

# Phillips Board of Education Regular Board Meeting

Monday, June 20, 2016  
6:00 PM

Phillips Middle School IMC  
365 Highway 100  
Phillips, Wisconsin

**Our Vision:**

Preparing for Tomorrow

**Our Mission:**

To inspire and empower all students to reach their greatest potential.

**Our Goals:**

- Review and assess educational opportunities annually throughout the District that enables each student to achieve their greatest academic and social growth.
  - Develop annual objectives and plans that will promote safety and security.
- To create added awareness of the District by implementing or expanding communication strategies that involve family and community members throughout the District.

Board Meeting Agenda		Facilitator	Page #
I.	Call to Order (Pledge of Allegiance)	Pesko	
II.	Roll Call of Board Members	Pesko	
III.	Review of Compliance of Open Meeting Law	Pesko	
IV.	Public Participation Forum	Pesko	
V.	Administrative Reports and Committee Reports		
	A. Director of Pupil Services Report	Lemke	
	1. End-of-Year Report on Special Education		3-4
	B. Superintendent Report	Morgan	5-8
	1. Additional Compensation Project/Reilly		
	2. Leadership Communication Team Update		
	3. 2016-2017 Superintendent Goals		
	4. Logger Crew		
	C. Policy Committee Report	Burkart	
	1. First Readings		
	2. Second Reading of #345.6 Graduation Credit Requirements		9-11
	D. Business Services Committee	Rodewald	
VI.	Items for Discussion and Possible Action		
	A. Budget Amendments for 2015-16	Theeder	
	B. 2016-17 Preliminary Budget	Theeder	
	C. 2016-17 Staffing Plan Update	Morgan	
	D. PEA Negotiations	Morgan	
	E. Board Committee Assignments	Pesko	
	F. Liability Insurance Renewal 2016-17	Theeder	
	G. Additional Compensation Plan 2016-17 First Reading	Morgan	12-15
VII.	Consent Items	Pesko	
	A. Approval of Minutes from May 16, 2016 Organizational and Regular Meeting and June 9, 2016 Special Board Meeting		16-20
	B. Approval of Personnel Report		21
	C. Approval of Second Readings from Policy Committee		
	D. Approval of Bills		PDF
VIII.	Items for Next Board Meeting	Pesko	
IX.	Adjourn	Pesko	

## Phillips School Culture/Conditions Goal

**School Culture/Conditions Goal:** The implementation of Logger Time (district wide) will guide the advancement of the districts culture and climate.

### Core Structure(s)

Faculty Learning Targets	Structures and Leadership Actions	Support and Services	Data Points/Evidence for Monitoring Progress
<p><b>Teacher targets:</b></p> <ul style="list-style-type: none"> <li>I implement elements of Crew on a daily basis.</li> <li>I use the language of the Core Values in my written and verbal communications with others.</li> <li>I intentionally implement the Core Values into my teaching and interactions.</li> <li>I can post the above targets in my classroom.</li> </ul> <p><b>Leadership targets:</b></p> <ul style="list-style-type: none"> <li>I use the language of the Core Values in my written and verbal communications with others.</li> <li>I incorporate the Core Values into professional opportunities.</li> <li>I offer monthly feedback to grade-level staff at wing meetings to help support the implementation of Core Values and Logger Time.</li> <li>I can post the above targets in my office area.</li> </ul>	<p><b>Superintendent</b></p> <p>Logger Time participation once a week</p> <p>Use targets on a monthly basis at all-administration meetings</p> <p>District Targets Developed at LCT in Fall of 2016</p> <p><b>Principal:</b></p> <p>Logger Time participation once a week</p> <p>Reflections on observation/learning walks and participation at team meetings</p> <p><b>Staff Development:</b></p> <p>Refine Districts Core Values</p> <p>Modeling Logger Time Sessions</p> <p>Provide Readings, Greetings, and Initiatives</p>	<p><b>Off-site professional development:</b></p> <p><b>On-site professional development:</b></p>	<ul style="list-style-type: none"> <li>• Reduction of Office Referrals</li> <li>• Reduction of Police Office Referrals</li> <li>• Results of weekly "Grade Pulls"</li> <li>• Comments and Compliments given by visitors</li> <li>• Core Value Recognition Slips</li> <li>• Learning Walks</li> <li>• Verbal and Written Reflection</li> <li>• Schedules with Logger Times listed</li> </ul>

## Phillips Strategy Plan- Student Growth and Achievement Goal

**Student Growth & Achievement Goal:** Use of learning targets and quality assessments lead to greater student achievement.

