCATION:** Not applicable.

**FISCAL IMPACT:** Not applicable.
District Literacy Improvement Plan

Angie Montpas, Director of Teaching and Learning
2016-2017
Once you learn to read, you will be forever free.” — Frederick Douglass

Vision:
The Department of Teaching, Learning and Innovation is committed to supporting teachers and administrators in providing a high quality education for all students, so they are well prepared for successful futures in the college/career path of their choosing.
District Literacy Improvement Goals

**Goal #1:**
K-8 Grade level cohort groups will meet or exceed NWEA School/District Fall to Spring Growth Norms as measured by Fall to Spring grade level mean RIT scores for reading (see district grade level growth target chart).

**Goal #2:**
27% of 9th grade students will meet college readiness by Spring 2016 as measured by ACT Aspire Reading scores.

**Goal #3:**
The percentage of 10th grade students meeting college readiness will increase from 23% (as 9th graders) to 27% as measured by ACT Aspire Reading scores.

**Goal #4:**
The percentage of 11th grade students meeting college readiness will increase from 17% as measured by Spring 2016 ACT Aspire Reading to 22% as measured by Spring 2017 ACT Reading scores.

**Goal #5:**
Collaborate with families and the community to create literacy-rich environments in all of our schools in order to emphasize the joy and purpose of becoming literate.
Action Steps

Grades K-5 Reading

Action Step 1:
Implementation of guaranteed viable curriculum, utilizing research-based best practices for teaching and learning
- Professional development on the implementation of Lucy Calkins' Reading Units of Study
  - Mini Lessons
  - Independent reading
  - Conferring with readers
  - Guided reading
  - Assessment and planning
  - Classroom management for workshop
  - Connections between reading and writing workshop
  - Student goal-setting
- Professional development for reading specialists and the development of a systematic approach to coaching
- Fidelity of Implementation walk-throughs to gauge level of implementation and buy-in from staff
- Literacy coaching for content knowledge, data analysis, implementation
- Professional development for reading specialists and the development of a systematic approach to coaching
- Data analysis of BAS, PALS, MAP, and Forward Exam to determine effectiveness and areas needing focused attention

Action Step 2:
Collaboration meetings between 5th and 6th grade staff to develop a plan for bridging RUOS with Springboard for easier student transition between programs

Action Step 3:
Analyze formative data to monitor progress towards goal (admin meetings/building leadership teams/PLCs)
Action Steps

Grades 6-12 Reading

Action Step 1:
Implementation of guaranteed viable curriculum, utilizing research-based best practices for teaching and learning

- Vertical team meetings for Springboard ELA teachers in grades 6-12
  - Grading calibration training within and across grade levels
- Professional development on Springboard implementation
  - Content/standards
  - Pacing
  - Assessment
  - ACT/Aspire Connections
  - Student goal-setting
  - Student engagement
- Professional development on data analysis and planning for responsive instruction
- Fidelity of Implementation walk-throughs to gauge level of implementation and buy-in from staff
- Professional development for reading specialists and Springboard trainers and the development of a systematic approach to coaching
- Data analysis of MAP and Forward exam to determine effectiveness and areas needing focused attention

Action Step 2:
Collaboration meetings between 5th and 6th grade staff to develop a plan for bridging the elementary curriculum resources with Springboard for easier student transition between programs

Action Step 3:
Analyze formative data to monitor progress towards goal (admin meetings/building leadership teams/PLCs)
## Creating Print Rich Environments

### Goal: To emphasize the enjoyment and purpose of becoming literate

<table>
<thead>
<tr>
<th>Converse</th>
<th>Dr. Seuss Night</th>
<th>4k-3rd grade students and their families</th>
<th>A night of reading Dr. Seuss books and enjoying “Seussical” activities with family and friends.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SEEDS project</td>
<td>K-3rd grade struggling students</td>
<td></td>
</tr>
<tr>
<td>Gaston</td>
<td>Little Free Library</td>
<td>Anyone in the neighborhood</td>
<td>A small free library box is positioned just outside the Gaston entrance. Anyone in the neighborhood can borrow and return books to this box without needing to check them out.</td>
</tr>
<tr>
<td></td>
<td>Seuss-on-the-Loose</td>
<td>All families</td>
<td>Evening event for families to attend in March to celebrate Dr. Seuss’ birthday. Literacy games and activities are available throughout the building.</td>
</tr>
<tr>
<td>Hackett</td>
<td>4K Reading Workshop for Parents</td>
<td>All 4K families</td>
<td>We discuss how to work with the child on reading at home. We also discuss what a reader looks like at their age and development.</td>
</tr>
<tr>
<td></td>
<td>5K Reading Workshop for Parents</td>
<td>All 5K families</td>
<td>We discuss how to work with the child on reading at home. We also discuss what a reader looks like at their age and development.</td>
</tr>
<tr>
<td></td>
<td>Read Across America</td>
<td>All students</td>
<td>In celebration of Dr. Seuss’ birthday, we invite the public into the classrooms to read a book to the students in every classroom.</td>
</tr>
<tr>
<td></td>
<td>Scholastic Book Fair</td>
<td>All students</td>
<td>Families may purchase books for themselves and/or donate back to classrooms.</td>
</tr>
<tr>
<td></td>
<td>Read Your Heart Out</td>
<td>All students and families</td>
<td>Multicultural activity to raise awareness of multicultural characters in literature.</td>
</tr>
<tr>
<td></td>
<td>Bedtime Story Hour (Literacy Night)</td>
<td>All students and families</td>
<td>Children and families dress up in their pajamas and come to school at night. Each classroom will have a literary theme for read-alouds. Some read-alouds will be in Spanish. The children will be provided a map of the choices and select where they want to visit. Each rotation is 15 minutes.</td>
</tr>
<tr>
<td>Merrill</td>
<td>Books Build Brilliant Brains</td>
<td>All students monthly</td>
<td>Independent reading program. Students read a certain number of minutes a month and when they turn in their sheet they get a book. Names are announced weekly, posted on the wall, top classes receive a monthly trophy, and top students receive a charm for their PBIS necklace.</td>
</tr>
<tr>
<td><strong>VIP - Vocabulary</strong></td>
<td><strong>Increases</strong></td>
<td><strong>All students monthly (Internal)</strong></td>
<td><strong>We have a theme for the month and we teach those concept words: Places and Dwellings, Transportation, Food, Money, etc. Teachers have a small lesson with a graphic organizer, daily jokes on the morning announcement related to the theme, and teachers nominate students for PBIS charms for VIP.</strong></td>
</tr>
<tr>
<td>----------------------</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Rise N' Shine</strong></td>
<td><strong>Readers</strong></td>
<td><strong>Families who can attend the morning session</strong></td>
<td><strong>Families come in for four mornings over the school year with their children for breakfast and reading. Families have fun while holding books and learning reading strategies. Each family receives a book for attending.</strong></td>
</tr>
<tr>
<td><strong>$1.00 book sale</strong></td>
<td><strong>All families who attend Merrill events</strong></td>
<td><strong>We sell books to families for $1.00 so they can build their home libraries.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Restaurant</strong></td>
<td><strong>All families who attend the night event</strong></td>
<td><strong>A March event for families to have fun while learning reading strategies.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Parent Teacher Teams (APTT)</strong></td>
<td><strong>1st &amp; 2nd grade Families</strong></td>
<td><strong>Data and strategies for 1st and 2nd grade families: 3 formal group meetings and 1 individual meeting with each family.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Read Your Heart Out</strong></td>
<td><strong>All students (September &amp; February)</strong></td>
<td><strong>All students have books that celebrate diversity and the school celebrates with an assembly. September was Hispanic heritage month and February is African-American heritage month. We are still planning other events.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Scholastic Book Fair</strong></td>
<td><strong>February</strong></td>
<td><strong>Families may purchase books for themselves or donate back to classrooms.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Readbox</strong></td>
<td><strong>Available to all families in the vestibule</strong></td>
<td><strong>A bookshelf of books is located in the vestibule for families to borrow and return. The honor system is used. We have a wide range from children, juvenile literature and adult reads.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Book Leggers</strong></td>
<td><strong>3rd grade students</strong></td>
<td><strong>Volunteers come and do book talks for students. Students can then borrow the books until the book legger comes back.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>RSVP Volunteers</strong></td>
<td><strong>K, 1st, 2nd, 3rd grade classrooms</strong></td>
<td><strong>Volunteers come and read to students.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Little Free Library</strong></td>
<td><strong>Available to the neighborhood, location to be determined</strong></td>
<td><strong>A Little Free Library has been donated. We are waiting for it to arrive and then be installed.</strong></td>
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Appendix A: Data Sets

2014-2015 Badger Exam/Dynamic Learning Maps - English Language Arts

2015-2016 Forward Exam/Dynamic Learning Maps - English Language Arts
2014-2015 ACT/Dynamic Learning Maps - English Language Arts

2015-2016 ACT/Dynamic Learning Maps - English Language Arts
2015-2016 Fall-Spring MAP Data – Reading

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# Appendix B: Literacy Programming

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Annual Mathematics Plan

2016-2017 School Year
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Introduction

This document outlines the current programs, strategies and resources implemented to support students in the area of mathematics in grades K-12 during the 2016-2017 school year. This resource is an informational guide for parents and community members to share the process of our decisions making process related to next steps for planning and supporting teaching and learning in mathematics.

After reviewing various forms of data, the math team has concluded it would be appropriate to focus on Tier I (core) instruction. We will intentionally focus on coaching teachers to use the core instructional materials as intended, with accuracy and consistently. By narrowing our focus, the coaches are able to provide clear support around specific strategies related to implementation of the core. In addition, the data also informs us that there are a variety of needs to be addressed. Therefore, we are implementing the Guided Math Framework during math instruction in all classrooms from grades K-8. The high school classes will use this year to explore and research how the Guided Math Framework needs to be adapted to be effectively implemented in a high school setting. We believe the small group guided instructional approach will allow teachers to provide more immediate feedback to students, as well as differentiate more support to struggling students.

We have created modest goals this year, as we support the core instruction and monitor the implementation of the Guided Math Framework. We have worked collaboratively with the special education team, bilingual team and instructional technology team to ensure we are able to accurately capture data related to Guided Math. This data will inform our decisions related to professional development, one to one coaching and/or support to grade level PLC around specific areas to impact instruction.
### Data

#### 2014-2015 Wisconsin Student Assessment System (WSAS)

**Badger and DLM Performance (All Elementary Students, Grades 3-8)**

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students Enrolled</th>
<th>Number of Students Tested</th>
<th>Proficiency Percentage</th>
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<th>Groups</th>
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<td>162</td>
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</tr>
<tr>
<td>Fourth Grade</td>
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<td>148</td>
<td>30.3%</td>
</tr>
<tr>
<td>Fifth Grade</td>
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<td>98</td>
<td>21.0%</td>
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<tr>
<td>Sixth Grade</td>
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<td>1.8%</td>
</tr>
<tr>
<td>Seventh Grade</td>
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<tr>
<td>Eighth Grade</td>
<td>451</td>
<td>12</td>
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</table>

**Summary of data**

**Strengths:**

- The primary grades (third and fourth) had greater success
- Over a quarter of the students in grades three and four are proficient in math
2015-16 Wisconsin Student Assessment System (WSAS)
Forward and DLM Performance (All Elementary Students, Grades 3-8)

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students Enrolled</th>
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<tr>
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<tr>
<td>Eighth Grade</td>
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<td>112</td>
<td>24.7%</td>
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</table>

Summary of data

Strengths:
- There was an increase in proficiency in all grade levels from the previous years (there was a different test administered).
- Most grades had approximately 25% of their students proficient.
- The number of proficient students in the seventh grade cohort significantly increased from the previous year.

2014-15 ACT and DLM Performance

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students Tested</th>
<th>Number of Students Proficient/ Advanced</th>
<th>Proficiency Percentage</th>
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<tbody>
<tr>
<td>All Students</td>
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2015-16 ACT and DLM Performance

<table>
<thead>
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<th>Groups</th>
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<td>All Students</td>
<td>464</td>
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Summary of data

Strengths:
- The majority of students participated in the test.
- There was not a significant decrease in the proficiency rate.
## 2016 Spring Mean Mathematics RIT Scores - by Building & Grade Level

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### Summary of MAP Data

**Strengths:**
- Many of the grade levels met or exceeded the Spring National Norm and/or Spring District Norm
- Most of the primary grades exceeded the Spring National Norm
- Most of the intermediate grades exceeded the Spring District Norm
2016-2017 School District of Beloit Goals

After reviewing the data, the following goals were determined to be attainable for the 2016-17 school year in conjunction with a clearly aligned professional development plan.

Grades K-8

- Grade level cohort groups will meet or exceed NWEA School/District Fall to Spring Growth Norms as measured by Fall to Spring grade level mean RIT scores for math.

Action Items and Progress Monitoring for Grades K-8

**Action Item 1:** Teaching staff will implement a viable curriculum with fidelity

The school administrator, district and math coaches will monitor the implementation of a viable curriculum by:

- Monitoring the consistent and accurate use of math resources
  - Investigations is the core curriculum implemented for grades kindergarten in fifth grade.
  - Dreambox is a supplemental resource used by all students to review strategies and reinforce specific skills selected by the teacher. These skills are aligned to the ELTs.

- Ensuring daily math lessons are aligned to ELTs
  - Teachers will provide sixty minutes of math instruction aligned to ELT using guided math framework, in which all whole group and small group activities will be aligned to ELTs

Teachers will receive support in implementing a viable curriculum with fidelity by receiving:

- Ongoing professional development related to the core resources (Investigations and DreamBox) to specific units of instruction
- Coaching in regard to implementing the components of Investigations
- Coaching in regard to differentiating activities in Dreambox to meet the various needs of the students
- Coaching in regard to using formative data to adjust instruction
- Professional development related to implementing differentiated activities related to the Investigations curriculum

We will monitor the implementation of a viable curriculum with fidelity by monitoring:

- Data collected from coaching logs.
- Data collected from common pre assessments and post assessments aligned to ELTs, which monitor students’ progress towards mastery of ELTs.
- Data collected from walkthroughs facilitated by school administration and math coaches

**Action Item 2:** Implement all components of Guided Math Framework

The school administrator and math coaches will monitor the implementation of the Guided Math Framework components by:

- Conducting Fidelity of Implementation (FOI) walkthroughs in classrooms to obtain baseline data in the 2016-17 school year.
  - Fidelity is defined as implemented the components with accuracy and consistency as intended.
Teachers will receive support in implementing all components of the Guided Math Framework by:

- Receiving ongoing professional development on the various components throughout the 2016-2017 school year
- Receiving immediate feedback regarding the implementation
- Coaching to support effective implementation of all the components of Guided Math Framework
- Ongoing access to models of Guided Math Framework implemented in an elementary school setting (i.e. videos, classroom visits, etc…)

We will monitor the implementation of the Guided Math Framework by:

- Monitoring the FOI data within grade levels
- Correlating the FOI data with other relevant data
- Ensuring the supports align with the needs as determined by the data collected

**Action Item 3:** Analyze a variety of data to monitor progress towards MAP goals

The school administrator, district and math coaches will monitor progress towards MAP goals by:

- Collecting a variety of relevant data to monitor student progress in math

Teachers will receive support monitoring progress towards MAP goals by:

- Ensuring staff is reviewing current and relevant data during grade level PLCs
- Ensuring data is consistently collected from pre/post unit assessments and next steps are identified for reteaching necessary skills
- Identifying and implementing next steps aligned with students’ MAP growth goals to examine growth by student and by class

We will monitor the analysis of data towards progress by:

- Collecting and analyzing pre/post assessments for each unit assessments
- Conducting an item analysis with the pre test to guide instruction
- Using various MAP reports and other data to create flexible groups, so students are provided differentiated instruction based on their needs
- Using a variety of data to determine instructional practices to meet the needs of the students.

**Action Item 4:** Implement a systematic coaching to improve the effectiveness of the core instruction by:

The school administrator, district and math coaches will monitor the effectiveness of coaching teachers around Tier I by:

- Sharing and examining coaching logs to monitor trends in areas of coaching and creating succinct plans for next steps
- Monitoring walkthrough data to observe change in instructional practices
Teachers will receive support implementing a systematic coaching to improve the effectiveness of the core instruction by:

- Attending coaching training throughout the school year
- Receiving coaching around areas of concern
- Ongoing experience with coaching teachers with a variety of needs to implement core instruction with fidelity

We will monitor the implementation of systematic coaching to improve the effectiveness of core instruction by:

- Monitoring the data quarterly to determine the effectiveness and/or adjust the coaching support
- Identifying clear parameters for coaching support and building level support
- Administering a survey to gather teacher perception data regarding the impact of coaching
High School
• 15% of 9th grade students will meet college readiness by Spring 2016 as measured by ACT Aspire math scores.
• The percentage of 10th grade students meeting college readiness will increase from 20% to 23% as measured by Spring 2016 ACT Aspire math scores.
• The percentage of 11th grade students meeting college readiness will increase from 14% as measured by ACT Aspire Math to 17% as measured by Spring 2016 ACT math scores

Action Items and Progress Monitoring for Grades 9-12

Action Item 1: Teaching staff will implement a viable curriculum with fidelity

The school administrator, district and math coaches will monitor the implementation of a viable curriculum by:
• Monitoring the consistent and accurate use of math resources
  • Springboard is the core
  • IXLs a supplemental resource used by students enrolled in Pre Algebra and Algebra I to review strategies and reinforce skills practiced with teacher. These skills are aligned to the ELTs.
• Ensuring daily math lessons are aligned to ELTs
  • Teachers will provide sixty minutes of math instruction aligned to ELT using guided math framework, in which all whole group and small group activities will be aligned to ELTs

Teachers will receive support in implementing a viable curriculum with fidelity by receiving:
• Ongoing professional development related to implementing the core resources (Springboard and IXL) aligned to specific units of instruction
• Coaching in regard to implementing the components of Springboard
• Coaching in regard to differentiating activities in IXL to meet the various needs of the students
• Coaching in regard to using formative data to adjust instruction
• Professional development related to implementing differentiated activities related to the Springboard curriculum

We will monitor the implementation of a viable curriculum with fidelity by monitoring:
• Data collected from coaching logs.
• Data collected from common pre assessments and post assessments aligned to ELTs, which monitor students’ progress towards mastery of ELTs.
• Data collected from walkthroughs facilitated by school administration, district and math coaches

Action Item 2: Analyze student work and create action steps during PLC time

The school administrator and math coaches will monitor the analysis of student work and create actions steps by:
• Establishing a consistent timeline to administer common formative assessments (check for understanding)
• Establishing a consistent timeline to administer summative assessments
Teachers will receive support in analyzing student work and creating action steps during PLC time by:

- Receiving ongoing professional development on reteaching strategies after formative assessments
- Implementing consistent scoring protocols
- Establishing a timeframe for reteaching within the block schedule

We will monitor the analysis of student work and creating actions steps by:

- Monitoring the use of PLC time
- Monitoring common reteaching practices to ensure they are implemented with consistency
- Monitoring pre/post assessment data to monitor increase in proficiencies

**Action Item 3:** Collaboration with principals and team walk throughs using “look fors” related to action steps (as identified by school leadership team)

The school administrator and math coaches will monitor the data collected from walkthroughs by:

- Conducting Fidelity of Implementation (FOI) walkthroughs in classrooms to obtain baseline data in the 2016-17 school year.
  - Fidelity is defined as implemented the components with accuracy and consistency as intended.

Teachers will receive support in monitoring data collected from walkthroughs by:

- Receiving immediate feedback regarding walkthroughs
- Using trends in walkthrough data to plan support (professional development / coaching)
- Engaging in ongoing self assessment in areas of strengths/ areas of improvement

We will monitor the impact from the data collected from the walkthrough by:

- Identifying changes in teaching practices
- Identifying changes in student responses
## 2016-2017 District Professional Development Plan for Math

*Additions will be made to this document as data is collected and analyzed.*

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<tr>
<td>Jan 2017</td>
<td>K-5</td>
<td>Guided Math Framework: Independent Practice</td>
</tr>
<tr>
<td>Feb 2017</td>
<td>K-5</td>
<td>Guided Math Framework:</td>
</tr>
<tr>
<td>March 2017</td>
<td>K-5</td>
<td>Guided Math Framework:</td>
</tr>
<tr>
<td>April 2017</td>
<td>K-5</td>
<td>Guided Math Framework:</td>
</tr>
<tr>
<td>May 2017</td>
<td>K-5</td>
<td>Guided Math Framework:</td>
</tr>
<tr>
<td>Oct 2016</td>
<td>9-12</td>
<td>Data Analysis Protocol with Common Assessments: <em>Deep dive into ACT data, ACT Aspire data, Common Assessments. Review annual goals and create department SLOs</em></td>
</tr>
<tr>
<td>Nov 2016</td>
<td>9-12</td>
<td>Data Analysis Protocol with Common Assessments</td>
</tr>
<tr>
<td>Jan 2017</td>
<td>9-12</td>
<td>Data Analysis Protocol with Common Assessments</td>
</tr>
<tr>
<td>Feb 2017</td>
<td>9-12</td>
<td>Data Analysis Protocol with Common Assessments</td>
</tr>
<tr>
<td>March 2017</td>
<td>9-12</td>
<td>Data Analysis Protocol with Common Assessments</td>
</tr>
<tr>
<td>April 2017</td>
<td>9-12</td>
<td>Data Analysis Protocol with Common Assessments</td>
</tr>
<tr>
<td>May 2017</td>
<td>9-12</td>
<td>Data Analysis Protocol with Common Assessments</td>
</tr>
</tbody>
</table>
**School Level Profession Development**

*This is a summary of trainings that have occurred at each building between August – October, which were facilitated by three math coaches.*

**Elementary Schools**

<table>
<thead>
<tr>
<th>School Name (Elementary)</th>
<th>PD Title</th>
<th>Objective of PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Converse</td>
<td>PLC Groups</td>
<td>Use current data to compare MAPs, unit assessments, Fact Fluency data, and DreamBox to create strategic guided math groups; Strengthen teacher capacity on best practices and strategy implementation</td>
</tr>
<tr>
<td>Hackett</td>
<td>PLC Groups</td>
<td>Use current data to compare MAPs, unit assessments, Fact Fluency data, and DreamBox to create strategic guided math groups; Strengthen teacher capacity on best practices and strategy implementation</td>
</tr>
<tr>
<td>Gaston</td>
<td>Number Talks, Quarterly Data Meetings, PLC Groups</td>
<td>Familiarize teachers with the process of Number Talks and its components; continued coaching of the implementation of Number Talks through PLC groups and one-on-one classroom work. Using current data to compare MAPs, unit assessments, Fact Fluency data, and DreamBox to create strategic guided math groups; Strengthen teacher capacity on best practices and strategy implementation</td>
</tr>
<tr>
<td>Merrill</td>
<td>Vertical book study “Number Sense Routines,” Once a month during a Wednesday staff meeting, I will be sharing a math strategy or tool that can be used in all classrooms during guided math.</td>
<td>Once a month during a Monday PLC time, Merrill will be dividing into 3 sections: Writing, Reading, and Math. I will be leading the math group through a study to create a solid number sense routine in the classrooms. Increase teacher capacity of multiple math tools (Rekenrek, Ten Frame.) and progression of strategies (addition strategies, subtraction strategies) Using current data to compare MAPs, unit data, and Fact Fluency data and then create guided math groups using the data. Using data (Unit Assessments, Fact Fluency, Dreambox, MAPs) to determine next steps, observe trends, and problem solve.</td>
</tr>
<tr>
<td>School Name (Intermediate)</td>
<td>PD Title</td>
<td>Objective of PD</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aldrich</td>
<td>PLC Groups/CGI Word Problems</td>
<td>Introduce teachers to CGI Word Problems and the development of children’s mathematical thinking. Increase the teacher’s capacity in supporting strategies in solving math problems. Continue to find ways to use data to drive instruction and create small groups for enhanced instruction.</td>
</tr>
<tr>
<td>Cunningham</td>
<td>PLC Groups/CGI Word Problems</td>
<td>Introduce teachers to CGI Word Problems and the development of children’s mathematical thinking. Increase the teacher’s capacity in supporting strategies in solving math problems. Continue to find ways to use data to drive instruction and create small groups for enhanced instruction.</td>
</tr>
<tr>
<td>Fruzen</td>
<td>PLC Groups</td>
<td>Increase the teacher’s capacity in supporting strategies in solving math problems. Continue to find ways to use data to drive instruction and create small groups for enhanced instruction.</td>
</tr>
</tbody>
</table>
McNeel  PLC Groups/CGI Word Problems  Introduce teachers to CGI Word Problems and the development of children’s mathematical thinking. Increase the teacher’s capacity in supporting strategies in solving math problems. Continue to find ways to use data to drive instruction and create small groups for enhanced instruction.

### Math Family Events

#### Elementary Schools

<table>
<thead>
<tr>
<th>School Name (Elementary)</th>
<th>Family Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Converse</td>
<td>Family Math Night</td>
<td>***</td>
</tr>
<tr>
<td>Hackett</td>
<td>Family Math Night</td>
<td>***</td>
</tr>
<tr>
<td>Gaston</td>
<td>Family Math Night</td>
<td>***</td>
</tr>
<tr>
<td>Merrill</td>
<td>Family Math Night</td>
<td>April 11, 5:30</td>
</tr>
<tr>
<td>Robinson</td>
<td>Family Math Night</td>
<td>***</td>
</tr>
<tr>
<td>Todd</td>
<td>Family Math Night</td>
<td>***</td>
</tr>
</tbody>
</table>

***Family Math Nights at the elementary level are scheduled to take place in April, which is Math Awareness Month. In the past, Family Math Nights have consisted of families spending an hour to an hour and a half, playing and doing math activities and games. The majority of schools provide “take aways” such as games and materials (dice, cards, etc.) for students to use at home with families.

#### Intermediate Schools

<table>
<thead>
<tr>
<th>School Name (Intermediate)</th>
<th>Family Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aldrich</td>
<td>Family Math Night</td>
<td>Tuesday, April 25, 2017</td>
</tr>
</tbody>
</table>
**Guided Math**

Due to our current data results, we believe whole class math instruction is not meeting the needs of our students. We have researched models that have been successfully implemented to impact student achievement.

Guided Math provides benefits to students and teachers:
- Allows teachers to target students’ instructional needs
- Allows teachers to learn about their students:
  - How they think
  - How they express themselves
  - How they work together
  - How they learn
- This allows teacher to scaffold the learning and provide specific feedback

SDB has created two rubrics to support teachers in the elementary and intermediate classroom settings. The teachers rated themselves and created goals at the beginning of the school year. Throughout the year, the coaches, principals and district follow up with the same rubric to provide feedback to teachers as a method of assessing their progress towards their goals. We are currently working with the instructional technology team to create this form in an electronic format, so we are able to capture the results in a systemic format.

### Elementary Guided Math Implementation Rubric

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Environment of Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations for Guided Math are missing, or just mentioned</td>
<td>Expectations for Guided Math are discussed and displayed</td>
<td>Expectations for Guided Math are discussed, displayed, and implemented</td>
<td>Expectations for Guided Math are discussed, displayed, and implemented, and revisited</td>
</tr>
<tr>
<td>The classroom does not have defined areas; math materials are not accessible to all students</td>
<td>The classroom only has defined areas for whole group and independent work; math materials are disorganized and not accessible to all students</td>
<td>The classroom has multiple areas for students to work; math materials are accessible to all students</td>
<td>The classroom has multiple areas for students to work (guided instruction, whole group, independent practice); math materials are organized and accessible to all students</td>
</tr>
<tr>
<td>A respectful math learning community has not been implemented as students rarely ask questions, share ideas, or encourage others</td>
<td>A respectful math learning community is partially implemented by students sometimes demonstrating: asking questions, sharing ideas, and encouraging others</td>
<td>A respectful math learning community is established and is evident by students demonstrating: asking questions, sharing ideas, and encouraging others</td>
<td>A respectful math learning community is established and is evident by students demonstrating: risk taking, encouragement of others, asking questions, perseverance, sharing and challenging ideas, and defending their thinking</td>
</tr>
<tr>
<td>Math Word Wall is designated, but no words visible OR there</td>
<td>Math Word Wall has vocabulary words visible and/or</td>
<td>Math Word Wall has appropriate</td>
<td>Math Word Wall has all appropriate vocabulary and visual, including</td>
</tr>
<tr>
<td>Math Warm-ups</td>
<td>Whole Class Instruction (Mini Lesson)</td>
<td>Small Group Instruction in Guided Math</td>
<td>Independent Practice</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Math warm-ups, number talks, and/or calendar math time are not incorporated</td>
<td>The entire class period is whole class instruction, fully teacher led</td>
<td>Small group instruction with teacher is not occurring in the math block; individual conferencing is not occurring</td>
<td>Teacher does not provide differentiated learning activities, such as Fact Fluency, collaborative practice</td>
</tr>
<tr>
<td>Math warm-ups, number talks, and/or calendar math time are incorporated periodically</td>
<td>The majority of the class period is whole class instruction, fully teacher led</td>
<td>Small group instruction with teacher is inconsistent or unequal; individual conferencing is done periodically</td>
<td>Teacher inconsistently provides differentiated learning activities, such as Fact Fluency</td>
</tr>
<tr>
<td>Math warm-ups, number talks, and/or calendar math time are incorporated daily</td>
<td>Whole class instruction, with a clear objective, is used for less than half of the math block, allowing for more than half of the time to be used for small groups</td>
<td>Small group instruction occurs with teacher frequently, and there is an attempt to equally divide attention based on the needs of each individual student; individual conferencing occurs regularly and addresses individual needs</td>
<td>Teacher consistently provides some differentiated learning activities, such as Fact Fluency</td>
</tr>
<tr>
<td>Strategic, ELT driven, math warm-ups, number talks, and/or calendar math time are incorporated daily</td>
<td>Whole class instruction with a clear objective, is 20 minutes or less (as needed for content or to introduce a new topic); leads into transition to small groups</td>
<td>Strategic small group instruction occurs with teacher throughout the math block, with attention successfully divided based on the needs of each individual student; individual conferencing occurs daily to address individual needs</td>
<td>Teacher consistently provides a variety of differentiated learning activities, such as Fact Fluency, collaborative practice</td>
</tr>
<tr>
<td>Closing (Wrap-Up)</td>
<td>activities, and curriculum enhancement software</td>
<td>such as Fact Fluency, collaborative practice activities, and curriculum enhancement software</td>
<td>collaborative practice activities, and curriculum enhancement software</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>Student engagement and collaboration is not evident in the mathematical learning environment</td>
<td>Student engagement, collaboration, and focus are limited in the mathematical learning environment</td>
<td>Students are engaged and there is a focus on learning in the mathematical learning environment</td>
</tr>
</tbody>
</table>

**Overall**

| Guided Math (student engagement, cooperative flexible groups, student-centered instruction, and conferencing) | Guided Math is not part of the daily routine | Some of the Guided Math components are evident. It is not consistently part of the daily routine | Guided Math components are evident. Warm-up, mini-lesson, teacher time/practice time, and/or reflective closing can be seen, and is attempted to be used consistently | Guided Math is fully implemented with student engagement, cooperative flexible groups, student centered instruction, and conferencing. There is a warm-up, mini-lesson, teacher time/practice time, and reflective closing. |

**Guided Math Area of Strength:**
(How do I know? What evidence do I have?)

**Guided Math Area of Support:**
(What do I need to do myself? What do I need from others?)

**Individual Focus & Reflection**

1st quarter Focus:

1st quarter Review & Reflection:
2nd quarter Focus:

2nd quarter Review & Reflection:

3rd quarter Focus:

3rd quarter Review & Reflection:

4th quarter Focus:

4th quarter Review & Reflection:

**Intermediate Guided Math Implementation Rubric**

<table>
<thead>
<tr>
<th></th>
<th><strong>Distinguished</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Needs Improvement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Environment of Numeracy</strong></td>
<td>Expectations for Guided Math are discussed, displayed, implemented, and revisited</td>
<td>Expectations for Guided Math are discussed, displayed, and implemented</td>
<td>Expectations for Guided Math are discussed and displayed</td>
<td>Expectations for Guided Math are missing, or just mentioned</td>
</tr>
<tr>
<td></td>
<td>Classroom is arranged with areas for guided instruction, workstations, whole group, and independent work</td>
<td>Classroom has defined areas for guided instruction, whole group, and independent work</td>
<td>Classroom only has defined areas for whole group and independent work</td>
<td>Classroom does not have defined areas for guided instruction, workstations, whole group, or independent work.</td>
</tr>
<tr>
<td></td>
<td>Math materials are organized and accessible to students</td>
<td>Math materials are accessible to students, but may be disorganized</td>
<td>Math materials are disorganized and not accessible to students</td>
<td>Math materials are not accessible</td>
</tr>
<tr>
<td></td>
<td>Strategies for building a classroom learning community are fully implemented</td>
<td>Strategies for building a classroom learning community are partially implemented</td>
<td>Strategies for building a classroom learning community are being planned</td>
<td>Strategies for building a classroom learning community are not planned or implemented</td>
</tr>
<tr>
<td></td>
<td>Math Word Wall with all appropriately covered vocabulary is visible for all students</td>
<td>Math Word Wall with only current standard vocabulary is visible for students</td>
<td>Math Word Wall has only a few vocabulary words visible</td>
<td>Math Word Wall is designated, but no words visible OR there is no Math Word Wall</td>
</tr>
<tr>
<td></td>
<td>Multiple anchor</td>
<td>Only one anchor</td>
<td>Anchor charts are</td>
<td>No anchor charts</td>
</tr>
<tr>
<td></td>
<td>charts are visible and available for students to use; created with or introduced to students prior to posting</td>
<td>chart up at a time and visible to the students</td>
<td>created, but are not visible to the students</td>
<td>created</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Math Warm-ups</td>
<td>Math warm-ups, number talks, and/or calendar math time are incorporated with math standards each day</td>
<td>Math warm-ups, number talks, and/or calendar math time are incorporated with math standards a few times a week</td>
<td>Math warm-ups, number talks, and/or calendar math time are incorporated with math standards once a week</td>
<td>Math warm-ups, number talks, and/or calendar math time are incorporated with math standards periodically or not at all</td>
</tr>
<tr>
<td>Whole Class Instruction (mini lesson)</td>
<td>Whole class instruction is used for less than half of the math block, as needed, to introduce a new topic; leads into transition to small groups</td>
<td>Whole class instruction is used for less than half of the math block, and provides more than half of the time for small groups</td>
<td>The majority of the class period is whole class instruction, fully teacher led</td>
<td>The entire class period is whole class instruction, fully teacher led</td>
</tr>
<tr>
<td>Small Group Instruction in Guided Math</td>
<td>Small group instruction occurs with teacher throughout the math block, with attention successfully divided based on the needs of each individual student</td>
<td>Small group instruction occurs with teacher frequently in the math block, and there is an attempt to equally divide attention based on the needs of each individual student</td>
<td>Small group instruction may happen randomly, inconsistently, or unequally; teacher involvement is inconsistent</td>
<td>Small group instruction is not occurring in the math block, or small groups are working without any teacher involvement</td>
</tr>
<tr>
<td>Math Workshop (student engagement, cooperative flexible groups, student-centered instruction, and conferences)</td>
<td>Math Workshop is fully implemented with student engagement, cooperative flexible groups, student centered instruction, and conferences. There is a warm-up, mini-lesson, work time (rotations), and/or reflection</td>
<td>Math Workshop components are evident. Warm-up, mini-lesson, work time (rotations), and/or reflection can be seen, and is attempted to be used consistently</td>
<td>Some of the Math Workshop components are evident. The Workshop is not consistently part of the daily routine</td>
<td>Math Workshop is not part of the daily routine</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>Students are fully engaged and productively learning through collaboration in the mathematical learning environment</td>
<td>Students are engaged and there is a focus on learning in the mathematical learning environment</td>
<td>Student engagement is limited; and lacks collaboration and focus in the mathematical learning environment</td>
<td>Student engagement and collaboration is not evident in the mathematical learning environment</td>
</tr>
<tr>
<td>Individual Conferences</td>
<td>Individual conferences occur daily, and on a regular basis.</td>
<td>Individual conferences occur regularly, and address</td>
<td>Individual conferences occur inconsistently, and/or</td>
<td>Individual conferences are not occurring</td>
</tr>
<tr>
<td></td>
<td>schedule that addresses individual needs</td>
<td>individual needs</td>
<td>unequally</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------</td>
<td>------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td><strong>Guided Math Area of Strength:</strong></td>
<td>(How do I know? What evidence do I have?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Guided Math Area of Support:</strong></td>
<td>(What do I need to do myself? What do I need from others?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual Focus & Reflection**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Focus:</th>
<th>Review &amp; Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
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</tr>
</tbody>
</table>
**District Math Programs**

The following tables outline the current instructional resources implemented to in 4k-12.

### District Math Programs
**Grades 4k-3**

<table>
<thead>
<tr>
<th>Universal Instruction</th>
<th>4K</th>
<th>5K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>UBD (In Progress)</td>
<td>UBD (In Progress)</td>
<td>UBD (In Progress)</td>
<td>UBD (In Progress)</td>
<td>UBD (In Progress)</td>
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<tr>
<td><strong>Materials</strong></td>
<td>Creative Curriculum</td>
<td>Investigations</td>
<td>Investigations</td>
<td>Investigations</td>
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<td></td>
<td>Dreambox</td>
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<td>Dreambox</td>
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</tr>
<tr>
<td><strong>PD Plan</strong></td>
<td>Implementation of new curriculum materials</td>
<td>Fact Fluency</td>
<td>Fact Fluency</td>
<td>Fact Fluency</td>
<td>Fact Fluency</td>
</tr>
<tr>
<td></td>
<td>Creative Curriculum Consultant</td>
<td>Guided Math</td>
<td>Guided Math</td>
<td>Guided Math</td>
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<tr>
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<td>Dreambox</td>
<td>Dreambox</td>
<td>Dreambox</td>
<td>Dreambox</td>
</tr>
<tr>
<td></td>
<td>Use of Data</td>
<td>Use of Data</td>
<td>Use of Data</td>
<td>Use of Data</td>
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</tr>
<tr>
<td><strong>Coaching Focus</strong></td>
<td>Implementation of curriculum materials and assessment</td>
<td>Use of ELTs</td>
<td>Use of ELTs</td>
<td>Use of ELTs</td>
<td>Use of ELTs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fact Fluency</td>
<td>Fact Fluency</td>
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<td><strong>Assessment</strong></td>
<td>Teaching Strategies - GOLD</td>
<td>Common Pre and Post</td>
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# District Math Programs
## Grades 4-8

<table>
<thead>
<tr>
<th>Universal Instruction</th>
<th>4th</th>
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<th>7th</th>
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<tbody>
<tr>
<td><strong>Materials</strong></td>
<td>Investigations</td>
<td>Investigations</td>
<td>Big Ideas</td>
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<tr>
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<td></td>
<td></td>
<td>Springboard for Alg. &amp; Geom.</td>
</tr>
<tr>
<td><strong>PD Plan</strong></td>
<td>Guided Math</td>
<td>Guided Math</td>
<td>Guided Math</td>
<td>Guided Math</td>
<td>Guided Math</td>
</tr>
<tr>
<td></td>
<td>Dreambox</td>
<td>Dreambox</td>
<td>Big Ideas &amp; Technology</td>
<td>Big Ideas &amp; Technology</td>
<td>Big Ideas &amp; Technology</td>
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<tr>
<td></td>
<td>Use of Data</td>
<td>Use of Data</td>
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<td>Dreambox</td>
<td>Dreambox</td>
</tr>
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<td></td>
<td></td>
<td>Use of Data</td>
<td>Use of Data</td>
<td>Use of Data</td>
</tr>
<tr>
<td><strong>Coaching Focus</strong></td>
<td>Use of ELTs</td>
<td>Use of ELTs</td>
<td>Use of ELTs</td>
<td>Use of ELTs</td>
<td>Use of ELTs</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td>Dreambox</td>
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<td></td>
<td>Use of Data</td>
<td>Use of Data</td>
<td>Use of Data</td>
<td>Use of Data</td>
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</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Common Pre and Post</td>
<td>Common Pre and Post</td>
<td>Common Pre and Post</td>
<td>Common Pre and Post</td>
<td>Common Pre and Post</td>
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<td>MAP</td>
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<td>Wisconsin Forward Exam</td>
<td>Wisconsin Forward Exam</td>
<td>Wisconsin Forward Exam</td>
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</table>
## District Math Programs
### Grades 9-12

<table>
<thead>
<tr>
<th>Universal Instruction</th>
<th>Algebra</th>
<th>Geometry</th>
<th>Algebra 2</th>
<th>Upper Level</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
<th>Springboard</th>
<th>Springboard</th>
<th>Springboard</th>
<th>Various Textbooks</th>
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<table>
<thead>
<tr>
<th>PD Plan</th>
<th>Guided Math</th>
<th>Guided Math</th>
</tr>
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<tbody>
<tr>
<td>Vocabulary Development</td>
<td>Vocabulary Development</td>
<td>Vocabulary Development</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Data Analysis</td>
<td>Data Analysis</td>
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<tr>
<td>IXL</td>
<td>IXL</td>
<td>IXL</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Coaching Focus</th>
<th>Student Engagement</th>
<th>Student Engagement</th>
<th>Student Engagement</th>
<th>Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided Math</td>
<td>Guided Math</td>
<td>Guided Math</td>
<td>Guided Math</td>
<td>Guided Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Common Assessments</th>
<th>Common Assessments</th>
<th>Common Assessments</th>
<th>Common Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire</td>
<td>Aspire</td>
<td>Aspire</td>
<td>ACT</td>
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</tbody>
</table>
Fidelity of Implementation Process (FOI)

Background:
Our focus on continuous improvement is pivotal for addressing the needs of our schools. Teachers participate in Instructional Professional Learning Community Meetings weekly, to discuss curriculum, assessment, and student interventions. They also meet for professional collaboration days several times per year to analyze data and make changes or additions to instruction. As educators, we use data to determine appropriate instruction for our students. In order to meet our academic goals for all students, we have created a resource to monitor fidelity of implementation of our core instruction.

