



**SCHOOL BOARD WORKSHOP**  
**5000 South 116<sup>th</sup> Street, Greenfield, WI 53228 – Community/Board Room**  
**Monday, November 13, 2017**  
**6:30pm**

**AGENDA**

1. Call to Order, Verify Compliance with Open Meetings Law Notification, and Adoption of Agenda
2. Pledge to the Flag
3. DISCUSSION
  - a. Facilities survey results – referendum consideration (*Bray Architects*)
    - i. Discuss target range for total referendum dollar amount based on survey results
    - ii. Discuss which building(s) the referendum should focus on
    - iii. Review conceptual/hypothetical Hales Corners Elementary first phase options
    - iv. Begin building hypothetical referendum in the form of buildings and areas of investment with macro level cost allocations
    - v. Review/discuss next steps
4. DISCUSSION/FUTURE ACTION
  - a. High School Schedule changes
  - b. Work based learning (High School)
  - c. Teacher Post-Retirement Benefits (*Mike Williamson*)
5. Motion to adjourn to closed session pursuant to WI.Statute 19.85 (1)(c) & (e) to discuss:
  - a. Retirement of a specific staff member
  - b. Contract with Bray Architects
6. Motion to reconvene to open session and take potential action on closed session item
7. Motion to adjourn

*Public comment will be accepted after the conclusion of each discussion item. Comments are limited to current agenda items. Anyone having a legitimate interest in an agenda item may participate. Attendees must register their intention to speak upon their arrival at the meeting. Participants will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate. Each statement made by a participant shall be limited to three (3) minutes unless extended by the Board President. No participant may speak more than once on the same topic. Comments are to be directed to the Board; no person may address or question Board members individually. The Board respectfully asks that comments remain focused on the issues but not on specific personnel, as personnel is handled through other avenues.*

**\*\*Any person or group wishing to have an item considered for the agenda shall submit their request to the Superintendent no later than fourteen (14) calendar days prior to the meeting.**

This meeting is a meeting of the Board of Education in public for the purpose of conducting School District business and is not to be considered a public community meeting. Please be aware that the Board of Education cannot discuss nor debate items not on the agenda.

*\*19.85(1) Any meeting of a governmental body, upon motion duly made and carried, may be convened in closed session under one or more of the exemptions provided in this section. The motion shall be carried by a majority vote in such manner that the vote of each member is ascertained and recorded in the minutes. No motion to convene in closed session may be adopted unless the chief presiding officer announces to those present at the meeting at which such motion is made, the nature of the business to be considered at such closed session, and the specific exemption or exemptions under this subsection by which such closed session is claimed to be authorized. Such announcement shall become part of the record of the meeting. No business may be taken up at any closed session except that which relates to matters contained in the chief presiding officer's announcement of the closed session. (c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. (e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.*

**Date:** November 9, 2017

**To:** Whitnall School Board

Discussion Item Only

**From:** Charles Tollefsen

Discussion Item and Future Action Item

**Subject:** Whitnall High School Master Schedule

Action Item

Attachments Included

**Board Consideration or Action:** Approve modifications of master schedule support and offerings to provide better opportunity to students and families so that students are prepared for college and careers.

**Reason for Consideration or Action:** The schedule of a school should not only be something that assigns students and teachers to classes, create lunch times, and planning periods for teachers. A change in the master schedule can provide better opportunity for students to be successful post-secondary.

**Background/Reference:** The schedule of a school should not only be something that assigns students and teachers to classes, create lunch times, and planning periods for teachers; it should be a tool or resource to:  
enhance student achievement,  
improve instruction,  
stimulate instructional creativity of teachers,  
improve the climate, culture and morale of the school,  
and stimulate a students’ involvement.

Based on school academic data and teacher anecdotal information, we see the need to look at our schedule to make modifications to address several of the components listed above. Data has been collected from stakeholders (parents, teachers and students) to learn more about our current schedule and parts that appear to work well and parts that need to be adjusted. Components of the schedule are analyzed below to demonstrate parts that should be reviewed for potential change.