**Core Practice Benchmarks:**

Faculty Learning Targets	Structures and Leadership Actions	ELS Support and Services	Data Points/Evidence for Monitoring Progress
<p><b>Teacher Targets:</b></p> <ul style="list-style-type: none"> <li>I can create effective summative and formative assessment for specific learning targets.</li> <li>I can create learning targets based on standards.</li> <li>I can communicate learning targets effectively to all stakeholders. Students Parents Visitors Other staff in the building</li> </ul> <p><b>Leadership Targets:</b></p> <ul style="list-style-type: none"> <li>I can incorporate school-wide communication of all expedition's learning targets.</li> <li>I can implement learning targets for all organized staff meetings, early release sessions, and professional development. What role would students play in the creation of learning targets for Logger Time?</li> <li>I can offer regular feedback to staff to support the implementation of learning targets.</li> </ul>	<p><b>Superintendent:</b></p> <p>Provide assessment training for staff</p> <p><b>Principal:</b></p> <p>Develop a consistent communication between buildings.</p> <p><b>Staff Development:</b></p> <p>Formative assessment ideas</p> <p>Summative assessment ideas</p> <p>Model a variety of instructional strategies</p>	<p><b>Off-site professional development:</b></p> <p><b>On-site professional development</b></p>	<p><b>Evidence of Teacher Growth</b></p> <ul style="list-style-type: none"> <li>Targets posted around school.</li> <li>Assessment Data boards used to drive instructional change.</li> <li>Three year comparison of Star Testing Data to show trends.</li> </ul> <p><b>Evidence of Student Growth:</b></p> <ul style="list-style-type: none"> <li>Students can state/explain targets.</li> <li>Students know and understand the Star Testing Data and use it to set individual learning goals.</li> <li>Display of quality work demonstrates achievement.</li> <li>Students perform at proficient level on quality assessments.</li> </ul>

## Purposes of Crew

An EL Education school culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Students in EL schools are known well and supported by adults. In EL Education schools, each student is known well by at least one adult within the school. One structure for developing this relationship—and supporting students socially, emotionally, and academically—is crew.

The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members.

In some EL Schools, crew is a required, credit-based class. It meets for a minimum of 2.5 hours per week with opportunities to expand this time within the flexible block schedule as needs arise. Crews are either single grade or multi-grade groups, and many crew advisors stay with the same crew for two to four years. Ideally, crew size does not exceed 16 students. Crew sessions are generally scheduled for maximum attendance, avoiding the beginning and end of each school day. Generally, all faculty members are crew leaders, and sometimes school leaders also guide a crew.

### **Content and Purposes of Crew**

1. Relationships
2. Literacy
3. Service
4. Academic Advisement Monitoring
5. Adventure and Fitness
6. Post-Secondary Preparation
7. School Administration

The following broad areas provide the focus of crew sessions in EL secondary schools:

#### **Relationships**

Crew provides each student a one-to-one relationship with an adult advisor (crew leader) at the school, as well as a consistent and ongoing small-scale peer community. Crew leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Crew meetings are frequently used for teambuilding exercises and for group discussions on topical issues. These exercises and discussions help establish crew identity and a positive school culture.

**Sample strategies and practices to support relationships are:**

- Establishing group norms
- Participating in group initiatives and debriefing them
- Circling up to celebrate student successes and address student issues
- Discussing and resolving social and school culture issues
- Understanding the Design Principles through readings and reflection
- Using daily readings to inspire thinking and encourage discussion
- Learning and applying the school's code of conduct and character traits
- Contacting parents on a regular basis
- Monitoring the academic progress and needs of each student through contact with other faculty members
- Discussing and practicing organizational and social skills

**Literacy**

Crew has a strong academic focus on the goal of developing life-long readers. This goal, while primarily addressed in academic classes, has a special home in crew. Crew time may be used each week for literature circles and structured discussions based on short text or high interest books. Crew leaders utilize readers' workshops and other practices that hone students' ability to apply reading comprehension strategies to progressively more challenging texts. Independent reading may also be monitored in crew, often through book chats that also enhance the relationship between crew leader and individual students. The crew portfolio outlines the minimum independent reading requirements for each term of the school year. Crew leaders confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the independent reading requirement.