Purpose:
The purpose of this tool is to allow for the collection of initial data related to the core components of our math programs, which will in turn provide information about what supports are needed for next steps with teaching and learning. It is important to stress that this tool will not be used as an evaluative measure. This tool will provide baseline data that can be used to create a thorough and robust professional development plan to meet the needs of the staff. The goal is to narrow the focus around Tier I instruction and go deeper, rather than covering a variety of topics on a surface level. The tool will assist with determining if the core components of guided math and reader’s workshop are in place for grades kindergarten thru eighth. A similar process is being developed for core content areas in high school.

What is fidelity:
Research states, fidelity is the “delivery of practices in the way in which they were designed and intended to be delivered, accurately and consistently” (Wisconsin RtI Center).

Why is fidelity important:
- Ensures that instruction has been implemented as intended
- Helps link student outcomes to instruction
- Helps in the determination of intervention effectiveness and in instructional decision making
- Creates open communication and opportunities to learn and collaborate

Process:
The fidelity of implementation walks will be conducted over a three week period. They will not be announced. The intent is not to catch individuals off task, but to will provide information about what supports need to be added in order for implementation to occur as intended. The fidelity of implementation walks will be conducted by a variety of district staff, including directors, principals, assistant principals, and special education support staff, staff from pupil services, as well as literacy and math coaches. The observers will visit classrooms for 25 minutes, which will allow time to observe student transitions, students using materials, and students working on assignments related to the objectives. Teachers will receive an electronic copy of the observation ratings immediately after it is conducted. Each class will be observed three times per window. There will be a fall, winter and spring window that will correlate with the MAP testing windows. The walkthrough data tool will not be used to drill data down to specific teachers. It will only collect information by room number to ensure that each room is visited three times. If there is a substitute present, walks will be conducted as usual because the expectation is that systems and expectations will remain in place. Dual language instruction classes will be observed by individuals who are fluent in Spanish.

Next Steps:
After the data collected, the district staff will work with math coaches to create a professional development plan to support the accuracy and consistency around tier I instruction. With the focus on student learning and how we can support teachers to help students be successful, we are excited about reaching and exceeding our goals for this school year.
Transparency:
Below are links to the tools for you to review. Please note each of the components for math are identical to the components listed under the distinguished continuum used in the Guided Math Rubric. The subjective language has been removed, i.e. clear objectives posted was changed to objectives posted. It is not intent to determine if practices are good or poor. We just want to determine if they are occurring.

**Fidelity of Implementation (FOI)**
**Walkthroughs**

### Classroom Environment of Numeracy

<table>
<thead>
<tr>
<th>Component</th>
<th>Observed</th>
<th>Not Observed</th>
<th>N A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom has multiple areas for students to work (guided instruction, whole group, independent practice);</td>
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<tr>
<td>Math materials are organized and accessible to all students.</td>
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</tr>
<tr>
<td>Students demonstrate:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• encouragement of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• asking questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Perseverance (self correct; self monitoring)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sharing ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• challenging ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• defending their thinking (justify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Word Wall has all appropriate (can we link K-5 math academic vocabulary terms) vocabulary .</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Math Word Wall is visual and available for all students.</td>
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<td></td>
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</tr>
<tr>
<td>Math Word Wall is referred to during instruction.</td>
<td></td>
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</tr>
<tr>
<td>Content based anchor charts are visible and/or available for all students to use and referred back to as needed;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Content based anchor charts are created with or introduced to students prior to posting</td>
<td></td>
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</tr>
</tbody>
</table>

### Math Warm-up

<table>
<thead>
<tr>
<th>Component</th>
<th>Observed</th>
<th>Not Observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELT driven, math warm-ups, number talks, and/or calendar math time are incorporated.</td>
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</tbody>
</table>

### Whole Class Instruction
**(Mini Lesson)**
<table>
<thead>
<tr>
<th>Component</th>
<th>Observed</th>
<th>Not Observed</th>
<th>N A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class instruction with a stated objective, is 20 minutes or less (as needed for content or to introduce a new topic).</td>
<td></td>
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</tr>
<tr>
<td>Whole class instruction leads into transition to small groups.</td>
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</tbody>
</table>

**Small Group Instruction in Guided Math**

<table>
<thead>
<tr>
<th>Component</th>
<th>Observed</th>
<th>Not Observed</th>
<th>N A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group instruction occurs with teacher throughout the math block. (observed while present)</td>
<td></td>
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<tr>
<td>Individual conferencing occurs to address individual needs</td>
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</tbody>
</table>

**Independent Practice**

<table>
<thead>
<tr>
<th>Component</th>
<th>Observed</th>
<th>Not Observed</th>
<th>N A</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Teacher consistently provides a variety of differentiated learning activities, such as:</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>• fact fluency</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• collaborative practice activities</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>• curriculum enhancement software</td>
<td></td>
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</tbody>
</table>

**Closing**

<table>
<thead>
<tr>
<th>Component</th>
<th>Observed</th>
<th>Not Observed</th>
<th>N A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A closing, emphasizing student discussion, is incorporated using probing questions about:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• practice</td>
<td></td>
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</tbody>
</table>

**Student Engagement**

<table>
<thead>
<tr>
<th>Component</th>
<th>Observed</th>
<th>Not Observed</th>
<th>N A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are engaged in learning through collaboration in the mathematical learning environment.</td>
<td></td>
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</tr>
</tbody>
</table>

N/A practice not observed during this time frame
Directions for Checking Fidelity of Implementation (FOI)

Before entering class
- Note the room number
- Touch bases with the office staff to verify if subs are present
- Secure a copy of the math schedule from math coach

While in class
- Complete the room number, time, grade band, subject
- Insert observer’s name, date, time, grade level and room number
- Observe for the information stated on the tool
- Observe for 20 minutes

Rating Protocol
- Only rate a class in which you are fluent in the language
- Rating can occur while in the classroom
- Notes may include: student responses written down by the rater, but it is not required; raters are strongly encouraged to write a short note for each component.
- Only rate what you see. DO NOT make any inferences or assumptions
- If a substitute teacher is present, class should still be rated
- No discussion should occur about what was rated
- Testing should be rated as a test; Class should be removed from raters’ lists for at least 60 minutes (This will count as one of 3 visits)

After exiting the classrooms
- Visit each class 3 times within the window (Fall, Winter, and Spring windows)

Look fors for rater:
Classroom has multiple areas for students to work
Observed can be “marked” if there are:
- Multiple tables or workstations
- Carpet area
- Desks

Math materials are organized and accessible to all students
Observed can be “marked” if there are:
- Manipulatives stored in containers (set on tables or stored on shelves)
- Cabinets are labeled
- IPad are accessible to students

Students demonstrate
Observed can be “marked” if there are:
Encouragement of others
- Students giving other students verbal praise
- Students give nonverbal praise (pat on the back)

Asking questions
- Students ask clarifying questions
• Students refer to question stems on anchor charts

**Perseverance**
• Students self correct
• Students self monitor their work

**Sharing ideas**
• Students share ideas related to math
• Students share experiences related to math
• Students make connections related to math
• Students share strategies related to math

**Challenging ideas**
• Students question the process, response, or strategy
• Students propose an alternative thought process

**Defending their thinking**
• Students respectfully disagree
• Students justify their response with valid strategies

**Math Word Wall has all appropriate vocabulary**
Observed can be “marked” if there are:
• Words posted related to current unit of instruction
• See district approved list of vocabulary words

**Math Word Wall is visible and available for all students**
Observed can be “marked” if there are:
• Words can be viewed by students from various points in the room

**Multiple content based anchor charts are visible and/or available for all students to use and referred back to as needed**
Observed can be “marked” if there are:
• has a single focus
• reflects recent math lessons needing continued support and scaffolding
• helps students remember the process of a skill or strategy
• supports the development of precise math language
• is organized and accurate
• is co-constructed with students

**ELT driven, math warm-ups, number talks, and/or calendar math time are incorporated**
Observed can be “marked” if the:
• Whole class incorporates the ELT in student friendly terms
• Whole class incorporates warms ups with group practice, review and/or discussion
• Whole class incorporates strategies related to the calendar

**Whole class instruction with a stated objective, is 20 minutes or less (as needed for content or to introduce a new topic)**
Observed can be “marked” if the:
• Whole class reviews the purpose of the lesson in student friendly language
  o ELT are reviewed
Specific activities/strategies are reviewed
Students are provided examples of final products and the process of how to create final outcome is discussed

Whole class instruction leads into transition to small groups
Observed can be “marked” if there are:
- Activities that are shared/discussed that relate to the whole class instruction
- Instructions about specific activities are expected to completed

Teacher led small groups occur during Guided Math rotations
Observed can be “marked” if the:
- Teacher is working on math activity related to ELT with small group of students, while other students are working in small groups or independently

Individual conferencing occurs to address individual needs
Observed can be “marked” if the:
- Teacher and student are working specifically on a skill/strategy with an evident product to reference

Teacher consistently provides a variety of differentiated learning activities during rotations, such as
Observed can be “marked” if there is evidence of:

Fact fluency:
- Students working with materials that reinforce math facts, independently, with a partner or small group

Collaborative practice activities:
- A group of students are working on the same activity to reach a common outcome

Curriculum enhancement software:
- DreamBox is used to reinforce practice of skills

A closing, emphasizing student discussion, is incorporated using probing questions about
Observed can be “marked” if there are:

Objectives:
- Reiterated by sharing examples of how the objective (ELT) was completed with student work

Strategies:
- Shared by students while discussing how they solved or completed their tasks by applying specific strategies
Math Interventionist

The role of the math interventionist is new this school year. This is a part time position that was created at each of the elementary and intermediate schools. The interventionists have a variety of backgrounds and skills. As of Oct. 7th, each building was fully staffed. The math coaches have taken on the responsibility of training the interventionists, as well as coaching them around implementation. The interventionists support small groups of students with specific strategies. They are not responsible for teaching new skills/concepts.

Math Interventionist Roles and Responsibilities

The interventionists should:
- Use PDSA - Plan, Do, Study, Act
- Reteach a skill/strategy to students, not introduce or teach new concepts.
- Work with no more than 7 students per group
- Implement strategies by using the push in or pull out method to provide the intervention
- Record strategies used with students to monitor progress (the system for recording is TBD)
- Provide a pre/post assessment to assess student growth
- Provide 20-22 hours of interventions/week
- Have time to prep, plan, analyze data for approximately 4 hours/week
- Meet with classroom teachers, meet with coaches, SIT and/or director for approximately 2 hours/week
- Not be evaluated, not required under TeachScape flowchart provided by DPI
- Meet with the Director on set schedule TBD
- Have a teaching license in the elementary grades they will support, or have a Bachelor’s Degree and applied for an emergency license
- Have a strong desire to help students be successful in mathematics in intermediate grades or have a Bachelor’s Degree and applied for an emergency license
- Implement effective instructional strategies for struggling students for 8 week timeframes prior to SIT
- Use intervention kits to provide instruction
- Use modified post assessments to monitor progress
- Provide interventions for a student for 2 consecutive time frames before making recommendations to SIT
- Have time to work with school psychologist if SIT process is considered

The student served should:
- Have an attendance rate of 85% or higher?
- Students with Individual Education Plan for math skills can be considered
- DLI students can be considered after all general ed students
- Fall within the “cusp” of basic and proficient, as determined by post assessments, national norms on the MAP assessment, DreamBox reports and teacher recommendation.
- Be responsive to redirection to remain focused on the task
- Not identified as the lowest performing students

Principals should:
- Have a staggered schedule for interventions to be implemented
- Schedule intervention time at least 45 minutes after the start of the school day
- Not assign math interventionists to recess/lunch duty
# Professional Development Plan for Math Interventionist

<table>
<thead>
<tr>
<th>September</th>
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<tbody>
<tr>
<td><strong>Thursday, 9/1</strong></td>
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<tr>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>Review of job description</td>
<td></td>
</tr>
<tr>
<td>Expectations</td>
<td></td>
</tr>
<tr>
<td>Address technology needs</td>
<td></td>
</tr>
<tr>
<td>What will your day look like?</td>
<td></td>
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<tr>
<td><strong>Materials:</strong></td>
<td></td>
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<tr>
<td>Job Description</td>
<td></td>
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<tr>
<td>Access to technology</td>
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<tr>
<td><strong>Friday, 9/2</strong></td>
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<tr>
<td>Which students will you work with?</td>
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<tr>
<td>Data Analysis?</td>
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<tr>
<td>Self Directed Improvement System</td>
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<tr>
<td>Plan Do Study Act</td>
<td></td>
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<tr>
<td>Practice Profile</td>
<td></td>
</tr>
<tr>
<td>Number Sense- videos 1. No sense (Kim’s Video <a href="#">Kim &amp; Angel</a>)</td>
<td></td>
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<tr>
<td>Megan’s Video:</td>
<td></td>
</tr>
<tr>
<td><a href="https://drive.google.com/open?id=0B-3DfoVKOClkTDBQS3Jza0ZhSUU">https://drive.google.com/open?id=0B-3DfoVKOClkTDBQS3Jza0ZhSUU</a></td>
<td></td>
</tr>
<tr>
<td>What did you notice?</td>
<td></td>
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<tr>
<td>Student with number sense</td>
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</tr>
<tr>
<td><a href="https://drive.google.com/open?id=0B-3DfoVKOClkSkhQT1A5RmxWUDA">https://drive.google.com/open?id=0B-3DfoVKOClkSkhQT1A5RmxWUDA</a></td>
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<td></td>
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<tr>
<td>Jo Boaler - Number Sense</td>
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<tr>
<td>True Login</td>
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<tr>
<td>Reminder: If you need to call in sick, call Jacquie and principal</td>
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<tr>
<td><strong>Monday, 9/5</strong></td>
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<tr>
<td>No School</td>
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<tr>
<td><strong>Tuesday, 9/6</strong></td>
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<tr>
<td>Kim- Number Development Assessment</td>
<td></td>
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<tr>
<td>Create Assessment Kits</td>
<td></td>
</tr>
<tr>
<td>(Interventionists- finish creating your assessment kit when back at buildings- whiteboard and marker)</td>
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</tr>
<tr>
<td>Give 1 assessment this afternoon?</td>
<td></td>
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<tr>
<td>Number Assessment and resources</td>
<td></td>
</tr>
<tr>
<td><a href="https://drive.google.com/a/sdb.k12.wi.us/folderview?id=0B9-ghb83_GriSVd6N01FWk1TWU0&amp;usp=sharing">https://drive.google.com/a/sdb.k12.wi.us/folderview?id=0B9-ghb83_GriSVd6N01FWk1TWU0&amp;usp=sharing</a></td>
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<tr>
<td><strong>Wednesday, 9/7</strong></td>
<td></td>
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<tr>
<td>Discuss how the Number Development Assessment went</td>
<td></td>
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<tr>
<td>Troubleshoot</td>
<td></td>
</tr>
<tr>
<td>What were you able to get out of the 1 on 1 interview?</td>
<td></td>
</tr>
<tr>
<td>Assignment- Find Kit, Bring Children’s Mathematics; Cognitively Guided Instruction (in Intervention Kits)</td>
<td></td>
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<tr>
<td>Assignment- 1-2 more Number Assessment</td>
<td></td>
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<tr>
<td><strong>Thursday, 9/8</strong></td>
<td></td>
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<tr>
<td>CGI</td>
<td></td>
</tr>
<tr>
<td>Continue administering Assessments to chosen students, can add in some CGI green problems</td>
<td></td>
</tr>
<tr>
<td>Assignment- Practice giving green story problem to a few students</td>
<td></td>
</tr>
<tr>
<td>Download QR reader on IPad-can stay if you need to</td>
<td></td>
</tr>
<tr>
<td><strong>Friday, 9/9</strong></td>
<td></td>
</tr>
<tr>
<td>CGI- reflection</td>
<td></td>
</tr>
<tr>
<td>QR code practice on type of problem and strategy used, reflect and discuss after</td>
<td></td>
</tr>
<tr>
<td>Continue administering Assessments to chosen students, can add in some CGI green problems</td>
<td></td>
</tr>
<tr>
<td>Tree mats for kids who need a visual</td>
<td></td>
</tr>
<tr>
<td>Complete weekly evaluation</td>
<td></td>
</tr>
<tr>
<td>Assignment- give 1-2 more green CGI problems take evaluation</td>
<td></td>
</tr>
<tr>
<td><strong>Monday, 9/12</strong></td>
<td></td>
</tr>
<tr>
<td>Math Problem of the Day</td>
<td></td>
</tr>
<tr>
<td>Data Analysis of previous year data MAP</td>
<td></td>
</tr>
<tr>
<td>Start looking at data of your building</td>
<td></td>
</tr>
<tr>
<td><em>Assignments:</em></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Tuesday, 9/13 | Math Problem of the Day  
1. Continue going through their data-create a potential list of candidates  
2. Share the process of using the Copy Center  
3. Assignment: Get list approved by principal, communicate with classroom teachers, start giving Number Assessments to strategic students  
Assignment: Create a potential list of candidates  
Assignment: Share the process of using the Copy Center  
Assignment: Get list approved by principal, communicate with classroom teachers, start giving Number Assessments to strategic students |
| Wednesday, 9/14 | Number Sense  
Activities  
-50 chips  
-Counting 10’s to one’s  
-Counting, adding numbers, after a while-how many to 10, subitizing-depends on dice used  
-Bump  
-Bingo  
-Rekenrek  
-Subitizing  
https://drive.google.com/a/sdb.k12.wi.us/file/d/0B9-gbi83_GridXTIrZEM2Q21bDg/view?usp=sharing  
-Counting by 5, 10  
-Ways to make ___ or combinations of ___  
-Comparing numbers, roll a dice, compare showing on rekenrek  
-Counting on -10 frames  
-Making 10  
https://drive.google.com/a/sdb.k12.wi.us/file/d/0B9-gbi83_GridllHOE45aE1NN28/view?usp=sharing  
-Card trick  
-2 frames: 9+___  
-Ways to make ___  
-Chips  
-Ways to make ___  
-Positive and negative integers, number line to show zero pair  
-Teen numbers  
-Build with cubes to see 10+ pattern  
-Build on Rekenrek  
-Make on 20 Frames  
-Use 1-20 cards,  
-Highlight on 100’s Chart  
https://drive.google.com/open?id=0B9-griajd6NHlqZFFZkUnc  
-Decade numbers  
-Seeing the pattern in numbers, number cards, base ten version,  
Assignment: Continue pinpointing behavior and attendance  
Check inventory (email Megan if something is missing) |
| Thursday, 9/15 | Read article and answer question prompts  
Work on schedule  
Copy Center demo  
Google Drive demo  
Look at the folder to see all of the resources that are available  
Popping in throughout the week next week to see how assessments are going?  
Assignment: Continue pinpointing behavior and attendance  
Check inventory (email Megan if something is missing) |
| Friday, 9/16 | Copy center  
Google drive  
Reminders about coming in to support next week  
Strategic Number Assessments with students you will be working with  
Strategic Number Assessments with students you will be working with |
<p>| Monday, 9/19 | Strategic Number Assessments |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, 9/20</td>
<td>Strategic Number Assessments</td>
</tr>
<tr>
<td></td>
<td>Coaches check in with Interventionists at buildings</td>
</tr>
<tr>
<td>Wednesday, 9/21</td>
<td>Strategic Number Assessments</td>
</tr>
<tr>
<td></td>
<td>Coaches check in with Interventionists at buildings</td>
</tr>
<tr>
<td>Thursday, 9/22</td>
<td>Strategic Number Assessments</td>
</tr>
<tr>
<td></td>
<td>Coaches check in with Interventionists at buildings</td>
</tr>
<tr>
<td>Friday, 9/23</td>
<td>Strategic Number Assessments</td>
</tr>
<tr>
<td></td>
<td>Coaches check in with Interventionists at buildings</td>
</tr>
<tr>
<td>Monday, 9/26</td>
<td>Data Analysis</td>
</tr>
<tr>
<td></td>
<td>Putting it all together</td>
</tr>
<tr>
<td></td>
<td>Filling out PDSA and Daily Lesson Plans</td>
</tr>
<tr>
<td>Tuesday, 9/27</td>
<td>Data Analysis</td>
</tr>
<tr>
<td></td>
<td>Putting it all together</td>
</tr>
<tr>
<td></td>
<td>Filling out PDSA and Daily Lesson Plans</td>
</tr>
<tr>
<td>Wednesday, 9/28</td>
<td>Data Analysis</td>
</tr>
<tr>
<td></td>
<td>Putting it all together</td>
</tr>
<tr>
<td></td>
<td>Filling out PDSA and Daily Lesson Plans</td>
</tr>
<tr>
<td></td>
<td>Share the check in dates</td>
</tr>
</tbody>
</table>

Math Interventions 2016-17

Plan Do Study Act (PDSA)

**Intervention:**

**School:**

**Name:**

**Plan / Study**

**Goal** (where do you want students to be at the end):

**Objective** (why do you want students to be there):

**SMART Goal** (what to increase by when):

<table>
<thead>
<tr>
<th>Students/ Grade</th>
<th>Strengths</th>
<th>Areas of Concern Actions Steps</th>
<th>Additional Info Needed</th>
<th>Pre Measure</th>
<th>Post Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Study:** List the measures/ strategies you will use to determine if strategy was effective

<table>
<thead>
<tr>
<th>Measure</th>
<th>Reported When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Do:** What will you do to support students for the next 2-3 weeks. Then check your progress.
<table>
<thead>
<tr>
<th>Steps</th>
<th>Results/ Measures</th>
<th>Start Date</th>
<th>Completion Date</th>
<th>Results/ Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SDB Curriculum Review Cycle

This school year, elementary grades K-5 and high school math courses will participate in the curriculum review process. The high school is using the FOI tool to collect data related to the current implementation of their core resources, Springboard.

This is a summary of the current processes implemented as of October 31, 2016.

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Timeframe</th>
<th>Additional Resources</th>
<th>Team(s) Involved</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify materials to preview and possibly pilot</td>
<td>Sept. - Oct.</td>
<td>evaluation materials</td>
<td>Directors, admin, content team</td>
<td>criteria checklist/feedback</td>
</tr>
<tr>
<td>Conduct pilot</td>
<td>Nov. - March</td>
<td></td>
<td>Directors, admin, content team</td>
<td></td>
</tr>
</tbody>
</table>

Next Steps:

Math liaisons in grades K-5 volunteered to pilot a program based on their next unit of instruction. Secondly, I requested the liaison to select a teacher in the same grade to pilot materials, so they can have a thought partner while navigating through the materials. (Please note, this is a suggestion and not a requirement.) Each liaison has the contact info from the publisher they will work with; and the publisher will provide them with materials, tech access and ongoing support to effectively pilot materials for 4-6 weeks. As far as our current expectations, we will still administer the same pre test to determine if the info aligns with our current ELTs.

The timeline will begin in November and end in mid January. Most importantly, teachers have been informed under no circumstances should they accept gifts, dinner or meet outside of the school setting with the vendors. We will have additional presentations from online vendors, similar to Dreambox in January and pilot materials in February and March. We will move to the next step of narrowing our selections and sharing materials with the community in early to mid March. We are excited about this process and look forward to sharing the journey with you all. Please feel free to share your insights and ask questions about the process.

Pilot Assignments for Grades K-5

<table>
<thead>
<tr>
<th>School</th>
<th>Investigations</th>
<th>Expressions</th>
<th>Go Math!</th>
<th>My Math</th>
<th>Everyday Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Robinson</td>
<td>Gaston</td>
<td>Merrill</td>
<td>Robinson</td>
<td>Gaston</td>
</tr>
<tr>
<td>Grade/ Teacher</td>
<td>1st Grade-Becky Ryan</td>
<td>K5- Kris Hosey</td>
<td>K5- Alyson Ryan</td>
<td>1st Grade-Nancy Furman (DLI)</td>
<td>1st Grade-Kim Brosier</td>
</tr>
<tr>
<td>School</td>
<td>Converse</td>
<td>Todd</td>
<td>Hackett</td>
<td>Todd</td>
<td>Converse</td>
</tr>
<tr>
<td>Grade/ Teacher</td>
<td>3rd Grade-Laurie LeFevre</td>
<td>2nd Grade- Linda Striegel</td>
<td>2nd Grade- Janay Banks-Wilson</td>
<td>1st Grade- Terri Gile</td>
<td>K5- Leah Malott</td>
</tr>
<tr>
<td>School</td>
<td>Cunningham</td>
<td>Hackett</td>
<td>Converse</td>
<td>Todd</td>
<td></td>
</tr>
<tr>
<td>Grade/ Teacher</td>
<td>4th Grade- Kelly Hogan</td>
<td>3rd Grade- Mary Champion</td>
<td>3rd Grade- Laurie LeFevre</td>
<td>2nd Grade-Linda Striegel</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Aldrich</td>
<td>Fruzen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade/ Teacher</td>
<td>4th Grade- Carolyn Lynch</td>
<td>5th Grade- Josh Thorison (Fruzen) &amp; Rachel Braun (ELL)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Aldrich</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/ Teacher</td>
<td>5th Grade- Sara Mueller</td>
</tr>
</tbody>
</table>
"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." Lau v. Nichols 1974
I. Description of the programs

In the School District of Beloit, we have adopted two service delivery models for English learners:

Content-based ESL and Dual language- Two-way immersion

Content-Based ESL

The goal of content-based ESL is to facilitate English language acquisition through content. The students are learning the language related to the content as well as the content itself. This type of service to English learners is provided in the mainstream classroom, usually through co-teaching and/or teacher coaching and consultation. The language load and expectations are adjusted, depending on the student's language proficiency, but content expectations stay at the level as expected for the student's grade. The goal with content-based ESL is for the students to acquire academic language, which can take up to 7 to 10 years to accomplish. This is different than the amount of time it takes to acquire social language, which is usually about three years.
**Dual Language Immersion [Two Way Immersion] [DL-TWI or DL]**

The goal of DL-TWI is to develop bilingual-bicultural students. The DL classes are balanced between students who have abilities in the target language (other than English) and students who are learning the target language. In the School District of Beloit, the target language is Spanish. At the K-3 level, the DL students are split between two teachers at each grade; one who teaches in Spanish and the other who teaches in English. The students receive literacy instruction in both languages at different times during the day. They receive instruction in Math in English, and Science and Social Studies in Spanish. At the 4th grade (and soon 5th grade), the students receive instruction in English and Spanish by the same bilingual teacher. Instruction is separated by content area in the same way it is at the K-3. At 4K, depending on the site, instruction is given by one or two teachers. Again, language instruction is dependent on content area as it is in the K-3 and 4th grades.

For our English learners, DL expectations for full academic language proficiency in English is 5-7 years. For our Spanish learners, the expectation for full academic language proficiency in Spanish is 7-10 years.

**II. Demographics**

- 1,050 total students, or 15% of our School District are identified as English learners [ELs] (Wisconsin level- 5.4%)
- 98% of ELs in our district are Hispanic/Latino, primary language is Spanish (overall Hispanic/Latino population in the district is 32%)
- Approximately 350 ELs are participating in Dual Language Immersion (Two-Way) bilingual program [DL-TWI], as well as 300 English proficient students. Each year, approximately 50-55 EL students and 50-55 non-EL students are added to the DL-TWI program.
- Approximately 700 ELs are participating in the Content-Based English as a Second Language program only (all ELs have access to this program, even through DL-TWI)

**Support**

- We currently employ 19 EL/bilingual support teachers for 1,050 EL students.
• We currently employ 19 Bilingual classroom teachers for 350 EL students in the Dual Language-Two Way Immersion program

III. Academic Achievement (please refer to the graphs at the end of this document)

Highlights (based on 2015-2016 data)
• Overall attendance rate for ELs is slightly higher than the state average for ELs (94.8 % vs. 94.3%)
• Overall attendance rate at the high school level for ELs is 2.9% higher than the state average for ELs (93.1% vs. 90.2%)
• Graduation rates for ELs in Beloit are between 6.2% and 20.9% higher than the state average (depending on 4 year, 5 year or 6 year cohorts)
• 48% of ELs in our district exit the EL program by the time they reach high school
• Students who have exited the EL programs at or before 8th grade consistently score above the National norms for Math and Reading based on NWEA MAP scores throughout their academic careers (between 50-66th percentile, depending on their grade level).
• Students in 3rd grade DLI are performing fairly similarly in Math, regardless of race or EL status

Areas of concern (based on 2015-2016 data)
• Of the 230 identified ELs at the high school level, 84% (194) of them are considered Long-Term ELs [LTELs], which means they have been in our school district for seven years or more. The research states the expectation for students to reach language proficiency to be between 5 and 7 years (7-10 years when EL services are inconsistent). When looking at the total number of ELs and former ELs, the percentage of LTELs is 40%, which is on the high end of the national average (estimated between 25-40%; with California having the highest LTEL population of 59%, despite their English-only policies for almost two decades).
• Math- Overall, the percentage of EL students scoring proficient or advanced proficient in Math is half the rate of all ELs at the state level based on the Forward exam at grades 3-8 (7.5% vs. 13.2%).
• English language arts [ELA]- The percentage of EL students scoring proficient or advanced proficient in ELA is slightly lower (0.9%) that the rate of all ELs at the state level based on the Forward exam at grades 3-8 (9.1% vs. 10%)
• No EL student scored college-career ready based on ACT (average ACT score of 13.4)

Considerations (please refer to graphs at the end of this document)
• There is a significant moderately positive correlation between English Proficiency levels and MAP percentile scores for both Math and Reading, as students gain English proficiency, their MAP percentile scores rise
• Students are afforded universal supports; such as translations, extended time, different setting, and read alouds to help them with the Forward Exam
• Starting in 2016-2017, ACT will allow accommodations for ELs which could result in college reportable scores
• With the reauthorization of ESEA to ESSA, assessments are meant to be a better reflection of the students’ content knowledge and not their English language abilities
• With the reauthorization of ESEA to ESSA, schools will be required to monitor EL students for 4 years, an increase from the 2 years of monitoring which was required before.
• With the reauthorization of ESEA to ESSA, schools will be held accountable for language proficiency growth for ELs, in addition to academic content knowledge.
• The WIDA standards for becoming English proficient based on the ACCESS test have become more rigorous to better align with the Common Core standards. This means, the expected language proficiency for exiting the program is now higher than it ever has been

IV. Response to current needs

Current activities
• Monthly professional development specifically for bilingual Dual language classroom teachers to continually build capacity in literacy and language development
• Monthly professional development on meeting ELs’ needs offered by myself or by other EL teachers for the general classroom or content area teachers
• Coaching and consultation with me about specific students as necessary
• Collaborating with content areas for decision-making (i.e. availability of bilingual materials when choosing new curriculum materials, addressing curricular needs through both a content-based lens and a linguistic and cultural lens)
• Planning for the addition of 5th grade to the intermediate schools

Activities in the upcoming year
• Summer professional development for administrators (i.e. for allocating EL services efficiently in their buildings)
• Collaborating with Human Resources for the recruitment and retention of bilingual teachers
• Planning for the addition of Dual language at all primary buildings.

V. ESSA & ELLs

The Reauthorization of ESEA [From NCLB to ESSA- Every Student Succeeds Act] is coming this next school year (effective July 1.) Although the State of Wisconsin has until then to submit a plan to the USDOE on how they plan to address ESSA, here are some updates related to ELs specifically.
- Name change- ELLs were identified as "Limited English proficient. They are now officially being called "English Learners"

- Length of time to monitor students when they exit the EL program- Before it was 2 years, now it will be 4 years. This means that students will count towards "EL progress" on the state exam for 4 years instead of 2. It also means EL teachers will have to monitor students for twice as long as they had been.

- Accountability- Title I will now have accountability pieces specific to ensuring and reporting EL language proficiency growth for ELs, parent participation, and identification of interventions specific to language growth and academic achievement for ELs. Also, ELs with disabilities will be a subgroup on their own, and (depending on the state) the 4-year monitor students would be as well. This responsibility for the above-named accountability pieces move from the district to the schools. Title III funds will still be provided to districts for supplemental activities to support the schools.

- ACCESS test is more closely aligned to Common Core. This past summer, WIDA set the new cut scores for the ACCESS test, based on field tests that were done last spring on items that were aligned to CCSS. (Thank you if you helped out with the field tests). The cut scores have gone up, meaning that students need to score higher on the ACCESS in order to attain a Level 6 (or to attain other levels as well- i.e. it will be harder to score a level 2, 3, 4, or 5 as well).

- A significant increase on requiring professional development for all teachers of ELs and all instructional leaders to provide effective (this word is used very heavily with ESSA) programming for ELs. (Depending on the state)- Universities, colleges, and other teacher preparation and administrator certification organizations may be required to provide more in regards to preparing teachers and administrators in the area of English learners.

VI. Graphs

The following graphs give an overview of ELL students’ academic achievement in English language arts and Math, as measured by the Forward Exam and NWEA-MAP. Included are graphs showing the School District of Beloit’s information and those showing Statewide information.
ACT composite average District-wide 15-16

ACT composite average Statewide 15-16
Attendance Rates for All Grafes School District of Beloit 14-15

Attendance Rates Statewide 14-15
Attendance Rates for High School grades only School District of Beloit 14-15

Attendance Rates High School grades only Statewide 14-15
High School completion rates School District of Beloit

High School completion rates Statewide
One indicator that students’ academic achievement is correlated to their language abilities is those who become fully English proficient score above the National Norms in Reading and Math as evidenced by NWEA-MAP.

Here is an example from Spring 2016.
Also, there is a direct positive correlation between language proficiency and MAP percentile in Math.
And in Reading

Across the grade levels
MAP Reading for ELs by grade

MAP percentile score Spring 2016

Grade level

* Not including KG
I. BASIC INFORMATION

Topic or Concern: Students on the Move Ad Hoc Committee Update

Which strategy in the Strategic Plan does this support?

Your Name and Title: Ad Hoc Committee Members

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Curriculum and Instruction Committee?

To provide an update to the committee.

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

Information will be provided.

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

Not applicable.

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

**MOTION:** Not applicable.

**BUDGET LOCATION:** Not applicable.

**FISCAL IMPACT:** Not applicable.
I. **BASIC INFORMATION**

**Topic or Concern:** World History New Course Proposal

**Which strategy in the Strategic Plan does this support?** Strategy 4: Assessment and Instruction

**Your Name and Title:** Angie Montpas, Director of Teaching & Learning

**Others assisting you in the presentation:** James Hoey, HS Social Studies Department Chair, Sam Hoppe, HS Social Studies Teacher

**My report is for:** Action

II. **TOPICAL INFORMATION**

**A. What is the purpose of presenting this to the Curriculum and Instruction Committee?**

The purpose of this presentation is to propose the breakup of the current World History semester-long, one credit course into four term-long, .5 credit courses.

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

All information will be provided.

**C. If you are seeking Curriculum and Instruction Committee action, what is the rationale for your recommendation?**

Please see the attached narrative for the rationale for this change.

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

Allowing students to select two, .5 credit term classes will promote engagement with the content and higher levels of student achievement in social studies. There are no changes in the licensing requirements for staff to teach the new classes and selecting two term classes instead of one semester class allows for more flexibility in student schedules.

**MOTION:** The Curriculum and Instruction Committee of the Beloit Board of Education moves to accept the four new one-term, .5 credit courses to replace the current semester-long, 1 credit World History course.

**BUDGET LOCATION:** 805—Department of Teaching, Learning, and Innovation

**FISCAL IMPACT:** $1,500
School District of Beloit New Course Proposal

Please submit signed and completed proposal along with material adoption forms, if required, to the district content area Curriculum Director by June 1st.

Applicant Name & Building:  Samantha Hoppe / James Hoey | BMHS

Course Title:  World History:
- World Cultures
- World Conflicts
- Great Civilizations
- Human Footprints

This course will be:  ____ Elective  ____ Required

Will this course have an impact on graduation requirements?  ____ Yes  ____ X  ____ No
If Yes, please explain:

There will be no change to graduation requirements. They will still be required to take one credit of World History (2 half-credit classes).

Grade Level(s):

Length:  ____ X ____ Term  ____ Semester  ____ Year  ____ Other
If Other, please explain: 4 separate term classes. Students are required to take 2.

Will this course be offered for credit?  ____ X ____ Yes  ____ No
If Yes:  ____ X ____ .5 credit  ____ 1 credit  ____ Other (please indicate)

2 half-credit classes for a total of 1 full credit.

Fiscal Impact:

<table>
<thead>
<tr>
<th>Texts/Materials/Software</th>
<th>Materials will be considered as part of the on-going cycle of curriculum review and renewal. There is not a requirement to purchase new materials in order to offer these courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Hours</td>
<td>$1500</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>$0</td>
</tr>
<tr>
<td>Funding Source</td>
<td>Department of Teaching, Learning, and Innovation</td>
</tr>
</tbody>
</table>

School District of Beloit
Department of Curriculum, Instruction, and Technology
July 2016
F.T.E. Implications: ____ Yes   ____ No
If Yes, please explain:

F.T.E. Funding Source: Department of Teaching, Learning, and Innovation

Narrative:

The proposed split of World History would include changing from the current semester-long course into four term length classes. Students would choose two of the four options to satisfy their World History Credit. These classes would be targeted at sophomores (grade 10) who need this course to graduate and require no prerequisite. The four classes would include: Great Civilizations, World Cultures, World Conflicts, and Human Footprints.

“Great Civilizations” focuses on what makes certain civilizations so successful. By studying the civilizations of Mesoamerica, China, Great Britain, and others, students will be asked to analyze and identify the characteristics of a successful civilization. In doing so, they will be able to determine why certain civilizations succeed and why some fail.

“World Cultures” focuses on the different elements of culture, including: Social Organization, Religion, Language, etc. Students will investigate different areas around the globe and determine how they fit into the definition of culture. In doing so, they will be able to compare and contrast culture around the world, from remote villages that have changed little over time to highly populated urban communities that are being continually modified.

“World Conflicts” focuses on how the world has experienced conflict throughout time. Students will examine the causes and effects of war and conflict around the world, from the French Revolution to modern-day Syria and everything in between. In doing so, they will be able to deduce how and why conflicts develop and are resolved.

