

**GERMANTOWN SCHOOL DISTRICT
NOTICE OF BOARD OF EDUCATION MEETING
District Administrative Offices - Board Room
N104 W13840 Donges Bay Road
Germantown, WI 53022**

**May 21, 2018
7:00 p.m.**

AGENDA

- I. Meeting Called to Order and Pledge of Allegiance
 - A. Official Meeting Notification
 - B. Roll Call

- II. Approval of Agenda

- III. Citizen Comments:

Community Members are invited to share their questions, comments, or concerns with the School Board. When speaking, citizens should state their name for the record. The presentation time frame shall be determined by the Board President once an indication of the number of people wishing to speak is made. Wisconsin law authorizes the school board to receive information from members of the public. Where possible, the Board will answer factual questions immediately or may provide a written response if information is not available. If a response would involve discussion of Board Policy or decisions which might be of interest to citizens not present at the meeting, the Board may place the item on a future meeting agenda. **Comments which may be injurious to school district personnel or other individuals will not be allowed.**

- IV. Approval of Minutes
 - A. April 30, 2018 Board of Education
 - B. April 30, 2018 Closed Session
 - C. May 10, 2018 Board of Education

- V. Reports and Information Items
 - A. Student Representative Report
 - B. Kindergarten Play-Based Presentation
 - C. Learning Management System
 - D. Feedback from Professional Development
 - E. Graduate Profile: Academic and Career Planning Legislation and the District Initiative.

- VI. Unfinished Business
 - A. Discussion and action to approve revised PRA project and funding for Amy Belle expansion and new septic system in conjunction with pending referendum projects.
 - B. Discussion with possible action regarding elementary attendance areas.
 - C. Discussion and action to approve Staff Survey.

- VII. Personnel Committee
 - A. Discussion and action to approve addition of elementary school counselor.
 - B. Discussion and action to approve modification of Pupil Services support staff positions.
 - C. Update on remaining items discussed at the May 21, 2018 committee meeting.

- VIII. Building Committee
 - A. Update on items discussed at the May 21, 2018 committee meeting.

- IX. Finance Committee
 - A. Discussion and action to approve purchases over \$15,000.
 - B. Update on items discussed at the May 21, 2018 committee meeting.

- X. New Business
 - A. Discussion and action to approve donations.
 - B. Discussion and action to approve AP Seminar credit and course title change.
 - C. Discussion and action to approve summer school contracts.
 - D. Discussion and action to approve high school co-op team renewals.
 - E. Discussion and action to approve high school Skills USA overnight travel request.
 - F. Discussion and action to approve Activities Director contract.
 - G. Discussion and action to approve 2018-2019 staffing plan.
 - H. Discussion and action to approve 2018-2019 teacher contracts.
 - I. Discussion and action to approve new teacher contracts.

- XI. Closed Session: The Board will entertain a motion to convene in closed session pursuant to Section 19.85(1)(e) to discuss GEA negotiations. The Board may take action in closed session or may motion to reconvene into open session to take further action, if necessary and appropriate, and/or to entertain a motion to adjourn the meeting.