Current Zero Hour usage -  
This is a period of time (7:00am-7:40am) that allows for students to get extra help from teachers, make up a test/quiz, and for clubs and activities to meet. On average each teacher has 1-2 students who attend a zero hour daily for academic support. Some of these students are mandated to attend due to current academic status. The number of students who use the zero hour time voluntarily is minimal. 45% of students surveyed did not attend Zero hour at all, and 27% of students attend 1 day per week at most. Over 50% of students respond that they attend Zero hour for club or other activities. Comments indicate that the primary reasons other than academic support for attending zero hour are club meetings, to eat breakfast, or because the student rides the bus. Students who ride the bus must attend zero hour and either need to be with a teacher, or in a large group setting such as the cafeteria or Library. Zero hour academic support is in direct conflict with the breakfast program for students, of which approximately 20% of students who attend Zero hour utilize. Zero hour begins at 7:00am. 40% of students indicate that they arrive at school before the start of Zero hour. 60% arrive after the start of zero hour. 58% of students indicate that they are able to get extra help

during a different time from Zero hour.

#### Study hall / open campus usage -

Currently approximately  $\frac{1}{3}$  of students at Whitnall take a study hall for at least 1 semester. 80% of seniors have an open campus release for one class period. About half of the senior class have both an open campus and a study hall. In the graduating class of 2018 approximately 25% of students will graduate with only the minimum number of credits (24). Approximately 40% of seniors will have one credit more than required for graduation (25).

#### Social and Emotional Support -

Our students express a need and desire of social and emotional support from the school. The majority of this support can be obtained through strong relationships with teachers. However, students report attitudes significantly below the national average teacher student relationships:

“Most teachers are interested in students' well-being” WHS ~76% Nationally ~96%

“Most of my teachers really listen to what I have to say” WHS ~70% Nationally ~85%

“If I need extra help, I will receive it from my teachers” WHS ~ 82% Nationally ~97%

On this same survey however, our students response to: “Students get along well with most teachers” to be nearly the same as the national average, WHS ~83% Nationally ~87%

#### College Observed Practices -

From a panel discussion with area college admission counselors, colleges are looking for students who have taken rigorous courses and who have surpassed minimum course credit requirements. Colleges during the application process will analyze the transcript and revalue weighted courses based on a 4.0 scale. Audited classes and AP classes without the corresponding exam score, can paint a negative picture for the college. Colleges expect that students take full coursework that is rigorous. Additionally, colleges no longer use class rank as a measure. Class rank is not transferable when comparing a graduating class of 200 versus a different school with more or fewer students. Some students select a schedule, taking minimum number of non-weighted elective courses, auditing a course annually, and take the minimum number of graduation credits to boost their GPA and rank. This practice can be detrimental to an applicant in the eyes of some colleges.

#### Intervention, Enrichment, Prevention -

Our current schedule does not have space for students who are in need of a formal intervention. Students must be pulled out of an elective course to be in an intervention for reading. Additionally, students who are gifted have limited opportunity for enrichment, with primary gifted services of course / grade acceleration. Lastly, the Zero hour can work as a prevention period for students in jeopardy of failure however, only 43 students for the month of October were assigned a Zero hour spot. In the 12 days of attendance the 43 students had 106 absences. This means  $\frac{1}{3}$  of those required to be here each day were not present.

#### 3 lunches -

There are three lunches, with one lunch splitting a class period in half. The students with the split lunch start in class, have instruction for 25 minutes, transition to lunch and go back to the same class after lunch for another 25 minutes. Certain classes are exempt from the split lunch ie. lab science, PE, leaving certain subjects to have the split class yearly.

**Cost Factor:**

Currently for information review only. Possible solutions developed in the future may have cost considerations.

**Included in current budget?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**Explanation:**

**Date:** November 13, 2017

**To:** Whitnall School Board  Discussion Item Only

**From:** Administration  Discussion Item and Future Action Item

**Subject:** Update of Career Learning Experiences  Action Item

Attachments Included

**Board Consideration or Action:** Approve modifications of career learning experiences to provide a more comprehensive approach to career exploration and readiness

**Reason for Consideration or Action:** Current volunteering and work experience course options and opportunities need clarification to better align with programming and the Academic and Career Plans

**Background/Reference:** Attached are the current documents related to volunteering and work experience in the course guide and an overview to the revised options. The table allows students and parents to compare options.

Service Learning options are non-paid options for students who wish to explore relevant and meaningful experience in a variety of settings. Work-Based Learning Experiences are paid options and include local options in addition to those aligned with state programs.