“Human Footprints” focuses on how human existence changes the world we are living in. By studying the effects of immigration, agriculture, and industry, as well as other topics, students will make inferences about how humans play a part in the development of the world. In doing so, they will be able to correlate between modern & historical events and their effects on the human population and its physical geography.

The purpose for this split is meant to achieve two goals. First, it allows students an opportunity to select courses based on their interests, which promotes better student engagement. Second, an engaged student is more likely to achieve academic success, resulting in higher overall student achievement.
Projected Costs
The intent of this section is to specifically outline the projected costs for program implementation and sustainability. Please be as precise and specific as possible*. Feel free to add to the suggested category listings as needed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Initial Projected Cost</th>
<th>Ongoing Projected Costs</th>
<th>Initial Funding Source</th>
<th>Sustaining Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Training</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Curriculum Writing (total hours &amp; costs)</td>
<td>$1500</td>
<td>0</td>
<td>Curriculum Dept. Budget</td>
<td>Curriculum Dept. Budget</td>
</tr>
<tr>
<td>Course Materials</td>
<td>0</td>
<td>As part of regular review cycle</td>
<td>NA</td>
<td>Curriculum Dept. Budget</td>
</tr>
<tr>
<td>Books</td>
<td>0</td>
<td>As part of regular review cycle</td>
<td>NA</td>
<td>Curriculum Dept. Budget</td>
</tr>
<tr>
<td>Software</td>
<td>0</td>
<td>As part of regular review cycle</td>
<td>NA</td>
<td>Curriculum Dept. Budget</td>
</tr>
<tr>
<td>Consumables</td>
<td>0</td>
<td>As part of regular review cycle</td>
<td>NA</td>
<td>Curriculum Dept. Budget</td>
</tr>
<tr>
<td>Licensing Fees</td>
<td>0</td>
<td>As part of regular review cycle</td>
<td>NA</td>
<td>Curriculum Dept. Budget</td>
</tr>
</tbody>
</table>

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

Total expenditures for this course: $1500
New Course Proposal
Signature Page
(Signatures affirm support for the new course application)

Applicant: [Signature]
Date: 10/31/16

Department Chair: [Signature]
Date: 10/31/16

Building Principal: [Signature]
Date: 10/31/16

Director of Curriculum: [Signature]
Date: 11/1/16

Assistant Superintendent of Curriculum: [Signature]
Date: 11/2/16

School District of Beloit
Department of Curriculum, Instruction, and Technology
I. BASIC INFORMATION

Topic or Concern: Course Name Change Proposals

Which strategy in the Strategic Plan does this support? Strategy 4: Assessment and Instruction

Your Name and Title: Angie Montpas, Director of Teaching & Learning

Others assisting you in the presentation: James Hoey, HS Social Studies Department Chair

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Curriculum and Instruction Committee?

The purpose of this presentation is to propose two related course name changes.

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

All information will be provided

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

The name changes are intended to clarify for students the difference between the two classes.

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

Changing the names of these two courses will provide clarity on the course content and will have no financial or licensing impact.

MOTION: The Curriculum and Instruction Committee of the Beloit Board of Education moves to change the name of African American Studies I to African American Studies: Prehistory – 1865 and to change the name of African American Studies II to African American Studies: 1865 – Present.

BUDGET LOCATION: NA

FISCAL IMPACT: No fiscal impact.
School District of Beloit

Course Name Change Proposal

Please submit signed and completed proposal to the district content area Curriculum Director by December 1st.

Applicant Name & Building: Nicole Powers - BMHS

Course Title: African American Studies I

Proposed Course Title: African American Studies: Prehistory - 1865

This course will be: ✓ Elective ___ Required

Will this course have an impact on graduation requirements? ___ Yes       ✓ No
If Yes, please explain:

Grade Level(s): 10-12

Length: ✓ Term ___ Semester ___ Year ___ Other
If Other, please explain:

Will this course be offered for credit? ✓ Yes ___ No
If Yes: ✓ .5 credit ___ 1 credit ___ Other (please indicate)

Brief rationale for name change: So that students don't believe it's a prerequisite for African American Studies II

Fiscal Impact? ___ Yes       ✓ No
If Yes, please explain:
Course Name Change
Signature Page
(Signatures affirm support for the new course application)

Applicant: Nicole M. Powers
Date: 10/28/16

Department Chair: 
Date: 10/28/16

Building Principal: Castle Campbell
Date: 10/30/16

Director of Curriculum: Angie Montgomery
Date: 10/31/16

Assistant Superintendent of Curriculum: Antony BnL
Date: 11/2/16

School District of Beloit
Department of Curriculum, Instruction, and Technology
October 2015
School District of Beloit

Course Name Change Proposal

Please submit signed and completed proposal to the district content area Curriculum Director by December 1st.

Applicant Name & Building: Nicole Powers - BMHS

Course Title: African American Studies II

Proposed Course Title: African American Studies: 1865 - Present

This course will be: ☑ Elective ❏ Required

Will this course have an impact on graduation requirements? ___ Yes ☑ No
If Yes, please explain:

Grade Level(s): 10 - 12

Length: ☑ Term _____ Semester _____ Year _____ Other
If Other, please explain:

Will this course be offered for credit? ☑ Yes ____ No
If Yes: ☑ .5 credit _____ 1 credit _____ Other (please indicate)

Brief rationale for name change: So that students understand that they need not take African American Studies I prior to taking II.

Fiscal Impact? ___ Yes ☑ No
If Yes, please explain:

School District of Beloit
Department of Curriculum, Instruction, and Technology
October 2015
Course Name Change
Signature Page
(Signatures affirm support for the new course application)

Applicant: Nicole M. Powers
Date: 10/28/16

Department Chair: G. Y. Hino
Date: 10/28/16

Building Principal: Carol Cattell
Date: 10/31/16

Director of Curriculum: Angui Montgomery
Date: 10-31-16

Assistant Superintendent of Curriculum: Anthony Buzz
Date: 11/2/16

School District of Beloit
Department of Curriculum, Instruction, and Technology
October 2015
NOTICE OF MEETING

SCHOOL DISTRICT OF BELOIT
BOARD OF EDUCATION
POLICY & PERSONNEL COMMITTEE

Date: Tuesday, November 8, 2016
Time: 5:30 p.m. OR Immediately Following the Curriculum & Instruction Meeting, Whichever is Later
Location: KOLAK EDUCATION CENTER
Room 106 – Superintendent’s Conference Room
1633 Keeler Avenue
Beloit, WI 53511
Committee Members: Nora Gard, Chair; Lisa Anderson-Levy, and Pam Charles

AGENDA

1. Call to Order
2. Approval of Agenda
3. Approval of October 2016 Minutes (2 minutes)
4. Discussion of Proposed Superintendent Evaluation Tool (10 minutes)
5. Policies for First Reading (10 minutes)
   - 225 Superintendent’s Evaluation
   - 225 RULE 1 Superintendent Evaluation Procedures
6. Substitute Salary Increase (10 minutes)
7. Personnel Recommendations – Exhibit A (10 minutes)
   * A motion MAY be made and a vote taken to convene the Policy/Personnel Committee into Closed Session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
8. Approval of Closed Session Minutes – 7/25/16, 8/8/16, 9/13/16 (If closed session is necessary)
9. The Policy and Personnel Committee may reconvene to Public Session in order to take any action, if necessary, on items discussed in closed session.
10. Labor Liaison Updates (5 minutes)
11. Legislative Update (5 minutes)
12. Future Items for Discussion (5 minutes)
13. Adjournment

It is anticipated that other Board members may attend this committee meeting.

Posted: November 4, 2016
REPOSTED: November 7, 2016
1. CALL TO ORDER
The Policy and Personnel Committee was called to order by Nora Gard, Chair at 5:50 p.m. at the Kolak Education Center, Room 106, Superintendent’s Conference Room.


2. APPROVAL OF THE AGENDA
Anderson-Levy moved approval of the agenda. Seconded by Charles. Motion carried.

3. APPROVAL OF SEPTEMBER COMMITTEE MINUTES
Charles moved approval of the September 13 and 27, 2016 committee minutes. Seconded by Anderson-Levy. Motion carried.

4. TECHNOLOGY COORDINATOR POSITION
Bonds reviewed the district technology coordinator job description indicating it would fill a gap between the technology vendor and the district to ensure efficiently and effectively maintaining high technology standards of service. Members asked how the position was researched. Sallis indicated using payscales.com. Gard indicated experience in addition to knowledge would be beneficial. Bonds explained that experience is always looked for, however, it may be someone who is a graduate and may not have experience outside of college work. Sallis suggested putting the experience under desirable qualifications.

Anderson-Levy moved to recommend to the full Board of Education the approval of the District Technology Coordinator job description and position. Seconded by Charles. Motion carried.

5. AFFIRMATIVE ACTION REPORT
Sallis reviewed the affirmative action report for 2016-17 with data submitted to the federal government and DPI. Members commented on the percentages and numbers, asked clarifying questions, discussed the report title and where the report information is submitted.

This item was for information only.

6. POLICIES FOR FIRST READING
Members discussed Policy 225 Superintendent Evaluation. Sallis reviewed her recommended revisions based on previous board discussions. Charles suggested removing "in July" and keep the rule, but simplify it. The committee then decided to remove the entire new sentence. Members discussed having Gard work with Sallis to incorporate the statue into either the policy or the rule and not delete the rule.

Charles moved to table Policy 225 Superintendent Evaluation and bring it back to the committee with the 225 RULE 1 Superintendent Evaluation Procedures. Seconded by Anderson-Levy. Motion carried.
7. POLICIES FOR SECOND READING

Pelz reviewed the added revisions to the alcohol and other controlled substance policy rule and corresponding information given to board members. Members questioned international in the #11.

Anderson-Levy moved to recommend the revisions of Policy 443.4 RULE 1 Alcohol and/or other Controlled Substance Enforcement Regulations to the full Board of Education for final reading. Seconded by Charles. Motion carried.

Anderson-Levy moved approval of the revisions to Policy 529.1 Recognized Holidays to the full Board of Education for final reading. Seconded by Charles. Motion carried.

8. POLICIES FOR DELETION

Sallis recommended deleting the superintendent evaluation rule based on revisions to the policy and previous board discussions.

Charles moved to table Policy 225 RULE 1 Superintendent Evaluation for further consideration. Seconded by Anderson-Levy. Motion carried.

9. PERSONNEL RECOMMENDATIONS

Members reviewed the revised recommendations. It was asked why the penalty fee was waived. It was noted the employee was leaving due to medical reasons and not by choice. Anderson-Levy moved to recommend to the full Board of Education approval of the revised Personnel Actions, Exhibit A. Seconded by Charles. Motion carried.

10. APPROVAL OF CLOSED SESSION MINUTES – 7/25, 8/8, 9/13/16

Minutes were not approved since the committee did not go into closed session.

11. The committee did not go into closed session.

12. LABOR LIAISON UPDATES

No update was given.

13. LEGISLATIVE UPDATE

Johnson indicated that the Milwaukee Journal-Sentinel ran an article with regard to life post Act 10 and recommended members look it up to read.

14. FUTURE ITEMS FOR DISCUSSION

Items requested were holiday curriculum. It was determined that it should be discussed at the curriculum committee.

15. ADJOURNMENT

The meeting adjourned at 6:51 p.m.
POLICY AND PERSONNEL COMMITTEE  
SCHOOL DISTRICT OF BELOIT  
October 25, 2016

1. CALL TO ORDER

The Policy and Personnel Committee was called to order by Nora Gard at 5:30 p.m. at the Kolak Education Center, Room 106.


2. APPROVAL OF THE AGENDA

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

3. PERSONNEL RECOMMENDATIONS-EXHIBIT A

Committee members reviewed the personnel recommendations – Exhibit A. Charles moved to recommend the revised personnel recommendations - Exhibit A to the full Board of Education. Seconded by Anderson-Levy. Motion carried.

4. The committee did not go into closed session, therefore the minutes were not approved.

5. FUTURE ITEMS FOR DISCUSSION

Gard discussed a possible workshop for the committee with regard to superintendent evaluation and corresponding policy. Members decided to have Human Resources Director Sallis gather samples, narrow it to three recommended evaluations and put it on the next agenda with other policies for updates as needed.

6. ADJOURNMENT

Meeting adjourned at 5:39 p.m.
School District of Beloit

PERFORMANCE EVALUATION
FOR SUPERINTENDENT
OF SCHOOLS
The following evaluation form is intended solely for the consideration of employment, promotion, compensation or performance evaluation data of a public employee over which the School Board has jurisdiction or exercise responsibly, and should be treated as confidential.

Each member of the Board should complete the following form. The rating scale is subjective. Board members are expected to base their subjective rating on a combination of (a) their personal satisfaction with the performance of the Superintendent and (b) their subjective view as to the perceived performance of the Superintendent by the District staff and community.

There are eight areas of evaluations:

- Personal and professional qualifies that relation to requisite knowledge and experience for the position.
- School Board relations
- Organizational effectiveness
- Personnel Management
- Educational Leadership
- Fiscal leadership
- Community relations
- Professional activities

For each category, please rate the superintendent’s performance as “Exceeds Expectations (EE), Meets Expectations (ME), Does Not Meet Expectations (DE) or Not Observed (NO)
### A. Personal and professional qualities that relate to requisite knowledge and experience for the position.

<table>
<thead>
<tr>
<th>Quality</th>
<th>EE</th>
<th>ME</th>
<th>DE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the role of Superintendent within the District and the Community</td>
<td></td>
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<tr>
<td>Helps create a sense of trustworthiness in Board-Superintendent relations.</td>
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<tr>
<td>Keeps the School Board informed.</td>
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<tr>
<td>Communicates well with staff.</td>
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<tr>
<td>Communicates well with parents.</td>
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<tr>
<td>Communicates well with community.</td>
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<tr>
<td>Seeks improvements in the schools for the students.</td>
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<tr>
<td>Shows a willingness to try new teaching approaches and methods.</td>
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<tr>
<td>Accessible, approachable and personable.</td>
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<td>Delegates appropriately and effectively.</td>
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<td>Plans effectively and in an orderly manner.</td>
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<tr>
<td>Accepts responsibility and faces difficult task.</td>
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<td>Keeps perspective between larger concepts and details.</td>
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<tr>
<td>Is analytical and objective when approaching problems.</td>
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<tr>
<td>Is a thoughtful listener.</td>
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<tr>
<td>Considers divergent views.</td>
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<tr>
<td>Speaks well informally and in front of groups.</td>
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<tr>
<td>Writes effectively.</td>
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<tr>
<td>Relates well to colleagues, staff members, parents, and other community members.</td>
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<tr>
<td>Is patient and tolerant.</td>
<td></td>
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<tr>
<td>Maintains poise and emotional stability.</td>
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</tr>
</tbody>
</table>

#### A. Personal and professional qualities that relate to requisite knowledge and experience for the position.

- [ ] Exceeds Expectations
- [ ] Meets expectations
- [ ] Does not meet expectations
- [ ] Not Observed
### B. School Board Relations

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>ME</th>
<th>DE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently and effectively works to maintain a strong relationship with the Board.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Serves as the chief executive officer of the District and implements the School Board’s policy decisions.</td>
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</tr>
<tr>
<td>Attends meetings of the School Board except when the Superintendent’s appointment, performance or salary are being considered and serves as an ex-officio member of School Board committees.</td>
<td></td>
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</tr>
<tr>
<td>Prepares and submits to the School Board in a timely manner recommendations relative to all matters requiring School Board action including such information and reports necessary for informed decision-making.</td>
<td></td>
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<tr>
<td>Recommends appropriate modifications, additions, and /or deletions of School Board policies as needed.</td>
<td></td>
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<tr>
<td>Works with the School Board to plan the agendas for School Board meetings and to maintain an open line of communication.</td>
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<tr>
<td>Responds to School Board needs and concerns in an appropriate and timely manner.</td>
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<tr>
<td>Arrange for orientation of new School Board members.</td>
<td></td>
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</tr>
<tr>
<td>Assists the School Board in all matters pertaining to the general welfare of the District and performs such other duties as the School Board may direct.</td>
<td></td>
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</tr>
</tbody>
</table>

### B. School Board Relations

- [ ] Exceeds Expectations
- [ ] Meets expectations
- [ ] Does not meet expectations
- [ ] Not Observed
### C. Organizational Effectiveness

<table>
<thead>
<tr>
<th>Description</th>
<th>EE</th>
<th>ME</th>
<th>DE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures that the organization performs at a consistently high level.</td>
<td></td>
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</tr>
<tr>
<td>Establishes and maintains an organization system which fosters innovation and excellence in education and allows independence and individually at the building level. The organizational structure shall have clearly defined lines of authority and responsibility for all members of the school’s staff.</td>
<td></td>
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<tr>
<td>Acts as a catalyst for strategic/long-range planning for the District that represents visionary thinking and fosters new ideas, educational excellence and sound financial planning. Accepts accountability for the ongoing planning process and evaluation of its overall effectiveness. The planning process, will, among other components: (1) Forecast enrollment trends and their impact on program offerings and resource requirements, and formulate strategies for adjustment or change, and (2) Forecast political, legal, educational, community preference and other trends or events, and formulate strategies for adjustment or change.</td>
<td></td>
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<tr>
<td>Assures high levels of individual competence and performance in District personnel.</td>
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<tr>
<td>Establishes performance indicators and control devices.</td>
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<tr>
<td>Keeps the School Board informed of the District's process toward achieving the goals and objectives of the strategic/long-range planning process.</td>
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<tr>
<td>Closes school when the safety of students and staff is at issue.</td>
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<tr>
<td>Supports the due process and protects the civil and human rights of all individuals for whom he/she has a responsibility.</td>
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</tbody>
</table>

**C. Organizational Effectiveness**

- ☐ Exceeds Expectations
- ☐ Meets expectations
- ☐ Does not meet expectations
- ☐ Not Observed
### D. Personnel Management

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>ME</th>
<th>DE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains an effective and efficient system for communicating about and managing personnel systems.</td>
<td></td>
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</tr>
<tr>
<td>Coordinates, interprets and facilities a positive human relations climate which reflects a multicultural environment.</td>
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<tr>
<td>Encourages a climate for staff development which focuses on continuous professional and personal growth for all staff members.</td>
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</tr>
<tr>
<td>Recommends to the School Board the appointment, promotion or dismissal of all certified staff.</td>
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<tr>
<td>Oversees the development and maintenance of effective supervision and evaluation procedure for all employees with the primary goal of fostering their continued growth and the maintenance of essential competencies.</td>
<td></td>
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<tr>
<td>Communication actions of the School Board relating to personnel matters to employees and receives from employee’s communications to be made to the School Board.</td>
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<tr>
<td>Participates as support to the School Board during labor relations meetings with bargain units.</td>
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<tr>
<td>Works with administrators’ teachers, and support staff to resolve conflicts involving parents or other residents of the District.</td>
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<tr>
<td>Visits and directly observes the staff, students and facilities of each school in the District.</td>
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</table>

### D. Personnel Management

- [ ] Exceeds Expectations
- [ ] Meets expectations
- [ ] Does not meet expectations
- [ ] Not Observed
### E. Educational Leadership

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>ME</th>
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<th>NO</th>
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</thead>
<tbody>
<tr>
<td>Consistently demonstrates leadership that results in educational improvements and fosters innovation and accountability.</td>
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<tr>
<td>Ensures the development and establishment of procedures for continuing curriculum review.</td>
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<tr>
<td>Maintains a focus on child-centered and achievement-oriented decision making regarding the deployment of staff resources.</td>
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<tr>
<td>Communicates with the staff regarding new developments in education, curriculum and teaching methods.</td>
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<tr>
<td>Recommends to School Board for approval the courses of study and the curriculum to be offered and recommends for adoption all the textbooks and supplementary instructional material.</td>
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<tr>
<td>Acts as a catalyst in developing and implementing a district-wide system for assessing student competencies to assure the District is meeting its stated goals.</td>
<td></td>
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<tr>
<td>Implements and supports agreements approved by the School Board, including CESA, Chapter 220, both internal and eternal to the District.</td>
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<tr>
<td>Relates with students in ways which make him/her known to them and comfortable in communicating their needs to him/her.</td>
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<tr>
<td>Promotes an educational climate which results in warmth and acceptance, pride in achievement, and feeling of self-worth.</td>
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<tr>
<td>Makes the well-being of students the fundamental value of all decision making and actions.</td>
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</tbody>
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**E. Educational Leadership**

- ☐ Exceeds Expectations
- ☐ Meets expectations
- ☐ Does not meet expectations
- ☐ Not Observed
**F. Fiscal Leadership**

<table>
<thead>
<tr>
<th>Effectively protects and manages the District’s financial resources.</th>
<th>EE</th>
<th>ME</th>
<th>DE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumes responsibly of the overall financial planning of the District.</td>
<td></td>
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</tr>
<tr>
<td>Establishes meaningful procedures for the development of the annual budget and prepares and submits it to the School Board for consideration and action; administer the budget as adopted.</td>
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<tr>
<td>Submits to the School Board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums.</td>
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</tbody>
</table>

**F. Fiscal Leadership**

- [ ] Exceeds Expectations
- [ ] Meets expectations
- [ ] Does not meet expectations
- [ ] Not Observed
G. Community Relations

<table>
<thead>
<tr>
<th>Maintain consistent and effective communication with the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes and maintains constructive relationships with members of the community, including serving as a catalyst for conflict resolution.</td>
</tr>
<tr>
<td>Communicates with various stakeholders - to listen, interpret and define the schools programs. And interprets the community’s expectations of the School District.</td>
</tr>
<tr>
<td>Coordinators communication with public, non-profit and private agencies.</td>
</tr>
<tr>
<td>Coordinates and plans for public participation in the District’s schools events, including professional programs.</td>
</tr>
<tr>
<td>Notifies the public of meetings in accordance with all applicable statutes and regulations.</td>
</tr>
</tbody>
</table>

G. Community Relations

☐ Exceeds Expectations
☐ Meets expectations
☐ Does not meet expectations
☐ Not Observed
### H. Professional Activities

<table>
<thead>
<tr>
<th></th>
<th>EE</th>
<th>ME</th>
<th>DE</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to personal professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains personal professional licensure and remains current in modern educational thoughts and practice by appropriate professional development activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in local, state, regional and national professional organizations through active association membership and meeting attendance.</td>
<td></td>
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<tr>
<td>Prepares personal and professional goals annually for the purpose of direction and evaluation and submits them to the School Board for approval.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### H. Professional Activities

- ☐ Exceeds Expectations
- ☐ Meets expectations
- ☐ Does not meet expectations
- ☐ Not Observed
I. BASIC INFORMATION

Topic or Concern: Policy 225 Superintendent Evaluation & 225 RULE 1 Superintendent Evaluation Procedures (First Reading)

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

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

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Policy and Personnel Committee?

The Policy and Personnel Committee reviewed the Superintendent evaluation policy and rule determining that the process was cumbersome and requested that the Human Resources Director determine a more streamline process.

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

Please see the attached revised Policy 225 Superintendent Evaluation. The month of July has been deleted. Also attached is the 225 RULE 1 Superintendent Evaluation Procedures policy which was reviewed by Chairperson Gard and Executive Director Sallis to incorporate a more simplified timeline and select an evaluation tool.

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

By having the board set goals and develop their evaluation process and tool, the superintendent will be knowledgeable of the expectations by the newly formed/elected board throughout the coming school year in order to have a spring evaluation prior to the next board election and change over.

D. What are your conclusions?

MOTION: The administration recommends the revisions and layover of Policy 225 Superintendent Evaluation and Policy 225 RULE 1 Superintendent Evaluation Procedures to the full Board of Education for first reading.

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

Long Term Committed Funds? N/A

BUDGET LOCATION: N/A

FISCAL IMPACT: N/A
SUPERINTENDENT EVALUATION

The Superintendent of Schools shall be evaluated annually by the Board of Education in order to provide feedback to the Superintendent regarding job performance. The evaluation shall allow the Board to identify areas that the Superintendent is expected to improve and to encourage and commend the Superintendent in the areas that are especially well done.

Annually in July, the Board of Education will establish the timeline to follow the tools to use to complete the evaluation process.

The evaluation shall be completed according to an established timeline and shall be based on the following criteria:

a. Management objectives established by the Board and the Superintendent; and

b. Responsibilities outlined in the Superintendent's job description as approved by the Board, and

c. Major personal and professional performance traits.

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

CROSS REF.:  225 RULE 1 Superintendent Evaluation Procedures
               231 Superintendent of Schools (Job Description)

APPROVED:    February 25, 1992

REVISED:     May 23, 1995
             July 23, 1996

REPRINTED:  November, 1996
            September, 1997
SUPERINTENDENT EVALUATION PROCEDURES

The following timetable and process shall be used by the Board of Education for evaluating the Superintendent of Schools:

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>No later than June 30</td>
<td>Superintendent and board set goals for the upcoming year</td>
</tr>
<tr>
<td></td>
<td>Superintendent and board verify beliefs and mission and review long-range plans for the district.</td>
</tr>
<tr>
<td></td>
<td>Board and superintendent review superintendent job description and evaluation process, forms and timelines to be used next year.</td>
</tr>
<tr>
<td>January</td>
<td>Superintendent reports interim progress on district goals to the board and submits self-reflection on performance two weeks prior to board’s mid-term evaluation.</td>
</tr>
<tr>
<td></td>
<td>Board evaluates superintendent mid-term. A copy of all final written evaluation forms is placed in the superintendent’s evaluation folder.</td>
</tr>
<tr>
<td>As soon as evaluation is completed</td>
<td>The progress on district goals are shared with the community along with the Board’s intent to renew or discontinue the contract.</td>
</tr>
</tbody>
</table>

1. **SEPTEMBER**
   A. The Superintendent presents annual district strategic plan to the Board of Education in September of each year.

2. **DECEMBER**
   A. The Board makes its decisions about extending the Superintendent’s contract based on Superintendent’s progress to date and collective belief in Superintendent’s ability to continue to make progress with the District’s strategic plan.
   B. At the Board committee meeting date in December, the Board members shall discuss and decide on contract and extension for the Superintendent (if any). The portion of the meeting at which such discussion occurs shall be closed.

3. **JANUARY**
   A. At the Board Committee meeting date in January, the Board shall announce its decision regarding the Superintendent's contract and shall notify the Superintendent in writing of potential renewal or non-renewal.
   B. The following timelines shall be adhered to by the Board regarding renewal or non-renewal of the contract:
      - February 1 deadline: Preliminary notice shall be given to Superintendent regarding the Board's decision.
      - Superintendent may request a hearing on this decision within seven days.
      - A Board hearing shall be held, if requested, prior to March 1.
March 1 deadline: Actual notice of renewal or non-renewal shall be made. Non-renewal requires a majority vote of the entire Board.

April 1 deadline: Superintendent shall accept or reject the offer.

4. FEBRUARY
   A. The Board has a mid-year meeting with the Superintendent in February regarding progress of strategic plans, personal goals, schools, and other district related issues.
   B. The Superintendent evaluation instrument shall be distributed to Board members. The Board President shall coordinate the printing and distribution of the forms.
   C. Board members shall turn in the completed evaluations to the Board member volunteer. The Board member volunteer shall make a comprehensive compilation of the evaluations. This information will be used in March to set salary. An oral and written evaluation compilation will be presented to the superintendent prior to salary being set. The superintendent may request clarification of his/her evaluation.

5. MARCH
   A. A special meeting shall be held in March to conduct the following activities:
      - The President and Vice President disseminate salary data and recommendation on salary;
      - The Board sets salary level for the Superintendent;
   B. The Board shall take formal action on salary for the Superintendent's contract at the business meeting in March.

6. JULY
   A. The Superintendent presents a previous year report and goals to the Board in July.
   B. By the July Board committee meeting date, the Board shall present focus areas to the Superintendent.
   C. A special meeting shall be held at the end of July to allow Board members to review the completed evaluation compilation (distributed earlier) and to develop potential areas of improvement for the Superintendent to focus on. The Board shall also develop the evaluation document to be presented to the superintendent. This meeting shall be closed.

7. AUGUST
   A. The Board concludes the Superintendent's evaluation process for the previous year in August.

APPROVED: February 25, 1992

REVISED: June 25, 1996
March 26, 2002
December 17, 2013

REPRINT: November 1996
September 1997
I. **BASIC INFORMATION**

**Topic or Concern:** Substitute Salary Increase

**Which strategy in the Strategic Plan does this support?** SDB Mission Statement and Strategy 1: Finance/Facilities

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

**Others assisting you in the presentation:** Jamie Merath, Executive Director of Business Srvcs

**My report is for:** Action

II. **TOPICAL INFORMATION**

**A. What is the purpose of presenting this to the Policy and Personnel Committee?**

The Policy and Personnel Committee reviews salary increases and recommends them to the full Board of Education.

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

It has been several years since this employee group has received an increase. The actual proposed increase and impact to the district will be sent to you on Monday.

**C. If you are seeking Policy and Personnel Committee action, what is the rationale for your recommendation?**

In order to stay competitive in the market and find good quality substitutes, the substitute salaries need to be reviewed and the administration is recommending an increase. The exact increase and impact to the district is being calculated and will be sent to you on Monday.

**D. What are your conclusions?**

**MOTION:** The administration recommends that the Policy/Personnel Committee recommend a salary increase of ____________ to the full Board of Education for the substitute employee group.

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?** ongoing

**BUDGET LOCATION:** District Salaries

**FISCAL IMPACT:** TBD (will be sent on Monday)
I. BASIC INFORMATION

Topic or Concern: Employment Actions - Exhibit A - November 8, 2016

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

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

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

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Policy & Personnel Committee?

Employment recommendation.

B. What information must the Policy & Personnel Committee 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 Policy & Personnel Committee action, what is the rationale for your recommendation?

Comply with legal requirements and Wisconsin statutes.

D. What are your conclusions?

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

MOTION: The Policy and Personnel Committee approves the employment recommendations which meets the needs of district to ensure quality education to all students within the district's budgetary guidelines.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: all areas - payroll

FISCAL IMPACT: As indicated on report sheet.
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
<th>FTE</th>
<th>Notes</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Professional Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Devonte Leggett</td>
<td>McNeel</td>
<td>Permanent Building Sub Teacher</td>
<td>10/31/2016</td>
<td>100%</td>
<td>was special ed para</td>
<td>$110.00 per day</td>
</tr>
<tr>
<td>Other Professional Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas Kearney</td>
<td>Gaston</td>
<td>Math interventionist</td>
<td>11/10/2016</td>
<td>time carded</td>
<td>resignation</td>
<td></td>
</tr>
</tbody>
</table>

Dr. Thomas Johnson, Superintendent  
Jamie Merath, Executive Director Business Svcs  
Deetra Salis, Executive Director Human Resources
NOTICE OF MEETING

SCHOOL DISTRICT OF BELOIT
BOARD OF EDUCATION

FINANCE/TRANSPORTATION AND PROPERTY COMMITTEE

Date: Tuesday, November 8, 2016

Time: 6:15 p.m. OR Immediately Following the Policy & Personnel Committee Meeting, Whichever is Later

Location: KOLAK EDUCATION CENTER
The Roosevelt Building
Superintendent’s Office, Room 106
1633 Keeler Avenue
Beloit, WI 53511

Committee Members: Shelly Cronin, Committee Chair
Dennis Baskin
Kris Klobucar

AGENDA

1. Call to Order
2. Approval of Agenda
3. Approval of October Minutes (2 minutes)
4. Review of October PO's between $15,000-$25,000 (2 minutes)
5. 60 Fund Student Activity Groups (3 minutes)
6. Waiver of Rental Fees-Dance Parents Association (5 minutes)
7. Waiver of Rental Fees-Petunia City Square (5 minutes)
8. Waiver of Rental Fees-Beloit Bulls (5 minutes)
9. Future Items for Discussion
10. Adjournment

It is anticipated that other Board members may attend this committee meeting.

Posted: November 4, 2016
1. CALL TO ORDER

The meeting was called to order by Cronin, Committee Chair at 3:06 p.m. in Room 106, the Superintendent’s Conference Room, at the Kolak Education Center.


2. APPROVAL OF THE AGENDA

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

3. APPROVAL OF SEPTEMBER MINUTES

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

4. REVIEW OF SEPTEMBER PO’S BETWEEN $15,000-$25,000

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

5. 2016-2017 PROPOSED BUDGET OVERVIEW

Merath, reviewed the proposed budget explaining that there are major factors tied to the funding formula which will not be available until October 14th such as aid certification. She reviewed budget adoption by fund, district savings and reductions, program increases, expenses by object, revenue by sources, revenue limit, tax levy and history, and fund balance analysis. Members asked questions to clarify information. Baskin discussed the projected short fall versus the actual budget reality at the end of the year, what was put in the fund balance,

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

6. 60 FUND STUDENT ACTIVITY ACCOUNTS

Merath presented the student activity groups in Fund 60.

Baskin recommends that the Board of Education approve the attached student activity groups for the 2016-2017 school year as presented in the October 7, 2016 purple packet. Seconded by Klobucar, motion carried.

7. TRUAENCY INTERVENTION COORDINATOR/JUVENILE FIRST TIME OFFENDER PROGRAM COORDINATOR CONTRACT

Merath presented the contract to the committee. It is a three year contract with the City of Beloit.

Baskin recommends that the Board of Education approve the proposed contract with the City of Beloit for truancy intervention coordinator/juvenile first time offender program coordinator. Seconded by Klobucar, motion carried.

8. ADULT SCHOOL CROSSING GUARD CONTRACT

Merath presented the contact with the City of Beloit.
Cronin recommends that the Board of Education approve the proposed contact with the City of Beloit for adult school crossing guards. Seconded by Baskin, motion carried.

9. WAIVER OF RENTAL FEES – PHANTOM REGIMENT

Baskin moved approval of the request by the Phantom Regiment to waive the rental fees of aldrich and BMHS during the 2016-2017 dates as listed in lieu of $8,000 donation to the Band program, which will be used to purchase quality band instruments, $800 to the District for expenses due to their stay and an offer to provide free instructional clinics/instrumental master classes for district band students at a time/place to be announced. Seconded by Klobucar, motion carried.

10. WAIVER OF RENTAL FEES – BELOIT ELKS

Baskin moved approval of the request by the Beloit Elks to waive the rental fees of BMHS on December 17, 2016 and Fruzen on January 28, 2017. Seconded by Klobucar, motion carried.

11. WAIVER OF RENTAL FEES – SPECIAL OLYMPICS

Baskin moved approval of the request by the Beloit Special Olympics to waive the rental fees of Aldrich from January through March, 2017. Seconded by Klobucar, motion carried.

12. FUTURE ITEMS FOR DISCUSSION

Items requested included: salaries for administration, TSA's, teacher salaries, support staff, etc.

13. ADJOURNMENT

The meeting was adjourned at 4:29 p.m.
I. BASIC INFORMATION

Topic or Concern: Review of October PO’s between $15,000 - $25,000

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

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

Others assisting you in the presentation:

My report is for: Information

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Finance, Transportation and Property Committee?

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

B. What information must the Finance, Transportation and Property Committee have to understand the topic/concern and provide any requested action?

Please see the attached list of purchase orders made in October ranging from $15,000- $25,000.

C. If you are seeking Finance, Transportation and Property Committee action, what is the rationale for your recommendation?

N/A

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

MOTION: N/A

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

Long Term Committed Funds?

BUDGET LOCATION:

FISCAL IMPACT:
<table>
<thead>
<tr>
<th>PO Date</th>
<th>Vendor</th>
<th>Detail</th>
<th>Location</th>
<th>Acct</th>
<th>Amount</th>
</tr>
</thead>
</table>
I. BASIC INFORMATION

Topic or Concern: 60 Fund Student Activity Groups

Which strategy in the Strategic Plan does this support?

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

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Finance, Transportation and Property Committee?

The Finance, Transportation & Property Committee reviews all 60 fund activity accounts prior to Board of Education approval.

B. What information must the Finance, Transportation and Property Committee have to understand the topic/concern and provide any requested action?

Each club is asked to provide an extra-curricular activity information sheet explaining the purpose and goal of the student activity. A summary, listed by school of additional 2016-2017 student activities that were not presented in October, 2016 is attached for your review.

C. If you are seeking Finance, Transportation and Property Committee action, what is the rationale for your recommendation?

Board policy states that student activity clubs must be approved.

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

MOTION: The Finance, Transportation and Property Committee recommends that the Board of Education approve the attached student activity groups for the 2016-17 school year, as presented.

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:
BELOIT MEMORIAL

DECA Club (Existing)
Purpose: For members to develop leadership and marketing skills by planning events through teamwork. Members can also participate in competitive events.

FBLA (Existing)
Purpose: For members to develop business skills through competitive events. In addition, FBLA is working toward opening up a school store.
I. BASIC INFORMATION

Topic or Concern: Waiver of Rental Fees – Dance Parents Association

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

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

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Finance, Transportation and Property Committee?

The Finance, Transportation & Property Committee approves all rental fee waivers.

B. What information must the Finance, Transportation and Property Committee have to understand the topic/concern and provide any requested action?

Dance Parents Association is requesting a waiver of rental fees for their use of Aldrich School on December 16 and 17, 2016 for their annual festival. Please see the attached letter from Darl Silvis further describing the request.

C. If you are seeking Finance, Transportation and Property Committee action, what is the rationale for your recommendation?

The total rental fees requesting to be waived are $1,430. Please note that any custodial fees associated with this request will be paid for by the group. Also, a certificate of insurance will be provided prior to using the facility.

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

MOTION: The Finance, Transportation & Property Committee approves/denies the request by the Dance Parents Association to waive the rental fees of Aldrich School on December 16 & 17, 2016.

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

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: $1,430
SCHOOL DISTRICT OF BELOIT
APPLICATION FOR FACILITY RENTAL

Please fill out the application and return to School District of Beloit, Business Office-Room 110, 1633 Keeler Avenue, Beloit, WI 53511 or for BMHS rentals send to Mary Lang-Beloit Memorial High School, 1225 Fourth Street, Beloit, WI 53511. (#G08-361-3004). Once approved, make payment to: School District of Beloit (due one week in advance of use).

Organization or name requesting facility: Dance Parents Association

Facility location desired: Aldrich

Explain purpose of use: Annual "Rockin' Rudolph" Christmas Festival Fundraiser

Space desired (check all that apply): ☒ Auditorium ☐ Gymnasium(s) ☐ Classroom(s) #3 ☐ Locker Room(s) ☒ Commons ☒ Kitchen (Kitchen Use Form must also be completed)

Other (please specify): AV Booth

[Please Note: Tape on windows is not allowed.]

Requirements/Arrangements:

Equipment Needed: Audio-CD Player, Sound System, Microphone

Date(s) to be used (check all that apply): ☐ Mon. ☐ Tue ☐ Wed ☐ Thur ☐ Fri ☐ Sat ☐ Sun Month(s) December Date(s) 16 (6p.m. - 9p.m.) # 17 Year 2016

Time(s) to be used: Starting at: 9 ☒ a.m. OR ☐ p.m. Ending at: 5 ☐ a.m. OR ☐ p.m.

Number in group or audience: 150

Amount of admission to be charged (if any): Free

NOTE: See back of application for regulations on charging fees.

Organizations, groups & individuals using a School District of Beloit facility must attach a certificate of insurance with this application. (See back of application for insurance requirements.)

The undersigned applicant agrees to abide by the rules and regulations adopted by the Board of Education governing the use of school facilities, a copy of which will be made available upon request.

INDEMNIFICATION: The applicant shall, during all times while it uses the school property, indemnify the School District of Beloit, called the District, against all liability, loss, cost, damage or expense sustained by the District, including attorney's fees and other expense of litigation: a) on account of or through the use of the property by the applicant or other person for any purpose inconsistent with this application; b) due to any failure of the applicant to satisfy his/her obligations under this application, in any respect promptly and faithfully; c) arising out of any accident causing injury to any person or property resulting from the use of the property unless such injury was caused by the affirmative negligence of the District or its employees; d) for which the District may without the fault of the District become liable, and especially, but not exclusively, any such liability, loss, cost, damage, or expense that may arise under any statute, ordinance or regulation.

The applicant acknowledges that the District carries insurance, which insures it against public liability and for property damage, arising out of the negligent acts of only the District employees, or any defect in the structure itself. These policies do not, however, provide any insurance either for public liability or property damage the applicant then the company insuring such facilities or personal property may have the right to recover from the applicant paid by the insurer due to the loss.

