

WHITNALL SCHOOL DISTRICT



SCHOOL BOARD MEETING

5000 South 116th Street, Greenfield, WI 53228 – Hales Corners Elementary Cafeteria

Monday, November 27, 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. Comments from the Audience Regarding Agenda Items:
Per policy 0167.3 this is the only time public participation is permitted. 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 are to preface their comments by announcing their name and address; and group affiliation when appropriate. Comments are limited to three (3) minutes unless extended by the Board President, and 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. 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.
4. GIFTS/DONATIONS, RECOGNITION, STUDENT & STAFF SPOTLIGHT
 - a. Milwaukee Area Cargill Cares Donation
 - b. School District of Greenfield Donation
 - c. WHS Student Senate Report
5. CONSENT AGENDA
 - a. Approval of November Vouchers
 - b. Approval of October 23 and November 13, 2017 School Board minutes
 - c. Acceptance of Donations
6. ACTION ITEMS
 - a. WHS – Revised Career Learning Options
 - b. Employee Handbook Language - Retirement
7. REPORTS
 - a. Superintendent's Report (*Lisa Olson*)
 - i. Monthly Update of District Goals
 - ii. Facilities Planning (see below)
 - iii. Strategic Planning
 - b. SWSA Report (*Quin Brunette*)
8. DISCUSSION
 - a. Facilities and Referendum Planning – Bray Architects
 - b. BOE Protocols
 - i. Meeting Protocols & Meeting Debrief Options
 - ii. Board Operating Guidelines
 - iii. Board Governance
9. Tour of HCE Facilities
10. Items for Future Consideration (*no discussion or action will be taken at this meeting on these items*)
11. Board Member Announcements (*no discussion or action will be taken*)
12. Motion to adjourn to closed session pursuant to WI.Statute 19.85(1)(c) to discuss Retirement of a staff member
13. Motion to reconvene to open session to take potential action on closed session item
14. Motion to adjourn

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. There is a time for public participation during the meeting as indicated on the agenda. 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.**

PREPAID VOUCHERS & VOUCHERS PAYABLE

October 16, 2017 – November 17, 2017

PREPAID VOUCHERS

Check No.	51320 - 51665	GENERAL FUND	719,478.13
	71617 - 71647	AGENCY FUND	23,326.85

VOUCHERS PAYABLE

Check No.	51666 – 51779	GENERAL FUND	336,644.96
	71648 – 71667	AGENCY FUND	20,097.51

WHITNALL SCHOOL DISTRICT



School Board Meeting
Monday, October 23, 2017
Community / Board Room

MINUTES

Board Members Present: LuAnn Bird, Quin Brunette, Jonathan Cagle, Jon Jones, Stephanie Richter, Kevin Stachowiak, Nancy Zaborowski

Administration Present: Lisa Olson, Mike Williamson

Verification of Meeting Notice and Adoption of Agenda

Board Members affirmed they received proper notification and adopted the agenda as presented. Meeting called to order at 6:30pm

Comments from the Audience Regarding Agenda Items

None

GIFTS/DONATIONS, RECOGNITIONS, STUDENT & STAFF SPOTLIGHT

- a. School Board Quin Brunette & LuAnn Bird; WASB recognition

CONSENT AGENDA

- a. Approval of October voucher/vouchers payable
- b. Approval of September 25 and October 9, 2017 School Board meeting minutes
- c. Approval of Youth Options requests

Jonathan Cagle asked if anyone wanted to remove an item from the consent agenda. Stephanie Richter request item "c" be removed.

Motion by Kevin Stachowiak and second by Jon Jones to approve items "a & b" of the consent agenda. Voice vote; Motion carried 7-0.

Item c:

Stephanie Richter abstained

Motion by Kevin Stachowiak and second by Jon Jones to approve item "c" of the consent agenda. Voice vote; Motion carried 6-0-1.

ACTION ITEMS

2017-18 Tax Levy

Motion by Nancy Zaborowski and second by Kevin Stachowiak to approve the 2017-18 Tax Levy. Voice vote; Motion carried 7-0.

2017-18 Original Budget

Motion by Kevin Stachowiak and second by Quin Brunette to approve the 2017-18 Original Budget. Voice vote; Motion carried 7-0.

Resolution Authorizing Temporary Borrowing

Motion by Quin Brunette and second by Nancy Zaborowski to approve the Resolution Authorizing Temporary Borrowing in Amount not to Exceed \$3,250,000 Pursuant to Section 67.12 (8)(a)1, WI.Stats. Voice vote; Motion carried 7-0.

REPORTS

Superintendent Report

Monthly Update of District Goals

Facilities Planning

Strategic Planning

Items for future consideration

- None

Board Member Announcements

- LuAnn Bird commented on the new newsletter, it is visually appealing and the pictures are stunning.

Motion by Quin Brunette and second by Nancy Zaborowski to adjourn to closed session pursuant to WI.Statute 19.85 (1)(e) to discuss a contract with Bray Architects.

Roll call vote: Yes- Bird, Brunette, Cagle, Jones, Richter, Stachowiak, Zaborowski; No-none; Abstain-none. Motion carried 7-0.