**Sample strategies and practices to support literacy are:**

- Participating in Socratic Seminars and other text-based protocols centered on current topics
- Developing crew book clubs around a text of choice
- Using crew time to reflect on who we are as readers
- Modeling of specific reading strategies by the crew leader
- Monitoring students' outside independent reading, using reading logs, book chats, and personal conferences
- Learning how to "read" a test
- Providing time for reading

**Service**

Within their crews and with the guidance of their crew leaders, students identify needs in the school and in outside communities, and propose and develop projects to address those needs. Students document their involvement in service throughout their school experience, selecting examples of service for inclusion in passage portfolios and presentations.

**Sample strategies and activities to support crew service are:**

- Inviting guests from service organizations to share their stories
- Finding potential service sites for individual student service outside school
- Completing service as a crew on specially planned, longer crew days
- Recording and assessing individual service logs of crew members
- Serving as mentors for younger students
- Creating audio tapes of reading materials for younger students

**Academic Advisement Monitoring**

Students use regularly designated crew sessions to assemble and organize materials for the crew portfolio and to prepare for passage presentations and Student Led Conferences (SLCs). Crew leaders monitor portfolio progress and assess student readiness for presentation.

**Sample strategies and practices to support portfolio development:**

- Learning about school-wide portfolio requirements for Passages and SLCs
- Establishing crew portfolio work days to collect portfolio artifacts
- Creating resumes
- Writing and collecting personal letters of reference
- Using a peer review protocol for portfolio development
- Preparing for student led conferences
- Preparing for portfolio passages events

## **Adventure and Fitness**

Crew offers opportunities for shared discovery and explorations into the unfamiliar, both inside and outside of the school building. These experiences are initially crafted and guided by the crew leader, and then gradually led by students. Fitness and nutrition plans can be developed and revisited by students during crew meetings.

### **Sample strategies and practices to support adventure and fitness in crew are:**

- Participating in an Outward Bound course or similar adventure experience with the crew at the start of the freshman year
- Reflecting and following-up on lessons learned from adventure
- Connecting adventure and fitness learning to academic habits of work
- Participating in physical activities that engage the whole crew, such as active initiatives or daily walking
- Discussing and monitoring student adventure and fitness plans

## **Post-Secondary Preparation**

Crew leaders support and coach students in their exploration of options for higher education, application processes, and college selection. They also assist in exploration of a variety of other post-secondary options. Exposure to information about higher education and other options can be built into crew as early as elementary or middle grades, increasing the focus and depth of preparation as students enter high school. All students have specific post-secondary plans upon graduation.

### **Strategies and practices to support college preparation are:**

- Setting post secondary goals with crew members
- Inviting recruiters from post secondary institutions
- Discussing the nature of testing and practicing test-taking skills
- Hosting financial aid workshops for students and families
- Visiting a variety of campuses as early as freshman year
- Supporting the college application process

## **School Administration**

Student administrative business is generally accomplished during crew meetings under the guidance of the crew leader.

### **Activities involving school administration can include:**

- Completing required documentation for the school and the district
- Disseminating information to and collecting information from families regarding most school events
- Organizing participation in student government



## GRADUATION REQUIREMENTS

345.6

Beginning with the class of 2019, in order to be granted a high school diploma the student must have completed 28.5 credits of coursework (until then, a graduated scale has been established and published in the student and registration handbooks), been enrolled in a Board-approved activity for each class period of each school day during the high school grades, satisfied the following criteria, and been recommended to the School Board for a diploma by the Superintendent or his or her designee.

1. The student has earned 17.5 required credits during high school, including:

<u>English</u> – 4 Credits	<u>Social Studies</u> – 3.5 Credits
English 9 (1)	American Studies (1)
English 10 (1)	U.S. History I & II (1)
English 11 (1)	Social Studies Electives (1)
English 12 (1) or AP English	Senior Leadership Seminar (.5)
<u>Math</u> – 3 Credits	<u>Science</u> – 3 Credits
To meet Academic Standards	Science 9 (1)
Including .5 Senior Math	Biology I (1)
	Either Chemistry or
	Applied Physical Science (1)
<u>Business Education</u> – 1 credit	<u>Health</u> - .5 Credit (Completed in 8 <sup>th</sup>
College/Career Readiness (CCR) - .5 credit	grade)
Computer Applications - .5 credit	
<u>Physical Education</u> – 1.5 credits	
Personal Fitness	
<u>Family &amp; Consumer Education</u> - .5 credits	
Life Skills - .5 Credit	

A student may be eligible for a diploma if he/she does not satisfy these credit requirements if he/she has been enrolled in a Board-approved alternative program and the Superintendent or designee determines that the student has demonstrated a level of proficiency in English, social studies, mathematics, science, physical education, and health education equivalent to the proficiency which the student would have attained if he/she had completed the regular credit requirements.