Organization: Dance Parents Association Address: 1215 Garfield Ave. Phone # (608) 751-9239

Status: ☐ Corporation; ☐ Not-For-Profit; ☐ Individual; ☐ Government; ☐

Applicant: Darla Silva Address: 1215 Garfield Ave. Phone # (608) 751-9239

Applicant Signature: Darla Silva Date: 10-25-16

Amount owed to the School District of Beloit: Total is due one week in advance of use. Once approved, make payment to the School District of Beloit and return to School District of Beloit, Business Office-Room 110, 1633 Keeler Avenue, Beloit, WI 53511 or for BMHS rentals return to Mary Lang-Beloit Memorial High School, 1225 Fourth Street, Beloit, WI 53511.

Office Use Only

Application has been routed to: ☐ ABM ☐ Aramark ☐ School ☐ Energy Specialist
School Sponsored Event: ☒ Yes (If yes, fees may be waived) ☐ No
Fees approved to be waived: ☐ Yes ☐ No
Insurance certificate received: ☒ Yes ☐ No (If no, signed waiver has been received)
Application has been: ☐ Approved ☐ Denied

Total charges: $ Amount paid: $ Date paid: 

Signed by: ___________________________ Date: ___________________________
DISTRICT FOOD SERVICE SCHOOL KITCHEN USE FORM

**TO BE COMPLETED IN CONJUNCTION WITH THE DISTRICT FACILITY RENTAL FORM**

Please Note: There is a 2 hour personnel minimum charge for non-production kitchens (ex: elementary kitchens) and a 4 hour personnel minimum charge for production kitchens (ex: secondary kitchens). See facility rental rate schedule for amounts.

School: Aldrich
Group requesting use of kitchen: Dane Parent's Association

Name of Event: Rockin' With Rudolph
Date of use: Dec 17, 2016

Time of occupancy: From: 9am To: 5pm
Licensed Food Manager (LFM): Helen Lee

LFM’s Phone number: (408) 295-0192
LFM’s e-mail address: ________________________

If food storage is required in FS units, name of contact: ________________________

Contact’s E-mail address: ________________________

Type of food to be stored: ________________________

Items 1-4 are to be completed with the LFM:

1. Licensed Food Manager has completed food safety training? Yes ____ No ____ NA ____

2. Food will be prepared by:
   - Food & Nutrition Program staff
   - Licensed Caterer off-site
   - Licensed Caterer on-site
   - Group members/students on site
   - Other

3. Types of food to be handled:
   - Pre-packaged, ready-to-serve items
   - Pre-cooked, heat and serve items
   - Cold items, ready-to-eat (without heating)
   - Raw meat, poultry or fish
   - Other

4. Please check degree of access/use desired:
   - Water
   - Refrigeration/freezers
   - Dish soap/sanitizer
   - Hot holding equipment
   - Electrical outlets
   - Ice machine
   - Kitchen utensils (check list attached)
   - Other

Licensed Food Manager Sign Off on Items 1-4:

Necessary Orientation by Food Service Staff has been completed: Yes ____ No ____

5. Licensed Food Manager signature required for access
   - Reach In Refrigerator/Freezer
   - Walk-in Freezer
   - Walk-in Cooler
   - Dry goods storage space

6. Food Service staff assistance required for __________________________

7. Additional commercial kitchen equipment or access requiring food service staff be present:
   - Convection oven
   - Dish machine
   - Steamer
   - Combi Oven
   - Mixer
   - Meat Slicer
   - Steam Jacketed Kettle
   - Other

Completed copies to be distributed by Facility Use Coordinator to Licensed Food Manager, Custodian, Food Service Director, Assistant Food Service Director and Executive Director of Business Services.
Nov 1, 2016

I am contacting you on behalf of Dance Parents Association. We are a nonprofit organization, providing support for local youth dancers. The purpose of Dance Parents Association is to promote the dance education and experience for the children of its members. It is our intention to do this through workshops, classes and competitions. It is intended to accomplish this goal through various efforts in fundraising, including, but not limited to, special events like, shows, raffles, craft sales, pancake breakfasts, and spaghetti dinners. The money raised will be dispersed at the will of the elected Board of Directors. The following guidelines will be used to make this decision: the first consideration shall be for children whose families are experiencing financial difficulties that would preclude their child’s participation in the organizational activities. The second goal will be to assist all of the children as much as possible in participating in the provided activities.

Every year in December, we hold a “Rockin’ with Rudolph” Christmas program. In the past, this program has featured the Marx Dance Academy dancers, the Even Start dancers, and Zumba. We have food, a bake sale, games, crafts, and a visit with Santa. We also have raffles. The admission to this event is free, so we rely on food sales and raffles as our main fundraisers.

We are requesting the following:

- School building requested: Aldrich
- Facilities requested: Auditorium, Commons area, A/V booth, 3 dressing rooms
- Day and time requested: Friday 12-16-2016 from 6:00pm to 9:00pm for set-up and Saturday 12-17-2016 from 9:00am to 5:00pm for the actual program (the A/V booth would only be needed on 12-17-2016 from 12:00 to 4:00)
- Admission: Free
- Number of individuals expected: Approximately 300- 400 people throughout the day

The chaperones for the event will be the Dance Parents Association Board of Directors. Enclosed are a copy of our Wisconsin Tax Exempt number and a copy of our insurance.

Thank you for your time and consideration.

Sincerely,

Darl Silvis
Dance Parents Association, President
(608)751-9239
I. BASIC INFORMATION

   Topic or Concern: Waiver of Rental Fees – Petunia City Square

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

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

   Others assisting you in the presentation:

   My report is for: Action

II. TOPICAL INFORMATION

   A. What is the purpose of presenting this to the Finance, Transportation and Property Committee?

      The Finance, Transportation & Property Committee approves all rental fee waivers.

   B. What information must the Finance, Transportation and Property Committee have to understand the topic/concern and provide any requested action?

      Petunia City Square is requesting a waiver of rental fees for their use of Aldrich on February 12, 2017 for their annual sweetheart dance. Please see the attached letter from Kenneth Bach further describing the request.

   C. If you are seeking Finance, Transportation and Property Committee action, what is the rationale for your recommendation?

      The total rental fees requesting to be waived are $270. Please note that any custodial fees associated with these requests will be paid for by the group. Also, a certificate of insurance will be supplied by the group prior to using the facility.

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

      MOTION: The Finance, Transportation & Property Committee approves/denies the request by Petunia City Square to waive the rental fees of Aldrich on 2/12/17.

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

      Long Term Committed Funds? No

      BUDGET LOCATION:

      FISCAL IMPACT: $270
SCHOOL DISTRICT OF BELOIT
APPLICATION FOR FACILITY RENTAL

Please fill out the application and return to School District of Beloit, Business Office-Room 110, 1633 Keeler Avenue, Beloit, WI 53511 or for BMHS rentals send to Mary Lang-Beloit Memorial High School, 1225 Fourth Street, Beloit, WI 53511. (608-361-3004). Once approved, make payment to: School District of Beloit (due one week in advance of use).

Organization or name requesting facility: PETUNIA CITY SQUARE

Facility location desired: ALDRICH MIDDLE SCHOOL

Explain purpose of use: ANNUAL SWEETHEART DANCE

Space desired (check all that apply): ☐ Auditorium ☐ Gymnasium(s) ☐ Classroom(s)
☐ Locker Room(s) ☐ Commons ☐ Kitchen (Kitchen Use Form must also be completed)
☐ Other (please specify): YUTE WEIGHT ROOM

Please Note: Tape on windows is not allowed

Requirements/Arrangements:

Equipment Needed: RIISSS FOR GIRLS GYM TO YIELD PLATFORM 7:10 A.M

Date(s) to be used (check all that apply): ☐ Mon ☐ Tue ☐ Wed ☐ Thu ☐ Fri ☐ Sat ☐ Sun
Month(s) FEBRUARY Date(s) 12 Year 17

Time(s) to be used: Starting at: 11:00 a.m. OR ☐ p.m. Ending at: 5:00 p.m. OR ☐ p.m.

Number in group or audience: 125-175
Amount of admission to be charged (if any): Donation

NOTE: See back of application for regulations on charging fees.

Organizations, groups & individuals using a School District of Beloit facility must attach a certificate of insurance with this application. (See back of application for insurance requirements.)

The undersigned applicant agrees to abide by the rules and regulations adopted by the Board of Education governing the use of school facilities, a copy of which will be made available upon request.

INDEMNIFICATION: The applicant shall, during all times while it uses the school property, indemnify the School District of Beloit, called the District, against all liability, loss, cost, damage or expense sustained by the District, including attorney’s fees and other expense of litigation; a) on account of or through the use of the property by the applicant or other person for any purpose inconsistent with this application; b) due to any failure of the applicant to satisfy his/her obligations under this application, in any respect promptly and faithfully; c) arising out of any accident causing injury to any person or property resulting from the use of the property unless such injury was caused by the affirmative negligence of the District or its employees; d) for which the District may without the fault of the District become liable, and especially, but not exclusively, any such liability, loss, cost, damage, or expense that may arise under any statute, ordinance or regulation. The applicant acknowledges that the District carries insurance, which insures it against public liability and for property damage, arising out of the negligent acts of only the District employees, or any defect in the structure itself. These policies do not, however, provide any insurance either for public liability or property damage the applicant then the company insuring such facilities or personal property may have the right to recover from the applicant the amount paid by the insurer due to the loss.

Organization: PETUNIA CITY SQUARE Address: PO Box 206 Beloit Phone # 608-295-0875

Status: ☐ Corporation; ☒ Not-For-Profit; ☐ Individual; ☐ Government; ☐

Applicant: KEVIN BACH PRES. Address: Beloit 53512-0206 Phone # 608-295-0875

Applicant Signature: KEVIN C. BACH Date: Oct 18, 2016

Amount owed to the School District of Beloit: $ Total is due one week in advance of use. Once approved, make payment to the School District of Beloit and return to School District of Beloit, Business Office-Room 110, 1633 Keeler Avenue, Beloit, WI 53511 or for BMHS rentals return to Mary Lang-Beloit Memorial High School, 1225 Fourth Street, Beloit, WI 53511.

Office Use Only

Application has been routed to: ☐ ABM ☐ Aramark ☒ School ☐ Energy Specialist
School Sponsored Event: ☐ Yes (If yes, fees may be waived) ☐ No
Fees approved to be waived: ☐ Yes ☐ No
Insurance certificate received ☐ Yes ☐ No (If no, signed waiver has been received)
Application has been: ☐ Approved ☐ Denied
Total charges: $ Amount paid: $ Date paid: 

Signed by: Date: -Over-
To whom it may concern,

Petunia City Squares, Beloit’s square dance club will be hosting it’s yearly fundraising dance. This will be our club’s 26th Annual Sweetheart Dance and will be held at Aldrich Middle School. Our dance is scheduled for Sunday, the 12th of February, 2017.

We are hoping to have two-hundred dancers from all over the State of Wisconsin, Illinois, Iowa and Minnesota attend. Outside of the Annual Wisconsin Square Dance Convention, the Beloit dance is one of the largest dances of the year to be held in our state.

Beloit’s Petunia City Squares club is the second oldest club in the state, chartered in 1948. Our club greatly appreciates the assistance of the School District in waiving the rental costs for the Aldrich Middle School. With your continued support we hope to keep the club going for many years to come.

Please accept this letter as a request to waive these cost once again for our 2017 dance. (Without your assistance, our club’s fundraiser would be a fundloser.)

Thank you for your consideration,

Respectfully,

Kenneth C. Bach
President Petunia City Squares
I. BASIC INFORMATION

Topic or Concern: Waiver of Rental Fees – Beloit Bulls

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

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

Others assisting you in the presentation:

My report is for: Action

II. TOPICAL INFORMATION

A. What is the purpose of presenting this to the Finance, Transportation and Property Committee?

The Finance, Transportation & Property Committee approves all rental fee waivers.

B. What information must the Finance, Transportation and Property Committee have to understand the topic/concern and provide any requested action?

Beloit Bulls is requesting a waiver of rental fees for their use of an Intermediate School during the week from November, 2016 through May, 2017 for basketball practice. Please see the attached letter from Shelvin Garrett further describing the request.

C. If you are seeking Finance, Transportation and Property Committee action, what is the rationale for your recommendation?

The total rental fees requesting to be waived are $43.75 per night.

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

MOTION: The Finance, Transportation & Property Committee approves/denies the request by the Beloit Bulls to waive the rental fees of an Intermediate School during the week from November, 2016 through May, 2017.

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

Long Term Committed Funds? No

BUDGET LOCATION:

FISCAL IMPACT: $43.75 per night
SCHOOL DISTRICT OF BELOIT
APPLICATION FOR FACILITY RENTAL

Please fill out the application and return to School District of Beloit, Business Office-Room 110, 1633 Keeler Avenue, Beloit, WI 53511 or for BMHS rentals send to Mary Lang-Beloit Memorial High School, 1225 Fourth Street, Beloit, WI 53511. (#608-361-3004). Once approved, make payment to: School District of Beloit (due one week in advance of use).

Organization or name requesting facility: Beloit Bulls

Facility location desired: Intermediate Gymnasium

Explain purpose of use: Basketball Practice, Scrimmage

Space desired (check all that apply): ☐ Auditorium ☐ Gymnasium(s) ☐ Classroom(s) ☐ Locker Room(s) ☐ Commons ☐ Kitchen (Kitchen Use Form must also be completed)

☐ Other (please specify):

Please Note: Tape on windows is not allowed.

Requirements/Arrangements: Access to Balls and Locker/Restrooms

Equipment Needed: Basketball and Canes

Date(s) to be used (check all that apply): ☐ Mon ☐ Tue ☐ Wed ☐ Thu ☐ Fri ☐ Sat ☐ Sun

Month(s): Nov - May Date(s): November 30, 2016 - May 17

Time(s) to be used: Starting at: 5:30 p.m. OR 7:15 p.m. Ending at: 7:15 p.m. OR 9:15 p.m.

Number in group or audience: 2 - 12

Amount of admission to be charged (if any): $0

NOTE: See back of application for regulations on charging fees.

Organizations, groups & individuals using a School District of Beloit facility must attach a certificate of insurance with this application. (See back of application for insurance requirements.)

The undersigned applicant agrees to abide by the rules and regulations adopted by the Board of Education governing the use of school facilities, a copy of which will be made available upon request.

INDEMNIFICATION: The applicant shall, during all times while it uses the school property, indemnify the School District of Beloit, called the District, against all liability, loss, cost, damage or expense sustained by the District, including attorney's fees and other expense of litigation: a) on account of or through the use of the property by the applicant or other person for any purpose inconsistent with this application; b) due to any failure of the applicant to satisfy his/her obligations under this application, in any respect promptly and faithfully; c) arising out of any accident causing injury to any person or property resulting from the use of the property unless such injury was caused by the affirmative negligence of the District or its employees; d) for which the District may without the fault of the District become liable, and especially, but not exclusively, any such liability, loss, cost, damage, or expense that may arise under any statute, ordinance or regulation.

The applicant acknowledges that the District carries insurance, which insures it against public liability and for property damage, arising out of the negligent acts of only the District employees, or any defect in the structure itself. These policies do not, however, provide any insurance either for public liability or property damage the applicant then the company insuring such facilities or personal property may have the right to recover from the applicant the amount paid by the insurer due to the loss.

Organization: Beloit Bulls Address: 1544 Porter Ave. Phone # 608-751-0194

Status: ☐ Corporation; ☐ Not-For-Profit; ☐ Individual; ☐ Government; ☐ 401 (c) (3) Number

Applicant: Schelin A. Garrett Address: 1544 Porter Ave. Phone # 608-751-0194

Applicant Signature: ___________________________ Date: 10-24-16

Amount owed to the School District of Beloit: $ . Total is due one week in advance of use. Once approved, make payment to the School District of Beloit and return to School District of Beloit, Business Office-Room 110, 1633 Keeler Avenue, Beloit, WI 53511 or for BMHS rentals return to Mary Lang-Beloit Memorial High School, 1225 Fourth Street, Beloit, WI 53511.

Office Use Only

Application has been routed to: ☐ ABM ☐ Aramark ☐ School ☐ Energy Specialist

School Sponsored Event: ☐ Yes (If yes, fees may be waived) ☐ No

Fees approved to be waived: ☐ Yes ☐ No

Insurance certificate received: ☐ Yes ☐ No (If no, signed waiver has been received)

Application has been: ☐ Approved ☐ Denied

Total charges: $ Amount paid: $ Date paid:

Signed by: ___________________________ Date: ___________________________
Dear Board Members,

My name is Shelvin A. Garrett. I have requested use of a gymnasium on behalf of the Beloit Bulls youth travel basketball team. I hope you find all of the necessary paperwork in order. As we are a non-profit, grassroots organization consisting of 6th grade boys from our own district, I am also requesting that all fees normally assessed be waived. This would help facilitate our goals greatly. Any additional help or resources the School District of Beloit would like to provide would be equally appreciated. We truly thank your for your help in this matter.

Sincerely,

Shelvin A. Garrett

Shelvin A. Garrett
TO: School District of Beloit  
10/25/2016  
RE: Liability Insurance for Shelvin Garrett

Per the attached Declarations pages, Mr. Garrett is insured for any volunteer activity for Liability, which includes Bodily Injury and Property Damage.

This would include volunteer coaching activities.

John Carroll

Agent, Allstate Insurance Companies
816 Fourth St.
Beloit, Wi 53511
608 362 4800
JohnCarroll1@Allstate.com
Coverage detail for the property insured

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Limits of Liability</th>
<th>Applicable Deductible(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Property Protection -</td>
<td>$79,000</td>
<td>• $250 All peril</td>
</tr>
<tr>
<td>Reimbursement Provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Living Expense</td>
<td>Up to 12 months</td>
<td></td>
</tr>
<tr>
<td>Family Liability Protection</td>
<td>$100,000 each occurrence</td>
<td></td>
</tr>
<tr>
<td>Guest Medical Protection</td>
<td>$1,000 each person</td>
<td></td>
</tr>
</tbody>
</table>

**Other Coverages Not Purchased:**
- Business Property Protection*
- Business Pursuits*
- Cellular Communication System*
- Electronic Data Processing Equipment*
- Extended Coverage on Cameras*
- Extended Coverage on Jewelry, Watches and Furs*
- Extended Coverage on Musical Instruments*
- Extended Coverage on Sports Equipment*
- Fire Department Charges*
- Home Day Care*
- Identity Theft Expenses*
- Incidental Office, Private School Or Studio*
- Increased Coverage on Building Improvements*
- Increased Coverage on Money*
- Increased Coverage on Securities*
- Increased Silverware Theft Limit*
- Lock Replacement*
- Waterbed Liability*

* This coverage can provide you with valuable protection. To help you stay current with your insurance needs, contact your agent to discuss available coverage options and other products and services that can help protect you.

Scheduled Personal Property Coverage

Your policy does not include Scheduled Personal Property Coverage. This coverage can provide you with valuable protection. To help you stay current with your insurance needs, contact your agent to discuss available coverage options and other products and services that can help protect you.

Your policy documents

Your Renters policy consists of the Policy Declarations and the following documents. Please keep them together.
- Renters Policy - AP786
- Renters Policy Amendatory Endorsement - AP1612
- Wisconsin Amendatory Endorsement - AP163-4
- Amendatory Endorsement - AP4813

Important payment and coverage information

Here is some additional, helpful information related to your coverage and paying your bill:

- The Property Insurance Adjustment condition applies using the Marshall Swift Boeckh publications personal property cost estimating index.

- Please note: This is not a request for payment. Any adjustments to your premium will be reflected on your next scheduled bill which will be mailed separately.

In the meantime, if you have any outstanding or unpaid bills, please pay at least the minimum amount due to assure your policy continues in force. If you have any questions, please contact your agent.
Amended Renters Policy Declarations

Your policy effective date is March 26, 2016

<table>
<thead>
<tr>
<th><strong>Total Premium</strong> for the Premium Period</th>
<th>(Your bill will be mailed separately)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premium for property insured</td>
<td>$162.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$162.00</strong></td>
</tr>
</tbody>
</table>

If you do not pay in full, you will be charged an installment fee(s). Refer to your bill for installment fee information.

**Discounts** (included in your total premium)

- Home and Auto: 25%
- Protective Device: 5%
- Claim Free: 15%

**Location of property insured**

1544 Porter Ave, Beloit, WI 53511-4668

**Rating Information**

The dwelling is of frame construction and is occupied by 1 family

**Additional Interested Party**

None
NOTICE OF MEETING

SCHOOL DISTRICT OF BELOIT
BOARD OF EDUCATION
SPECIAL BOARD MEETING

Date: Tuesday, November 8, 2016

Time: 6:30 p.m. OR Immediately Following the Finance Meeting, Whichever is Later

Location: KOLAK EDUCATION CENTER
Room 106 Superintendent’s Office
1633 Keeler Avenue
Beloit, WI  53511

AGENDA

1. Call to Order

2. Approval of Agenda

3. Swear-In New Board Member – Laurie Endres (2 minutes)

4. Board Appointment to Legal Counsel Selection Committee (15 minutes)

5. Education Convention Attendance (10 minutes)

6. Transgender Presentation (20 minutes)

7. Safe Schools Health Students Grant Annual Update (20 minutes)

8. Personnel Recommendations – Exhibit A* (10 minutes)
   *A motion MAY be made and a vote taken to convene the Policy/Personnel Committee into Closed Session pursuant to Section 19.85 (1)(c) of the Wisconsin Statutes relative to considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

9. Consideration of Notice of Claim Against School District** (15 minutes)
   **A motion MAY be made and a vote taken to convene the Policy/Personnel Committee into Closed Session pursuant to Section 19.85 (1)(e) of the Wisconsin State Statutes relative to conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

10. Approval of Closed Session Minutes for August 9, August 23 and October 25, 2016 (10 minutes)

11. The Board of Education may reconvene to Public Session in order to take any action, if necessary, on items discussed in closed session.

12. Adjournment

Posted: November 4, 2016
LEGAL COUNSEL

The School District of Beloit Board of Education may use the following procedures to select a law firm to advise the School District.

1. The Board president shall appoint a subcommittee consisting of the District Administrator, two Board members and other staff as needed to implement the selection procedure.

2. The subcommittee will contact all law firms in the area plus selected firms in Madison and Milwaukee to determine their interest in advising the School District.

3. A questionnaire will be sent to all those who show interest in advising the District. The questionnaire will ascertain at a minimum the following information:
   o What type of fee and/or other costs agreement would your firm suggest?
   o Is your firm a member of the Wisconsin School Attorney Association?
   o What preparation and experience does your firm have in areas such as school district elections; public employee bargaining; building programs and referendums; hearings before the WERC, CRC and similar agencies; litigation and law suits against school districts and school personnel; and student rights, rules and regulations?
   o What research facilities do you have available? Are you a member of Lexus Research Services?

4. The subcommittee will select the top two or three firms submitting the questionnaire and arrange for an interview.

5. Upon completion of the interview process references will be called to verify satisfaction with services rendered.

6. Based on the interview, questionnaire and reference check, the subcommittee will recommend a firm(s) to the full Board.

7. The full Board will decide on the firm(s) it wishes to retain for legal services.

8. The approved firm(s) will meet with the full School Board in an informal session to get acquainted and to allow both parties to ask any further questions.

REVIEWED: June 11, 2013
LEGAL COUNSEL

The School District of Beloit Board of Education may use the following procedures to select a law firm to advise the School District.

1. The Board president shall appoint a subcommittee consisting of the District Administrator, two Board members and other staff as needed to implement the selection procedure.

2. The subcommittee will contact all law firms in the area plus selected firms in Madison and Milwaukee to determine their interest in advising the School District.

3. A questionnaire will be sent to all those who show interest in advising the District. The questionnaire will ascertain at a minimum the following information:
   - What type of fee and/or other costs agreement would your firm suggest?
   - Is your firm a member of the Wisconsin School Attorney Association?
   - What preparation and experience does your firm have in areas such as school district elections; public employee bargaining; building programs and referendums; hearings before the WERC, CRC and similar agencies; litigation and law suits against school districts and school personnel; and student rights, rules and regulations?
   - What research facilities do you have available? Are you a member of Lexus Research Services?

4. The subcommittee will select the top two or three firms submitting the questionnaire and arrange for an interview.

5. Upon completion of the interview process references will be called to verify satisfaction with services rendered.

6. Based on the interview, questionnaire and reference check, the subcommittee will recommend a firm(s) to the full Board.

7. The full Board will decide on the firm(s) it wishes to retain for legal services.

8. The approved firm(s) will meet with the full School Board in an informal session to get acquainted and to allow both parties to ask any further questions.

REVIEWS: June 11, 2013
I. BASIC INFORMATION

Topic or Concern: 2017 Wisconsin State Education Convention Attendance

Which strategy in the Strategic Plan does this support?

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

Others assisting you in the presentation: n/a

My report is for: Action

II. TOPICAL INFORMATION

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

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 information.

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

Early bird registration is now open. Hotel rooms were booked in September for board members to use. The WASB Delegate is Pam Charles 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 9th to receive early bird pricing and will need the necessary information for completing the registration (see attachment 3.)

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, 2017 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: Registration –$210; Pre-convention Workshop - $65 each; Hotels range from $89 - $182 and some require a 3 night minimum stay; meals - $51/day; mileage was 170 miles round trip at $.575/mi=$97.75.

One Day Minimum expense (registration, lowest hotel, meals, mileage) = $447.75
Three Day Maximum expense (registration, one pre-conv. wkshop, highest hotel, meals, mileage) = $1071.75
2017 Convention Sponsors

Diamond Level Sponsors
- BOARDDOCS
- WEA TRUST

Platinum Level Sponsors
- NEXUS SOLUTIONS

Gold Level Sponsors
- AT&T
- Baird Public Finance
- Delta Dental
- Focus on Energy
- Forecasts Analytics
- Go 365 by Humana
- M3 Insurance

Security Health Plan
- The Insurance Center
- United Healthcare
- WEA Member Benefits

General Sponsors
- Blackboard
- Johnson Controls
- Lamers Bus Lines
- Liberty Mutual Insurance
- LifeTouch
- UNESCO
- Vanguard Computers
- WASBO Foundation

WELCOME to the 2017 Joint State Education Convention

January 18-20, 2017
The Wisconsin Center • Milwaukee

Art and Video Application Information

2017 Keynote Speakers

David Horsager  JoAnne Owens-Nauslar  Liz Murray  Fredi Lajvardi

Follow the WASB on Facebook and Twitter.
For onsite convention updates and information, follow the WASB on Twitter.
Still deciding whether to attend? Watch the 2016 State Education Convention Video.

For correct viewing, the latest version of your favorite browser is required. Please select the icon of your choice at right for direct download.
Keynote Speakers

David Horsager MA, CSP
Wednesday, January 18

Trust is a fundamental, bottom line issue. Without it, leaders lose teams, salespeople lose sales, and organizations lose reputation, retention of good people, relationships and revenue. But with trust, individuals and organizations enjoy greater creativity, productivity, freedom, and results.

Through academic research and firsthand experience, David Horsager has learned what it takes to gain — and keep — The Trust Edge.

Through a captivating presentation, David combines humor and illustrations with business insight and analysis. He will show you how the little things, done consistently, add up to huge results.

David has worked to develop trusted leaders and organizations on six continents, with clients ranging from the New York Yankees to Goodyear and the Department of Homeland Security. David has enjoyed serving in a number of leadership roles, from ethics commissioner to executive producer to director on a variety of boards.

David’s newest release, “The Daily Edge: Simple Strategies to Increase Efficiency and Make an Impact Every Day” follows his national bestseller “The Trust Edge.”

Dr. JoAnne Owens-Nauslar
WASB Breakfast, Thursday, January 19

"Be A Possibilitarian!"

In this high-energy, enthusiastic, and sometimes hard-hitting presentation, Dr. JoAnne Owens-Nauslar will share lessons she has learned from being a Possibilitarian — someone who is highly optimistic, every day. Considered one of the nation’s most vocal personalities on the importance of needing to “move to improve,” Dr. Jo talks about how you must take care of yourself before helping others, or as she puts it, “Secure your own mask...FIRST!” You’ll learn the keys to good health, which includes large doses of humor every day. You’ll also learn action strategies to help sustain your ENERGY throughout the day. A former teacher and physical education advocate, Dr. Jo will share four of the most vital parts of being a Possibilitarian...laughing, learning, sharing, and networking. In addition, she will teach us how to adjust our attitudes and cope in this sometimes stressful, high anxiety-filled world we live in. Make sure your head is on a swivel because Dr. Jo will cover the room! Her presentation is not only high-energy and powerful, it's downright fun. Start your day laughing and learning with Dr. Jo.

Dr. JoAnne Owens-Nauslar has spent 43 years promoting the benefits of healthy, active living. Past president of the National Association for Sport and Physical Education and the American Alliance for Health, Physical Education, Recreation, and Dance, Dr. Jo taught at all levels and was the State Director for Comprehensive Health and Physical Education at the Nebraska Department of Education and the Director of Professional Development for the American School Health Association. In 2004, she joined corporate America to share her beliefs.

Liz Murray
Thursday, January 19

From homeless to Harvard...it is an unlikely turn of events. Liz Murray’s life is a triumph over adversity and a stunning example of the importance of dreaming big. Murray’s life as the child of cocaine-addicted parents in the Bronx was bitterly grim. There was never food in the house, everything was filthy, drugs were everywhere, and the welfare checks were spent before they arrived.
By age 15, Murray’s mom had died and she was homeless—living on the streets, riding the subway all night, and eating from dumpsters. Amidst this pain, Murray always imagined her life could be much better than it was. “I started to grasp the value of the lessons learned while living on the streets. I knew after overcoming those daily obstacles that next to nothing could hold me down.” Determined to take charge of her life, Murray finished high school in just two years and was awarded a full scholarship to Harvard University, all while camping out in New York City parks and subway stations.

Murray’s story is exhilarating and inspirational. Her delivery is inherently honest, as she takes audiences on a very personal journey where she achieves the improbable.

Her story sounds like a Hollywood movie—and it practically is. Lifetime Television produced a movie about Murray’s life story entitled Homeless to Harvard, which was nominated for three “Emmy Awards.” Murray is the recipient of the White House “Project’s Role Model Award” and Oprah Winfrey’s first-ever “Chutzpah Award.” Her memoir, Breaking Night, landed on the New York Times best seller list within a week of its release and quickly became an international bestseller published in 12 countries, in eight languages.

Murray received her Bachelor of Science degree from Harvard University. She is currently pursuing her master’s degree in Psychology at Columbia University. Murray is passionate about speaking on the importance of personal motivation, transforming problems into opportunities, and what it takes to make a difference in people’s lives.

Fredi Lajvardi
Friday, January 20

Nationally recognized STEM educator and subject of the critically acclaimed documentary, "Underwater Dreams," and major motion picture, "Spare Parts."

For more than two decades, high school science teacher, Fredi Lajvardi has engaged, motivated and challenged students by making science fun and introducing them to the field of robotics. With countless hours spent after school, mentoring and investing in the underserved students at Carl Hayden Community High School, Lajvardi drew national attention in 2004, when he entered his diverse high school team in an university-level national underwater robotics competition, where they not only proved their skills and ability to compete at that level, but they placed first, defeating leading universities, including MIT.

First covered by Wired magazine, their inspiring story drew attention from local and national media outlets and led to the acclaimed documentary, "Underwater Dreams." In March 2015, the film was selected by President Obama to screen at the White House in honor of National Robotics Week and the launch of the “Let Everyone Dream” Coalition, a national initiative introducing new multi-sector partnerships in support of STEM education for underserved students. Their story was also adapted into the major motion picture, "Spare Parts," starring actor and comedian, George Lopez as Lajvardi.

Honored with numerous awards, including the IEEE National Outstanding Educator for 2005, the Arizona Department of Education Leadership Award for 2006, and the City of Phoenix Outstanding Teacher of the Year each year from 2005 to 2009, Lajvardi has and continues to be a significant contributor to the increasing interest and awareness of STEM education nationwide. With an effective leadership philosophy, incredible story and a spirited passion for teaching, Lajvardi offers valuable and inspiring insight on fostering teamwork, sparking creativity and helping individuals realize and maximize their potential.
The 2017 Convention Costs

CONVENTION 2017
Wisconsin State Education Convention
January 18–20, 2017 • Wisconsin Center • Milwaukee, WI

REGISTER ONLINE! wasb.org/convention

REGISTRATION DEADLINES
EARLY BIRD – Friday, Dec. 9, 2016
REGULAR – Friday, Jan. 6, 2017
Meal Reservation Deadline – Jan. 6, 2017

CANCELLATIONS
No refunds will be given unless cancellation is received by 5 pm, Friday, Jan. 6, 2017

GENERAL REGISTRATION

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SPECIAL EVENTS

PRE-CONVENTION WORKSHOPS, TUESDAY, JAN. 17

- WORKSHOP: Culturally Relevant Leadership: Strategies for Success for ALL Students
  | 2 | $65 | $130 |

- WORKSHOP: Improving School Board Effectiveness: A Balanced Governance
  | 2 | $65 | $130 |

- WORKSHOP: Pediatric Brain Development: From Conception to Maturity
  | 2 | $65 | $130 |

- WORKSHOP: School Finance Puzzle
  | 2 | $65 | $130 |

CONVENTION TOUR, THURSDAY, JAN. 19

- International Baccalaureate Schools
  | 2 | $5 | $10 |

SPOUSE EXCURSION, THURSDAY, JAN. 19

- Harley Davidson Museum & Lunch
  | 2 | $45 | $90 |
Improving School Board Effectiveness: A Balanced Governance (Leadership)
Category name: Leadership
School boards are under increasing scrutiny by a public that demands high levels of board continuity and effectiveness. At the same time, newspaper accounts of "boards behaving badly" has raised questions over whether locally elected school board members are qualified to fulfill their role. Thomas Alsbury has been deemed by many as a top expert in school governance and is author of Balanced Governance, a new and highly effective model for school boards - fast becoming the new standard for district governance. Learn from Dr. Alsbury about how to apply the latest board research so that you can be more effective both individually and as a whole board, avoid the typical political challenges faced by most board members, and better support student performance. The session will allow you to discuss and apply tools to improve your own and your board's effectiveness in improving student learning in your district. Dr. Thomas Alsbury is Professor of Educational Leadership at Seattle Pacific University, and former teacher, principal, and district administrator. He currently co-directs the National University Council for Educational Administration (UCEA) Center for Research on the Superintendent and District Governance.

Speaker(s): Thomas Alsbury, Balanced Governance Solutions
Room/Facility: Wright B/Hilton
Session Handouts:

Culturally Relevant Leadership: Strategies for Success for ALL Students (Leadership)
Category name: Leadership
Although culturally relevant teaching has received a lot of attention over the last few decades, individual classroom teachers need the support of their administrators and policy makers. This workshop speaks to how administrators and board members can cooperate with the tenets of culturally relevant teaching to achieve academic, cultural, and social success for ALL students. Dr. Gloria Ladson-Billings is the Kellner Family Distinguished Professor in Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin – Madison. Ladson-Billings is known for her groundbreaking work in the fields of culturally relevant pedagogy and critical race theory. She is author of "The Dreamkeepers: Successful Teachers of African-American Children."

Speaker(s): Gloria Ladson-Billings, UW Madison
Room/Facility: Regency A/Hyatt
Session Handouts:

School Finance Puzzle (School Finance)
Category name: School Finance
Presenters and attendees will use a hands-on interactive approach to take the confusion out of school finance. Gain a conceptual understanding of the major components of the Wisconsin school finance system. Participants will have an interactive discussion that provides background on constitutional issues, court cases and today’s laws. Attendees will become acquainted with the basics of revenue limits, equalization aid, property taxes and referendums - how these components interrelate and how they impact board decision-making. Leave the session with increased confidence in discussing school finance concepts and using this knowledge to help foster an environment of trust in your community for the benefit of students.

Speaker(s): Woody Wiedenhoeft, Wisconsin Association of School Business Officials
Room/Facility: Regency C/Hyatt
Session Handouts:

Pediatric Brain Development: From Conception to Maturity (Student Achievement)
Category name: Student Achievement
The mental health of our students is becoming a growing area of concern for school leaders and policy makers. Dr. Brian Fidlin, a Milwaukee-based clinical psychologist and nationally recognized speaker on pediatric brain development, substance abuse/dependency and obesity, has a unique way of helping parents and educators gain a better understanding of children, adolescents, and the issues they face. This workshop will be a straight-forward discussion of adolescent brain development and the impact it has on decision making, emotions and risk taking. Special emphasis will be placed on current trends in adolescent mental health issues and the topic of substance abuse. The discussion will identify the warning signs that a child may be having problems and is in need of professional help. Dr. Fidlin has been serving children, adolescents and their families in the Midwest for the past 20 years. He currently works as a clinical psychologist at Milwaukee
Psychiatrists & Psychologists Chartered and previously was the director of an adolescent chemical dependency program.

**Speaker(s):** Brian Fidlin, Milwaukee Psychiatrists & Psychologists Chartered

**Room/Facility:** Regency D/Hyatt

**Session Handouts:**
January 18, 2017
8:00 am - 9:00 am

A Collaborative Approach to Serving Our Youngest Population (Student Achievement)
Category name: Student Achievement
This session will provide participants with an understanding of how a consortium of rural districts joined together to address the educational and socio-emotional needs of our Early Childhood (EC) students (3-year-olds and young 4-year-olds). We will discuss the development of the consortium itself in addition to the unique service delivery methods, including a parent coaching model, designed to fully address the diverse needs of our youngest students.

Speaker(s): Craig Broeren, Barron Area; Amber Carlsrud, Barron Area; Katarina House, Barron Area; JoAnn Lystig, Barron Area; Mariah Millerman, Barron Area

Room/Facility: 103AB/Wisconsin Center

Session Handouts:

Maximizing Learning for Every Child, Every Day (Student Achievement)
Category name: Student Achievement
Decisions are made daily to allocate resources in schools with goals to improve student achievement. Experience what research shows significantly improves student learning, such as making learning visible, growth vs. fixed mindsets, and teacher collaboration. Learning improves when teachers truly collaborate in seeing learning through the eyes of their students, helping students take responsibility for their own learning, and believing all students can learn challenging curriculum. Learn how to support teachers, students, parents, and administrators to maximize learning for every child, every day.

Speaker(s): Becky Walker, CESA 7

Room/Facility: 102DE/Wisconsin Center

Session Handouts:

Data Privacy Matters: What School Leaders Need to Know (Student Achievement)
Category name: Student Achievement
Technology is rapidly transforming teaching and learning, but technology’s promise requires a commitment to a safe, secure digital environment. With the endless release of apps, devices, websites, and an ever-changing legal landscape, the challenge increases. This session will focus on best practices used in three districts in Wisconsin to address the balance of advancing technology and learning goals while ensuring digital privacy, safety and security. Learn about relevant national and local policies and the implications they have on your district as well as some best practices that can be implemented to address them.

Speaker(s): Brian Casey, Stevens Point Area; Diane Doersch, Green Bay Area; Jim Hawbaker, Appleton Area

Room/Facility: 201B/Wisconsin Center

Session Handouts:

Got Character? How Socio-Emotional Skills Matter for Achievement (Student Achievement)
Category name: Student Achievement
This session will highlight Brown Deer Middle/High School State and National School of Character as one of only five in the state of Wisconsin with this recognition. Come and learn the Brown Deer Story about how a diverse school community studied academic ambition and school performance with a growth mindset in an effort to develop life skills that promote enhanced academic achievement for ALL students. Participants will learn: 1) how student voice develops student agency; 2) the importance of cultural competencies for all staff; and 3) how developing character in your students leads to social justice and closing achievement gaps.