Convene into closed session at 7:04pm

Motion by Jon Jones and second by Quin Brunette to reconvene back into open session to take possible action on closed session items.

Roll call vote: Yes-Bird, Brunette, Cagle, Jones, Richter, Stachowiak, Zaborowski; No-none; Abstain-none. Motion carried 7-0.

Motion by Kevin Stachowiak and second by Jon Jones to adjourn. Voice vote; Motion carried 7-0.

Meeting adjourned at 7:48pm

Respectfully submitted,

Kevin Stachowiak, School Board Clerk

Jonathan Cagle, School Board President

WHITNALL SCHOOL DISTRICT



School Board Meeting
Monday, November 13, 2017
Community Board Room

MINUTES

Board Members Present: LuAnn Bird, Quin Brunette, Jonathan Cagle, Jon Jones, Stephanie Richter, Kevin Stachowiak, Nancy Zaborowski

Administration Present: Lisa Olson, Mike Williamson, Jackie Winter, Lynn LeRoy, Charles Tollefsen, Laura Jennaro, Chris D'Acquisto, Lori Komars, Todd Iverson, Chris Comp

Verification of Meeting Notice and Adoption of Agenda

Board Members affirmed they received proper notification and adopted the agenda as presented. Meeting called to order at 6:30pm

DISCUSSION

Facilities survey results – referendum consideration (*Bray Architects*)

- Discuss target range for total referendum dollar amount based on survey results
- Discuss which building(s) the referendum should focus on
- Review conceptual/hypothetical Hales Corners Elementary first phase options
- Begin building hypothetical referendum in the form of buildings and areas of investment with macro level cost allocations
- Review/discuss next steps
- Public Comment

DISCUSSION/FUTURE ACTION

High School Schedule - changes (*Charles Tollefsen*)

Work based Learning- High School (*Lisa Olson/Charles Tollefsen*)

Teacher Post-Retirement Benefits (*Mike Williamson*)

- Public Comment

Motion by Jon Jones and second by Quin Brunette 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**

Roll call vote: Yes- Bird, Brunette, Cagle, Jones, Richter, Stachowiak, Zaborowski; No-none; Abstain-none. Motion carried 7-0

Convene into closed session at 9:15pm

Motion by Jon Jones and second by Kevin Stachowiak to reconvene back into open session to take possible action on closed session items.

Roll call vote: Yes-Bird, Brunette, Cagle, Jones, Richter, Stachowiak, Zaborowski; No-none; Abstain-non. Motion carried 7-0.

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Motion by Nancy Zaborowski and second by Quin Brunette to adjourn. Voice vote; Motion carried 7-0.

Meeting adjourned at 9:48pm

Respectfully submitted,

Kevin Stachowiak, School Board Clerk

Jonathan Cagle, School Board President

Date: November 27, 2017
To: Whitnall School Board _____
From: Administration _____
Subject: Donations _____ **Action Item (over \$1,000 on Consent
X Agenda)**

Board Consideration or Action: According to Policy 720: All gifts, grants, or bequests that are accepted will be acknowledged by the Board at a Board meeting. Gifts, grants, and bequests with a value of \$1,000 or more must be presented to the Board for consideration of acceptance. Gifts, grants, and bequests with a value less than \$1,000 must be presented to the Superintendent for consideration of acceptance. The below listed donations have been received. Any donation with a value of \$1,000 or more will appear on the consent agenda for acceptance by the board.

4a: Milwaukee Area Cargill Cares Donation Approval of donation from Cargill to the WMS robotics club in the amount of \$2910.

WMS robotics had two teams this year participating in the First Lego League. The cost per team for registration is \$225. Teams must also purchase a playing field with mission models that is put out from Lego education each year, \$75 each. Each team must then register for the Wisconsin FLL tournaments \$150 per team. Teams also create a presentation on a research project each year and need to purchase supplies to those presentations.

Cargill also asked for the team’s wish lists. The teams would benefit greatly from additional robot kits so that they can test several robot designs and programs at the same time. They also would like a second playing field to test on since we currently have one field and two teams.

Cargill has also volunteered to assist with future fundraising efforts and have discussed hosting a cookout.

The donation will also allow for immediate team registration and ordering of the Field kit for next season.

4b: School District of Greenfield Donation (\$1,000) During the summer of 2016, and part of the 2016-17 school year Greenfield School District used some of Whitnall’s athletic facilities, primarily the ball fields. This occurred this while they were conducting construction projects. The \$1,000 is an after the fact in-kind donation, there was no contract or monetary agreement for their use of our facilities.