Here is a summary of changes being proposed:

1. Volunteering course renamed to Service Learning
2. Service Learning can be taken for a maximum of .5 credit but can be repeated for no additional credit
3. Work Experience will be renamed to Internship
4. Students in Work Experience will be required to take the Employability Skills course concurrently
5. Employability Skills will be offered online (This course was previously entitled On the Job Training)

**Cost Factor:** Potential of additional teaching assignment(s) for Employability Skills course

**Included in current budget?** Yes \_\_\_\_\_ No \_\_\_\_\_

**Explanation:**

## Overview

### Career Learning Experiences

The Whitnall School District believes that students should be provided the opportunity to be exposed to a variety of careers and workplace settings in their journey to discover post-secondary career options. These career and service learning experiences provide opportunities for students to develop skills and dispositions for career and personal success. As part of their Academic and Career Plans, these experiences provide relevance and hands-on learning to develop their post-secondary education alternatives.

These career and service learning experiences include both paid and non-paid options and range from exposure to a more immersive experience. The time commitment, credits, and prerequisites vary for different options. Some experiences may qualify students for state certificates and/or industry credentials. The chart at the end of the section provides a summary of the options.

#### Service Learning Experiences

Service learning is for students who wish to be actively involved in school- or community- based volunteer experiences. By participating in service learning students will develop their knowledge, skills, and talents by engaging in real world, hands-on, and meaningful service experiences. Service learning opportunities may include volunteering at schools, healthcare facilities, daycare centers, animal shelters, or other community-based organizations. Service learning experiences earn .5 credit for one semester and can be repeated but for no additional credits. Examples include classroom aide, school service aide, and student IT help desk.

#### Work-Based Learning Experiences

Work-based learning is for students who wish to use a paid work experience in conjunction with coursework to develop workplace skills and competencies. These experiences will allow students to develop a mentorship relationship with professionals. An internship will allow students to experience a broader experience within a range of careers and workplace settings whereas a co-op and youth apprenticeship provide a more focused work experience within specific fields and careers in which a student has an interest.

#### Additional Options

GPS Partnership (part of Youth Apprenticeships)  
Youth Options  
Consortium Classes

CHARACTERISTICS	SERVICE LEARNING	INTERNSHIP AND CO-OP	YOUTH APPRENTICESHIP
<b>Objective</b>	Explore different careers and work environments.	<b>Internship:</b> Provides an initial exposure to the world of work <b>Co-op:</b> Provides a work experience aligned with a student's career interests. Can lead to state certification in qualified areas.	DWD program that supports the development of desired skills aligned to a student's career interests. Leads to industry certification in qualified areas.
<b>Eligibility</b>	Grades 10-12	Work permit <b>Internship:</b> Grades 11-12 <b>Co-op:</b> Grades 11-12	Work permit Grades 11-12
<b>Paid/Unpaid</b>	Unpaid	Paid	Paid
<b>Required Work Hours</b>	75 per semester Submission of verified hours (signed and dated by supervisor)	Submission of bi-weekly timesheets (signed and dated by supervisor) <b>Co-op:</b> 240 hours (In-district credit) 480 hours (State Certificate)	450 hours in 1 year 900 hours in 2 years
<b>Prerequisite Coursework</b>	N/A	<b>Internship:</b> None <b>Co-op:</b> Related 1.0 credit in content area	Related 1.0 credit in content area
<b>Concurrent Coursework</b>	A 2-3 page reflection paper	Employability Skills	Employability Skills (Year 1)
<b>Semester/year</b>	Semester	<b>Internship:</b> Semester <b>Co-op:</b> Year	Year
<b>High School Credit</b>	0.5 credits per semester Repeated for no credit	<b>Internship:</b> 0.5 credits per semester <b>Co-op:</b> 1.0 or 2.0 credits per year	1.0 or 2.0 credits per year
<b>Release time</b>	With school permission	Yes	Yes
<b>Transportation</b>	Student/Parent	Student/Parent	Student/Parent
<b>Graded/ungraded</b>	Pass/Fail	<b>Internship:</b> Pass/Fail <b>Co-op:</b> Graded	Graded
<b>Postsecondary Credit</b>	None	Possible	Possible
<b>Certificate Program</b>	N/A	<b>Internship:</b> DPI Certificate in Employability Skills <b>Co-op:</b> DPI Certificate in Skills Standards Program	DWD State Youth Apprenticeship Certificate
<b>Additional Workforce Credentials</b>	N/A	Possible	Possible
<b>Supervised by</b>	Counselor Service Learning Coordinator	Employability Skills teacher Employer	Employability Skills teacher Apprenticeship Coordinator Employer
<b>Content areas</b>	Any content area. Recommended before Internship or Youth Apprenticeship placements.	<b>Internship:</b> Any work experience may qualify <b>Co-op:</b> Business, Childcare, Culinary, Marketing, TEE	Youth Apprenticeship Programs (YAP) may be available in the 16 career cluster areas