Speaker(s): Deb Kerr, Brown Deer; Gary Williams, Brown Deer; Tosha Womack, Brown Deer

Room/Facility: 103C/Wisconsin Center

Session Handouts:
Passing Tax Referenda in the "New Normal" (School Finance)
Category name: School Finance
School finance elections are one of the toughest challenges a school district will ever face. Political stakes are high for the school board and superintendent; the stakes are even higher for the students whose educational futures hang on the community's decision. Voter turnout and understanding the demographic groups that ultimately determine the referendum outcome are critical for success. This best practice session provides a comprehensive model for success. The content represents a marriage of research and successful practice, emphasizing systems and strategies. This presentation will be beneficial to school districts planning an initial debt issuance or referendum to exceed the revenue limit, or to those coming back for another try.

Speaker(s): Jerry Dudzik, Springsted Incorporated; Don Lifto, Springsted Incorporated; Stan Mack, Oshkosh Area
Room/Facility: 101A/Wisconsin Center
Session Handouts:

Create a True Professional Learning Community (PLC) (Leadership)
Category name: Leadership
Want to create a collaborative culture in your schools with a total focus on students while empowering your teachers at the same time? Hear the stories, feel the passion, and learn how one school transformed its culture in five years. With influences such as Dr. Anthony Muhammad and Alex McNeese along with the creation of a leadership team and a distributed leadership model, the Bruce School transformed its culture. It all starts with a vision and mission and some courageous staff willing to take the lead. Get on the bus with them as they take you on their journey to making a very positive culture change within their school. They will give you ideas, surveys, schedules, and information on becoming a true PLC. Come get on the bus!

Speaker(s): Melissa Anderson, Bruce; Laurie Leaf, Bruce; Lisa Sturzl, Bruce; Larry Villiard, Bruce
Room/Facility: 101B/Wisconsin Center
Session Handouts:

Leadership Starts with Us: Effective Board & Superintendent Partnerships (Leadership)
Category name: Leadership
In this session, participants will hear from a superintendent, board member, and coach about how to foster effective partnerships between the board and superintendent. The key strategy profiled here will be how to identify clear, measurable annual goals together and then structure multiple cycles of progress updating and adjusting to achieve those goals. Superintendents and boards can model for the entire district how to narrow the focus, to apply data to decision-making, and to celebrate short and long-term successes. When focused, it can impact the entire system powerfully and positively. Flexible, results-based leadership starts with us.

Speaker(s): Melissa Matarazzo, StuderGroup; Liz Menzer, Studer Education; Kelly Thompson, Muskego-Norway
Room/Facility: 102AB/Wisconsin Center
Session Handouts:

Delegate/New Member Orientation (Leadership)
Category name: Leadership
New to the convention or serving as a first-time delegate at the WASB Delegate Assembly? Attend this special session to learn everything you need to know to get the most out of your convention experience.

Speaker(s): Chris Kulow, WASB; Dan Rossmiller, WASB
Room/Facility: Ballroom AB/Wisconsin Center
Session Handouts:

Taking Community Engagement to the Next Level (Community Engagement)
Category name: Community Engagement
We are all familiar with the standard community engagement that is often limited to some community information sessions, community mailers, web postings and surveys. After two failed referendums, the Hudson School District Board of Education wanted go above and beyond what was done in the past and engage the community in a transparent and authentic way, so that, in the end, the community truly owned the outcome of the referendum. To this end, the Board of Education used IAP2 Public Participation strategies to develop a four-stage community engagement process that was implemented by a team of two board members, two administrators and four community members. Learn how this new level of engagement led to the successful approval of Hudson's referendum.

Speaker(s): David Grambow, Hudson; Bruce Hanson, Hudson; Jamie Johnson, Hudson; Nick Ouellette, Hudson
Room/Facility: 201CD/Wisconsin Center
Session Handouts:
Open Enrollment and the Special Needs Scholarship Statute (School Law)
Category name: School Law
In this session, changes to the open enrollment law for students with disabilities and school district responsibilities under the recently enacted Special Needs Scholarship statute will be discussed. The presenter will provide practical tips for navigating these complex statutes.

Speaker(s): Mary Gerbig, Davis & Kuelthau, S.C.

Room/Facility: 101CD/Wisconsin Center

Session Handouts:

Strategic Development of Teacher Compensation (Human Resources)
Category name: Human Resources
This session provides a brief overview of alternative compensation models in Wisconsin school districts. Human resource directors from four districts will present their teacher compensation models including incentives for increasing teachers' knowledge and skills, creating professional growth opportunities and improving student performance. They will share research that supports the components of their models, essential elements of an effective development process, and implementation strategies used to align teacher pay and teacher performance with district goals. Learn how teacher compensation models impact teacher satisfaction, recruitment and retention rates, student performance, administrative workload and district budgets.

Speaker(s): Vickie Adkins, DeForest Area; Valley Elliehausen, West Bend; Jennifer Sielaff, South Milwaukee; Sarah Zelazoski, Mequon-Thiensville

Room/Facility: 102C/Wisconsin Center

Session Handouts:

Sit in the Driver's Seat of Your Next Construction Project (Facilities)
Category name: Facilities
One of the largest and most complex decisions that you will make in your career is hiring the right design and construction team for your district. Understanding which construction delivery system is right for your district will put you in the driver's seat so that you feel confident in your team selection. This information-packed session is for participants interested in learning what options are available for school districts. Don't just survive your next construction project - be the driver!

Speaker(s): Kevin Hickman, J.P. Cullen & Sons, Inc.; Steve Lutzke, Parkview; Melanie Parma, Somerville Architects | Engineers

Room/Facility: 201A/Wisconsin Center

Session Handouts:

9:00 am - 10:00 am

Exhibit Hall Breakfast ()
Category name:
A light, complimentary breakfast will be available to all convention attendees in the Exhibit Hall from 9-10 am on Wednesday, Jan. 18. Sponsored by Go365 by Humana and The Insurance Center Click here for more information.

Speaker(s):

Room/Facility: Exhibit Hall/Wisconsin Center

Session Handouts:

9:15 am - 9:45 am

Creating a Culture of Energy Efficiency (Facilities)
Category name: Facilities
According to the U.S. Environmental Protection Agency, as much as 30 percent of a school district's total energy may be used inefficiently. When students and staff know about energy efficiency, they can become responsible energy consumers who lead others on making no-cost behavior changes in their school. Implementing small, every day changes like turning off lights when classrooms and offices are unoccupied and enabling computers' "sleep" mode when not in use can add up to significant savings over time. This presentation will focus on smart energy choices school districts can model to help build an energy-conscious culture and reduce energy expenditures for years to come. Attendees will hear some real life examples of schools utilizing behavioral initiatives such as Focus on Energy's "Delivering Energy Efficiency Together" (DEET) Program, which educates students and staff on energy efficient behavioral changes they can make to reduce their school's energy consumption.

Speaker(s): Melissa Rickert, CESA 10

Room/Facility: Sustainable Schools Pavilion/Wisconsin Center

Session Handouts:
Podcasting and VideoCasting (Community Engagement)
Category name: Community Engagement
Voice and video are so powerful. Utilizing digital tools to get the voice of students, staff, and parents into the community can help everyone in the school community. Learn to podcast and videocast from your phone in three easy steps and start projecting the voices of your district to the world.

Speaker(s): Joseph Sanfelippo, Fall Creek
Room/Facility: Internet Cafe/Wisconsin Center

Session Handouts:
10:00 am - 12:00 pm

General Session (Leadership)
Category name: Leadership
The first general session of the 96th Wisconsin State Education Convention will feature:

David Horsager, MA, CSP, is a business strategist, keynote speaker and author of the national bestseller, "The Trust Edge." His work has been featured in prominent publications such as Fast Company, Forbes, and The Wall Street Journal. Sponsored by United Health Care • State Superintendent Tony Evers will share his vision for public education in Wisconsin. • Presentations will include: Superintendent of the Year, Business Official of the Year, Teachers of the Year, Principals of the Year, and the Wisconsin Student Art Award. • Music.

Click here for more information.

Speaker(s): David Horsager, MA, CSP, Business Strategist, Keynote Speaker and Author
Room/Facility: Ballroom CD/Wisconsin Center

Session Handouts:
1:30 pm - 2:30 pm

Preparing Today's Students for Tomorrow's Opportunities (Student Achievement)
Category name: Student Achievement
Learn about two initiatives started by neighboring school districts that connect students to career and technical education opportunities. The Cambria-Friesland Career Coalition is a K-12 development tool that allows the students of Cambria-Friesland Schools to explore local and regional career path opportunities. The Pardeeville School District brought together public educators, business leaders, and post-secondary professionals to align local career and technical education opportunities to meet regional business employment needs.

Speaker(s): Crystal Huset, Pardeeville; Gus Knitt, Pardeeville Area; Tim Raymond, Cambria-Friesland
Room/Facility: 201B/Wisconsin Center

Session Handouts:

WHY WISELearn? Access and Equity for all WI Learners (Student Achievement)
Category name: Student Achievement
The US Department of Education recently launched its #GoOpen campaign to encourage states, school districts and educators to create, share and use openly licensed educational materials. What does this mean for Wisconsin students, educators and school? It means equity and access to high quality, standards-aligned digital content to promote student achievement. Participants will walk through a sneak peak of the WISELearn Educator Portal, a digital content repository being crowdsourced by Wisconsin educators for Wisconsin educators. Come take a look and learn how to become involved and support educators ready to contribute to a global economy of sharing.

Speaker(s): Kaye Henrickson, CESA 4
Room/Facility: 101CD/Wisconsin Center

Session Handouts:

MakerSpaces, Fab Labs, Innovation and Project-Based Learning (Student Achievement)
Category name: Student Achievement
Maker Spaces, Fab Labs, Innovation Centers and problem-based learning in education are all exploding in the media. How does that affect your classrooms? Is it different? Is it the same? What are the different types of Maker Spaces that you hear about in various settings? Come learn about these environments, all aspects of this movement, and how these tools benefit your students. Find out about the three basic types of Maker Spaces (and a fourth mobile option) and what goes into them. Explore how to implement Maker Spaces into your classroom, library, and/or community. How do Maker Spaces support learning in a hands-on, inquiry-based environment? Learn their big impact in the ELL communities.

Speaker(s): Terri Tessmann, Racine
Collaboration, Commitment, and Closing the Achievement Gap (Student Achievement)
Category name: Student Achievement
This dynamic session will address the ground-breaking work of the Closing the Achievement Gap Consortium whose mission is to embrace and change, with all deliberate speed, school practices, instruction methodology and school structures that perpetuate achievement and/or opportunity gaps in schools. Participants can learn about ways to address an achievement gap in your district, motivate reluctant learners, find resources for taking students to the next level, and build relationships in your school community. Participants will learn how the collaborative work of public, private and parochial schools have been able to incrementally improve school cultures through professional development and focused leadership development.

Speaker(s): Phil Ertl, Wauwatosa; Deb Kerr, Brown Deer; Demond Means, Mequon-Thiensville; Elliott Moeser, Concordia University Wisconsin; Lawrence Smalley, Glendale-River Hills

Room/Facility: 103C/Wisconsin Center
Session Handouts:

E3-HASD’s Journey to Mental Wellness (Student Achievement)
Category name: Student Achievement
The Hortonville Area School District's E3 - Engage, Educate, and Empower - program is part of our district's journey to mental wellness. Students need to feel emotionally safe in order to learn at the highest level. Our district developed a comprehensive K-12 collaborative partnership with three agencies as a model for student mental wellness. The three tiers in the model include education for students, parents, and staff. The second tier is identification and a screener for mental wellness for all students and the third tier includes on-site therapy. Let us share our story with you and the statistics on how this program has impacted our district!

Speaker(s): Willard Griesbach, Hortonville; Lisa Kogan-Praska, Caltalpa Health; Wendy Neyhard, Hortonville; Heidi Schmidt, Hortonville; Paul Thome, Hortonville

Room/Facility: 202AB/Wisconsin Center
Session Handouts:

Community Engagement: 3 Steps to Leverage Social Media (Community Engagement)
Category name: Community Engagement
Real engagement is about meeting your community where they are at. When looking around, it doesn't take long to see that students, teachers and parents direct most of their attention to their smartphones. This session will highlight the three keys to leveraging social media for your schools to increase community engagement. It can be broken down into the three C's - Content, Consistency and Community. The actionable steps will be reinforced by real examples used in the Edgar School District. Showcasing the measurable results from this district since launching in January 2016, the attendees will relate well to how these steps could impact their own district.

Speaker(s): Andrea Gribble, #SocialSchool4EDU; Cari Guden, Edgar

Room/Facility: 103AB/Wisconsin Center
Session Handouts:

Engaging Stakeholders for Continuous Improvement (Leadership)
Category name: Leadership
The fundamental purpose of a public school system is to serve the interests of the community. Yet, activities like strategic plan development, implementation, and goal-setting can feel like tasks that belong to the superintendent or upper-level management. In order for true continuous improvement to occur, every single person must engage in the process, from parents and community members to each member of the staff. In this session, the Chippewa Falls Area Unified School District will explain the systems and processes used to engage all stakeholders in goal-setting, goal alignment, action planning, and improvement processes.

Speaker(s): Scott Kowalski, Chippewa Falls; Heidi Taylor-Eliopoulos, Chippewa Falls

Room/Facility: 202C/Wisconsin Center
Session Handouts:

The Many Benefits of eGovernance (Leadership)
Category name: Leadership
Learn how real-world examples of eGovernance technology have dramatically increased transparency in district activities while saving organizations time and money. Experience firsthand how board management services have enabled thousands of governing bodies nationwide to leverage the power of next-generation, cloud-based services to become more effective.
Improving Teacher Diversity Through Grow Your Own Programs. (Human Resources)
Category name: Human Resources
The Verona Area School District (VASD) is a suburban school district just outside of Madison. Over the past two decades, it has undergone significant demographic changes; over 30 percent of the school district’s students are now students of color. VASD has approached these changes as an asset and looks to our community as a resource for diversifying our staff. This session will provide information on how to develop and maintain Grow Your Own teacher programs for support staff and high school students.

Speaker(s): Jason Olson, Verona Area
Room/Facility: 102C/Wisconsin Center
Session Handouts:

Tackling Your Top Three Healthcare Cost Drivers (Human Resources)
Category name: Human Resources
The United States spends more on healthcare than any other nation. Expensive medical conditions - cancer, diabetes and mental health - consistently drive up total health-care costs. Not only do these conditions directly affect costs for employees and employers, they are often lifetime diagnoses where those affected should have convenient and low-cost care options. Through audience participation, case studies, and new technologies, school leaders will learn how these conditions affect their districts and what they can do to address them.

Speaker(s): Tim Bartholow, WEA Trust
Room/Facility: 201CD/Wisconsin Center
Session Handouts:

Construction Contracting 101: A Basic Primer (Facilities)
Category name: Facilities
Have you been part of a school building project, but felt intimidated because you didn't have a background in construction? Is your board considering a facility project and you need to understand how to manage the risk of such an important expenditure? A basic understanding of contract and risk-management issues is critical. Join us to explore the basics of contracting with design and construction firms, how a construction project is insured, and the importance of working with the right advisors. Our panel will compare and contrast typical ways to contract for services, explain terminology that is essential to understanding project risk, and identify resources (including free resources) available to assist you.

Speaker(s): Robert Eidahl, Berlin Area; Kevin Miller, M3 Insurance; Sandy Orsted, Hoffman Planning, Design & Construction, Inc.
Room/Facility: 201A/Wisconsin Center
Session Handouts:

Navigating and Sharing Your District’s Financial Future (School Finance)
Category name: School Finance
To be effective as school district leaders, managers must be strategists who turn data into information. Come learn how one district is maintaining a wide field of view by building a budget and developing a long-term forecast as part of the same exercise. By having organized historical data and analyzing where you’ve come from, this presents the opportunity to better understand the What if? questions. We will discuss how to organize, analyze and report at all levels with the goal of creating opportunities for your organization and keeping stakeholders informed of potential outcomes.

Speaker(s): Brian Adesso, Menasha; Jeffrey Carew, Forecast5 Analytics; Robert Tess, Wausau
Room/Facility: 101A/Wisconsin Center
Session Handouts:

SAA Legislative Update (School Law)
Category name: School Law
There is always something going on in the State Capitol that directly impacts school board members and administrators. Learn how the School Administrators Alliance’s (SAA) rationale for change and several components of its new proactive approach to advocacy are working. Time will be provided for questions and answers and informal information sharing.

Speaker(s): John Forester, School Administrators Alliance
Room/Facility: 102AB/Wisconsin Center

Session Handouts:

2:45 pm - 3:15 pm

Growing Your Professional Learning Network (Leadership)
Category name: Leadership
As superintendents, we are better together. This session will help you develop a Professional Learning Network through online tools that will move our leadership forward. Connect with superintendents in and out of Wisconsin and start conversations that will help us all learn and grow.

Speaker(s): Joseph Sanfelippo, Fall Creek
Room/Facility: Internet Cafe/Wisconsin Center

Session Handouts:

Top Components of a Wellness Program (Human Resources)
Category name: Human Resources
Investing in a wellness program is beneficial for both teachers and staff which, in turn, helps the entire school and the children who attend. By evaluating the success of a wellness program through health outcomes, increased productivity, or reduced employee absences, we will demonstrate the top components of a wellness program that make all of these points achievable through employee engagement and participation.

Speaker(s): Mark Henschel, WEA Trust; Michael Schwitzer, WEA Trust
Room/Facility: Sustainable Schools Pavilion/Wisconsin Center

Session Handouts:

3:30 pm - 4:30 pm

Going to Referendum? What We Learned the Second Time. (School Finance)
Category name: School Finance
Asking a community to increase taxes is never an easy discussion, especially when it involves the emotions of closing a community school. But in the era of decreased funding, declining enrollment, and increased costs, it is a decision that is inevitable in many communities. This was the difficult decision that was faced by the Durand-Arkansaw School District when deciding to close the school in Arkansaw. After a failed initial referendum, the district learned some key aspects that led to the eventual passing of a referendum. This session will focus on the process the district went through to gather the essential data to define the scope of the project, the community engagement, the tax impact, and the lessons learned from the first referendum.

Speaker(s): Greg Doverspike, Durand-Arkansaw; Laura Eysnogle, SDS Architects, Inc.; Jason Plante, Market & Johnson, Inc.; Tom Twohig, SDS Architects; Lisa Voisin, Baird Public Finance
Room/Facility: 101B/Wisconsin Center

Session Handouts:

Financial Roles & Responsibilities of School Board Members (School Finance)
Category name: School Finance
The school board plays an important role in the oversight of a district's finances. Learn more about the financial roles and responsibilities of school board members, including the relevant state statutes, as well as policy development and budgeting practices and procedures.

Speaker(s): Roger Price, WASB
Room/Facility: 101A/Wisconsin Center

Session Handouts:

Monitoring and Managing Energy Costs (Facilities)
Category name: Facilities
In this session we will cover energy: its history, importance, uses, and production. We will examine energy cost volatility, opportunities to save energy in facilities, and how to identify equipment in need of replacement. We will also discuss when it is appropriate to use an energy model, how to conduct interviews, how to evaluate energy bills, and why rate of return should always be used to measure the attractiveness of an equipment replacement, rather than use simple payback.

Speaker(s): Josh Kaurich, Midwest Energy Procurement (MEP) Solutions LLC
Room/Facility: 201CD/Wisconsin Center
Here's The Data! Now What? (Student Achievement)
Category name: Student Achievement
Wisconsin's 2015-16 Principal of the year Melissa Herek and her staff will share the importance of looking at school-wide data from an integrated lens. This session will help participants understand how Wisconsin RtI Center PBIS and RtI systems can be used together for decision-making. You will learn about Lawrence-Lawson Elementary School's journey toward effectively integrating academic and behavioral data at the systems level. Through the use of surveys, shared leadership, and collaboration, participants will walk through writing a School Improvement Plan. We will also share how to ensure that the plan is successful through the use of formative data.

Speaker(s): Jennifer Banse, Sparta Area; Melissa Herek, Sparta Area; Holly Larson, Sparta Area
Room/Facility: 202AB/Wisconsin Center

Session Handouts:

The Power of All of Us, All in One Place, The WDLC (Student Achievement)
Category name: Student Achievement
Come discuss how the state education department, a consortium of districts, an education service agency, and school districts large and small collaborate to create online and blended learning experiences. Through this equitable access called the Wisconsin Digital Learning Collaborative (WDLC) each partner autonomously implements online and blended learning. Leave with a copy of a recent research project written by Evergreen Education Group (Keeping Pace Authors) that dives into how 28 partners serving over 200 districts operates collaboratively yet autonomously.

Speaker(s): John Jacobs, Wisconsin eSchool Network; Janice Mertes, DPI; Dawn Nordine, CESA 9 / Wisconsin Virtual School
Room/Facility: 102DE/Wisconsin Center

Session Handouts:

Using Collaboration to Meet Regional Economic Needs (Student Achievement)
Category name: Student Achievement
This session will focus on the experience of the School District of Bonduel development and growth of programming that is producing students college and career ready. Presenters will share the collaborative efforts between a technical college, local industry, and a rural high school that began with identifying the needs of the local and regional job market, developing relevant curriculum and programming to match the local economic needs, and increasing student participation in college coursework.

Speaker(s): Brooke Holbrooke, Northeast Wisconsin Technical College; Jay Krull, Bonduel; Patrick Rau, Bonduel; Jane Wonderling, Bonduel
Room/Facility: 101CD/Wisconsin Center

Session Handouts:

We are All in This Together (Student Achievement)
Category name: Student Achievement
An effective suicide prevention and mental health awareness program offers a clear message of hope to those suffering. This presentation will show you how we reduced our suicide rate in half in three years with effective community collaboration utilizing data and the media. We will also demonstrate how to effectively communicate and move to the next level of prevention when your numbers decrease and the reality that a successful decrease in completed suicides means the need for services increase. Along with this information comes the introduction of trauma-informed care not only for students but also staff. They too are traumatized by the personal stories of students and also staff. Building resilience is the key to a healthy overall environment.

Speaker(s): Sarah Colling, Somerset; Patricia Schachtner, St Croix County
Room/Facility: 201B/Wisconsin Center

Session Handouts:

How Employee Onboarding and Engagement can help my organization (Human Resources)
Category name: Human Resources
We are in the people business and our faculty and staff are our #1 investment. That's a fact. But do you know how well you are orienting them to your organization? Can you strategically bring on employees so they live your mission? Once on board, do you know how employees are feeling about their work? Can you use data to measure how invested your faculty and staff are? In this informative session, you will learn how to employ strategies to onboard your new employees and truly listen to staff and learn if they are engaged and satisfied with your school district and leadership. You'll learn a comprehensive onboarding strategy and how to conduct a comprehensive workforce survey.

Speaker(s): JoAnn Sternke, Pewaukee
Our Journey to Reduce Healthcare Costs & Design an Onsite Clinic (Human Resources)
Category name: Human Resources
Over the past five years, since the passage of Act 10, the Watertown Unified School District (WUSD) has looked at new ways to create cost-saving measures that will not reduce programs for students or negatively impact staff. A part of that journey for the WUSD has been to explore how to reduce healthcare costs. In our presentation we will share our journey in reducing healthcare costs including the creation of a three-tier insurance plan and the implementation of an on-site clinic. We will share our successes and our failures in the process and how to navigate both as well as how to get started on pursuing an on-site clinic.

Speaker(s): Cassandra Schug, Watertown

Leadership Journey: Becoming the Leaders We Read About (Leadership)
Category name: Leadership
We read leadership books and articles, and watch videos about how to become more effective leaders, but how much of what we review actually gets turned into quality leadership? This interactive session will highlight key characteristics of effective district leadership, and explore meaningful ways to take what we have learned and make it count. As change leaders in our districts, we must not only be well read and informed, we must understand how to employ the ideals that we so often learn about.

Speaker(s): Josh Robinson, Frederic

Continuity and Succession Planning for School Administrators (Leadership)
Category name: Leadership
In this session, we’ll discuss systems that districts can build to prepare for continuity of district operations through turnover. Large and small districts are challenged to sustain programming during transitions of key district leaders, but proactive planning and leadership capacity can prepare for these changes. This work should begin at the board level to solidify the mission and vision of the district to drive the search for new administrators.

Speaker(s): Jonathan Mitchell, Saint Francis

Access to Public Records & Personnel Files (School Law)
Category name: School Law
School districts are frequently subject to public records requests, and districts face significant liability if they do not respond in a timely and accurate manner. This session will cover the basics of Wisconsin’s public records law with a special emphasis on responding to requests for information contained in employee personnel files, including records that are being maintained in response to an investigation into alleged employee misconduct. Questions from attendees are welcome, and time permitting, this session will briefly cover the basics of Wisconsin’s Records Retention law as well.

Speaker(s): Ben Richter, WASB

Communication is Key: Before, During and After a Crisis! (Community Engagement)
Category name: Community Engagement
In the event of a crisis, how you communicate about the situation can be as important as how you manage it operationally. Whether you’re engaged in crisis planning or in the midst of launching a crisis response, understanding the role communication plays is critical! Good communication can keep people safe, maintain calm in your community, and ensure the integrity of your district’s reputation. Poor communication can quickly unravel all of your past efforts to inform and engage your stakeholders. Learn from two school communications professionals who, unfortunately, have amassed experience communicating during various crisis situations. These Wisconsin School Public Relations Association (WSPRA) board members will share the most important communication strategies to employ before, during, and after a crisis.

Speaker(s): Debbie Brewster, DeForest Area; Sarah Heck, CESA 2
Room/Facility: 102C/Wisconsin Center

Session Handouts:

4:30 pm - 5:30 pm

Networking Reception ()  
Category name: Relax with your colleagues and enjoy refreshments courtesy of BoardDocs, Forecast5 Analytics, and Security Health Plan. All attendees and exhibitors welcome. Click here for more information.

Speaker(s):

Room/Facility: Crystal Ballroom/Hilton

Session Handouts:
January 19, 2017
7:00 am - 8:30 am

WASB Breakfast ()
Category name: Leadership
Be a Possibilitarian. In this high-energy, enthusiastic, and sometimes hard-hitting presentation, Dr. JoAnne Owens-Nauslar will share lessons she has learned from being a Possibilitarian — someone who is highly optimistic, every day. Considered one of the nation’s most vocal personalities on the importance of needing to “move to improve,” Dr. Jo talks about how you must take care of yourself before helping others. A former teacher and physical education advocate, Dr. Jo will share four of the most vital parts of being a Possibilitarian - laughing, learning, sharing, and networking. In addition, she will teach us how to adjust our attitudes and cope in this sometimes stressful, high-anxiety world we live in. Her presentation is not only high-energy and powerful, it’s downright fun. Dr. JoAnne Owens-Nauslar has spent 43 years promoting the benefits of healthy active living. She is a past president of the National Association for Sport and Physical Education and the American Alliance for Health, Physical Education, Recreation, and Dance. Dr. Jo taught at all levels and was the Director of Professional Development for the American School Health Association. Sponsored by AT&T. Click here for more information.

Speaker(s): JoAnne Owens-Nauslar, Former Teacher and Physical Education Advocate
Room/Facility: Crystal Ballroom/Hilton
Session Handouts:

8:45 am - 9:45 am

Well, What Did You Expect? (Leadership)
Category name: Leadership
The relationship between board expectations and student achievement has been well established. Session attendees will discuss how students and fellow board members benefit from expectations or become the victims of them. Without regularly reviewing our expectations, it is easy to become die-hard and set in our ways. By the conclusion of the session attendees will know learn how to set expectations that ultimately result in enhanced student achievement.

Speaker(s): David Moscinski, Stockbridge
Room/Facility: 102C/Wisconsin Center
Session Handouts:

Data Leadership with WISExplore (Leadership)
Category name: Leadership
School boards from high-achieving, excellent school districts understand their role in being data savvy. They know how to identify student needs and justify decisions based on data. Wisconsin leadership organizations, including WASDA, AWSA, WCASS, DPI and CESAs are collaborating on multiple ways to support data leadership. In this WISExplore session, learn about Wisconsin’s data leadership efforts and the public data sources available to school board members, district staff and the community. Learn how to navigate the WISEdash Public portal and about new data recently updated. Presentation slides will provide step-by-step instructions and tips to navigate the data dashboards.

Speaker(s): Jim Lee, CESA 12
Room/Facility: 101CD/Wisconsin Center
Session Handouts:

Search and Leadership Transition Services (Leadership)
Category name: Leadership
The school board is responsible for effectively handling a search for a new leader. In fact, the community expects the school board to ensure a smooth leadership transition which includes selection as well as the orientation of the new superintendent of schools in the school district. This session will provide board members with an outline of search services offered by the WASB to assist a school board in conducting a quality superintendent search and provide tips to ensure an effective leadership transition occurs in the school district and community.

Speaker(s): Louis Birchbauer, WASB; Roger Foegen, WASB; Guy Leavitt, WASB; Connie Schiestl, WASB; Rachel Schultz, WASB; George Steffen, WASB
RtI Myths and Misconceptions: Our Journey (Student Achievement)
Category name: Student Achievement
We will take participants through our district's journey of RtI implementation. From the many myths, misconceptions, and misunderstandings to the road of success we are now on. We started in 2010 with a committee of representatives from all schools led by our school psychologists with the task of implementing RtI district wide. The results, although well-meaning, were sometimes missing the mark of what true RtI was meant to be. As we continued our learning, understanding, and experiences of RtI, we learned better practices and have enhanced our system to reflect the true essence of RtI.

Speaker(s): Michelle Johnson, Adams-Friendship Area

Room/Facility: 202AB/Wisconsin Center

Session Handouts:

Academic & Career Planning: How it Started in Mishicot! (Student Achievement)
Category name: Student Achievement
Academic and career planning (ACP) is required to be delivered in all grades 6-12 beginning in fall 2017. Skills needed for success in college and in the workplace, while overlapping, are distinct. While schools have many college and career opportunities in place for some students, random acts of career development do not equal true ACP. The path to move beyond an elective add-on experience for some students to an integrated, personalized journey for every student will require a systems approach. This session will describe the Mishicot School District's approach, which moved post-high school planning from a counselor activity to one that is created and driven by every student.

Speaker(s): Robin Kroyer-Kubicek, DPI; Colleen Timm, Mishicot

Room/Facility: 103DE/Wisconsin Center

Session Handouts:

Community, Fab Labs and Kaizen: Rethinking Tech Ed in Ripon (Student Achievement)
Category name: Student Achievement
There are tremendous resources within your community. If you reach out and ask for their expertise, they can be a valuable resource to your district. In the end, you can build a collaborative relationship that will help educate your students and prepare them to be contributors to your local economy. Ripon Area School District hosted a Kaizen Event facilitated by a third party that brought together industry leaders, educational leaders and Plunkett Raysich Architects, LLP to plan and design space within the new facility to prepare both students and community members for careers in manufacturing and engineering. This teaches the district about the right spaces for the curriculum to educate the students and support local businesses.

Speaker(s): Nicholas Kent, Plunkett Raysich Architects, LLP; Mary Whitrock, Ripon Area

Room/Facility: 101B/Wisconsin Center

Session Handouts:

Removing Educational Barriers: Leveraging Video Technology (Student Achievement)
Category name: Student Achievement
Are you struggling to hire or retain teachers? Do you wish you could provide more dual-credit opportunities for your students? Is there a need for career training in your school and community? Does your district have a need for a plan to provide more for students with less funding? Remove educational barriers by leveraging video technology.

Speaker(s): Bryce Bird, Riverdale; Luke Francois, Mineral Point; Rebekah Gehrke, Riverdale; Nancy Hendrickson, Highland; Douglas Olsen, Kickapoo Area; Jill Underly, Pecatonica Area

Room/Facility: 202DE/Wisconsin Center

Session Handouts:

Youth Mental Health Training Needs and Solutions (Student Achievement)
Category name: Student Achievement
Learn how your district can provide mental health training, awareness and services through reasonable cost options. One district has sustained a highly utilized, free professional counseling program, the Student and Family Assistance Program. This program/approach supports the access to professional counseling free of charge for any family members living in the household as well as all staff and their families over four years of age. This responsiveness reduces the stigma around mental health and helps an adult support the youth and when referral to treatment is necessary. This panel will inform attendees and provide a forum for questions on this critical area for schools.

Speaker(s): Christie Gause-Bemis, Department of Public Instruction; Erin Green, Green Schools Network; Gregory Nyen, Waupaca
The Art of Advocacy from a School Board Perspective (School Law)
Category name: School Law
Legislation and the relative lack of state funding have influenced the manner in which districts across the state function today. This session will provide tips and ideas on how and why to stay closely connected with legislators to inform them of the impact their decisions have on their local schools and constituents.

Speaker(s): Mark Ashley, Howard-Suamico; Lisa Botsford, Howard-Suamico; Teresa Ford, Howard-Suamico

Room/Facility: 201CD/Wisconsin Center

New Law Update (School Law)
Category name: School Law
WASB staff will review legal developments over the last year, including new laws and significant court cases and administrative actions. Topics covered include the Every Student Succeeds Act, Wisconsin laws adopted in 2016, recent guidance from the Equal Employment Opportunity Commission and the U.S. Department of Agriculture, and more.

Speaker(s): Bob Butler, WASB; Barry Forbes, WASB

Room/Facility: 102DE/Wisconsin Center

A Salary Model for Model Teachers (Human Resources)
Category name: Human Resources
The session will offer a summary of the salary model for teachers implemented by the School District of West Salem. It will include a review of the process for developing the model, for transitioning from the old model to the new model, an update of current progress, and a summary of goals for moving forward.

Speaker(s): Troy Gunderson, West Salem

Room/Facility: 203C/Wisconsin Center

Educator Effectiveness: Increasing Impact (Human Resources)
Category name: Human Resources
The DPI Educator Effectiveness Team has learned a LOT from districts through the evaluation of the System - we know what positively and negatively impacts the work. This session will provide several opportunities to help participants learn how to engage in the EE work in a meaningful way. Participants will: 1) hear specific lessons learned across the past three years and learn how to use those findings to support their districts; and 2) engage with brand new DPI resources and tools designed specifically for district administrators and school boards. The tools will highlight policies and decisions each district MUST make, considerations and implications for each decision, and other supports to ensure the district is set up for success.

Speaker(s): Katharine Rainey, DPI

Room/Facility: 201B/Wisconsin Center

Economic Update (School Finance)
Category name: School Finance
Wisconsin will experience a higher volume of school debt referenda in 2016 as a result of four regular election dates. Many districts will be facing the challenge of borrowing in what has become a very volatile economic market. The audience will get a base understanding of interest rate volatility, market factors that influence the direction of interest rates, and controllable factors that can position the district to reduce the interest cost of its borrowing. A historical economic timeline will be presented that will help build upon the audience’s understanding of market volatility.

Speaker(s): Brian Brewer, Baird Public Finance; Craig Elder, Baird Public Finance; Lisa Voisin, Baird Public Finance

Room/Facility: 103C/Wisconsin Center
Beyond Branding: Living Your Mission and Vision Every Day (Community Engagement)
Category name: Community Engagement
Does your district have a mission and vision that are lived - daily - in the staff's work with students and through the decisions made by teachers, administrators and the board? Five years ago, the Sheboygan Falls School District began a journey to develop its mission, vision and commitments. We thought our next step was to get the word out through branding. What we discovered was that a deliberate and sustained communication and branding effort is so much more! From staff to the board, administration and community, we are engaging our stakeholders to help us develop the district climate where our schools are viewed as our community's greatest asset. This presentation will share our experiences from the collaborative development.

Speaker(s): Jean Born, Sheboygan Falls; Dorreens Dembski, Dorreens Dembski Communication Services, LLC; Mary Lofy, Sheboygan Falls
Room/Facility: 102AB/Wisconsin Center

Session Handouts:

B3 and Beyond: Three Steps to Save Dollars (Facilities)
Category name: Facilities
Find all the hidden places you could save money district-wide without spending it on actual facility improvements. The session will walk you through a three-step process from utility analysis and benchmarking, to a closer look at operations and physical building assessments. The process embarks on a mission to save districts money by working with utility representatives, facility experts, and your internal staff to save. The money savings can help with the need for your facilities to continually evolve harmoniously with the constantly changing teaching methods. The facility changes will impact the operations of your buildings. Consider this tactic in your next 10-year facilities plan.

Speaker(s): Phil Fisher, LHB; Troy Miller, LHB, Inc.
Room/Facility: 203AB/Wisconsin Center

Session Handouts:

The New and Evolving Threats to Cyber Security (Facilities)
Category name: Facilities
This session will raise awareness to new and evolving cyber security issues in school districts. We will begin with addressing social media risks, strategies to combat those risks, and recommendations for the appropriate use of social media. Special emphasis will be placed on Facebook security settings, the value of Twitter in mass notification, and acceptable-use policies. We will also address current cyber extortion threats, such as ransomware. Finally this session will shed light on electronic device theft patterns while equipping attendees with methods and resources to protect those devices.

Speaker(s): Paul Timm, RETA Security
Room/Facility: 103AB/Wisconsin Center

Session Handouts:

8:45 am - 11:45 am
Education Tour ()
Category name:
The MPS International Baccalaureate (IB) Schools Tour will feature two of MPS’s seven IB schools. From the primary grades through a diploma program, MPS was the first district in the state to offer its students the opportunity to take advantage of a full IB continuum. IB is “a non-profit educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world.” Take a tour of two MPS IB schools to learn more about this highly rigorous and successful program. Click here for more information.

Speaker(s):
Room/Facility: 4th & Wells/Wisconsin Center

Session Handouts:

10:00 am - 10:30 am
Twitter for School Leaders (Community Engagement)
Category name: Community Engagement
Educators are the fastest growing user group on Twitter. Become more familiar with the platform, send your first tweet, or used some of the advanced features to help streamline your learning and district story telling.

Speaker(s): Joseph Sanfelippo, Fall Creek
Room/Facility: Internet Cafe/Wisconsin Center
Session Handouts:

10:00 am - 2:00 pm

Spouse Excursion ()
Category name: Collaborative Leadership Session
Take a tour of the Harley-Davidson Museum. See the best of American design and culture - seasoned with freedom and rebellion, showcased in a landmark building. Spouse excursion includes lunch at the Harley-Davidson Museum's Motor Restaurant.

Speaker(s):
Room/Facility: 4th & Wells/Wisconsin Center

Session Handouts:

10:45 am - 11:45 am

Universal Design for Learning (UDL): Policy Recommendations (Student Achievement)
Category name: Universal Session
Brain research over the past 40 years suggests that all individuals exhibit differences in the way their brain learns. Therefore, there is no such thing as an average learner in the classroom. Any kind of one-size-fits-all classroom instruction to an average learner will not reach all learners and will actually create learning barriers for some. UDL asks that the curriculum be designed to remove these barriers. This presentation will focus on two themes: 1) the UDL concept and how its implementation removes barriers for learning in the classroom, and 2) public policies that encourage UDL implementation in the classroom including suggested policies for the WASB, DPI, and local school boards.

Speaker(s): Nissan Bar-Lev, CESA 7; Becky Walker, CESA 7
Room/Facility: 103C/Wisconsin Center

Session Handouts:

A Unique Program for Students Aged 18-21 Years Old with Special Needs (Student Achievement)
Category name: Student Achievement
The Burlington Area School District has partnered with a neighboring school district, Waterford Union High School, to provide an individualized program to meet the needs of students aged 18-21 years old with special education needs in a residential environment. The unique program, Project Active Citizen (PAC) teaches life and job skills. It has been operating at the PAC House for 10 years and just moved to a new home in the City of Burlington. We will explain the programming and steps we took to develop the program and obtain the facility for this special program.

Speaker(s): Sandra Asmussen, Waterford UHS; Keith Brandstetter, Waterford UHS; Michelle LaBas - Bowen, Burlington Area; Kathy Merlo, Burlington Area; Peter Smet, Burlington Area; Gail Spizhenberger, Burlington Area
Room/Facility: 201A/Wisconsin Center

Session Handouts:

Personalized Learning: Ideas+Research+Application = Results (Student Achievement)
Category name: Student Achievement
Ideas + Research + Application = Results. Want to know more about research-based personalized learning practices, research findings, and local results that are used to meet all learners’ needs? Intrigued by the concept of Personalized Learning, but unsure about the goals or results? Join us for a reflective presentation and dialog and walk away with strategic ideas and approaches to transforming the learning experience for all learners.