### Attendance Requirement

Seniors are required to be in full attendance for 90% of all scheduled school days. Extenuating circumstances will be considered on a case by case basis by the principal or his/her designee in conjunction with the student's parents. Failure to comply with the attendance requirement will preclude that student from participating in the graduation ceremony and all days missed beyond the 90% must be made up in summer school and/or community service before a diploma will be issued.

**Course Selections Recommended for:**

<b>Freshmen</b>	1	Credit of American Studies	<b>Sophomores</b>	1	Credit of Math
	1	Credit of American Studies		1	Credit of Biology I
	.5	Credit of Science 9		1	Credit of English 10
	.5	Credit of Life Skills		.5	Credit of Social Studies
		Credit of PE-Personal Fitness		1	Credit of Physical Education
	1	Credit of English 9		.5	Credit of Career/College Readiness
	.5	Credit of Math		3	Readiness
	2.	Credit of Computer Applications		<b>8</b>	<u>Credits of Electives</u>
	5				<b>Total Credits</b>
	<b>8</b>	<u>Credits of Electives</u>			
	<b>Total Credits</b>				
<b>Juniors</b>	.5	Credit of US History I	<b>Seniors</b>	.5	Math
	1	Credit of English 11		.5	Credit of Senior Leadership Seminar
	1	Credit of Chemistry or Applied		.5	Credit of US History II
	1	Physical Science		1	Credit of English 12 or AP English
	.5	Social Studies		5.	<u>Credits of Electives</u>
	4	Math		5	<b>Total Credits</b>
	<b>8</b>	<u>Credits of Electives</u>		<b>8</b>	
		<b>Total Credits</b>			

2. The student has earned at least 11 diploma credits from the following areas:
- Elective Credits: Credit will be awarded for each elective credit successfully earned beyond the 17.5 required credits.
  - Citizenship credits: Up to four credits may be awarded based on the citizenship credit process, Rule 345.6.
  - Academic Performance: Students with exceptional educational interests, needs or requirements may be provided with an Individualized Education Program within their alternative education program for high school graduation. Such alternative education programs shall be established in accordance with state law requirements.

School administrators and staff shall help prepare students to satisfy the criteria, consistent with established District policies and procedures. The high school principal shall provide for a regular review of a student's progress toward meeting the established diploma criteria and shall keep students and their parents/guardians informed of the student's progress.

Accommodations to these requirements may be made for students with exceptional education interests, needs, or requirements consistent with state law and established District policies and procedures. A student who successfully completes an Individualized Educational Program will be granted a high school diploma.

Before a student is granted a high school diploma, the high school principal shall determine whether the student has satisfied the diploma criteria outlined in the policy and any other District policy applicable to high school graduation.

The high school principal shall be responsible for informing students and their parents/guardians of the requirements of this policy. The policy and its implementing procedures shall be published in the high school student and parent handbooks annually.

*Approved: 01/15/01*

*Revised: 08/20/01*

*Revised: 02/17/03*

*Revised: 09/21/09*

*Revised: 12/19/11*

*Revised: 12/14/12*

*Revised: 06/20/16*



# SCHOOL DISTRICT OF PHILLIPS

*"Preparing for Tomorrow"*

P.O. Box 70, Phillips, Wisconsin 54555-0070

Phone 715-339-2419 FAX 715-339-2416 [www.phillips.k12.wi.us](http://www.phillips.k12.wi.us)

Rick Morgan, Superintendent

Leah Theder, Finance Manager

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Leadership Communication Team  
Recommendation

## ***Additional Compensation Plan***

The School District of Phillips believes that all employees have access to this additional compensation plan in an effort to recruit and retain the highest quality employee in every department of our school district. Therefore, the structure of this plan will be guided by a consistent method of qualification for advancement in (additional compensation).