principles and strategies, entrepreneurship, and product/service planning & development and retail management. Students will have the opportunity to manage the school store.

This course is highly recommended for those students who are college bound with a career interest in marketing, finance and management or those who have a desire to own and operate their own business. A variety of teaching methods will be utilized throughout the duration of this year long course. Course objectives would be satisfied by group projects, individual seminars and projects, and marketing case analysis.

### **EVENT MARKETING**

**Course #2490**

**Semester Course ~ 1/2 credit**

Event Marketing provides students with an exciting venue to learn about the fascinating areas of sports and entertainment marketing. Students will explore event planning, sponsorships, public image, endorsements, legal issues, recreation marketing and the entertainment industry. These venues will be used to cover the basic foundations and principles of marketing. Projects and simulations will be used to bring this subject to life.

Click on the link to watch a movie about this course. [LINK](#)

### **COOPERATIVE EDUCATION/SKILLS FOR THE WORKPLACE AND CAREERS**

**Credit: 1.0 (Classroom Instruction)**

**Course# 2411Y**

**Year Course ~ 1 credit**

\*\*Dual enrollment in "on the job" credit ~ additional 1.0 job credit for year

**Course# 2411Y**

Course is designed to help students gain knowledge and confidence as they prepare for the post secondary setting.

Students will identify and develop an understanding of individual foundation skills and workplace competencies necessary for future success.

*This course is required for dual enrollment in the Cooperative Education (Co-op) and on-the-job program.*

#### **\*\*On the Job Credit Summary**

**Prerequisite:** Enrollment in Cooperative Education Skills for the Workplace and Careers Class

A school supervised work-based program designed for students who wish to complete the State of Wisconsin Employability Skills Certificate. Students are required to obtain a paid part-time employment position, develop a career plan, complete a minimum of 180 hours of paid employment, demonstrate competency of the identified employability skills through on-the-job evaluations and the Skills for the Workplace and Careers classroom instruction. If needed, work hours can be completed during the school year and additional hours during the summer.



# Guidance

 Search this site

## Navigation

- ▼ Curriculum Guide
  - Advanced Placement
  - Adding/Withdra... Placement Appeal
  - Auditing
  - Youth Options
  - ▶ Educational Plan
    - National Honor Society
    - NCAA
  - ▶ Grading
  - ▶ Graduation Requirements
- ▼ Course Offerings
  - Art
  - Business & Marketing
  - English
  - Family & Consumer Science
  - Global Languages
  - Humanities
  - Internships**
  - Mathematics
  - Computer Science & Information Technology
  - Media Productions
  - Music
  - Physical Education/Health Science
  - Seminar Course Offerings
  - Social Studies
  - Special Education
  - Technical Education
  - Off Campus - MATC
  - Off Campus Consortium

[Course Offerings](#) >

## Internships

### **INTERNSHIP – FOR CREDIT OR PAY**

**Type of Internship:** **Tutoring Practicum With Special Needs Students**

**Who is Eligible:** High school students interested in working with students with special needs who participate in the job training program.

**Credit(s):** 1.0 per semester

**Course #:** 7665

**Time Commitment:** Hours 2-4 OR Hours 5-7 each semester

**Description:** The intern will work with Special Education staff, either 1:1 or in a small group, with students with developmental disabilities, monitoring and modeling various job tasks at locations within the school and neighboring community.

#### **Candidate Characteristics:**

- Good interpersonal skills
- Patience
- The ability to coach students without doing the task for the individual
- The ability to assist students to develop skills for employment and independent living.