Speaker(s): Ryan Krohn, CESA 1
Room/Facility: 203C/Wisconsin Center

Session Handouts:

Collaborative Leadership for Future Ready Digital Schools (Student Achievement)
Category name: Collaborative Leadership Session
Come explore the new state Wisconsin Digital Learning Plan and the connected Future Ready resources. State leaders and district panel guests will help lead engaging discussions about effective ways to foster innovative learning, review digital learning policies, develop digital leadership capacity and learn about valuable state resources. Based on the essential elements of partnership, collaborative leadership and regional networks, this interactive session will explore how schools are building capacity in staff to implement digital learning ecosystems. Connections to the role of school boards with strategic planning for digital teaching and learning will be highlighted to understand proactive planning components and assessment of progress.

Speaker(s): Jarred Burke, Richland; Patricia Deklotz, Kettle Moraine; Janice Mertes, DPI; Lori Mueller, Baraboo; JoAnn Sternke, Pewaukee;
Excellence Gaps in Education (Student Achievement)
Category name: Student Achievement
In contrast to traditional achievement gaps, which focus on minimal proficiency, excellence gaps represent differences in rates of advanced achievement. Whereas some minimal proficiency gaps have narrowed, income and racial/ethnic excellence gaps have exploded. On the 2015 Badger Exam for language arts, 10 percent of students eligible for free or reduced-price meals scored advanced compared to 28 percent of their non-eligible peers. These disparities were even worse for math. This session will provide a quick overview of national excellence gaps before getting into specific detail on Wisconsin and district-specific gaps. Following this, attendees will be provided with a template for how to compute their own gaps and ideas for how to mitigate them.

Speaker(s): Scott Peters, University of Wisconsin - Whitewater; Cathy Schmit, Tomahawk

Room/Facility: 202AB/Wisconsin Center

Session Handouts:

Utilizing Coordinated School Health Policy Strategies to Promote Student Achievement and Success in School (Student Achievement)
Category name: Student Achievement
This session will include a review of the Centers for Disease Control's Whole School, Whole Community, Whole Child Model and discuss how all of the components work towards creating a culture of health in the school environment and in the community. Specific examples of how school district and community partners are successfully utilizing this model will be shared.

Speaker(s): Eileen Hare, DPI

Room/Facility: 101B/Wisconsin Center

Session Handouts:

Compensation Framework Focused on Effective Teaching (Human Resources)
Category name: Human Resources
Follow the journey of Marshall Public Schools in the development and implementation of a compensation framework focused on effective teaching and continuous improvement. Learn about the strategic process used to guide the transition from a traditional salary schedule to a compensation framework with purpose. The resulting compensation framework is grounded in effective teacher practice, along with an expectation of continued professional growth that impacts student performance and recognizes leadership beyond the classroom. Hear from administrators, teachers and board members of Marshall Public Schools as they share the framework, lessons learned, and future direction.


Room/Facility: 102DE/Wisconsin Center

Session Handouts:

Recruiting and Retaining a New Generation of Teachers (Human Resources)
Category name: Human Resources
In this session, the presenter will discuss: 1) the mindset and motivations of the Millennial generation; 2) specific compensation package ideas to recruit and retain younger teachers while still being able to attract the experienced, hard-to-find specialist educator; and 3) a paradigm shift in management, evaluation and providing benefits to a new generation of teachers.

Speaker(s): Bret McKitrick, Associated Financial Group

Room/Facility: 202DE/Wisconsin Center

Session Handouts:

Law Enforcement in Schools and Education Under Arrest (School Law)
Category name: School Law
In the era of increasing school violence and heightened awareness of student safety, schools are opening their doors to law enforcement for assistance. The welcoming of law enforcement in schools, however, is not without cost, and presents additional hurdles and challenges, including an increased risk of liability. This session explores the necessity of contracting with law enforcement for presence in schools, use of surveillance cameras in buildings and on buses, interrogation of students, and FERPA concerns. Join us to minimize your district's chances of being placed under arrest!
Speaker(s): Christine Hamiel, von Briesen & Roper, s.c.; Andrew Phillips, von Briesen & Roper, S.C.

Room/Facility: 201CD/Wisconsin Center

Session Handouts:

The Value of Measuring Staff and Parent Satisfaction (Community Engagement)
Category name: Community Engagement
There is a direct correlation between staff engagement, parent satisfaction and how your community perceives your district. Therefore, quantifying staff and parent satisfaction and engagement is critical. School Perceptions is a leader in establishing statewide benchmarks that quantify staff engagement and parent satisfaction. Join the School Perceptions team as they discuss using their indexes to easily identify strengths as well as areas of focus as you work to become the school district of choice.

Speaker(s): Bill Foster, School Perceptions; Sue Peterson, School Perceptions

Room/Facility: 203AB/Wisconsin Center

Session Handouts:

I Saw it on Facebook (Community Engagement)
Category name: Community Engagement
Have you ever thought that your school district is losing the social media campaign? Have you stepped up efforts to "get out the word" about your district only to be attacked, rebuffed or discredited in social media platforms? This is not a "do this to avoid that" type of session. Rather, this 'unsession' is a time to share and talk about strategies you have used to advance positive district messaging and to disrupt or disarm negative social media messaging. Bring your ideas and strategies to share and learn from others.

Speaker(s): Dean Gorrell, Verona Area

Room/Facility: 102AB/Wisconsin Center

Session Handouts:

Long-term Capital Maintenance Planning (Facilities)
Category name: Facilities
School districts are facing many challenges impacting their operating budgets. Challenges may include aging infrastructure, decreased funding or declining/increasing enrollments. Districts often use alternative funding solutions, shift budget dollars or consider going to referendum to address these challenges. A first step may be to develop a long-term capital maintenance plan that can be incorporated into facilities master-planning efforts. This process includes completing a facilities assessment to understand the current state of all district facilities. Learn how the Sun Prairie Area School District and its project partners began to address its facility challenges by completing a facilities study and 20-year capital maintenance plan.

Speaker(s): Matt Breunig, J.H. Findorff & Son, Inc.; Eric Dufek, Eppstein Uhen Architects; Philip Frei, Sun Prairie Area

Room/Facility: 103AB/Wisconsin Center

Session Handouts:

Know the Risk: What to Consider When Transporting Students (Facilities)
Category name: Facilities
Due to a statewide shortage in qualified bus drivers and stretched local budgets, districts are considering alternative transportation means for after-school activities. The presenter will discuss the different methods of transportation, the risks for districts, and best practice strategies to ensure that districts, students and staff are protected.

Speaker(s): Jonathan Mitchell, Saint Francis

Room/Facility: 103DE/Wisconsin Center

Session Handouts:

Impact of Vouchers and Charters on Wisconsin Public Schools (School Finance)
Category name: School Finance
Learn about the effects, issues and concerns about school vouchers and charter schools at the local and statewide levels. Information will be shared about specific local school districts as well as statewide information.

Speaker(s): Andrew Sarnow, Green Bay Area; Susan Schnorr, Oshkosh Area; Bob Soldner, DPI

Room/Facility: 202C/Wisconsin Center

Session Handouts:
Equalization Aid (School Finance)
Category name: School Finance
State equalization aid makes up one of two major pieces of school funding in Wisconsin. State equalization aid is calculated based on a district's spending, their property tax base, and number of students. If you have questions about your district's equalization aid, this session is for you. The Department of Public Instruction Finance Team will discuss the variables and factors influencing each district's share of equalization aid and what your district can expect in the future based on current law. This session will cover every level of experience.

Speaker(s): Karen Kucharz, DPI
Room/Facility: 101A/Wisconsin Center

Session Handouts:

Strategic Planning: Strategies for Plan Deployment and Monitoring (Leadership)
Category name: Leadership
The vision and mission of a school district guides student learning, provides organizational direction and reflects community expectations. The Key Work of School Boards states, "To ensure that the board's vision becomes reality, the board should develop a strategic plan and establish policies for implementation." This session will provide details about the WASB Strategic Planning Process which involves community input, administrative leadership, and school board endorsement. It will also highlight a deployment process for the Strategic Plan and procedures for monitoring plan progress through the school board's regular work activities.

Speaker(s): Louis Birchbauer, WASB; Al Brown, WASB; George Steffen, WASB
Room/Facility: 201B/Wisconsin Center

Session Handouts:

Effective Governance Processes: Facilitating a Positive and Productive Board Meeting (Leadership)
Category name: Leadership
The session is designed for superintendents and board members who share responsibility for achieving meaningful and productive outcomes to board meetings on behalf of the school communities they serve. The work of school board governance is complex and challenging. Learn strategies and techniques to structure a board meeting so that group learning, discussions, problem solving and decision-making are effective and productive for all involved.

Speaker(s): Jon Bales, WASDA; Drew Howick, Patina Solutions
Room/Facility: 102C/Wisconsin Center

Session Handouts:

12:00 pm - 1:15 pm
WASDA Luncheon ()
Category name:
Hosted by the Wisconsin Association of School District Administrators, the WASDA Luncheon features the 2017 Wisconsin Superintendent of the Year. Click here for more information.

Speaker(s): Todd Gray, Waukesha
Room/Facility: Crystal Ballroom/Hilton

Session Handouts:

WASBO Luncheon ()
Category name:
Join school business managers and school leaders from around the state at the WASBO Luncheon. The Wisconsin Association of School Business Officials will recognize the 2017 Wisconsin School Business Manager of the Year. Click here for more information.

Speaker(s): Pat Finnemore, Kenosha Unified
Room/Facility: Empire Ballroom/Hilton

Session Handouts:

1:45 pm - 2:45 pm
High Expectations and Opportunities for Poverty in Education (Student Achievement)
Category name: Student Achievement
Poverty for children has grown in the nation at an alarming rate. Many school districts struggle with closing the achievement gap and look for
ways to engage students who live in poverty. Continuing the work of Eric Jensen, author of Teaching with Poverty in Mind, the HOPE Center was formed. Learn how the HOPE Center at CESA 6 works with districts to help them gain key skills and practical strategies for academic success for students living in poverty. Through the HOPE Center, districts realize the benefits of fully engaged students. Join us for the fun and interactive session. Walk away with tools you can implement today!

Speaker(s): Tere Masichin, CESA 6; Jackie Schoening, CESA 6

Room/Facility: 103DE/Wisconsin Center

Session Handouts:

System Alignment for Continuous Improvement (Student Achievement)
Category name: Student Achievement
This session will describe a process used to collect data at the school and system level to help schools assess the status of critical system supports, define system targets for intervention and develop action plans that address observed barriers to successful school improvement efforts. Participants will learn about the system review process through a case study example presented by CESA 2 and WI RtI Center representatives. Outcomes and impact evidence will be shared by representatives of the school district involved.

Speaker(s): Gail Anderson, CESA 2; Liz Gaebler, WI RtI Center; Amanda Hahn, Twin Lakes #4; Lynn Johnson, WI RtI Center; Sara Markee, Twin Lakes #4; Ed O’Connor, CESA 2; Joseph Price, Twin Lakes #4

Room/Facility: 202DE/Wisconsin Center

Session Handouts:

Go Go Gadgets (Student Achievement)
Category name: Student Achievement
Have you ever wondered what new technologies are currently being used in schools, as well as what lies ahead for amazing technologies? Well, if you answered yes to either of these questions, then this is the session for you. Some of the technologies that will be featured are: Double Robotics Robot, Myo Armband, Spheros, Augmented Reality, Virtual Reality, and many more.

Speaker(s): Michael Jaber, Sheboygan Area

Room/Facility: 102AB/Wisconsin Center

Session Handouts:

50 Million Strong: It Starts with Us (Student Achievement)
Category name: Student Achievement
WHPE presenters will share practical applications illustrating how physical education (PE) lessons and before- and after-school activities are designed around the five national standards to reach SHAPE America’s goal of having 50 million of today’s students leading healthy, active lives by 2029, when those currently enrolled in Pre-K will graduate. Attendees will witness activity segments (Pre-K to high school) and have opportunities to ‘get up and move’ to gain a better understanding of what makes up a quality PE program.

Speaker(s): Kris Fritz, Wisconsin Health & Physical Education; Penny Kroening, Waukesha; Janet Kunert, Wisconsin Health & Physical Education; Tim Mueller, Erin; Maureen Vorwald, Platteville

Room/Facility: 203C/Wisconsin Center

Session Handouts:

Tools & Strategies for Effective Evaluation in Science/STEM (Student Achievement)
Category name: Student Achievement
In my work at DPI and CESA 2, I have repeatedly met with district leaders to discuss their science and STEM education efforts. Frequently, when asked how they will know whether these programs have been successful three, five, and seven years down the road, they do not have specific plans. This session will engage participants in sharing their work in program evaluation, specifically in the contexts of science and STEM. We will review two tools to support this work: a self-reflection rubric for STEM programs developed by STEM Wisconsin and an instructional resources review tool for science created at DPI.

Speaker(s): Kevin Anderson, DPI

Room/Facility: 201CD/Wisconsin Center

Session Handouts:

Narrowing and Closing the Achievement Gap Must Begin with Addressing the Social and Emotional Gap (Student Achievement)
Category name: Student Achievement
Dr. Gary Williams of the University of Wisconsin-Milwaukee has dedicated his career to the theory and practice of educating minority and disadvantaged students. This session will include a brief, formal presentation by Dr. Williams followed by an engaging, solutions-based
dialogue with school leaders on what can be done to address the social and emotional needs of all students.

Speaker(s): Gary Williams, Brown Deer

Room/Facility: 203AB/Wisconsin Center

Session Handouts:

Trending: Matching/Vesting to Improve Recruitment and Retention (Human Resources)
Category name: Human Resources
It's true - matching/vesting isn't just a private sector benefit anymore. Many districts now offer matching and vesting contributions through their 403(b) programs to improve recruitment and retention of quality staff. However, the details of your program and how it's communicated will determine its success. In this session, the presenter will provide examples of 403(b) matching programs, common vesting schedules, administration of a 403(b) matching program, benefits of matching/vesting to both employers and employees, and proven implementation strategies. Hear one district's experience including why they made the decision, how the rollout process worked, staff response, and the impact on recruitment, retention, and plan participation.

Speaker(s): Kelly Behnke, WEA Member Benefits; Marty Richards, WEA Member Benefits

Room/Facility: 202AB/Wisconsin Center

Session Handouts:

Let's Go Southern Door! How HealthCare and School Partnerships Can Engage Students, Staff, and Community in Health and Wellness (Human Resources)
Category name: Human Resources
The Southern Door School District partnered with Ministry Medical Center to open a full-service, year-round community clinic at the school in 2016. Providing preventative and primary care was the next step in a strategic planning process by the Partners in Health team to extend health and wellness opportunities beyond the traditional student therapy, school nursing, and athletic training. Learn about this unique model, how you can start your own, and explore opportunities to strengthen engagement of students, staff, and community in healthy lifestyles.

Speaker(s): Jodi Hibbard, Ministry Door County Medical Center; Matt Luders, Ministry Door County Medical Center; Cindy Van Asten, M3 Insurance; Patricia Vickman, Southern Door

Room/Facility: 201B/Wisconsin Center

Session Handouts:

Hot Topics in Instructional Leadership (Leadership)
Category name: Leadership
The term instructional leadership includes a whole host of areas for teachers and administrators. Have you ever wondered what your administrators and teachers should be emphasizing in their instructional leadership? This session will outline three current hot topics related to instructional leadership: future-focused leadership, creating the conditions for instructional success, and the educator as an advocate. Board members and district administrators will be equipped to go back home and understand what they are looking for when they ask the question, "How are we implementing this work?"

Speaker(s): Francis Finco, Onalaska; Holly Prast, Kimberly Area; Pete Wilson, DeForest Area

Room/Facility: 102DE/Wisconsin Center

Session Handouts:

Using Future Search to Engage Your Community (Leadership)
Category name: Leadership
We know the importance of a meaningful relationship between a school district and the communities it serves - the vision and values of how students are educated need to be clear and aligned. What is your strategy for engaging the public in a meaningful way? This session will introduce you to how three very different districts engaged their community in a thoughtful and deliberate process. Using a methodology called Future Search, each of these districts brought their whole systems together (represented by more than 100 citizens). Over three days, they determined common ground, a shared vision, and specific outcomes that helped to shape the districts' priorities for the next decade.

Speaker(s): Drew Howick, Patina Solutions

Room/Facility: 103C/Wisconsin Center

Session Handouts:

Board Governance - Roundtable Discussions (Leadership)
Category name: Leadership
Participate in roundtable discussions with experienced school board members and WASB experts on any topic of interest to you. Discuss
what you’ve learned in earlier sessions or come with specific questions. Whether you are a new board member or a seasoned veteran, this session will give you the opportunity to get the insight of board members from around the state.

Speaker(s): Barry Forbes, WASB
Room/Facility: 102C/Wisconsin Center
Session Handouts:

Focus on Wisconsin Schools: How to Fund Energy Efficiency (Facilities)
Category name: Facilities
Tight budgets and limited resources can be challenging for school districts trying to meet the needs of students, staff, and community. Wisconsin offers several funding options and technical assistance for school districts interested in making their facilities more cost-effective and energy efficient. This program will concentrate on Focus on Energy and the Wisconsin Office of Energy Innovation's Municipal Energy Efficiency Technical Assistance Program, two statewide entities helping save money for schools through expert advice, educational resources, and financial incentives. Attendees will learn how to utilize funding options and energy-efficient strategies from these two agencies to help implement energy-saving projects in their district.

Speaker(s): Heather Feigum, CESA 10; Megan Levy, State Energy Office
Room/Facility: 201A/Wisconsin Center
Session Handouts:

How Are Wisconsin School Districts Preparing for Unwanted Threats? (Facilities)
Category name: Facilities
More and more schools are being affected by unwanted intruders. No one is exempt. What steps has your school district taken to train your first responders? Panelists will share how they have proactively taken the steps to train their administration, staff and students. ALICE Training provides options and bullying awareness provides prevention so come with your questions. You will leave motivated to implement safety procedures in your district.

Speaker(s): Allen Behnke, Howard-Suamico School District
Room/Facility: 202C/Wisconsin Center
Session Handouts:

Transgender Students: School Districts’ Legal Obligations (School Law)
Category name: School Law
This presentation will provide an overview of this fast-developing area of the law and will clarify the scope of a school district's legal obligations to transgender or gender nonconforming students. It will also give practical guidance regarding the appropriate policies and procedures to follow when a request is received, as well as other best practices designed to minimize the risk of liability.

Speaker(s): Larry Dupuis, ACLU of Wisconsin; Sherie Hohs, Madison Metropolitan; Brian Juchems, GSAFE; Paru Shah, Shorewood; Chris VanderHeyden, Menasha
Room/Facility: 103AB/Wisconsin Center
Session Handouts:

Open Session on School Law Issues (School Law)
Category name: School Law
Ask presenting attorneys any questions related to school law or a policy issue. Feel free to come with your own questions or simply listen to the discussion.

Speaker(s): Mindy Dale, Weld Riley, S.C.; Dan Mallin, WASB
Room/Facility: 101B/Wisconsin Center
Session Handouts:

Building Community Support for Facilities Starts with Us (Community Engagement)
Category name: Community Engagement
Muskego-Norway School administration, board members and key partners will provide participants with the strategies they deployed to engage the community in a comprehensive master planning process. The team will share how strong collaborative partnerships and a well-deployed communication plan positively impacted referendum efforts. Outlined in the session will be specific communication tools and collaboration strategies that made the journey enjoyable for the team and resulted in community support of a $43 million referendum. The team will share the effective steps deployed and the lessons they learned along the way.
Speaker(s): Jeremiah Johnson, Muskego-Norway; Julie Kelly, Muskego-Norway; Jeff Petersen, Muskego-Norway; Richard Petfalski, Muskego-Norway; Kelly Thompson, Muskego-Norway; Matt Wolfert, Bray Associates Architects, Inc.

Room/Facility: 101CD/Wisconsin Center

Session Handouts:

Cash Reserve (Fund Balance) and Long-Term Fiscal Health (School Finance)
Category name: School Finance
The presenters will explain the importance of fund balance and illuminate criteria for why sustaining a strong fund balance is crucial to the fiscal health of a school district. This session will cover proportionality, the effect of cash reserve on cash flow, and the items of fund balance board policy that should be in place. Board members will improve their understanding of how the overall budget works and the general concepts of fund accounting while gaining the confidence to discuss these concepts with local citizens and state legislators.

Speaker(s): Bob Borch, CESA 1; Tom Owens, Stevens Point Area; Debby Schufletowski, Baird Public Finance

Room/Facility: 101A/Wisconsin Center

Session Handouts:

Wisconsin School Funding - Contributing to Educational Opportunity Roadblocks? (School Finance)
Category name: School Finance
A new study released by the Association for Equity in Funding in September has answers to an important question: "Does the Wisconsin school funding model have a negative impact on student outcome?" The analysis of 10 years’ worth of data demonstrate that the system funding the education of our children in Wisconsin actually contributes to inequity of educational opportunity - and the results will impact every school district in the state. This session will highlight the important findings of the study.

Speaker(s): John Gaier, Neillsville; Scott Wittkopf, Frame for the Future

Room/Facility: 203DE/Wisconsin Center

Session Handouts:

3:00 pm - 5:00 pm

General Session (Leadership)
Category name: Leadership
The second general session will feature:

• Liz Murray, From Homeless to Harvard...it is an unlikely turn of events. Liz Murray’s life is a triumph over adversity and a stunning example of the importance of dreaming big. Murray’s life as the child of cocaine-addicted parents in the Bronx was bitterly grim. There was never food in the house, everything was filthy, drugs were everywhere, and the welfare checks were spent before they arrived. Sponsored by Focus on Energy. • A special ceremony honoring Wisconsin school board members who have served 20, 30, or 40 years. • WASB President Stu Olson will reflect on his year as WASB president before handing the gavel onto the next WASB president. • Music by the Fort Atkinson High School Jazz Ensemble.

Speaker(s): Liz Murray, Keynote Speaker

Room/Facility: Ballroom CD/Wisconsin Center

Session Handouts:
January 20, 2017
8:00 am - 9:00 am

Creative Curriculum Curation: Leveraging our Learning (Student Achievement)
Category name: Student Achievement
The focus of this session is to share and model how we are changing the way we are organizing our viable curriculum. We are taking an innovative approach to using all the digital practices and resources we expect educators and learners to use to collaboratively allow teachers to curate and update curricular resources to provide continuity across the district. Not only has this allowed us to model digital learning practices, it has helped us to fiscally shift how we are investing in tools that support learning as well as the planning of powerful learning experiences. We will share how we incorporate our learning management systems for online and blended professional learning as well as how principals are using it to organize their building leadership team work.

Speaker(s): Caroline Haebig, New Berlin; Kelli Kwiatkowski, New Berlin
Room/Facility: 103DE/Wisconsin Center

Session Handouts:

Creating a School, the Visioning, Challenges Celebrations! (Student Achievement)
Category name: Student Achievement
In the fall of 2013, we opened a new school, not a physical building but a new concept school: Altoona Intermediate School, a 4th and 5th grade multi-age, project-based learning school. Let us share with you our journey in the creation of this new school. Learn how this goal was achieved with no extra grant money but by using the sweat equity of stakeholders’ hard work. The soft skills (emotional and social) benefits of the multi-age structure are one of the unique and valuable benefits of our school. Staying true to our vision, we find ourselves in the fourth year of this exciting adventure. You will learn from parents, teachers, administrators and board members about our journey to successful learning for all!

Speaker(s): Connie Biedron, Altoona
Room/Facility: 103AB/Wisconsin Center

Session Handouts:

Teacher Development Institute - Rethinking Staff Development (Human Resources)
Category name: Human Resources
During the session, presenters will dialogue with and engage participants in the challenges faced by districts to provide ongoing professional development. Specifically, the presenters will share the rationale for and their journey to develop and implement a specially designed staff development program that directly embraces the goals of the district. Through the development of five, three-credit graduate courses, the program is centered on effective teaching practices the district desires teachers to implement and how they are related to components of Charlotte Danielson's Framework for Teaching.

Speaker(s): Seth Harvatine, Sheboygan Area
Room/Facility: 102C/Wisconsin Center

Session Handouts:

Community-Based Servant Leadership (Leadership)
Category name: Leadership
Through the hard work of community and school advocates, a network of servant leaders of all ages are being formally trained as servant leaders. These leaders are working collaboratively to expand supports and improve the quality of life for the students and residents of the Cashton area. Two years ago, Tom Thibodeau, Distinguished Professor of Servant Leadership at Viterbo University, agreed to lead a Servant Leadership class specifically for community members in the Cashton community. These classes brought together adults and students who share a common vision for our community, and most importantly, equipped these leaders with the knowledge and skills to be change agents.

Speaker(s): David Bell, Cashton; Tara Schmitz, Cashton; Amanda Schultz, Trinity Lutheran Church
Room/Facility: 102DE/Wisconsin Center

Session Handouts:
Implementing the BUSINESS of Education (Leadership)
Category name: Leadership
The status of children in our nation is in crisis. The income achievement gap indicates that only 8 percent of students who live in poverty are likely to graduate from college compared to 80 percent of middle- or upper-income students. This presentation will provide a call to action and offer a system to change the culture of leadership, stewardship and practice. Viewing the proficiency of students through a global lens, school businesses must improve and compete effectively with the funding they now receive, learn from their corporate counterparts to adopt better business practices, and prioritize research-based instructional models - models where the students and community get high return on their investments.

Speaker(s): Bob Borch, CESA 1; Kathleen Cooke, KCMG International LLC
Room/Facility: 101B/Wisconsin Center

Session Handouts:

Your Marketing Pitch: How to Knock It Out of the Park (Community Engagement)
Category name: Community Engagement
Are you looking to take your single-hitting measures of marketing your district to one that knocks it out of the park? Grab your popcorn and peanuts and join the staff of the School District of Jefferson to learn about their grand slam efforts in developing a new website, launching a district app, creating a district promotional video, and successful marketing strategies to pass an operational referendum. Hear from our sluggers on how you too can inspire community trust through marketing and public relations.

Speaker(s): Stephen Dinkel, Jefferson; Amanda Price, Jefferson; Mark Rollefson, Jefferson
Room/Facility: 101A/Wisconsin Center

Business-Education Partnerships for Community Growth (Community Engagement)
Category name: Community Engagement
Baraboo business-education partnerships have created and strengthened opportunities for students and families by establishing shared goals, financial supports, and stronger career pathways. Leaders in the Baraboo School District and community will share how they formed partnerships with a common vision for individual and economic growth. Highlights from this session will include a district strategic planning process designed to foster community partnerships, collaborative engagement strategies used with city administration and businesses, and classroom and curricular connections aligned to skilled-labor needs of local employers. Communication and marketing tactics will be identified for participants to apply in their own settings.

Speaker(s): Bryan DeKeyser, Baraboo District Ambulance Service; Chris Fiebig, Baraboo District Ambulance Service; Aric Hanusa, Baraboo; Joel Mindham, CESA 5; Andy Moon, Baraboo Awning; Lori Mueller, Baraboo
Room/Facility: 101CD/Wisconsin Center

Session Handouts:

Legislative Update (School Law)
Category name: School Law
Learn what's in store for K-12 public education in the 2017-18 Legislative Session. Get an up-to-date briefing on how the election will affect the agendas of the state Senate and Assembly Education Committees. Learn what the WASB hopes will be included in the governor's 2017-19 budget proposal as well as what we expect will be included. Find out how the WASB's new online advocacy software will make it easier for you to contact your lawmakers to let them know of your board's positions on issues and to thank them when thanks are warranted.

Speaker(s): Chris Kulow, WASB; Dan Rossmiller, WASB
Room/Facility: 102AB/Wisconsin Center

Session Handouts:

9:15 am - 10:15 am

Positive and Productive Engagement Through Parent Leadership (Community Engagement)
Category name: Community Engagement
The School District of South Milwaukee has established a parent leadership team that cultivates authentic involvement in district-wide initiatives. Find out how this unique structure promotes student success and well-being by fostering positive dialogue among families, teachers, administrators, community members, and legislators.

Speaker(s): Kate Bernovich, South Milwaukee; Carrianne Hayslett, South Milwaukee; Rita Olson, South Milwaukee; Katie Popek, South Milwaukee; Julie Swanson, South Milwaukee; Eric Wrightman, South Milwaukee
Room/Facility: 101A/Wisconsin Center
Effective Responses to Student Mental Health Issues (Student Achievement)
Category name: Student Achievement
Mental health conditions affect millions of Americans and are a growing concern for school districts. Many national, state, and local groups are pulling together to support employers, educators, and families. In Wisconsin, approximately 20 percent of youth and working-age adults have some type of mental health condition. As a school and community leader, you can help. Learn how in this fast-paced and informative program. You will learn techniques you can use immediately!

Speaker(s): Michael Weber, Port Washington-Saukville
Room/Facility: 103C/Wisconsin Center
Session Handouts:

Get Real! Implementing Personalized Learning (Student Achievement)
Category name: Student Achievement
How can you begin to personalize learning in order to meet the needs of the diverse learners in your school? Elementary teachers from Baldwin-Woodville, a 2015 District of Distinction, will share their journey as they began incorporating components of personalized learning into their traditional public school. Join us as we explore ways to utilize staff and scheduling to meet the needs of all learners. Highlights will include: establishing voice and choice in a K-4 setting, encouraging a growth mindset, fully including special education staff and learners into a regular education classroom, and implementing a 1st-4th grade math learning environment where grade level lines are blurred and all students’ needs are met.

Speaker(s): Russell Engler, Baldwin-Woodville; Heather Kittelson, Baldwin-Woodville Area; Jeremy Nygaard, Baldwin-Woodville Area; Jennifer Sarauer, Baldwin-Woodville Area; Sarah Spenle, Baldwin-Woodville Area; Kim Thomason, Baldwin-Woodville Area
Room/Facility: 101B/Wisconsin Center
Session Handouts:

Helping Students SOAR: A Personalized Approach to RTI (Student Achievement)
Category name: Student Achievement
Three years ago the staff at Swallow School collaboratively designed the SOAR intervention and extension program to provide personalized learning opportunities to all students in a K-8 environment. During this time, students in each grade level are flexibly grouped, receive personalized instruction, set prioritized individual SMART goals, and meet regularly with faculty members to discuss their learning journey. Students and staff utilize multiple data points to determine their own unique learning path. As we have progressed through our learning journey, several modifications to the program have occurred. In this presentation we will share our journey from initial concept to its current format.

Speaker(s): Rachel Crockford, Swallow; Kyle Moore, Swallow; Melissa Thompson, Swallow
Room/Facility: 103AB/Wisconsin Center
Session Handouts:

Is Free Speech Free in 2017? From Tinker to the Internet (School Law)
Category name: School Law
The internet. Social media. How far do the arms of school boards reach? When does student speech invade the rights of others? The Supreme Court student-speech decision is the black-armband decision of Tinker v. Des Moines Independent Community School District (1969). In Tinker, the Court established a standard for protecting speech known as the “substantial disruption” standard - school officials could punish student speech only if they could reasonably forecast that the speech would cause a substantial disruption or material interference with school activities. What does this mean for schools in 2017?

Speaker(s): Steve Brown, Salem; John Tinker,
Room/Facility: 101CD/Wisconsin Center
Session Handouts:

Assessment of Facilities (Facilities)
Category name: Facilities
A Comprehensive Facilities Assessment is a step in the planning process which helps school districts and their communities better understand the current state of its facilities and how well these components support educational goals. Specific purposes of a comprehensive facilities assessment should: 1) provide an inspection of all facilities identifying physical and system conditions and deficiencies; 2) evaluate the operation efficiency of the facilities and determine conservation measures; 3) evaluate conditions that are potentially health or safety hazards; 4) evaluate how well facilities are functioning for current and future programs; and 5) identify external considerations that could affect the district ability to provide appropriate facilities. This presentation will discuss the various components of a comprehensive facilities
assessment as well as research-based standards to assist in the evaluation of the current use and usefulness of facilities.

Speaker(s): Roger Price, WASB

Room/Facility: 103DE/Wisconsin Center

Session Handouts:

Employee Engagement: The ONE Thing That can Improve EVERYTHING in Your School (Human Resources)
Category name: Human Resources
Current national research shows that only 30 percent of your employees are engaged. See the data and research behind employee engagement and witness the story of how St. Croix Central School District has increased engagement, correlating to improved achievement and growth.

Speaker(s): John Hueg, Saint Croix Central; Tim Widiker, Saint Croix Central

Room/Facility: 102C/Wisconsin Center

Session Handouts:

Board/Superintendent Relations and the Importance of the Superintendent Evaluation (Leadership)
Category name: Leadership
Relationships are a cornerstone of an effective school board. According to the Key Work of Schools Boards, "The most important relationship a school board must establish is with its superintendent. A board cannot be effective unless the superintendent is fulfilling his/her responsibilities." This session will provide some key factors and tips in establishing and maintaining a strong working relationship between the school board and superintendent. The presentation will also introduce key components of a superintendent evaluation system that provides feedback focused on continuous improvement and promotes a team building relationship.

Speaker(s): Louis Birchbauer, WASB; Guy Leavitt, WASB; Rachel Schultz, WASB

Room/Facility: 102DE/Wisconsin Center

Session Handouts:

"Underwater Dreams" - A Documentary Screening ()
Category name:
Written and directed by Mary Mazzio, and narrated by Michael Pena, "Underwater Dreams" is an epic story of how the sons of undocumented Mexican immigrants learned how to build an underwater robot from Home Depot parts and defeat engineering powerhouse MIT in the process. This documentary screening features Friday's keynote speaker, Fredi Lajvardi. Hosted by WEA Trust.

Speaker(s):

Room/Facility: 102AB/Wisconsin Center

Session Handouts:

10:30 am - 12:15 pm

General Session (Leadership)
Category name: Leadership
The closing general session will feature:

Fredi Lajvardi, nationally recognized STEM Educator and subject of the critically acclaimed documentary "Underwater Dreams" and major motion picture "Spare Parts." Sponsored by WEA Trust. • Governor Scott Walker will discuss his priorities for public education in Wisconsin. • Music • Click here for more information.

Speaker(s): Fredi Lajvardi, High School Science Teacher

Room/Facility: Ballroom CD/Wisconsin Center

Session Handouts:
Pre-Convention Workshops

TUESDAY, JANUARY 17
2–5 pm, Hyatt Regency Milwaukee (Registration Required)

Culturally Relevant Leadership: Strategies for Success for ALL Students

Although culturally relevant teaching has received a lot of attention over the last few decades, individual classroom teachers need the support of their administrators and policy makers. This workshop speaks to how administrators and board members can cooperate with the tenets of culturally relevant teaching to ensure academic, cultural, and social success for ALL students.

Dr. Gloria Ladson-Billings is the Kellner Family Distinguished Professor in Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin – Madison. Ladson-Billings is known for her groundbreaking work in the fields of culturally relevant pedagogy and critical race theory. She is author of "The Dreamkeepers: Successful Teachers of African-American Children."

Dr. Gloria Ladson-Billings, Kellner Family Distinguished Professor in Urban Education, Department of Curriculum & Instruction, UW-Madison

Improving School Board Effectiveness: A Balanced Governance

School boards are under increasing scrutiny by a public that demands high levels of board continuity and effectiveness. At the same time, newspaper accounts of "boards behaving badly" has raised questions over whether locally elected school board members are qualified to fulfill their role. Thomas Alsbury has been deemed by many as a top expert in school governance and is author of "Improving School Board Effectiveness: A Balanced Governance," a new and highly effective model for school boards, fast becoming the new standard for district governance. Learn from Dr. Alsbury about how to apply the latest board research so that you can be more effective both individually and as a whole board, avoid the typical political challenges faced by most board members, and better support students.

Dr. Thomas Alsbury is Professor of Educational Leadership at Seattle Pacific University, and former teacher, principal, and district administrator. He currently co-directs the National University Council for Educational Administration (UCEA) Center for Research on the Superintendency and District Governance.

Dr. Thomas Alsbury, Professor of Educational Leadership, Seattle Pacific University

School Finance Puzzle

Presenters and attendees will use a hands-on, interactive approach to take the confusion out of school finance. Gain a conceptual understanding of the major components of the Wisconsin school finance system. Participants will have an interactive discussion that provides background on constitutional issues, court cases and today’s laws. Attendees will become acquainted with the basics of revenue limits, equalization aid, property taxes and referendums – how these components interrelate and how they impact board decision-making. Leave the session with increased confidence in discussing school finance concepts and using this knowledge to help foster an environment of trust in your community for the benefit of students.

DPI School Finance Team and Practicing School Business Officials
Pediatric Brain Development: From Conception to Maturity

The mental health of our students is becoming a growing area of concern for school leaders and policy makers. Dr. Brian Fidlin, a Milwaukee-based clinical psychologist and nationally recognized speaker on pediatric brain development, substance abuse/dependency and obesity, has a unique way of helping parents and educators gain a better understanding of children, adolescents, and the issues they face. This workshop will be a straight-forward discussion of adolescent brain development and the impact it has on decision making, emotions and risk taking. Special emphasis will be placed on current trends in adolescent mental health issues and the topic of substance abuse. The discussion will identify warning signs that a child may be having problems and is in need of professional help.

Dr. Brian Fidlin is a clinical psychologist at Milwaukee Psychiatrists & Psychologists Chartered and previously was the director of an adolescent chemical dependency program.

Dr. Brian Fidlin, clinical psychologist at Milwaukee Psychiatrists & Psychologists Chartered
Delegate Assembly

Pre-Delegate Assembly Discussion
TUESDAY, JANUARY 17
7 – 8 pm, Hilton Milwaukee City Center, Crystal Ballroom

This discussion session gives delegates an opportunity to seek any needed clarifications of the resolutions forwarded to the Delegate Assembly by the WASB Policy and Resolutions Committee. This will be an informational session only. Members are encouraged to ask questions but no action will be taken and no debate will be allowed. This session also serves as the opportunity for delegates to propose emergency resolutions to the Policy and Resolutions Committee. A review of parliamentary procedure for delegate assemblies will also be covered.

Convention Delegate Orientation
WEDNESDAY, JANUARY 18
8 – 9 am, Wisconsin Center, Ballroom AB

Are you new to the convention or serving as a first-time delegate at the WASB Delegate Assembly? Attend this special session to learn everything you need to know to get the most out of your convention experience. Intended for first-time attendees to the Convention and/or Delegate Assembly.

Dan Rossmiller, Director of Government Relations, WASB

Delegate Assembly
WEDNESDAY, JANUARY 18
1:30 pm, Wisconsin Center, Ballroom AB

Vote! The 2017 WASB Delegate Assembly is your school board’s opportunity to vote on the policies that will guide the association’s legislative agenda. Make sure your school board’s voice is heard. Delegates will meet in Ballroom AB of the Wisconsin Center at 1:30 pm on Wednesday, Jan. 18.

Before heading to the convention, each school board should be certain that its delegate and alternate understands the board’s position on the resolutions and is prepared to vote accordingly. Decisions reached by the Delegate Assembly will help set the state-wide agenda for education in the coming years.

Please note: Delegates must pick up their credentials directly outside the Delegate Assembly hall during designated hours. (Check Convention On-site Guide for hours.) To ensure that each board has one vote, credentials are not included in the individual convention registration materials that are picked up on the third floor.
I. BASIC INFORMATION

Topic or Concern: Transgender Presentation

 Which strategy in the Strategic Plan does this support?

Your Name and Title:  Dr. Lisa Anderson-Levy, Board President and Nora Gard, Vice President

Others assisting you in the presentation: Lou Hodkinson, Beloit College

My report is for: Information

II. TOPICAL INFORMATION

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

To educate the Board and community members about this issue in order to dispel misconceptions

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?

n/a

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

MOTION: n/a

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

Long Term Committed Funds? No

Budget Location: n/a

Fiscal Impact: n/a
TRANS BELOIT
A Guide to Trans Knowledge and Etiquette
WHAT IS TRANS/TRANSGENDER?