The critical components of this plan are as follows:

### ***Statement of Beliefs (Learning Targets)***

#### ***I can...***

- Model what is expected
- Nurture a safe, healthy and trusting environment
- Provide a challenging and engaging curriculum
- Promote lifelong learning
- Encourage student participation in decision making
- Build school, family and community partnerships
- Celebrate diversity, talents and strengths
- Foster continuous improvement
- Encourage innovation for self and others



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## **Basic Structure**

- The additional compensation increase will be a percentage of current year total earnings for all faculty and staff.
- Additional compensation is separate from annually negotiated compensation. (The current system of base pay and supplemental pay.)
- Additional compensations is available to employees not on an improvement plan.
- The attainment of points within a rubric will determine advancement.
- Accrual of points will be cumulative lifetime.
- Point accrual rubric will contain sections that are appropriate for every department of the school district's work force.
- A digital portfolio is the preferred method to document qualification for additional compensation, however, a print form is available in the district office.
- Request for additional compensation must be submitted to the employee's direct supervisor on or before April 1st of any given year in order for the advancement to be considered for the next fiscal year. (Example: April 1, 2017 for the 2017-18 school year).
- Completion of all components of the additional compensation request must be completed on or before June 15th in order to be applied to the next budget year.
- Approval or denial of the request for additional compensation must be provided to the applicant in writing. The written justification of approval or denial must specify the supervisor or superintendents reason(s) for the approval or denial.
- The superintendent will review all applications for additional compensation that were submitted to the direct supervisors. This review will determine if the direct supervisors decision is to be accepted or rejected by the superintendent. All applications and the administration's written review will be presented to the Board of Education (appointed panel) on or before the April regular board meeting.
- Contracts or Intent to offer letters will be issued on or after May 15th and must be signed and returned on or before June 15th, or as otherwise guided by Wisconsin state statutes.
- The Board of Education (appointed panel) will review and make final determination of only the applications that have been denied or rejected.



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## **Accrual of Points**

- All employees are eligible to earn and accrue points.
- Point accrual is lifetime cumulative.
- The number of points necessary for advancement is 50 points for certified staff and 25 points for support staff.
- If a monetary value is currently awarded for an activity, event or learning opportunity the employee may continue to accept that payment or provide written notice to the district office of the fact that they intend to convert the activity, event or learning opportunity to points in accordance with the rubric and not receive the monetary payment. Once converted, the activity can no longer be done for pay.
- Completion of verification forms, if required, will need to be signed within two calendar weeks following completion of the activity.
- Point Collection or Forms will be maintained by the employee and made part of the formal application process upon submission.
- Workshop points cap at 10 points per year.
  
- Admin Team Discretionary points:  
The district administration team (Superintendent, 6-12 Principal, Special Education Director, PK-5 Principal and Business Manager) will review and approve discretionary points as recommended by students, staff, business partners, parents and/or interested community members.
  - -letters of support
  - -demonstrated effort fostering camaraderie
  - -supporting extra curricular or community activities
  - -Building or Classroom Initiative connected to community/business
  - -New and Innovative Practice/Instruction
  - -Book study of topic relating to area of need/interest
  
- Master's Degree and National Board Certification and/or Doctorate recipients will receive a one time compensation advancement of \$2,000.00 for each level of degree advancement.
  
- One Time Years of service points 5+ years=5 10+ years = 10, 20+ years = 15, 30+ years = 20, 40+ years =25 ONE TIME POINTS.



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## Professional Staff Points

<u>Activity, Event or Learning Opportunity</u>	<u>Points</u>
● 1 Graduate level course credit	10/credit
● 1 Day workshop (non-school day or administrative request)	5
● 1 Day workshop (school day)	1
● 1 hour of professional development (max of 5/year)	.5
● Peer Coaching	2
● Mentoring/Mentee	10/year
● PDP Team Reviewer	5
● Workshop/In-Service presenter	5
● Supervising a student teacher or intern	5
● Article published in a professional journal	10
● AP Course Teacher Certification	2
● Dual Credit Course	1/course
● Student meetings (IEP/504/CST)	.5
● School Special Event/Outreach Events (outside of work day)	.5/event
● Committee assignment (per session)	.5
● Department or building leadership assignment (committee chair)	2
● Educator effectiveness-Effective/Distinguished	5/7
● Administration Discretionary Points	