#### **Other:**

Some of the internships include working with students with autism, intellectual disabilities, vision impairments, hearing impairments, alternative communicative devices, etc. The students, at times, may exhibit surprising and/or loud, disruptive behaviors at community outings or sites. Safety is a priority, and Special Education staff will be on-site to deal with these behaviors and situations.

The intern might have to transport him/herself to job sites.

---

### **INTERNSHIP – FOR CREDIT**

### **Type of Internship: Tutoring Practicum In Science**

**Who is Eligible:** A senior who has completed all Science course work at the honors level.

**Credit(s):** 1.0

**Course #: 7601**

**Time Commitment:** 1 period per day for the school year

**Description:** The intern's responsibilities will include laboratory preparation, maintenance of department plants and animals, technology applications, peer support, and some school forest assignments.

#### **Candidate Characteristics:**

- Above average technology skills
- Limited absences from school
- Good communication skills
- Demonstrates the ability to think critically and problem solve

**Other:** Science teachers will select student intern.

### **INTERNSHIP – FOR CREDIT**

#### **Type of Internship: Music Workplace Experience**

**Who is Eligible:** Juniors or seniors who have completed at least two years of high school music.

**Credit(s):** .5 credit

**Course #: 1921**

**Time Commitment:** One class period, 5 days per week, semester-long commitment

#### **Description:**

The intern will participate in one-on-one or small group teaching with instrumental groups, conduct small ensembles, and complete general tasks such as transposing instrumental parts, copying music or assisting with small instrument repairs.

#### **Candidate Characteristics:**

The intern must demonstrate:

- superior instrumental skills
- a strong understanding of music theory
- strong teaching and leadership skills

### **INTERNSHIP – PAY**

#### **Type of Internship: Custodial (Two Internships Available)**

**Who is Eligible:** Any qualified, motivated and entrepreneurial high school student.

**Pay:** \$9.00 an hour

**Course #: 7670**

**Time Commitment:** Part-time, flexible, up to 19 hours per week as needed during the school year. Hours for this position during the regular school year will be Monday-Thursday, 5:00-9:00 p.m. and Friday, 5:00-8:00 p.m. with the possibility of working some weekends. Daytime summer hours will also be available.

**Description:** Under the direction of the Head Custodian and in association with the Supervisor of Buildings and Grounds and the building administrator, the intern will help maintain the building in a clean, orderly and safe condition. Job priorities will include:

- Clean, disinfect, sanitize and maintain all aspects of all rooms, hallways, entrances and lavatories.
- Set up and take down furniture and equipment for activities, lunch programs and events.
- Cut and trim grass, edge walks, and drives and water and cultivate plantings.
- Salt and/or sand areas, as necessary.

**Essential Functions:** Clean classrooms, toilet rooms, offices, hallways, entrances and lunch rooms. Repair window shades, furniture, pencil sharpeners and other equipment and secure broken windows. Operation of power mowers, snow blowers and shoveling of snow. Strip, wax and seal floors. Set up and operate automatic scrubbing machines, rotary scrubbers/buffers, wet/dry vacuum cleaners, carpet extractor and shampooer. Machine scrub floors, spray buff floors and shampoo carpets.

**Candidate Characteristics:**

- Punctual, regular attendance.
- Prior work experience in similar part-time work.

**Other:**

The intern reports to the Head Custodian, Building and Grounds Supervisor and building Principals and works with building administrative staff, teachers, support staff and maintenance staff.

---

### **INTERNSHIP – FOR CREDIT**

**Type of Internship:** **Adaptive Physical Education**

**Who is Eligible:** Students who are interested in pursuing a career in special education, physical education, occupational therapy or other work involving children or adults with special needs.

**Credit(s):** .5 credits/graded class. Note: This credit does not count towards the 1.5 Physical Education credits required for graduation.

**Course #: 9570****Time Commitment:** 4<sup>th</sup> hour per semester**Description:** The intern will work one-on-one with a student with special needs on a daily basis in a physical education setting. The intern will research the special needs of his/her assigned student, set goals, create workouts, assess progress, and determine the student's fitness level three times over the semester. Some classes will be in the pool with their student.**Candidate Characteristics:**

- Good interpersonal skills
- Patience
- The ability to coach students without doing the task for the individual.