• Transgender - birth sex does not “match” your gender identity
• Cisgender - when one’s birth sex matches their gender identity
• Some people choose to physically transition while others do not
• Language use: transgendered, transsexual & transvestite are not appropriate terms
TRANSGENDER STATISTICS

National Transgender Discrimination Service Report (2011)
• Many trans people do not keep their birth names for a variety of reasons, but many do
• Do not use someone’s birth name, even in the past tense
• Since names are often gendered, these do not necessarily reflect the pronouns an individual uses
Some common pronouns are:
- She/Her/Hers
- He/Him/His
- They/Them/Their
- Xe/Xem/Xyr
- and many others

If you don’t know someone’s pronouns, ASK!
Gender presentation is not the same as gender identity
Don’t assume someone’s gender identity/name/pronouns
BATHROOMS

• Gendered spaces like restrooms can make daily life trying and potentially unsafe for trans people

• Gender Neutral Bathrooms make safe spaces for all gender identities

• Bathroom signs do not stop assault and harassment
  • Reported 70% of trans people have experienced harassment in gendered bathroom related incidents

Gendered Restrooms and Minority Stress: The Public Regulation of Gender and its Impact on Transgender People’s Lives (2013)
QUESTIONS AND CONTACT

• If you have more questions and/or concerns e-mail:
  Lou Hodkinson:  Hodkinsonsl@beloit.edu
I. BASIC INFORMATION

Topic or Concern: Safe Schools/Healthy Students (SS/HS) Grant Project

Which strategy in the Strategic Plan does this support? Strategy 3 – Student Engagement
Strategy 6 – Family Engagement
Strategy 7 – Character

Your Name and Title: Shawn Fredricks – Safe Schools/Healthy Students Grant Manager

Others assisting you in the presentation: SS/HS Core Management Team Members

My report is for: Information

II. TOPICAL INFORMATION

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

The purpose of this presentation is to share highlights of the Third Annual SS/HS Report with the Board of Education.

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

The SS/HS grant is based on five elements:
1. Promoting early childhood social and emotional learning and development
2. Promoting mental, emotional, and behavioral health
3. Connecting families, schools, and communities
4. Preventing behavioral health problems – focused on substance use/abuse
5. Creating safe and violence-free schools

The Third Annual SS/HS Report is attached.

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

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

The SS/HS grant project is on target to support school and community partnerships which develop, coordinate and implement a comprehensive plan that promotes the mental, emotional and behavioral health of children and families, enhances academic achievement, prevents violence and substance use, and creates safe, respectful, and welcoming schools.

MOTION: NA

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

Long Term Committed Funds? Yes If yes, # of years 3 of 4 total years.

BUDGET LOCATION: SS/HS Grant Funds

FISCAL IMPACT: NA
Executive Summary

I. Project Identification and Key Contacts
   • Information about key personnel and any changes within the above time period
     o Grant Director – Tammy Flanders
     o Grant Manager – Shawn Fredricks
     o Secretarial Support
       ▪ Marcia Woelfel (Retired, June, 2016)
       ▪ Wendy Porter (started July, 2016)
     o Behavioral Health Coordinator – Stacey Struessel (resigned August, 2016)
     o Youth Development Coordinator
       ▪ Darrell Woodard (8-4-15 through )
       ▪ Bob Pickett (interim to hire - )
     o Behavior Specialist/Coach – Lynn Hamilton (requested 0.6 starting in year 4)
     o Behavior Specialist/Coach – Ann Lauritzen (resigned July, 2016)
     o Jen Paepke – Director of Student Engagement – PBIS, Restorative Practices, and Braiding Initiatives

Emily Pelz, Executive Director of Pupil Services
Laurie Mills, Special Education Program Manager

II. Program Activities   For Each Element

Element 1
   • Key activities implemented and the partners involved

Child Development Days were held March 9 (Head Start), April 13 (Boys & Girls Club), and May 11 (Even Start), 2016. Efforts were made to grow the number of families serviced by hosting more than one event, on various sides of the city, covering different times of day, and over the span of three months. Other agencies that supported the efforts were the Beloit Public
Library, Beloit Area Community Health, CES A2, and Latino Service Provider Coalition, WIC (Women, Infants, and Children).

As the 2015-16 school year started there was a concerted effort to increase the number of **ASQ-3 and ASQ-SE (2)** administered. The screeners continued to be used at Child Development Days, with Child Find days, and there is now a system in place that as students register for 4K the screeners are given to parents/guardians to complete. Elise Grunder, Laurie Mills, and Eve Smith (HS) were trained to implement the updated ASQ-SE 2. Head Start / Early Head Start and the SDB continue to coordinate efforts.

**Head Start and SDB formal agreement** for exchange of information for individual level of screening and services is in place. Throughout this next year a strategic plan will be formatted and instituted for sustainability.

**MeMoves** expanded this year through the purchase of digital MeMoves for elementary schools. Each school was given a license so that each teacher was able to access it on their smart board or Apple TV at any time. A flier was created to explain how to access this, and put it in each professional educator’s mailbox with a lifesaver stapled to it, noting that MeMoves could be a Lifesaver if they would give it a try. The purchase of the digital MeMoves also freed up the hardcopies for the Intermediate schools to use and for families to check out. MeMoves continues to be utilized at Head Start, Early Head Start, at the Boys & Girls Club, and is also used at the YMCA in Beloit.

The **Pyramid Model** application was submitted and accepted, allowing training throughout the year. The Teaching Pyramid Observation Tool (TPOT) training was attended by Laurie Mills, Eve Smith (HS), and Stacey Struessel, supported by Karen Russel from the CES A Consultant Team. Attending the Pyramid Model Leadership training were Brian Gile, Elise Grunder, Lynn Hamilton, Ann Lauritzen, Laurie Mills, Betsy Schroeder, Marcia Schwengels, Stacey Struessel. Pyramid Model Trainers of Trainers are Brian Gile, Elise Grunder, Steffany Krantz, Lauri Mills, Angi Montpas, Eve Smith (HS), and Stacey Struessel. The five year process has started with focused efforts on Merrill and Hackett elementary schools because of the close connection with Head Start and 4K. Plans to use the TPOT to measure the effectiveness of the Pyramid Model are in discussion. A collaboration between Director of Curriculum of Instruction, Head Start Leaders, and the school teams is developing a long term plan to solidify supports and secure sustainability.

**Early Childhood Comprehensive Systems (ECCS)** had strong successes with getting the ACEs information shared through two inservice trainings for child care providers in partnership with Blackhawk Technical College. The information is also being shared during classes held at BHTC. There was also a Trauma-Informed Parenting Group for Children Exposed to Trauma aged 0-5 provided for 3 parents and 3 professionals. The target group was teen parents. Key partners involved included: HS, Janesville/Beloit Public Library, BHTC, Rock County Health and SDB.

**Major accomplishments**

The major Element 1 accomplishments this year stem from the development of strong relationships with community partners. This was evident as the **ECCS** partners met to discuss
next steps for 2016-17, with collaboration growing and passion strong. As a community, awareness and a difference is being made.

There is much excitement about the **Pyramid Model** implementation. The training staff is trained and ready to continue in the process. Once again the partnership with Head Start is strong and meaningful. Braided funding is secured for the fall.

**Child Development Day** engaged partners have grown. There is work being done to determine the most effective means for family engagement. This is a great opportunity for families, with a festive, welcoming, and supportive atmosphere. There were 53 families involved and 9 key agencies engaged.

Systems are in place to increase the number of **ASQ3 and ASQ-SE2** completed.

- **Lessons learned**
  It is important to follow up, to be clear, to be supportive and to be grateful.

Having three **Child Development Days** did not significantly increase the **ASQ** screenings. Including the registrar in planning would be beneficial in targeting dates that would give the most attendance.

The system in place now gives the **ASQ-SE** to parents, but there needs to be a better return/collect system. Motivating parents to complete forms before they leave could secure better returns.

- **Challenges and barriers**
  Time is always a barrier, there is so much to do and each activity has proper protocol / procedure that take more time. The biggest barrier came at the end of the year as Stacey Struessel resigned, but efforts for a smooth transition are being made along with the mindset that this is one step towards securing roles are covered through others as the grant winds down. This is a nudge towards sustainability.

As stated above the **ASQ-SE 2** is getting out to parents, but is not coming back in at the same rate. Discussions are taking place to address this.

- **Changes or adaptations in the plan**
  Most of the changes in the plan related to grade focus clarifications, partners engaged and specifics on steps for sustainability.

There will be yet another approach on the set up for Child Development Days, by going to two days, and moving one of the days to kick off enrollment.

Focus will be on 4K for the **ASQ3 and ASQ-SE2**.
Element 1  
Performance Indicators and Objectives  
a) 87 4K children were screened. Screens were completed at eight sites.  
b) 142 ASQ and 139 ASQ-SE screenings were completed.  
c) The Child Development Day expanded this year by including three sites over three days in March, April and May 2016.  
d) In 2015-16, 53 screenings took place at the three Child Development Days. (32 children were screened in 2014-15.) In 2015-16, 19 of those screened, 35.8%, were referred for a full assessment. (50% were referred for a full assessment in 2014-15.)  
e) 23 families completed the parent survey. Ten families learned of the Child Development Day at their child’s school while four learned about the event through the media. 17 of the 23 children receiving screenings received speech and language screenings; 15 children received behavior screenings, 14 children received a hearing screening, 14 children received a physical/motor screening, and 14 children received a vision screening. Twenty of the children received at least three different screenings. Almost all of the respondents indicated they were very satisfied with the event, and all 23 said they would recommend this day to others.  
f) A formal agreement is in place between the School District of Beloit and Head Start for the exchange of information on screenings and services. The staff at both SDB and Head Start will continue to meet and develop a strategic plan to ensure sustainability. During 2016-17, staff at both SDB and Head Start will be surveyed to determine their satisfaction with the implementation of the agreement.  
g) Four students were screened at Merrill through a community-based mental health service provider. All four students received services, with a total of 19 visits (range of 1 to 10 visits per student).  
h) Me Moves – A Me Moves staff survey (49 responses) demonstrated changes in student calmness (75%); concentration/ability to listen (64%); and coordination (28%), all higher percentages than measured in 2014-15. Staff use Me Moves daily (51%) or weekly (22%), with 25% of respondents noting they do not use this program at all.  
i) The number of Office Disciplinary Referrals (ODR) totaled 868. (333 at Hackett Elementary; 535 at Merrill Elementary)  
j) Early Childhood Comprehensive Systems (ECCS) – several trainings held during the year including:  
  o Youth Emotional Stability (YES!) in Rock County held a Summit in February 2016. A total of 118 surveys were returned. Overall respondents indicated they were more knowledgeable about the topics discussed and they planned to use the skills learned. Scores were consistently above Agree/3.0; most scores were 4.5 and above. A total of 111 respondents answered the “overall satisfaction” question, and the average score was 4.7 out of 5.0. A total of 35 respondents noted they are a SDB staff member and wish to continue to receive information about YES!  
  o Half day training for 136 childcare staff and community members on trauma-informed practice at Blackhawk Technical College;  
  o Teen parents attended, albeit inconsistently, a Trauma-Informed Parenting Group for Children Exposed to Trauma (3 parents/3 professionals attended)
EECS developed a list of mental health providers who see young children and who received trauma-informed care training. This can be shared with primary care clinics to facilitate referrals of children at risk.

- **Activities planned for next (this) year**

Plans for 2016-17 school year include:
1. Support the next steps in the **PYRAMID Model** focusing on sustainability
2. Strengthening the **Child Development Day**, decreasing it to two days, and running it in conjunction with 4K and 5K enrollment, evaluating which months strengthen the process
3. Strategically utilize the registrar for **ASQ3 and ASQ-SE2**
4. Continue developing a sustainable plan to utilize the **Head Start and SDB formal agreement** for exchange of information for individual level of screening and services
5. Continue to support and encourage the use of **MeMoves**

**Element 2**

- **Key activities implemented and the partners involved**

The **BMHS School Clinic** expanded to include a third part time Beloit Health Systems (BHS) mental health therapist that is also certified in AODA. Services for students without insurance is now also being covered by a BHS intern. BHS worked diligently to make sure that the proper steps were taken for mental health care implementation in the school, thus creating a strategic sustainable system. In addition to the services they offer to the students and families the therapist also write informative articles that are youth focused for the School Newsletter and represent BHS at school events.

The **Student Service** Staff in the School District of Beloit is a crew that is making a difference. The past two years a system for reporting mental health encounters has been put into place. Last year there were 1,101 students reported, this year it is up 64% with **1,809** reported.

A procedure was developed to track mental health service referrals for students that resulted in mental health **services being provided in the community**. An on-line referral system was created and the Behavior Specialist/Coaches (BSC) called families personally to follow-up on the status of the community agency visit. This was efficient and appropriate since they were following through on schools, students, families they were supporting. There were 83 families that were referred to outside services. Twelve families reported following through with an outside agency.

**Second Step** was purchased and implemented at all grade levels from 4K through 8th grade this year. It was purchased over the summer and was distributed to schools in the fall. Schools begin the year with teaching protective behaviors, allowing time for the kits and training to get to all the schools. Most schools accessed face to face training from the Behavior Specialist/Coaches and/or the Behavioral Health Coordinator in addition to having the online training that the Second Step program provides when the curriculum was purchased. In total, 279 Staff were trained for Second Step implementation.

The **Coaching and Consultation** model was implemented in its truest sense this year. The Behavior Specialist/Coaches (BSC) worked with and trained school staff to develop and implement behavior intervention plans, classroom management systems, and reinforcement
Having the Coaches, allowed for a trained outside eye to support staff in professional growth while impacting the students and families in the district.

- **Major accomplishments**
The strategic work of Beloit Health Systems (SS) and the School District of Beloit has paid off. The In School Clinic has grown in meeting the needs of students. This year there were **599 appointments** and **174 students** whose needs were met by one of the three therapist and one intern on staff. The partnership is solid and sustainable.

Another accomplishment relates to the role of the **Behavior Specialist/Coaches**, who have grown the roll to take on the key components of the Coaching and Consultation Model. Implementing the **Coaching and Consultation Model** required a change in mindset for many, but through education, redefining the role of the BSC, and actual coaching and consulting the model is being embraced.

- **Lessons learned**
It is important to think long range, get input from the people that will be affected, reach out, knowing the history of past efforts makes a difference, and there are others that want to help.

Support and guidance are needed related to data collection, vision and expectations.

- **Challenges and barriers**
Time.

Data collection, specifically being given the information in a timely manner to follow through with GPRA requirements.

There were some challenges and distractions with the role of the BSC, which impacted moral.

Two staff left for other positions outside of the district over the summer and at the end of the grant year another asked to be 0.6.

Since Second Step is district wide it is cumbersome and challenging to support/encourage.

- **Changes or adaptations in the plan**
A concerted effort is being made to “braid” Second Step into PBIS in conjunction with Restorative Practices and Tribes.

A regulated contact for outside referrals to maintain a current follow-up process will be a key goal. It was also important for us to clarify the out of district referrals. Some staff were still counting the BHS In-School Clinic as out.

Included how Beloit Health Systems and the district have been strategically planning for sustainability.

Inclusion of Youth Mental Health First Aid trainings and training trainers to increase capacity.
Element 2
Performance Indicators and Objectives

a) GPRA 2.1: In 2015-16, 1,809 students received School District of Beloit-based mental health services. This is an increase of 64% from the 2014-15 baseline of 1,101, more than the 15% increase expected and noted as the GPRA measure 2.1.

b) A third part-time Beloit Health Systems mental health specialist certified in AODA was added to the BMHS school clinic staff. In addition, an intern was added to the staff, primarily to see students who are not insured.

c) 174 students were seen at the Beloit Counseling Care located at the high school, with a total of 599 visits.

d) GPRA 2.2: In 2015-16, 83 referrals were made to outside mental health services with 12 confirmed follow-throughs (14.5%) (i.e., the student obtained services). This represents an increase of 48.2% from the 56 referrals made in 2014-15. However, the percentage of referrals that followed through and received community mental health services decreased from 43% of referrals in 2014-15 (24 of 53 referrals) to 14.5% in 2015-16 (12 of 83 referrals).

e) The SDB has implemented a procedure to track student service staff referrals to outside services. A Mental Health Referral/Recommendation form has been developed. The Behavior Coach from the student’s school will follow-up with the family to determine if the student received services.

f) The number of Office Disciplinary Referrals (ODR) totaled 868. (333 at Hackett Elementary; 535 at Merrill Elementary.)

g) 279 staff were trained for Second Step implementation at all grade levels from 4K through 8th grade. Training consisted of both face-to-face trainings between the staff and Behavior Coaches and/or the school’s Behavioral Health Coordinator as well as online training. An analysis of the pre- and post-surveys of approximately 700 students across grades 1 through 5 was completed. For most questions, and at all grade levels, there was increased knowledge demonstrated in the post-survey.

h) Staff at Merrill and Hackett schools are implementing Second Step curriculum with fidelity, as reflected in the change to the scores in the pre- and post-tests.

Activities planned for next (this) year

Plans for 2016-17 school year include:
1. Increase use of Homelinks and Extension activities in Second Step
2. Focused effort to increase student service staff engagement/communication
3. Continue training, implementation, and support for Second Step
4. Support the one Behavior Specialist Coach who will be servicing the district and adjusting the position to best meet the needs of the grant
5. Improve and solidify the GPRA data collection
6. Mental Health and the Juvenile Justice Diversion projects will be blended with the SS/HS project with the leadership of Jen Paepke, Director of Student Engagement

Element 3
**Key activities implemented and the partners involved**

Two Parent Peer Specialists were hired for Beloit by Wisconsin Family Ties in October. Throughout the year there were weekly meetings for the PPS, BSC, and the BC. At these meetings referrals were shared, strategic planning was done, and support/guidance was given. There were 32 referrals to the Parent Peer Specialists, with 17 families being served, eight are currently active. Records at this time have 14 attempts to connect with families that even after numerous attempts did not respond. The PPS connected with 23 area agencies and were involved with many school events and activities to increase awareness.

Connections were made with Beloit College Interns this year. The Interns helped prepare a PowerPoint presentation that was shared with the Beloit Board of Education, participated in trainings, meetings, and updated the Facebook page for the Good to Great Activate Event. SS/HS was added to the district Website, [http://www.sdb.k12.wi.us/Page/1862](http://www.sdb.k12.wi.us/Page/1862). There are links to the partners’ pages and the Elements are listed with the different projects included. The Website was done in coordination with Melissa Badger, Tammy Flanders, Robin Mika Kanemoto (Beloit College Student Intern) and Shawn Fredricks.

The Good to Great Activate Festival took place September 18, 2016 from 11:00 – 3:30 at Beloit Memorial High School. This was a community collaboration to support and encourage inclusive wellness, while raising awareness of the SS/HS grant efforts, Student Driven Social Marketing Campaign, and the community supports. Partners include: ARAMARK, Beloit Health System, Beloit Parks & Leisure Services, Beloit Police Department, Community Action, Even Start, Head Start / Early Head Start, Latino Service Providers Coalition, NAMI, Rock County Health Department, Stateline Boys & Girls Club, Stateline YMCA, Stateline Mental Health, SDSMC, Wisconsin Family Ties, Rock County Juvenile Justice, UW Extension, YES, Youth2Youth 4 Change and a variety of area businesses.

Dr. Adolph Brown was the YES - Supporting Children and Youth Who Struggle Summit keynote speaker on February 12, 2016. His address was titled “The Risks, Rewards, & Resilience in fostering Healthy Relationships with Youth, Family & Communities”. His ability to inform in the most entertaining yet meaningful way was engaging, powerful and appreciated. The following partners supported this effort: YES, Head Start / Early Head Start, SDB, NAMI, Rock County Human Services, BHS, and Genesis Counseling Services.

There were 69 opportunities for out of district Conferences / Workshops / Trainings during the past year. These opportunities included: Building the Heart of Successful Schools, Wisconsin PBIS Leadership Conference, State and National School Social Worker Conferences, Wisconsin School Counselors Conferences, Wisconsin School Nursing Conferences, Disproportionality Conference, PREPaRE 2, DITEP, Poverty and Child Maltreatment, Mental Health in Schools, Positive Youth Development, Youth and Mental Health First Aid, Just In Time Interventions for Students with Trauma Histories, Motivational Interviewing, NVCI Trainer Training, ASQ-SE TOT, Summer Institute, State Wide Conference on LGBT Youth, Pyramid Model trainings, Substance Abuse 1, 2, and 3. Cultural Competencies in Treatment and Recovery, and Motivating Clients for Change. There was a Google Doc created for people to share out insights and highlights from the conferences. During in district Professional Development time staff
reported out to their peers. Youth2Youth 4 Change defrayed the cost of a number of the AODA trainings.

A conversations targeting **hearings/expulsions** process and decreasing the number of students expelled by including the support of Latino Service Providers Coalition (LSPC) and Parent Peer Specialist took place. The district is involved with the Juvenile Justice Diversion Project and this is supporting the conversation. Partners included in the conversation include: SDB, LSPC, Rock County Human Services, and Boys & Girls Club. The district will be taking the lead on decreasing expulsions and is aware of the support available.

In February the **Student Driven Social Marketing Campaign** was kicked off as a small, yet powerful, group of 15 students gathered to learn, share, create, and decide on a focus for the campaign. Students from the GSA, Youth2Youth, and Link Crew were invited. The group reviewed some of the Beloit YRBS data, discussed their own experiences and insights, then hammered out the key message: Accept, Include, & Understand Me. It is important to the students that the messaging is not just to their peers, but to their teachers, the administrative team, and their community. Students met on a weekly basis through the end of the school year and through June. One of the meetings included a Skype with Jean Synodinus. Over the months it was clear how important and powerful the messaging is/was and continues to be. A message roll out took place in May during Mental Health Awareness Week.

Over the summer the students teamed with Advisory and created two appropriate lessons for their peers to help with connections. They sat as a youth panel for staff at the start of the school year, sharing their insights. The youth also presented the first connecting Advisory lesson for the different grade levels to the staff. The actual involvement was very meaningful for most staff.

At the end of May there was a **Students of Color Leadership and Unity Training** sponsored by G-Safe. This training was used to once again tap into the youth voice, which once again proved to be powerful, mindful, and rich. These students have also been blended into the SDSMC. And one more group of youth that was tapped into were the students attending the **HELP YOURSELF** summer program at Beloit College. The list of influencing youth engaged in this project is growing.

**Redefining Trauma and Trauma Informed Care - Creating Compassionate Classrooms** was a push this year. The two behavioral specialist coaches presented “Trauma Informed Classrooms” at the YES Summit in February to 75 participants with favorable results. They also did a 90 minute training for 50 new teachers at the beginning of the year. Thirty Eight Robinson Elementary staff participated in a 180 minute training. During the Special Education evening session offered to parents there were nine parents engaged in the trauma training. Over the summer there was a full day training for 28 additional staff.

Collaborative efforts are in progress to secure the Beloit Police Department (BPD) with increased numbers in staff certified in **Crisis Intervention Training (CIT)**. Officer Jamie Linder was trained as a trainer in August. She will support the CIT training for the County in October and plans are in place to incorporate a youth focused two day training following that, increasing capacity for a youth focused trainer and sustainability.
The Non-Violent Crisis Intervention trainings have solidified throughout the year. One security guard was trained as a trainer to help support sustainability. There were 84 staff that completed the full day training and 68 staff participated in the half-day refresher, an increase from last year in both areas.

Staff Wellness continues to be important. The enhanced EAP is totally implemented with 24/7 availability, increased number of counselling sessions, including per issue. Staff has been supported through the Staff Wellness Clinic, a Staff Wellness Coordinator, and numerous supportive programs, such as Yoga, Virgin Pulse, SmartDollar, Foundations for Meditation, Food for Life Kickstart Your Health Nutrition, Insanity, and more.

- **Major accomplishments**

A major accomplishment in Element 3 would be the professional development opportunities. The Youth Emotional Stability (YES) Summit with Dr. Adolph Brown took place in February. This year the complete district was invited to the Keynote session. The messaging regarding trauma and taking the time to know students was engaging, meaningful, and powerful. It was so powerful that building principals followed up with his messaging to staff and the BMHS Student Senate will be hosting a surprise Dr. Adolph Brown assembly during the first month of school for students. The variety of conferences that staff were able to attend beyond the YES Summit allowed for professional growth for individuals which radiated out to their peers and to students. This is a rarity with school budget cuts.

The PPS did make some powerful supports. One of the families has been found to have lead poising and the PPS has made progress with the housing complex owner to fix the situation.

**Website,** [http://www.sdb.k12.wi.us/Page/1862](http://www.sdb.k12.wi.us/Page/1862)

The EAP utilization results have been above national business averages for the past six quarters (since implementation).

The SDSMC is prospering due to the effort and dedication of the youth involved. The role out in May during the National Mental Health Awareness Week with wrist bands baring the slogan and a staff jean fundraiser for United Way was very successful. The youth then presented at the end of the year convocation and have been working throughout the summer working on photos, videos, and Advisory/PBIS-Connection lessons which will be using “Accept, Include, & Understand Me” as the theme for the year. The student panel and advisory lesson role model facilitation for BMHS staff, to jump start the year, was powerful – meaningful and drove home the significance of the student voice. The message was also incorporated into the Good to Great Activate Festival through mini backpacks that sported the same messaging, that participants received.

- **Lessons learned**

Be patient.
Communication is always important. Inclusion and collaboration get things done.

The youth voice is important, needs to be heard, and has proven to be amazing.

- **Challenges and barriers**
  Once again time is a challenge.

Getting families connected/engaged with PPS has taken more time than expected. There was a major complication with one of the PPS which resulted in resignation.

There were complications in funding and organization for the CIT training this year. It was pushed into October. The shift in personnel working on the collaboration also caused some delays. The exciting piece is that all parties still believe in the value of the project and working closer than ever to accomplish the trainings goals.

SS/HS staffing changes have been a challenge. The mindset is that this is speeding up moves towards sustainability.

- **Changes or adaptations in the plan**
  Two areas were abandoned, including, 3.1.1 – regarding release of information agreement, and 3.2.4. – regarding expulsion hearings.

Differentiating and clarifying efforts supported by Divers & Resilient and G-Safe were included.

Inclusion of training staff as trainers in NVCI to increase capacity was added.

Clarifying the sustainability of the EAP was included.

Other changes were made for clarifying and updating purposes.

- **Performance Indicators and objectives**

  **Element 3**
  **Performance Indicators and Objectives**

  **a) Shared indicator 3.2 – NOTE: Different question in year 1 to year 2. Will re-ask the Year 1 question in Year 3.**
  - 2014-15 – 94% of parents surveyed agreed or strongly agreed they feel like the teachers and they are partners in their child’s education.
  - 2015-16 – 79% of parents (577 of 729 respondents to this question) indicated that they agreed or strongly agreed that their child’s teacher seeks and values their input.

  **b) Additional indicator of connecting families, schools and communities, from the parent survey:**
  - 2015-16 – 82% of parents (725 respondents to this question) indicated that a climate of openness and trust exists between school administration and parents.
c) Two parent peer specialists held eight evenings for families. The parent peer specialists connected with 23 area agencies. Based on 32 referrals, 17 families were served, 8 families remain active, and staff were unable to connect with 14 families that were referred but did not return calls.

d) Families were very satisfied with the support provided by the parent peer specialists and believed the value of services provided was excellent. The specialists provided information and emotional support; helped to improve the family situation and the parent’s ability to cope; educated parents about the steps to take when issues arose; improved parental advocacy skills; and increased the parental sense of empowerment. However, two-thirds of the families indicated that their sense of hope had not improved, noting that school continued to be a concern. They did acknowledge that there had been positive changes in school accommodations, were uncertain as to whether the changes would continue or be effective, and remained concerned about their ability to work effectively with the school and have their child’s needs met.

e) Beloit College interns prepared and updated presentations and social media sources such as Facebook, a website, and a Power Point presentation.

f) The school district website was updated to include information on Safe Schools/Healthy Students, and a Facebook page was updated for the Good to Great Activate Festival. The interns will continue to prepare and update presentations and social media sources.

g) 376 individuals attended the Good to Great Activate Festival. Over 33 volunteers helped organize and staff the Festival. More than 16 community partners contributed to the Good to Great Activate Festival.

h) There were 56 responses to the attendee survey:
   - 51% of attendees learned about the festival from their child.
   - Over 90% indicated they were somewhat or very active (exercise 2-3 times per week).
   - All respondents noted they were committed to a healthy lifestyle.
   - Finances and accessibility were the most important roadblocks to living a healthy lifestyle.
   - 80% of respondents noted they were satisfied or very satisfied with the support/resources between their child’s school and their family.
   - Attendees were “very aware” of services provided by local agencies, especially those provided by the Boys & Girls Club and the YMCA.

i) The expulsion task force met in February 2016 to begin working on how to help families navigate the expulsion process and avoid expulsions. The SDB is working with the Juvenile Justice project and has numerous local partners to address this effort.

j) At the YES! Summit, on a 1-5 point scale, where 5 represents strongly agree, the scores of 10 attendee respondents at a workshop on “Supporting LGBTQ Youth” averaged:
   - 4.3 on a 5-point scale responding to “I am more knowledgeable about the topic as a result of participating in the sessions;” and
   - 4.5 on a 5-point scale responding to “I plan to use the skills I learned about in this lesson.”

k) From a group of 52 students, a core group of 10 students met regularly. A key message was developed: Accept, Include & Understand Me. Developed wrist bands that were distributed in schools; students presented at convocation; created advisory connection lessons; created a student panel that provided information on “connect with me – once I
feel accepted, I will be more ready to learn”; placed announcements in school to invite students to join their group; and at the Good to Great Activate Festival, all registrants received a backpack with the message Accept, Include & Understand Me.

l) At least four trainings specifically targeted trauma and trauma informed care – creating compassionate classrooms during the 2015-16 school year. 119 staff were trained through participation in at least one training. Nine parents were trained at a Special Education evening. At the YES! Summit, on a 1-5 point scale, where 5 represents strongly agree, the scores of 26 attendee respondents at a workshop on “Redefining Trauma and Trauma-Sensitive Practices” averaged:
   o 3.7 on a 5-point scale responding to “I am more knowledgeable about the topic as a result of participating in the sessions;” and
   o 3.8 on a 5-point scale responding to “I plan to use the skills I learned about in this lesson.”

m) At a training in summer 2016, of 19 respondents to a survey, 17 indicated they agreed or strongly agreed that the training “included useful tools for my practice.” Comments about how one hoped to change practice as a result of this training included:
   o I hope to be a more responsive/proactive teacher who is more aware of student’s emotional/behavioral state
   o To better reach ALL of my students since I can’t see their trauma and everyone’s is different
   o Being more understanding and not causing further trauma unintentionally
   o Be conscious of opportunities to promote resiliency within students

n) A local police officer was trained as a trainer in Crisis Intervention Training and will offer a youth-focused two-day training in fall 2016 to increase capacity for a youth-focused trainer. Having a local trainer will ensure sustainability of this model.

o) In 2014-15, 79 staff completed full day NVCI training; 48 staff did half-day refresher. In 2015-16, 84 staff completed full day NVCI training (increase of 6%); 68 staff did half-day refresher (increase of 42%).

p) 22 of 31 student services staff attended training beyond the Youth Emotional Stability (YES!) conference. This is an increase of 175% from the baseline of 8 student services staff. Most staff attended between two and four trainings during the year. There were 69 training opportunities offered during 2015-16.

q) There were over 300 attendees at the YES! Summit. A total of 118 surveys/evaluations were returned. Overall, respondents indicated they were more knowledgeable about the topics discussed, and they planned to use the skills learned. Scores were consistently above Agree/3.0; most scores were 4.5 and above. A total of 111 respondents answered the “overall satisfaction” question, and the average score was 4.7 out of 5.0. The comments provided reflected respondent satisfaction with the summit. Many people mentioned bringing back the keynote speaker. Suggestions for the workshops included offering more information on how to deal with kids who have experienced trauma, but also "smart kids who don't care". Other suggestions focused more on improving the conference itself, such as making the locations of the workshops more clear for those not familiar with the building.

r) 130 staff completed the ProQOL survey. (91 surveyed in 2014-15) Almost all SDB staff surveyed had either a medium or high level of compassion and satisfaction regarding their work, similar to the 2014-15 results.
As in 2014-15, none of the respondents suffered from a high level of burnout and secondary traumatic stress.

In 2014-15, 64% of the high school respondents reported a medium level of burnout while 73% reported a medium level of burnout in 2015-16.

About 54% of respondents reported a medium level of secondary traumatic stress in 2014-15 while 62% did in 2015-16. These increases are not statistically significant.

In 2014-15, 50% of the Merrill respondents reported a medium level of burnout and 50% also reported a medium level of burnout in 2015-16.

In 2014-15, 36% of Merrill respondents reported a medium level of secondary traumatic stress while 41% did in 2015-16. This increase is not statistically significant.

On average, elementary school staff had a higher level of burnout and secondary traumatic stress than did high school staff. The difference between elementary and high school staff scores was statistically significant at p < 0.05 level.

**Activities planned for next (this) year**

Plans for 2016-17 school year include:

1. YES Summit
2. Parent Peer Specialist utilization
3. Beloit Police Department CIT and expanding to include the youth component, specifically with the Security Resource Officers in the schools
4. NVCI Trainings and building capacity by training trainers
5. Student Driven Social Marketing Campaign will be in full force
6. Good to Great Activate Festival
7. Redefining Trauma and Trauma Informed Care - Creating Compassionate Classrooms training and supports will continue in earnest

Element 4

**Key activities implemented and the partners involved**

Youth2Youth 4 Change addressed a number of education / advocacy projects focusing on Element 4. There were 90 Teen Advocates (Y2Y) trained to deliver the substance free presentation incorporating Good Drugs Gone Bad and Too Good for Drugs to BMHS students. There were 12 presentations delivered to 310 high school students and 38 presentations were delivered to 1,639 middle school students, totaling 1,949 students. Post Surveys were completed by 110 high school students.

A new group of Teen Advocates was implemented at Beloit Learning Academy where they educated 75 youth in (3) awareness campaigns. BLA youth attended a legislative meeting at the state capital and helped educate three Wisconsin state legislators on substance abuse prevention.

Youth advocates attended a Sources of Strength, public speaking training at the annual youth summit and are assisting with a social media campaign.
Additional Drug Free Activities facilitated through **Youth2Youth 4 Change**:  
1. Alcohol Town Hall Meeting held to talk about the importance of prevention primarily in the areas of alcohol. A total of 50 community residents were in attendance.
2. Prom Activities implemented. Prom palm cards were distributed to businesses throughout the community to remind parents not to host underage drinking parties and remind youth not to ride with someone who is buzzed. A total of (500) palm cards were distributed to (25) businesses.
3. A Second Annual After Prom Party was planned with collaboration throughout the community. A total of 125 youth attended the event at the Beloit Movie Theatre. A total of $1,500 of in kind donations were given through community businesses, organizations, and residents.
4. A DITEP, Drug Impairment Training Education for Professionals, was organized for the city of Beloit on June 13 and 14th and held at Central Christian Church. A total of 15 people attended the DITEP training. Teachers from BMHS and BLA attended as well as community organizations, and the school district Youth Development Coordinator.
5. A Youth2Youth youth summit was held in August with a total of 25 Beloit youth attending. Dover Youth2Youth provided a training on public speaking.

The **Link Crew** training for students took place the end of August with 81 Link Crew Leaders and 365 of the 470 Freshman attended Freshman orientation, September 1, 2016. Link Crew activities for Freshman are taking place weekly, during Academic Lab, which is a new format for the 2016-17 school year.

The **Youth Development Coordinator** was hired to implement SBIRT and support AODA prevention / intervention efforts. Through this position the following was completed:

- Revision of the SBIRT Implementation Plan
- Creation of AODA Screening Teams at the high school and intermediate schools
- The referral process for substance abuse violators was modified to instantly notify the Youth Development Coordinator so that the process could begin in a timely manner
- **SBIRT** was administered to 22 students, through 42 sessions, from four schools in the district
- A tracking system was created and shared with key players
- Building administration team trained on procedure (introducing the idea of gaining consent at the time of the infraction / parent contact) related to policy and the role of the YDC
- SBIRT parent/guardian consent form revised and translated into Spanish
- MOU with Fresh Start

A **SBIRT** refresher training was held January 20, with 10 people in attendance. The expectation was for the student service staff participants to utilize the SBIRT process with at least two youth each month while tracking their efforts.

- **Major accomplishments**

A strong partnership once again is key in addressing Element 4. Youth2Youth 4 Change has shown passion, persistence, and pride in implementing the prevention advocacy aspects of
Element 4. The group covered training the youth advocates, connecting with the Health Classes, monitoring presentations, and supporting with additional activities.

SBIRT has been implemented with fidelity by the YDC. The stage is set to grow the utilization and supports for a team of SBIRT implementers.

- **Lessons learned**
  SBIRT needs strategic promotion and supports with student service staff. Expectations, supports, and time positive collaboration are all important aspects that need to be addressed.

- **Challenges and barriers**
  The Beloit YDC resigned early in year three of the grant, which required a new hire search, a rehire, and the development of the new YDC.

Systemizing SBIRT PLC has been difficult. Time coupled with additional responsibilities seem to be a major roadblocks.

The BMHS schedule change took transitions out of play for first semester which was an impact on the implementation of Link Crew this year.

- **Changes or adaptations in the plan**
  An addition to the Logic Model is to review and revise the AODA policy allow and support the use of SBIRT.

An MOU has been created with Fresh Start and will be implemented this next year.

SBIRT PLC has been added as a specific focus.

Language specific to building capacity and sustainability was included.

Y2Y will be working with teen mothers/parents at Head Start.

- **Performance Indicators and objectives**

### Element 4
**Performance Indicators and Objectives**

a) The YRBS was administered district-wide in spring 2016, and the results are compared to the October 2014 baseline. For each of the grade levels and for each of the substances, alcohol and marijuana, the percentage of students indicating use during the last 30 days declined.

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>11th Grade</th>
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</thead>
<tbody>
<tr>
<td>GPRA 4.1 – 9th grade alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPRA 4.2 – 11th grade alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPRA 4.3 – 9th grade marijuana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPRA 4.4 – 11th grade marijuana</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------</td>
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<td>------</td>
</tr>
<tr>
<td>N=338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumed alcohol on one or more</td>
<td>27.2%</td>
<td>17.5%</td>
</tr>
<tr>
<td>occasions during the last 30 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoked marijuana on one or more</td>
<td>20.7%</td>
<td>14.1%</td>
</tr>
<tr>
<td>occasions during the last 30 days</td>
<td></td>
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</tbody>
</table>

*Change was statistically significant.

b) 90 teen advocates were trained this year to deliver the substance free presentations (52 trained in 2014-15).
c) 1,949 students were reached as part of 50 peer education presentations. Seven presentations were delivered by high school peers to 210 high school students and 43 presentations were delivered by middle and high school peers to 1,739 elementary and intermediate school students. Pre- and post-presentation knowledge surveys were completed by 60 high school students. Survey results demonstrate learning about impaired driving skills and laws regarding sharing of prescription drugs. Participants indicated an increased belief in being able to affect a family member’s decision to use tobacco, alcohol, marijuana or other drugs and a slightly lower belief of being able to affect younger kids’ and friends’ decisions to use these substances. Respondents also noted an increase in their comfort in speaking to a group of younger kids about the effects of using these substances. In addition, 110 high school students completed a survey on the presentation by their peers. Mostly all respondents indicated they will never use a tobacco product; will not binge drink; will not smoke marijuana; and will not misuse prescription drugs. A new group of Teen Advocates was implemented at the Beloit Learning Academy, where 75 youth were educated during 3 awareness campaigns. BLA youth attended a legislative committee meeting at the State Capitol and held educate three Wisconsin legislators on substance abuse prevention. Youth advocates attended a Sources of Strength public speaking training at the annual youth summit and are currently assisting with a social media campaign. A survey of parents whose children participated in Y2Y (34 respondents) indicated that telling people not to do drugs was the most positive part of their child’s involvement in Y2Y.
d) Additional Drug Free Activities facilitated through Youth2Youth 4 Change:
   - Alcohol Town Hall Meeting held to talk about the importance of prevention primarily in the areas of alcohol. A total of 50 community residents were in attendance.
   - Prom Activities implemented. Prom palm cards were distributed to businesses throughout the community to remind parents not to host underage drinking parties and remind youth not to ride with someone who is buzzed. A total of 500 palm cards were distributed to 25 businesses.
   - A Second Annual After-Prom Party was planned with collaboration throughout the community. A total of 125 youth attended the event at the Beloit Movie Theatre. A total of $1,500 of in-kind donations was given through community businesses, organizations, and residents.
   - A DITEP Drug Impairment Training Education for Professionals was organized for the city of Beloit on June 13 and 14th and held at Central Christian Church. A total of 15 people attended the DITEP training. Teachers from Beloit Learning Academy attended,
as well as community organizations, and the school district Youth Development Coordinator. 14 individuals completed the two-day Drug Impairment Training for Educational Professionals (DITEP). All 14 rated the training as excellent. Most participants found the training to be very informative and plan to utilize what they learned.