## Support Staff Points

<u>Activity, Event or Learning Opportunity</u>	<u>Points</u>
● 1 Day workshop (non-school day or administrative request)	5
● 1 Day workshop (school day)	1
● 1 hour of professional development (max of 5/year)	.5
● Mentoring/Mentee	5
● Workshop/In-Service presenter	2
● Committee assignment (per session)	.5
● State Certification in area of work (initial/renew)	10
● Formal year evaluation-3 year cycle	5/7
● School Special Event/Outreach Events (outside of work day)	.5/event
● Administration Discretionary Points	

SCHOOL DISTRICT OF PHILLIPS  
MINUTES OF BOARD OF EDUCATION ORGANIZATIONAL MEETING  
Monday, May 16, 2016

- I. OPENING OF MEETING AND ROLL CALL - The annual board organizational meeting of the School District of Phillips Board of Education was called to order by Board Vice-President Pesko at 5:40 PM in Phillips Middle School Learning Center. Present: Adolph, Burkart, Distin, Krog, Pesko, Rodewald, and Willett. Absent: Marlenga and Rose Also Present: Superintendent Morgan.
  
- II. BOARD ORGANIZATION MEETING
  - A. Rick Morgan was appointed as organizational chairman.
  - B. Election of Officers
    - 1) Nomination (Willett/Distin) of Jon Pesko for president. Motion to close nominations and have the secretary cast a unanimous vote for Jon Pesko for president. Motion carried 7-0.
    - 2) Nomination (Willett/Adolph) to accept the current slate of board officers (Marty Krog, Vice President; Wendy Rodewald, Clerk; Lillianne Marlenga, Treasurer) for 2016-17. Motion carried 7-0.
  - C. Delegate Appointments
    - 1) Marty Krog was appointed as the CESA #12 Board of Control delegate.
    - 2) Mark Distin was appointed as the WASB Assembly Delegate.
  - D. Jim Pesko, Wendy Rodewald, and Lillianne Marlenga were appointed as check signers.
  - E. Motion (Willett/Adolph) to designate The Price County Review as the official District newspaper. Motion carried 7-0.
  - F. Board President Pesko will review committee assignments prior to the June board meeting. Board members are to contact the president with any changes or requests regarding committee assignments.
  - G. Motion (Willett/Krog) to continue holding regular board meetings on the third Monday of each month at 6:00 p.m. in the 6-12 Learning Center unless otherwise posted. Motion carried 7-0.
  
- III. ADJOURN – Motion (Willett/Krog) to adjourn the organizational meeting. Motion carried 7-0. Meeting was adjourned at 5:46 pm.

Respectfully submitted,

Wendy Rodewald, Clerk  
Board of Education



MINUTES OF PHILLIPS BOARD OF EDUCATION REGULAR MONTHLY MEETING  
Monday, May 16, 2016

- I. The Phillips Board of Education meeting was called to order by President Pesko at 6:00 pm in the 6-12 Learning Center. The Pledge of Allegiance was recited.
- II. Present: Adolph, Burkart, Distin, Krog, Pesko, Rodewald, Rose, and Willett. Absent: Marlenga and Student Liaison. Administration present: Morgan, Theder, Hoogland, Scholz and Lemke. Others: Staff, students, community members, and Price County Review.
- III. President Pesko stated that public notice of the meeting was properly posted according to Wisconsin Statute 19.84(4). Notice was posted at all school-owned buildings, the School District of Phillips' website, and The Price County Review.
- IV. Public Participation - Jim Yanich asked questions regarding the propane versus diesel bus purchases.
- V. Administrative and Committee Reports
  - A. Principal Report - PES - Dave Scholz
    1. April students of the month were Jevin Setterman (5) and Mia Esterholm (5). The May students of the month are Braden Yanich (5), and Chasey Edinger (5).
    2. PES students participated in the 2016 Northwoods Invasive Poster Contest along with 15 other schools. Taylor Ringersma placed 2nd and Logan Fore-Grant received honorable mention.
    3. The Battle of the Books team was present with Coach Julie Zumach to share with the Board their first place finish at CESA #12. They completed the contest with a perfect score. Team members were Connor Gabay, Alec Bjork, and Carli Foytik.
    4. New custodian Bill Zimmermann was commended for going above and beyond in helping students.
    5. There will be a Grade One Logger Leader celebration of their year on May 19th. Board members were invited to attend.
  - B. Principal Report - PhMS/PHS - Colin Hoogland
    1. Students of the Month at the middle school were Sophia DeByl (Grade 6), Austin Hadt (Grade 7), and Jackson Tenut (Grade 8).
    2. The Board student liaison for 2016-17 will be Morgan Edwards with Kristin Belan as alternate.
    3. Gabrielle VonSeggern received two first place awards at the Marawood conference art show.
    4. Ellie Lochner received the WIAA Scholar Athlete award.
    5. German teacher, Steven Ivancich and student Dylon Williams shared their German immersion language experience at Concordia Language Camp April 7-10. Eight students from Phillips attended this year. Sue Marshall was recognized during the weekend for 15 years of participation in the program.
  - C. Pupil Services Team Report
    1. Statewide testing has been completed. The process went much smoother than last year. Students were out of class for only two partial days. PALS screening with kindergarten and the STAR assessments will be done this month.
    2. Academic Career Planning (ACP) preparation work continues for next year. Parents were invited to come in for 8th and 11th grade registrations with over