Date: November 27, 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
Objective	Explore different careers and work environments.	Internship: Provides an initial exposure to the world of work Co-op: 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.
Eligibility	Grades 10-12	Work permit Internship: Grades 11-12 Co-op: Grades 11-12	Work permit Grades 11-12
Paid/Unpaid	Unpaid	Paid	Paid
Required Work Hours	75 per semester Submission of verified hours (signed and dated by supervisor)	Submission of bi-weekly timesheets (signed and dated by supervisor) Co-op: 240 hours (In-district credit) 480 hours (State Certificate)	450 hours in 1 year 900 hours in 2 years
Prerequisite Coursework	N/A	Internship: None Co-op: Related 1.0 credit in content area	Related 1.0 credit in content area
Concurrent Coursework	A 2-3 page reflection paper	Employability Skills	Employability Skills (Year 1)
Semester/year	Semester	Internship: Semester Co-op: Year	Year
High School Credit	0.5 credits per semester Repeated for no credit	Internship: 0.5 credits per semester Co-op: 1.0 or 2.0 credits per year	1.0 or 2.0 credits per year
Release time	With school permission	Yes	Yes
Transportation	Student/Parent	Student/Parent	Student/Parent
Graded/ungraded	Pass/Fail	Internship: Pass/Fail Co-op: Graded	Graded
Postsecondary Credit	None	Possible	Possible
Certificate Program	N/A	Internship: DPI Certificate in Employability Skills Co-op: DPI Certificate in Skills Standards Program	DWD State Youth Apprenticeship Certificate
Additional Workforce Credentials	N/A	Possible	Possible
Supervised by	Counselor Service Learning Coordinator	Employability Skills teacher Employer	Employability Skills teacher Apprenticeship Coordinator Employer
Content areas	Any content area. Recommended before Internship or Youth Apprenticeship placements.	Internship: Any work experience may qualify Co-op: 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.



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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:** 4th 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

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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.

Date:	November 27, 2017	<input type="checkbox"/>	Discussion Item Only
To:	Whitnall School Board	<input type="checkbox"/>	Discussion Item and Future Action Item
From:	Michael Williamson, Director of Business Services	<input checked="" type="checkbox"/>	Action Item
Subject:	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

Policy Type: Board Guidelines

Meeting Protocols

1. Best interest of the children always comes first
2. Come to meetings adequately prepared
3. Communicate openly and actively in discussion and dialogue to avoid surprises
4. Practice respectful behaviors
5. Attack the problem, not the person
6. Agree to disagree (but do it agreeably)
7. Speak only when recognized
8. Everyone will have the chance to speak before a member can speak again
9. Do not interrupt each other or repeat what has already been said
10. Encourage balanced participation of all members
11. Support the president's efforts to facilitate an orderly meeting
12. Do not "play to the audience" or monopolize the discussion
13. Support the board's vote and move on
14. Keep closed session totally confidential

Created: 10/16/17

Adopted:

Revised:

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually

Policy Type: Governing Culture

Board Protocols

1. Children's interests come first. The board will represent the needs and interests of all the children in our district.
2. Don't spring surprises on other board members or the superintendent at a board meeting. Communication between staff and the board is encouraged as long as it follows board policy. The leadership team recognizes that good, timely, open, and constant communication regarding school district issues is extremely important. We will strive to anticipate issues which may become important or are sensitive to our school district and district stakeholders.
3. Follow the chain of command. The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the board president and superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.
4. Own the collective decision making process. The leadership team will support decisions made by the board and/or the administrative team once a decision is made. We will support the majority decision(s).
5. Exemplify the governance role. The leadership team (board and superintendent) will support the policies our district currently has in place. We will maintain and apply district policies consistently while being cognizant of and recognizing the potential uniqueness of any given situation.
6. Annually conduct a self-assessment/evaluation. The board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or leaks of confidential information.
7. The board will set clear goals for themselves and the superintendent. The board and superintendent will set clear goals for the District.
8. Board acts only as a body. Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board president will communicate the position(s) of the board on controversial issues. When board members serve on various school committees their role shall be defined by the board as silent observer or active participant.
9. Conduct at a board meeting is very important. We desire to have a legacy of a well functioning, effective board. We agree to avoid words and actions that create a

negative impression on an individual, the board or the district. We will be open minded and willing to “deeply listen” to all speakers/presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot, but will assure any individual(s) that the school district will follow-up.

10. Avoid marathon board meetings. To be efficient and effective, long board meetings must be avoided. Points are to be made in as few words as possible; speeches at board meetings will be minimal. If a board member believes s/he doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting.
11. Practice efficient decision-making. Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.
12. Speak to agenda issues. The board will not play to the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.
13. Closed sessions will be held only for appropriate subjects. Closed sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.

Created: 10/16/17

Adopted:

Revised:

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually

Policy Type: Governing Culture

Process for Addressing Board Member Violations

The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies. The Board recognizes that its failure to deal with deliberate or continuing violations of its policies risks the loss of confidence in the Board's ability to govern effectively. Therefore, in the event of a member's mistaken, willful and/or continuing violation of policy, the Board ordinarily will address the issue by the following process:

1. Conversation in a private setting between the member considered to be in violation and the Board president or other individual member;
2. Discussion in a private session between the member considered to be in violation and the full Board;
3. Possible removal by the Board from any leadership or committee positions to which the offending member has been appointed or elected;
4. Censure of the offending member of the Board as a means of separating the Board's focus and intent from those of the offending member.

Created: 10/16/17

Adopted:

Revised:

Monitoring Method: Board self-assessment

Monitoring Frequency: Annually