---

**INTERNSHIP – FOR CREDIT****Type of Internship:** **Information Technology - Help Desk****Who is Eligible:** Students that have attained sophomore status or higher. Preference will be given to upperclassmen.**Credit(s):** .5 or 1.0 (offered as either a semester or yearly internship)**Course #:** 6670**Time Commitment:** 1 period per day per semester or for the entire school year**Description:** The intern's responsibilities will include general information technology training, skills and customer service.**Candidate Characteristics:**

- Above average technology skills
- Limited absences from school
- Good communication skills
- Demonstrates the ability to think critically and work independently
- Ability to lift 25 lbs or more

**Other:** Members of the technology department will aide in intern selection.**Comments**

You do not have permission to add comments.





# Guidance

## Navigation

- ▼ Curriculum Guide
  - Advanced Placement
  - Adding/Withdra... Placement Appeal
  - Auditing
  - Youth Options
  - ▶ Educational Plan
    - National Honor Society
    - NCAA
  - ▶ Grading
  - ▶ Graduation Requirements
- ▼ Course Offerings
  - Art
  - Business & Marketing
  - English
  - Family & Consumer Science**
  - Global Languages
  - Humanities
  - Internships
  - Mathematics
  - Computer Science & Information Technology
  - Media Productions
  - Music
  - Physical Education/Health Science
  - Seminar Course Offerings
  - Social Studies
  - Special Education
  - Technical Education
  - Off Campus - MATC
  - Off Campus Consortium

[Curriculum Guide](#) >

## Family & Consumer Science

### HUMAN DEVELOPMENT: The Early Years Course #5220 Semester Course

Students will explore the early years of children's growth and development. As the students understand the physical, intellectual, social and emotional characteristics of each developmental stage, they will build confidence in caring for children more effectively.

(This course is required for acceptance into the Assistant Child Care Co-op Program.)

[Click on the link to watch a movie about this course.](#) [LINK](#)

### CHILD GUIDANCE Course #5340 Semester Course

Knowledge and understanding of how young children grow and develop is the foundation for success in working with children — whether in the home or classroom. Child Guidance includes an overview of the physical, intellectual, social and emotional characteristics of young children taught in Human Development. Students strengthen that foundation by learning practical techniques for guiding children through the developmental stages and how to create a safe, healthy learning environment that will provide experiences that build enthusiasm for learning.

[Click on the link to watch a movie about this course.](#) [LINK](#)

### VOLUNTEERING COMMUNITY SERVICE Course #5451/52 Semester or Year Course

Students will select a volunteer station of their choice or one offered by the instructor. The student agrees to work 75 hours a semester, which is the equivalent of one semester class. The supervising teacher will make evaluation with input from the agency or institution chosen to serve.

Volunteering students will receive a pass/fail grade and ½ credit for a semester. Students are limited to 1 credit of volunteering throughout high school.

<b>Date:</b>	November 13, 2017	<input type="checkbox"/>	Discussion Item Only
<b>To:</b>	Whitnall School Board	<input checked="" type="checkbox"/>	Discussion Item and Future Action Item
<b>From:</b>	Michael Williamson, Director of Business Services	<input type="checkbox"/>	Action Item
<b>Subject:</b>	Employee Handbook Language - Retirement	<input type="checkbox"/>	Attachments Included

**Board Consideration or Action:** Recommendation to approve an educator retirement benefit for 2017-2018 and 2018-2019.

**Reason for Consideration or Action:** Any retirement benefit must be approved by the Board of Education

**Background/Reference:** The Personnel Committee met on October 30, 2017 to discuss the current Employee Handbook Language for 2017-2018 educator retirement which states, “The Board will decide whether or not to grant post-retirement benefits on an annual basis.” The following plan was created, discussed, and approved to be presented to the entire Board for discussion and potential action.

Local Criteria: 20 years of local experience and 55 years old prior to June 30, 2019.  
HRA Benefit: \$20,000 paid out in \$5,000 over the course of four years

The Committee discussed that there will be no benefit offered after the 2018-2019 school year and the Employee Handbook language would reflect this change upon the approval of a new Employee Handbook in 2018-2019.

For those who are eligible for the benefit, a signed letter will be provided to the employee as well as placed in their personnel file should the action be approved. The benefit will be provided to those employees who meet the local criteria prior June 30, 2019 but may retire from the district at any point after they’ve met the criteria and still receive the benefit.

**Changes Since the Committee of the Whole:**

**Cost Factor:** Included in current budget? Yes  No