50% participating thanks to local businesses working with parents to attend. A review of curriculum and activities shows that we are already meeting many of the requirements.

3. Scheduling at PHS for next fall went very well. Students with schedule conflicts will be completed individually.
- D. Superintendent Report
1. The leadership communication team met on May 4th. The committee worked on an additional compensation model based on a point system. It is a unique model in that all employees will have access to the additional compensation.
  2. Eagle Audit was onsite April 6 for the membership audit. There were no exceptions found during the audit.
  3. Applications for the business manager position will be taken until May 20th. A special board meeting will be scheduled to review applications and discuss health insurance options.
- E. Student Liaison Ertl was not present.
- F. The policy committee met on May 4 and are presenting #345.6 Graduation Credit Policy for first reading. Credits are being adjusted due to the modified block system offering more classes to students. No new revisions for the 2016-17 Employee Handbook were requested. Club sport policies were reviewed, but no changes will be made at this time.
- G. Business services committee met on May 12 and discussed propane bus purchases, met with M3 Insurance brokers to discuss health insurance options, the 16-17 lunch price requirements, Logger Logo ownership, and sports/activity fund money collection process. Bills were reviewed.

Terra Gastmann was present to discuss the new cafeteria furniture that is being purchased from Fund 50 balance. Three bids were submitted. Marshfield Book and Stationery presented the best plan. Also in process are a serving unit for PHS and a fridge and freezer for the elementary kitchen.

## VII. Items for Discussion and Possible Action

- A. CESA #12 had a two percent increase on services. Administration was able to reduce services in one area to keep the overall cost the same as this current year. Motion (Willett/Rodewald) to approve CESA #12 contract as presented and not to exceed current year package cost. Motion carried 7-0.
- B. Discussion was held on cost of maintenance on the tier four requirements on new diesel buses. The district was notified that high cost transportation aid for this year will be \$81,640. This was not budgeted for 2015-16 and can help offset the cost of new buses. Motion (Rodewald/Adolph) to approve purchase of two propane-powered buses from the 2015-16 budget and a third from the 2016-17 budget if the federal grant is awarded. Motion carried 7-0.
- C. Due to federal mandates, we need to increase meal prices by \$0.15. A survey of CESA #12 schools shows that Phillips is on the high end for elementary and high school lunch prices. The recommendation is to put the increase at the middle school. Motion (Willett/Krog) to increase middle school lunch price by \$0.15 for the 2016-17 school year. Motion carried 7-0.
- D. The 2016-17 calendar will be revised to reading February 24 as a full day of school and March 24 as a teacher inservice, non-student day to accommodate district solo-ensemble festival being hosted at Phillips. Motion (Adolph/Burkart) to approve 2016-17 calendar as presented. Motion carried 7-0.