- A Youth2Youth youth summit was held in August 2016, with a total of 25 Beloit youth attending. Dover Youth2Youth provided a training on public speaking.

- The District’s Youth Development Coordinator was trained in SBIRT and continues to attend Motivational Interviewing seminars. 22 students received services this past year with a total of 42 Brief Intervention sessions.

**Activities planned for next (this) year**

Plans for 2016-17 school year include:

1. Implement SBIRT PLC and support the action plan
2. Continue efforts with Youth2Youth 4 Change
3. Strengthen and grow Student Driven Social Marketing Campaign
4. Secure a shortened appropriate DITEP training for Administration, Health teachers, security staff, and secretarial staff in the main office

Element 5

- **Key activities implemented and the partners involved**

  There have been 8, one-day trainings in Restorative Practices this past year using local staff as trainers/facilitators. A brief refresher was held for the District Administration Team and two full-staff training series (½ day in-service, plus two follow up sessions) have begun for Fruzen and Aldrich Intermediate Schools. There are several staff trained in each building, with some buildings at 25% trained, and three buildings nearly fully trained. To date, 300 have been trained (and when the two intermediate schools finish training in late fall, that number will exceed 400).

  Included in the total are representatives from the School District of Beloit’s Board of Education, Stateline Boys & Girls Clubs, Rock County Human Services, Youth2Youth 4 Change, Beloit Police Department, Wisconsin Family Ties, and Community Action.

  The **Link Crew** training for students took place the end of August with 81 Link Crew Leaders and 365 of the 470 Freshman attended Freshman orientation, September 1, 2016. Link Crew activities for Freshman are taking place weekly, during Academic Lab, which is a new format for the 2016-17 school year.

  The **Y2Y Teen Advocates** made connections with 1,949 students. Youth2Youth 4 Change also sponsored a variety of events that promote positive social behavior choices. A Second Annual After Prom Party was planned with collaboration throughout the community. A total of 125 youth attended the event at the Beloit Movie Theatre. A total of $1,500 of in kind donations were given through community businesses, organizations, and residents. There was also a Youth Summit that had a focus on public speaking.
PBIS continues to be implemented at all buildings in the district with fidelity at least tier 1. Todd and Merrill Elementary schools were recognized as Schools of Merit this year at the PBIS Leadership Conference in Wisconsin Dells, while Hackett Elementary and McNeel Intermediate received School of Distinction Awards. Each building has at least one internal coach, and with staffing changes, we are working to develop a different structure to provide external coaching support (coaching Professional Learning Community framework) to every team, as well as opportunities to network and learn across the district. As the new school year started, all administrators received the charge to enact certain consistent fidelity markers through the year. Each building is strongly encouraged to go through the newly-developed application process to be recognized next year. The belief is that the process will help clarify what is best practice in PBIS so that the buildings can improve their implementation and serve their student populations in the best way possible.

Forty Aldrich staff members participated in two Tribes training modules this year with favorable evaluations. Over the summer a Four Day training was completed by 12 participants with rave reviews.

A Lesbian, Gay, Bisexual, Transgender, Queer/Questioning Professional Learning Community was facilitated by Brian Juchems, from G-Safe, for six staff from McNeel, nine from BMHS, and two from the district office (February 8, March 7, April 21). Three full day session were held with action planning taking place on the third day. The group met on September 26 for a half day to review, make any revisions, and start implementation. G-Safe also facilitated a Students of Color Leadership and Unity training, May 25, with 22 students in attendance. Students from Link Crew, MEO, LUAC, GSA were invited. On June 9, McNeel hosted a Gay Straight Alliance training with representatives from each of the secondary buildings.

Beloit is starting the Gender Inclusive Schools Project in conjunction with G-Safe this fall.

PREPaRE I and II trainings took place in October, 2015. A two day Emergency Operations training took place in August, 2016 to support PREPaRE I efforts. An emergency operations plan was written to address district needs. The student services team is in process of creating a procedural document for their role in crisis response. Completion goal is January, 2017. Dr. Johnson, the Administrative team, Student Service staff, and security have been working closely on PREPaRE.

- Major accomplishments

A major accomplishment in Element 5 was the growth in braiding efforts, projects, and initiatives. Just the action of doing so has set the tone of not just another program, but strategic and supportive ways of being. A poster titled “Strands among the Braided Practices in the School District of Beloit” is a powerful visual that is being used.

Completing the LGBTQ PLC and solidifying the action plans for BMHS and McNeel is a strong growth step.

Having the Academic Lab component to secure Link Crew activities is also a major accomplishment that sets up for sustainability.
The district is truly taking ownership of the PREPaRE I and II efforts, which is necessary and supports sustainability.

- **Lessons learned**

  It is always amazing what happens when people, groups, partners take on efforts for their passion and run with it. A strong team makes a difference. Beloit Proud!

- **Challenges and barriers**

  Time.

- **Changes or adaptations in the plan**

  Specific steps to incorporate a braided approach to streamline efforts and foster continuation of efforts was added

  Addition of Second Step: Child Protection Unit

  Areas to be abandoned: 5.1.3/5.2.2 – Teen and Truancy Court, 5.5.2/5.6.2 – Tracking of harassment, intimidation, and bullying

- **Performance Indicators and objectives**

  **Element 5**

  **Performance Indicators and Objectives**

  a) The YRBS was administered in spring 2016, and the results are compared to the October 2014 baseline. For each of the grade levels, students missed less school because they felt unsafe and were involved in fewer fights on school property.

  - **GPRA 5.1** – 9th grade feel unsafe
  - **GPRA 5.2** – 11th grade feel unsafe
  - **GPRA 5.3** – 9th grade physical fight
  - **GPRA 5.4** – 11th grade physical fight

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014 N=338</td>
<td>2016 N=269</td>
</tr>
<tr>
<td>Did not go to school on one or</td>
<td>8.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>more days during the last 30</td>
<td>days</td>
<td></td>
</tr>
<tr>
<td>days because they felt unsafe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in school or on their way to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting into a physical fight</td>
<td>15.7%</td>
<td>10.0%*</td>
</tr>
<tr>
<td>on school property in the past</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 months</td>
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</tbody>
</table>

  *Change was statistically significant.
b) Ten district staff from participated in a PBIS Tier 1 Booster session in spring 2016. The session was well received. Staff indicated they would be willing to assist with summer hours to continue working on the various aspects of PBIS. The one comment noted “it was so helpful to be able to work in groups and hear great ideas others are doing it have already done.”
   - All 10 attendees said they had a very good or solid understanding of the Tier 1 Level (4 and 5 on a 5-point scale);
   - All 10 said they have many new ideas to apply to teaching (4 and 5 on a 5-point scale);
   - 9 attendees said they have many new ideas to apply to acknowledgement systems (4 and 5 on a 5-point scale), and 1 attendee scored this question at a 3 on a 5-point scale;
   - In response to the question “I have new ideas to apply to using data to make decisions,” 5 attendees said they had many new ideas (4 and 5 on a 5-point scale); 3 attendees scored this question at 3, 1 attendee at 2, and 1 attendee at 1 (no new ideas);
   - All 10 said the booster session was a good use of my time and will help me move PBIS forward (4 and 5 on a 5-point scale).

c) A total of 243 staff across all grade levels, and including administrative staff, were trained in eight one-day Restorative Practices sessions. Overall, attendees believed the material was well organized, the packet and handouts were and will be useful, the trainers were knowledgeable and responsive, and the use of time was conducive to the learning and work to be done. The training met the expectations of most attendees.

d) A total of 17 staff from McNeel (6 staff), Beloit Memorial High School (9 staff) and the district office (2 staff) attended a three day Lesbian, Gay, Bisexual, Transgender, Queer/Questioning Professional Learning Community in early 2016. Reviews from nine participants noted that:
   - all agreed or strongly agreed that they have a strong knowledge of the experiences of LGBTQ+ youth in their school;
   - 7 of 9 indicated they agreed or strongly agreed that their school has measurable goals for improving outcomes for LGBTQ+ students;
   - All agreed or strongly agreed that they know how to form or strengthen in-school supports for LGBTQ+ youth and their families;
   - All strongly agreed that they intend to form or strengthen in-school supports for LGBTQ+ youth and their families; and
   - All agreed or strongly agreed that, if asked, they would know how to train their colleagues on how to create safe and supportive environments for LGBTQ+ youth.

e) PREPaRE I and II trainings took place in October 2015 and a two-day Emergency Operations training took place in August 2016 to support PREPaRE I efforts.

f) The YRBS was administered in spring 2016, and the results are compared to the October 2014 baseline. From 2014 to 2016, there was a decline in the percentage of heterosexual students in 9th grade who reported being harassed on school property, but a higher percentage of 11th grade students reported being harassed on school property in 2016 than did in 2014. For the LGB students, the percentage of both 9th and 11th grade students who reported being harassed on school property declined between 2014 and 2016. None of these changes was statistically significant. This decline may be a result of having the YRBS administered later in the school year in 2016 than it was in 2014. In addition, having activities and trainings to
address harassment of different groups of students may have made students more aware of and more willing to report harassment.

- **GPRA 5.5** – 9th grade students reported being harassed on school property
- **GPRA 5.6** – 11th grade students reported being harassed on school property

<table>
<thead>
<tr>
<th>Percentage of all 9th and 11th grade students surveyed who reported being harassed on school property</th>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=336</td>
<td>N=269</td>
<td>N=282</td>
</tr>
<tr>
<td>28%</td>
<td>25%</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of heterosexual students surveyed who reported being harassed on school property</th>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=297</td>
<td>N=213</td>
<td>N=247</td>
</tr>
<tr>
<td>26%</td>
<td>21%</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of LGB students surveyed who reported being harassed on school property</th>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=23</td>
<td>N=27</td>
<td>N=25</td>
</tr>
<tr>
<td>54%</td>
<td>50%</td>
<td>46%</td>
</tr>
</tbody>
</table>

The number of heterosexual and LGB students does not add up to the total number of students because some students reported “unsure” about their sexuality.

*Activities planned for next (this) year*

Plans for 2016-17 school year include:

1. One day Restorative Practices training will continue throughout the year
2. District trainers will develop a one-day, tier 2 Restorative Practices training and implement
3. Train additional RP trainers
4. Two staff members will be trained as Link Crew Trainers to increase capacity and support sustainability
5. Complete Divers & Resilient follow-up Community Readiness Assessment
6. Implement the Gender Inclusion Project with G-Safe
7. Tribes Training
8. Implementing LGBTQ action plans
9. Completing the PREPaRE II action plan
10. Each building will be encouraged to go through the newly-developed application process to be recognized next year. The belief is that the process will help clarify what is best practice in PBIS so that the buildings can improve their implementation and serve their student populations in the best way possible.
III. Comprehensive Plan and SSHS Framework

- **Revising the Comprehensive plan**
  - A comprehensive description of changes made to the plan
    - **Highlighted in Logic Model**
  - Extent to which the CMT was involved in the plan re-visions
    - Logic Model revision suggestions were requested at the CMT meeting and through email
    - A working meeting was held, July 13, with a small group (6) of dedicated CMT members in attendance to review the logic model
    - A working meeting was held individually with Yout2Youth Coordinator to review Element 4
    - Results of the Logic Model were shared electronically with request for input on two separate occasions and including the symbolism key
  - How any changes you made addressed any challenges and barriers encountered during the implementation of the plan
    - As documented early on in this report a number of staff have resigned for different long term positions. The latest adjustment in positions was a Behavior Specialist who will as of October 3, 2016 go to 0.6. Responsibilities have been absorbed by current staff, reassigned, and have been thought of as speeding up the sustainability process. The Behavior Specialist will be more program and support based. The logic model and data collection will drive the adjusted job description.
    - There were four projects that were strategically abandoned due to time constraints, complications, and/or failure to move forward on them
      - 3.1.1 – Release of Information Agreement
        - Behavior Health Redesign Steering committee is working on
      - 3.2.4 – Hearing Protocol
        - District is aware of the support LSPC and the PPS can provide and is reviewing addressing
      - 5.1.3 / 5.2.2 – Teen Truancy Court
      - 5.5.2 – Tracking Harassment, intimidation, and bullying

    - The focus will be on 4K for early screening using the ASE3 and ASQ-SE2
    - Some additions were inserted to clarify actions and steps that needed to be taken
      - 2.2.3 – Youth Mental Health First Aid
      - 2.3.2 – Second Step Refresher trainings
      - 3.2.5 / 3.2.7 – G-Safe
      - 3.2.9 – SDSMC – Student voice
      - 4.5.2 – SBIRT PLC
      - 5.3.2 – Braided approach
      - 5.9.1 – Second Step – Child Protection Unit
During year three of the SS/HS grant collaboration and partnerships were once again key components. Collaboration was significant with the community partners, as well as within district. Examples of collaboration include, but are not limited to the Good to Great Activate Festival, Restorative Practices implementation, CIT, and Child Development Days. Relationships were developed through communication, common goals, appreciation, encouragement and invitation. Each of the CMT meetings utilized circles which allowed for powerful interaction, often times connecting an agency with a needed support of another agency. At times this felt like magic. The sites of CMT meetings continued to rotate working on capacity building and sustainability of the CMT. With shared responsibility each agency felt valued and no one agency felt overwhelmed. To also build capacity CMT partners are involved in a variety of trainings including: Head Start – Pyramid Model / ASQ and ASQ-SE, Youth2Youth 4 Change - DITEP, Boys & Girls Club – Restorative Practice, and all agencies were invited to the YES Summit.

As implementation took place the ground work was set for systems change and integration. The relationships are stronger and allow for deeper dialogue addressing why and how systems can be integrated or changed.

Beloit CMT has also embraced the urgency of cultural and linguistic competency inclusion. Different CMT members have lead the group with questions, reminders, and insights that moved the group to open thoughts and actions to think inclusively. The group has begun to think, question, and reflect on the data throughout the district and how it relates to disproportionality. A number of district staff attended a Culturally Responsiveness training that met three times throughout the year. Once again a number of staff also attended the Disproportionality workshop in Green Bay. There is also a conscious effort to include Spanish translations for posters, fliers, documents, evaluations and so forth.

Since the beginning of the grant the level of awareness for systems and sustainability have been high. Continually efforts have been made to increase capacity, working with partners for the relationships that are strong enough to continue past the completion of the grant. The best example being the strategic planning that has taken place with Beloit Health Systems, which is in a position to fiscally maintain itself. Another example would be the partnership with Youth2Youth 4 Change, which is set to continue the youth advocate programming as the grant project closes.

Giving the youth a voice is one of key efforts in the Student Driven Social Marketing Campaign in Element 3. The youth are being heard loud and clear and are focused on growing their numbers and clarifying their message – “Accept, Include, & Understand Me”. Another specific vulnerable and at-risk population that there has been a concerted effort to support are the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning students. A LGBTQ PLC throughout the year has been a jump start to deepen knowledge, understanding, and support. There have also been youth activities to support the growth of understanding and acceptance.
• **Infrastructure and Systems change**
  - Discuss any infrastructure or systems changes that were made to support the integration of service systems or better meet needs of target populations
    - Infrastructure – Beloit Health System, Counselor Care Center at BMHS
    - Mental Health Recommendation forms are on line
    - Digital reporting system to track seclusion and/or restraint and other NVCI situations
  - Provide highlights of accomplishments, successes and challenges related to integration multiple service systems
    - The In-School Clinic with counseling care (BHS) in self-sustaining and the partnership is strong

• **Sustainability**
  - How are you addressing sustainability of your plan
    - Strategic planning with Beloit Health Systems for the In-School Clinic
    - Building capacity through training trainers for a variety of projects: Link Crew Leaders, Youth Mental Health First Aid, Restorative Practices, Pyramid Model…
    - Agreement with Youth2Youth 4 Change for continuation of services beyond the grant
    - Shifting responsibilities to staff that are within the district
  - Include evidence of integration of grant funded activities between elements and partners and other non-grant funded activities
    - Braiding PBIS (5) with Second Step (2), Tribes (5), Restorative Practices (5), and the Pyramid Model (1)
    - Mental Health Project
      - Overlapping efforts with SS/HS and JJD
    - Juvenile Justice Diversion Project
      - Overlapping efforts with SS/HS and MHP
    - MeMoves - used at Boys & Girls Club, Head Start, YMCA, and SDB
    - Restorative Practices - used by Boys & Girls Club and Youth2Youth 4 Change
    - Early Childhood Comprehensive Systems ECCS incorporates efforts to increase the use of ASQ and ASQSE by area pediatricians, an informed parenting workshop for teens addressing trauma, and supporting the use of the Pyramid Model, with key partners – Head Start, Public Library, Blackhawk Technical College
    - UW Whitewater Practicum School Counseling students and interns for four schools and projects

• **Technical Assistance**
  - What TA did you receive during this time period?
    - Monthly phone calls
      - Appreciated the opportunity
• Clarifying and guiding
  ▪ SS/HS May Institute
    • Meeting with people was very helpful – connections
    • Sessions were informative and the speakers were right there to answer any questions
    • Ongoing support
  ▪ Jean Synodinos
    • Participated in OLE sessions
      o Clear guidance on the best ways to message
    • Skyped with students and staff from the SDSMC
      o 4-12-16
      o She asked powerful questions that empowered the youth and supported the direction the programing took
      o Got people thinking about this being an ongoing group – club, not just a work group
  ▪ DPI Summer Institute – Site Visit
    • Wendy
      o Clarifying guidance
      o Supportive
      o Relationship building
    • Restorative Practice – Through Summer Institute
      o Anticipated a clearer picture

  • In applicable, how did the TA or site visits help you in meeting your project goals and objectives
    ▪ See above

  • Address any anticipated future TA needs
    ▪ Plan to connect with Jean Synodinos throughout this year

IV. Partnership Collaboration
  • Describe the collaborative partnership between agencies identified in the MOU
    o Strong, mutually beneficial, trustworthy - Each partner has a purpose, connection, and reason for being included.

  • Include a list of the most current grant partners and note if there have been any changed during this reporting period.

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasha Bell</td>
<td>SDB – Minority Excellence Coordinator</td>
</tr>
<tr>
<td>Jennifer Cummings</td>
<td>Parent - Addition</td>
</tr>
<tr>
<td>Jennifer Fay</td>
<td>SDB Social Worker - Addition</td>
</tr>
<tr>
<td>Debbie Fischer</td>
<td>Youth2Youth of Rock County South West Alliance for Tobacco Prevention</td>
</tr>
<tr>
<td>Tammy Flanders</td>
<td>SDB – Student Wellness Coordinator</td>
</tr>
<tr>
<td>Shawn Fredricks</td>
<td>SDB – SS/HS Grant Manager</td>
</tr>
<tr>
<td>Linda Garrett</td>
<td>NAMI</td>
</tr>
</tbody>
</table>
Caris Haley Sanders – Replaced David Wilson
Stateline Boys & Girls Club

Dorothy Harrell
New Zion -- Student Tutoring and Parent Support

Emma Harrell
Parent Peer Support Specialist - Addition

Kelly Klingensmith
Rock County Health Department - Addition

Holly Mineau
Rock County Juvenile Justice

Eve Smith – replaced
Beloit Head Start Program Design Manager

Captain Dan Molland
Beloit PD

Laura Neece - replaced
Beloit Health System

Marc Perry
Community Action

Cecilia Ramirez
Latino Service Providers Coalitions

Betsy Schroeder
SDB Merrill Principal

Dan Stauffacher
SDB -- Safety

Robin Stuht
SDB Homeless Coordinator

Rachel Tiffany
Psych BMHS

David Wilson
BSD – CLC, New position, was B&G

- For the changes, explain how this effects your ability to achieve your objectives
  - Parent support has been added through the Parent Peer Support Specialist and a parent that requested involvement and wanted to help in some way because of the support she wants to give her daughter
  - A representative from the Rock County Health Department was assigned
  - A number of changes were within agencies due to staffing changes and availability
  - A member was lost due to her death
  - Key agencies have remained intact

- Discuss the evolution of your CMT with a description of the continued and increased collaboration between agencies included in your MOU.
  Since the beginning of the CMT there has been an effort made to be inclusive, respectful, and engaging. Throughout year three the implementation of rotating hosts of the meeting continued with great success. A strategy that was implemented in year three was the “One Minute Challenge”. This allowed for each member to speak on whatever they wanted to, needed to, or was so moved to do within a minute. All members were able to have a voice. It was also a respectful use of time. Many members on the CMT see this group as one that works together and is there for each other. The representative of the Juvenile Justice System has gone so far as to request a training for the group she works with to start building a working relationship similar to the CMT.

CMT Updates
- Indicate if partners have taken responsibility for implementing specific strategies in your Comprehensive Plan
  - Youth2Youth for Change, with passion, has taken on the following:
    - 3.2.3 Good to Great Activate
- 4.1, 4.3 Peer Advocacy group in Health Classes
- 4.2, 4.4 Training Peer Advocates
- Additional drug free activities that support efforts in 4.14.4
- 4.6 DITEP
- 5.1 Peer Advocacy group in Health Classes
- 5.2 Training Peer Advocates
- 5.3.2 and 5.4.2 Restorative Practices

  o Head Start
  - 1.1.1 ASQ3 and ASQSE
  - 1.1.2 Child Development Day
  - 1.2.1 Formal Agreement to share information between Head Start and SDB
  - 1.3.2 Application for Pyramid Model
  - 1.3.3 MeMoves is being used
  - 3.2.3 Good to Great Activate
  - 3.7.1 Youth Emotional Stability Summit Key

  o Beloit Police Department
  - 3.2.3 Good to Great Activate
  - 3.4.1 Trained 1 Officers in Crisis Intervention Training as a Trainer

  o Beloit Health System
  - 2.1.1 Intake and referral system and unidentifiable data collection
  - 2.1.2 Onset and ongoing strategic planning for onsite therapists
  - 3.2.3 Good to Great Activate
  - 4.6 DITEP

  o Stateline Boys & Girls Clubs
  - 1.3.3 MeMoves is being used
  - 3.2.3 Good to Great Activate
  - 5.3.2 and 5.4.2 Restorative Practices

  o Juvenile Justice
  - Juvenile Justice Diversion Project

  o Latino Service Provider Coalition
  - 3.2.3 Good to Great Activate
  - 1.1.2 Child Development Day
  - 3.2.4 Exploring the expulsion hearings process to better meet the needs of Latino students/families

  - **Describe how the local-level partnership supports the mission and vision of this project**
  All CMT partners are very aware of the needs of the Beloit Community and in creating the vision and mission statements they took seriously all that they wanted for the families and students. Each agency has a clear understanding of how important mind wellness is.

  - **Describe how the data and updates on implementation have been shared with the CMT and how the CMT members have advised the state and communities on strategies that can be used to further achieve the goals and objectives.**
    - Meeting minutes
    - Email
V. Management and Oversight

- Provide a description of the management and advisory structure used to implement and monitor activities
  - Lead Team, composed of SDB personnel
  - CMT monthly meetings
  - Email and individual meetings when necessary
  - Guidance from state leadership

- Discuss communication and decision-making process
  - How is this used to ensure that challenges are addressed
    - The inclusive manner in which the meetings are run allow for the personal voices to be included
    - The CMT meetings are open for discussion
    - Email
    - Individual meetings do take place if necessary

  - How does this internal communication support the successful implementation of the plan
    - Ownership and inclusion are powerful tools

- Describe if any activities were linked to interventions and strategies not funded by SSHS but included in the plan
  - UW Whitewater School Guidance Counselor program
    - Supports Element 2
  - ECCS
    - Supports Element 1 and 2

- Address how CMT partners leveraged resources to support the non-grant funded work
  - NA

VI. No reporting necessary. SEA only

VII. Budget Narrative

- Submit a budget narrative much like the one you did the previous year

Shared Indicator Reporting for Year 3 September 30, 2015-September 29, 2016

For each of the shared indicators and GPRAs please fill out the numbers requested. For each one also provide any analysis you might have about what contributed to that number. This isn’t your objective so we aren’t looking at whether you reduced or increased a certain percent, it is strictly
the numbers or percents. If you have more students receiving school based mental health than last year share why you think that is.

Element 1

**GPRA 1.1:** The number of 4K and 5K students screened using the ASQ-SE.
ASQ – 142
ASQ-SE – 139
TOTAL SCREENINGS – 281

**GPRA 1.2:** Early childcare agencies and the School District of Beloit shall enter into a formal agreement for the exchange of individual-level screening/services as measured by a signed MOU.
At least one Memorandum of Agreement was entered into – between SDB and Rock-Walworth Comprehensive Family Services, Inc./Head Start/Early Head Start.

Element 2

**GPRA 2.1:** The total number of students receiving school-based mental health services.
1,809 students
Better reporting and more awareness and focus in identifying needs led to more students receiving services.

**GPRA 2.2:** The number of students referred for community-based mental health services that result in mental health services being provided in the community.
A total of 83 referrals were made to outside mental health services.

12 referrals (14.5%) followed through and received mental health services (as measured by a follow-up call to the parent).

Element 3

**GPRA 3.1; 3.2:** The number of parents who agree that their involvement in their child’s education is valued at school.
79% of parents (577 of 729 respondents to this question) indicated that they agreed or strongly agreed that their child’s teacher seeks and values their input.

**GPRA 3.3:** Number of staff trained in Creating Compassionate Classrooms.
119 staff were trained.

**GPRA 3.4:** Number of Beloit Police Officers trained in Crisis Intervention Training.
One Beloit police officer was trained as a trainer in CIT in 2015-16.

**GPRA 3.5:** Number of SBD staff trained/refreshed in NVCI.
A total of 84 staff were trained during a full-day training and 68 staff attended half day refresher classes.

**GPRA 3.6:** Number of SDB student service staff with training beyond the YES conference. 22 of 31 student services staff attended training beyond the YES Summit during the 2015-16 school year.

**GPRA 3.7:** Attendance at Youth Emotional Stability (YES) Summit. Over 300 staff attended the February 2016 YES Summit.

**GPRA 3.8:** The percentage of staff experiencing high level of burnout as measured by the ProQOL. No staff were in the high level of burnout.

Element 4

**GPRA 4.1; 4.2:** The percentage of students who report consuming alcohol on one or more occasions during the past 30 days.

**GPRA 4.3; 4.4:** The percentage of students who report smoking marijuana on one or more occasions during the past 30 days.

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014 N=338</td>
<td>2016 N=269</td>
</tr>
<tr>
<td>Consumed alcohol on one or more occasions during the last 30 days</td>
<td>27.2%</td>
<td>17.5%*</td>
</tr>
<tr>
<td>Smoked marijuana on one or more occasions during the last 30 days</td>
<td>20.7%</td>
<td>14.1%*</td>
</tr>
</tbody>
</table>

*Change was statistically significant.
Element 5

**GPRA 5.1; 5.2:** The percentage of students who report not going to school on one or more days during the past 30 days because they felt unsafe in school or on their way to and from school.

**GPRA 5.3; 5.4:** The percentage of students who report being in a physical fight on school property in the past 12 months.

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014 N=338</td>
<td>2016 N=269</td>
</tr>
<tr>
<td>Did not go to school on one or more days during the last 30 days because they felt unsafe in school or on their way to and from school</td>
<td>8.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Getting into a physical fight on school property in the past 12 months</td>
<td>15.7%</td>
<td>10.0%*</td>
</tr>
</tbody>
</table>

*Change was statistically significant.*

**GPRA 5.5; 5.6:** The percentage of students who report being harassed on school property in the past 12 months.

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>11th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of all 9th and 11th grade students surveyed who reported being harassed on school property</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>Percentage of heterosexual students surveyed who reported being harassed on school property</td>
<td>26%</td>
<td>21%</td>
</tr>
<tr>
<td>Percentage of LGB students surveyed who reported being harassed on school property</td>
<td>54%</td>
<td>50%</td>
</tr>
</tbody>
</table>

The number of heterosexual and LGB students does not add up to the total number of students because some students reported “unsure” about their sexuality.
Beloit Health System
Beloit Police Department
Community Action
Head Start
Latino Service Providers Coalition
Parent Representatives
Rock County Health Department
Rock County Human Services
School District of Beloit
Stateline Boys & Girls Club
Wisconsin Family Ties
Youth2Youth 4 Change
Element 1

Promoting Early Childhood Social and Emotional Learning and Development
Child Development Days
142 - 139
ASQ - ASQ-SE
MeMoves

Calmness
75% (62.5%)

Concentration
64% (37.5%)
Tertiary
Few Families

Secondary
Some Families

Universal
All Families

Tertiary Intervention
Assessment based intervention that results in individualized behavior support plans

Intensive Intervention
Systematic approaches to teaching social skills can have a preventive and renewal effect

Targeted Social Emotional Supports
High Quality early childhood environments promote positive outcomes for all children

High Quality Supportive Environments
Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

Nurturing and Responsive Relationships

Effective Workforce
Systems and policies promote and sustain the use of evidence-based practices
Element 2
Promoting Mental, Emotional, and Behavioral health
School Nurse
School Based Health Clinic

599 Appointments
174 Students Scheduled
140 Students Serviced
Coaching Consultation Model

- 2 Coaches
- 79 referrals
- 8 Full Moon Five Trainings
- SIT
- ...

“It is very beneficial to consult with a behavior coach who can look at the child from an outside perspective to implement different and innovative approaches of teaching children with behavioral challenges”
Student Service Staff

1,809 Students
Second Step 4K-8

- Social Emotional learning
- 279 - Teachers Trained
- On-line training
- Pre-Post growth trend
Element 3
Connecting Families, Schools, and Communities
September 18, 2016

Good to Great
ACTIVATE

Over 400
“Great event and getting the whole family involved is awesome. Definitely coming next year.”

Did you know...

Be kind, for everyone you meet is fighting a hard battle

— Plato
7th Annual date TBA
Accept, Include & Understand Me
Element 4
Preventing Behavioral Health Problems
Substance Use
● 90 Teen Advocates
● 50 Presentations
● 1,949 Students
● BLA
● Legislative meetings
● Drug Free Activities
● DITEP Drug Impairment Training for Education Professionals
<table>
<thead>
<tr>
<th>SBIRT</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening</td>
<td>Revised Implementation Plan</td>
</tr>
<tr>
<td></td>
<td>AODA Screening Teams</td>
</tr>
<tr>
<td>Brief</td>
<td>22 students - 42 sessions</td>
</tr>
<tr>
<td>Intervention</td>
<td>Tracking system</td>
</tr>
<tr>
<td></td>
<td>Building Administration team trained on procedure</td>
</tr>
<tr>
<td>Refer to</td>
<td>SBIRT consent forms revised and translated</td>
</tr>
<tr>
<td>Treatment</td>
<td>SBIRT Refresher session</td>
</tr>
</tbody>
</table>
Creating Safe and Violence-Free Schools
LGBTQ Efforts - PLC / SOC LU / GSA
Restorative Practices

300+

3 100 20 2
PREPARE I
School safety and emergency plans

PREPARE II
Student Service staff is developing a Crisis response plan.
CREDITS

Special thanks to all the people who made and released these awesome resources for free:

◉ Presentation template by SlidesCarnival
◉ Photographs by Unsplash
And the journey continues…

Thank you for your attention and support.

Questions?
**SSHS Element 4 Preventing Behavioral Health Problems, Including Substance Use**

**SDB Goal**  
Reduce youth substance abuse

<table>
<thead>
<tr>
<th>Needs and Gaps</th>
<th>Objectives</th>
<th>Activities, Curricula, Programs, Services, Strategies, and Policies</th>
<th>Partner Roles</th>
<th>Process Measures</th>
<th>Outcome, GPRA, and TRAC Performance Measures</th>
</tr>
</thead>
</table>
| 4.1 GPRA:  
Based on the 9th grade students completing the Youth Risk Behavior Survey (YRBS) in 2014, 29% reported consuming alcohol on one or more occasions during the last 30 days. | 4.1.1 Y2Y Peer Advocates will implement Y2Y programs including Sources of Strength, Good Drugs Gone Bad, Too Good For Drugs in Health classes and supporting Above the Influence (alternative activities) for BMHS students. During Advisory, BMHS Link Crew will mentor Freshman and advocate for connecting and making positive choices. A commitment from Youth2Youth4 Change is in place to continue sessions past the conclusion of the grant project, while Link Crew Advisors will be trained to expand capacity past the conclusion of the grant. | 4.1.1 Y2Y and SDB Link Crew will provide peer advocates while Youth2Youth 4 Change Coordinators and administration/staff and SDB staff will support scheduling, training, implementation, and guidance, while the Youth Development Coordinator assists in connecting Y2Y with the school. | 4.1.1a Number of peer advocates  
4.1.1b Number of participants  
4.1.1c Number of lessons – contact  
4.1.1d Y2Y Reflection Evaluation | GPRA: 4.1 The percentage of 9th grade BMHS students who report consuming alcohol on one or more occasions during the last 30 days will decrease 12% (to 25% of the students) by June 15, 2017 as measured on the YRBS survey. |
| 4.2 GPRA:  
Based on the 11th grade students completing the YRBS in 2014, 30% reported consuming alcohol on one or more occasions during the last 30 days. | 4.2.1 Y2Y Peer Advocates will implement Y2Y programs including Sources of Strength, Good Drugs Gone Bad, Too Good For Drugs in teen parent classes at Head Start and supporting Above the Influence (alternative activities) for Head Start teen mothers. | 4.2.1 Y2Y will provide peer advocates, while Youth2Youth 4 Change Coordinators and Head Start will support scheduling, training, implementation, and guidance. | 4.2.1a Number of trainings at Head Start  
4.2.1b Number of youth trained  
4.2.1c Y2Y Reflection Evaluation | GPRA: 4.2 The percentage of 11th grade BMHS students who report consuming alcohol on one or more occasions during the last 30 days will decrease 12% (to 25% of the students) by June 15, 2017 as measured on the YRBS survey.
4.3.1 Y2Y Peer Advocates will implement Y2Y programs including Sources of Strength, Good Drugs Gone Bad, Too Good For Drugs in Health classes and supporting Above the Influence (alternative activities) for BMHS students. During Advisory, BMHS Link Crew will mentor Freshman and advocate for connecting and making positive choices. A commitment from Youth2Youth4 Change is in place to continue sessions past the conclusion of the grant project, while Link Crew Advisors will be trained to expand capacity past the conclusion of the grant.

4.3.2 Y2Y Peer Advocates will implement Y2Y programs including Sources of Strength, Good Drugs Gone Bad, Too Good For Drugs in teen parent classes at Head Start and supporting Above the Influence (alternative activities) for Head Start teen mothers.

4.3.2 Y2Y will provide peer advocates, while Youth2Youth 4 Chagane administration and Head Start will support scheduling, training, implementation, and guidance.

4.3.1a Number of peer advocates
4.3.1b Number of participants
4.3.1c Number of lessons – contact
4.3.1d Y2Y Reflection Evaluation

4.3.2a Number of trainings at Head Start
4.3.2b Number of youth trained
4.3.2c Y2Y Reflection Evaluation

4.3 The percentage of 9th grade BMHS students who report smoking marijuana on one or more occasions during the past 30 days will decrease 12% (to 17% of the students) by June 15, 2017.

4.3 The percentage of 9th grade BMHS students who report smoking marijuana on one or more occasions during the past 30 days will decrease 12% (to 17% of the students) by June 15, 2017 as measured on the YRBS survey.

4.4 The percentage of 11th grade BMHS students who report smoking marijuana on one or more occasions during the past 30 days will decrease 12% (to 17% of the students) by June 15, 2017.

4.4.1 Train Youth2Youth staff as trainers for Sources of Strength and train upper class students as Y2Y peer advocates.

4.4.1 Y2Y staff will organize staff trainings in Sources of Strength and staff will train peer advocates.

4.4.1a Number of staff certified as Sources of Strength Trainers
4.4.1b Number of youth trained as peer advocates
4.5.1 Implementation of SBIRT process at the middle and high school level to address prevention, early intervention, and treatment.

4.5.1a Number of staff trained
4.5.1b Number of youth involved in the services
4.5.1c Number of AODA meetings
4.5.1d Staff survey

4.5.2 Form PLCs to develop plans to sustain SBIRT and increase capacity to provide brief intervention as the grand ends.

4.5.2a Number of meetings
4.5.2b Number of staff attending
4.5.2c Exit Survey/Interview

4.5.3 Develop relationship and utilization of MOU with Fresh Start and SBIRT supports.

4.5.3a Number of students from Even Start that YDC supports through SBIRT and followthrough

4.5.4 Review and revise AODA policy to incorporate SBIRT, by being referred to in policy this will strengthen the continued utilization of SBIRT pass the conclusion of the grant.

4.5.4a Revised policy

The Environmental Scan discussion showed the need for an updated evidence-based screening and intervention program.

4.6 The SDB will train 60% of secondary Principals along with security staff at the intermediate and high levels in DITEP by September, 2017.

4.6.1 Training and implementation of DITEP to address early and accurate detection of students under the influence and the flow of students in need, to SBIRT.

4.6.1a Number of people trained
4.6.1b Number of referrals to SBIRT

4.5. The SDB will fully implement with fidelity Screening, Brief Intervention, Referral to Treatment (SBIRT) process by September 30, 2017.

4.6.1 The SDB will train 60% of Administrators along with security staff at the intermediate and high levels in DITEP by September, 2017 as measured by the SDB Youth Development Coordinator’s Yearly Report.

Through continued Environmental Scan discussion, a gap in the level of competency for detecting students under the influence was found, which impedes the flow of students in need of SBIRT.

4.6.1 SDB will offer trainings in DITEP, Youth2Youth 4 Change will support trainings, All CMT Partners will be able to participate, principals and security staff will attend trainings.
I. BASIC INFORMATION

Topic or Concern: Employment Actions - Exhibit A - November 8, 2016

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

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

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

My report is for: Action

II. TOPICAL INFORMATION

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

Employment recommendation.

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

Information to support legal action as required by Wisconsin statutes.

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

Comply with legal requirements and Wisconsin statutes.

D. What are your conclusions?

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

MOTION: The Board of Education approves the employment recommendations recommended by the Policy/Personnel Committee which meets the needs of district to ensure quality education to all students within the district's budgetary guidelines.

I propose using an existing budget

Long Term Committed Funds? Yes, indefinite

BUDGET LOCATION: all areas - payroll

FISCAL IMPACT: As indicated on report sheet.
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Position</th>
<th>Effective Date</th>
<th>FTE</th>
<th>Notes</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Devonte Leggett</td>
<td>McNeel</td>
<td>Permanent Building Sub Teacher</td>
<td>10/31/2016</td>
<td>100%</td>
<td>was special ed para</td>
<td>110.00 per day</td>
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<tr>
<td>Thomas Kearney</td>
<td>Gaston</td>
<td>Math interventionist</td>
<td>11/10/2016</td>
<td></td>
<td>time carded</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>resignation</td>
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</tr>
</tbody>
</table>

Dr. Thomas Johnson, Superintendent
Jamie Merath, Executive Director Business Svcs
Deetra Sallis, Executive Director Human Resources
NOTICE OF MEETING

SCHOOL DISTRICT OF BELOIT
(E)Quality Committee

Date: Monday, November 14, 2016
Time: 4:00 p.m.
Location: KOLAK EDUCATION CENTER –Boardroom
The Roosevelt Building
1633 Keeler Avenue
Beloit, WI 53511

AGENDA

I. Call to Order

II. Review of previous minutes

III. MEO Representatives Updates

IV. Equity Plan Updates- Dr. Williams

V. Teacher Recognition Gala

VI. Announcements

VII. Adjournment

Posted: November 4, 2016