- VIII. Consent Items
- A. Motion (Krog/Burkart) to approve minutes from April 18, 2016 board meeting. Motion carried 7-0.
  - B. Motion (Adolph/Krog) to approve personnel report without Erik and Erica Johnson as contract negotiations are not complete. Motion carried 7-0.
    - 1. Approved hiring Connie Schoenborn (grade 5 teacher), Marissa Vyskocil (grade 5 teacher), Krystin Gabay (grade 5/6 teacher), Ray Knihtila (one-year band director), and Lynn Olson (50% Title 1 teacher).
    - 2. Approved resignations from Lisa Reiff, paraprofessional (23 years) and Sue Badger, cook (6 years).
  - C. Motion (Willett/Burkart) to approve bills from April 2016 (#340445-340535 and wires) for \$286,751.50. Motion carried 7-0.
  - D. Motion (Rodewald/Adolph) to approve changes to the 2016-17 Employee Handbook. Motion carried 7-0.
- IX. The next regular board meeting will be held on June 20, 2016. Items for discussion include contract updates and superintendent goals for 2016-17.
- XIII. Motion (Krog/Adolph) to convene into executive session at the conclusion of the open session pursuant to WI Stat. Sec. 19.85(1)(c) for the purpose of considering employment, promotion, retirement, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility to discuss Superintendent Annual Review and Contract Negotiation Parameters for 2016-17 Salary and Wages; and Pursuant to WI Stat. Sec. 19.85(1)(f) for the purpose of considering open enrollment requests for 2016-17 school year to discuss Requests to enter the school district of Phillips and Requests to leave the school district of Phillips. Motion carried 7-0. Open session concluded at 7:48 pm with roll call votes.
- XI. The Board may reconvene into open session pursuant to WI Stat. Sec. 19.85(1), if necessary, to act on motions made during the executive session.
- XI. Motion to reconvene into open session (Burkart/Distin). Motion carried 8-0.
- XII. Action Items:
- A. Motion (Adolph/Burkart) to accept seven non-resident student requests to enroll in the School District of Phillips through open enrollment for the 2016-17 school year and to accept nine resident student request to enroll in a non-resident school through open enrollment for the 2016-17 school year. Motion carried 8-0.
  - B. Motion (Willett/Adolph) to accept the contract parameters for 2016-17 salary and wages.

Respectfully submitted,

Wendy Rodewald, Clerk  
Board of Education

SCHOOL DISTRICT OF PHILLIPS  
Special Board Meeting Minutes  
June 9, 2016 – 5:00 PM  
Phillips Middle School Learning Center

- I. The meeting was called to order by Board President Pesko at 5:00 PM. Present from the Board of Education were Marlenga, Adolph, Rodewald, Krog, Burkart, Willett and Distin. Also present was Superintendent Morgan.
- II. Motion (Burkart/Willett) to convene into closed session pursuant to WI Stat. Sec. 19.85(1)(c) for the purpose of considering employment, promotion, retirement, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility to conduct business manager Interviews and to discuss health insurance options for 2016-17 by a roll call vote. Motion carried 8-0
- III. Motion (Krog/Marlenga) to reconvene into open session. Motion carried 8-0.
- IV. Motion (Willett/Adolph) to follow Superintendent Morgan's recommendation of no change in the benefit structure for 2016-17. The Board will explore other health insurance options for 2017-18.
- V. Motion (Krog/Pesko) to adjourn at 8:25. Motion carried 8-0.

Respectfully Submitted,

Wendy Rodewald, Clerk  
Board of Education

**Personnel Report  
May 14 - June 17, 2016**

**New Hires/Transfers**

<b>Name/Position</b>	<b>Position Description</b>	<b>New Salary</b>	<b>Previous Employee Salary</b>	<b>Effective Date</b>
Erik Johnson Special Ed Teacher	Per 16-17 staffing plan	\$49,000	N/A	8/22/2016
Erica Johnson Kindergarten Teacher	Replace Cindy Gould	\$47,500	\$53,302	8/22/2016

**Recruitment**

<b>Position</b>	<b>Position Status</b>	<b>Location</b>	<b>Posting Date</b>
FBLA Advisor	Replace Jean Flower	Phillips High School	08-31-2015
Business Manager	Replace Leah Theder	District Office	04-20-2016
Special Education Teacher	Replace Jen Quinnell	PhMS/PHS	06-15-2016

**Resignations/Retirements**

<b>Name</b>	<b>Position</b>	<b>Resignation/Retirement</b>	<b>Effective Date</b>	<b>Years of Service</b>	<b>Location</b>
Sharon Winter	21st Century Grant Before School Library Aide	Resignation	06/01/2016	7	PES
Jennifer Quinnell	Special Education Teacher	Resignation	06/01/2016	10.5	PhMS/PHs
Cindy Quelle	Bus Garage Secretary	Resignation	10/31/2016	8.5	Bus Garage