**GERMANTOWN SCHOOL DISTRICT
GERMANTOWN, WISCONSIN 53022
MINUTES OF THE BOARD OF EDUCATION
April 30, 2018**

1. The meeting of the Board of Education was called to order by Board President Bob Soderberg in the District Office Board Room at 7:15 p.m. Superintendent Jeff Holmes read the official meeting notification. Roll call: Soderberg – yes, Loth – yes, Borden – yes, Barney – yes, Spies – yes, Larson - yes. Board member Medved absent (excused).
2. Motion by Larson, second by Barney to approve the agenda. Motion carried.
3. Motion by Larson, second by Borden to approve the April 10, 2018 Board of Education and Closed Session meeting minutes and the April 16, 2018 Board of Education and Closed Session meeting minutes. Motion carried.
4. Board Reorganization: Motion by Larson, second by Spies to elect Bob Soderberg to the position of Board President. Motion carried. Motion by Spies, second by Loth to elect Sarah Larson to the position of Board Vice-President. Motion carried. Motion by Larson, second by Barney to elect Michael Loth to the position of Board Treasurer. Motion carried. Motion by Barney, second by Larson to elect Lester Spies to the position of Board Clerk. Motion by Larson, second by Borden to elect Lester Spies as CESA #1 Board of Control Representative. Motion carried.
5. Jeff Holmes presented high school art course proposals provided by Brenda O'Brien, Director of Teaching and Learning, that will be reviewed by the Instructional Improvement Council and brought to the Board for final approval.
6. Insurance Committee Chair Tom Barney, provided updates from the April 23, 2018 committee meetings including data regarding employee participation in activities and health screenings, and preliminary reports on insurance renewals.
7. Finance Committee Chair Michael Loth provided updates from the April 30, 2018 committee meeting including the Germantown Park and Rec Department Intergovernmental Agreement, improvements in co-curricular and cash handling, the 2018-2019 budget and tax levy, cost analyses of funding for clubs and activities, and American Deposit Management reports on district funds.
8. Motion by Spies, second by Barney to approve one additional student Start College Now application. Motion carried.
9. Motion by Larson, second by Spies to approve the elementary boundary change between David Star and Bethlehem Lutheran schools per Section 121.51(1)(1) et al and as presented. Motion carried.
10. The Board reviewed the draft of the staff survey. Board members were directed to provide the superintendent with additional questions they would like to see on the survey by May 10, 2018 for revision and final approval at the May 21, 2018 Board meeting for distribution to staff.
11. Motion by Barney, second by Spies to enter into closed session pursuant to Section 19.85(1)(e), (f) and (g) to discuss land/school property negotiations and final notices of consideration of nonrenewal for purposes of layoff and/or reduction in hours for certified staff. Roll call vote unanimous. Motion carried.
12. The Board entered into closed session at 7:57 p.m. and did not return to open session, adjourning at 8:37 p.m.

Jayne Borst
Recording Secretary

Lester Spies
School Board Clerk

**GERMANTOWN SCHOOL DISTRICT
GERMANTOWN, WISCONSIN 53022
MINUTES OF THE BOARD OF EDUCATION
May 10, 2018**

1. The meeting of the Board of Education was called to order by Board President Bob Soderberg in the District Office Board Room at 6:02 p.m. Superintendent Jeff Holmes read the official meeting notification. Roll call: Soderberg – yes, Loth – yes, Borden – yes, Spies – yes. Board members Medved, Barney, and Larson were absent (excused).
2. Motion by Spies, second by Borden to approve the agenda. Motion carried.
3. Motion by Spies, second by Borden to issue final notices of nonrenewal for purposes of layoff and/or reduction in hours for regular and part-time certified staff. Motion carried.
4. Motion by Loth, second by Spies to approve the purchase of 3.45 acres of land, Tax Parcel #1386, located at 3263 Willow Creek Road, Colgate, WI for purposes of District expansion of Amy Belle Elementary School, with initial plans for expansion and new septic field to be presented to the Board at their May 21, 2018 regular Board meeting. Motion carried.
5. Motion by Borden, second by Loth to adjourn. Motion carried.
6. Board President Soderberg declared the meeting adjourned at 6:11 p.m..

Jayne Borst
Recording Secretary

Lester Spies
School Board Clerk

Learning Management System (LMS)
Informational Item - Board of Education Meeting
Mar 12, 2018

Definition: Browser-based software to facilitate the sharing of teacher-curated learning resources in a digital format and manage communications about student learning between students and their teachers.

Uses: Teacher use learning management systems to distribute assignments, assigned reading content that is available in digital format, assignment descriptions and rubrics, formative assessments (checks for understanding, not necessarily graded), multimedia content, class announcements, and a calendar of class events. Teachers can also collect student work through a learning management system and even evaluate it without ever printing it.

Students use a learning management system to review a wide variety of resources, allowing them to watch video recordings of class presentations and demonstrations, access reading materials, often eliminating the need to transport textbooks back and forth to school, download and submit homework assignments any time of day or night, submit questions to instructors and in some cases, receive responses within minutes, take practice assessments in order to prepare for exams, and even participate in class discussions outside of regular class hours.

Parents use a learning management system to monitor homework completion and upcoming events like projects due and long-term assignment due dates, and can contact instructors with questions within the LMS.

Access to learning management systems is generally done through the use of a dedicated website on a Windows, Macintosh, or Chrome OS computer. Many learning management systems are also accessible on smart phones through a free app or on the device's internet browser.

Learning management systems will be evaluated for several criteria:

1. ADA compliance for users with disabilities;
2. Near 100% uptime to provide reliable access to resources;
3. Compatibility with current and future digital resource packages like Discovery Education, Santillana Espanol, Khan Academy, BrainPop;
4. Effective integration with G Suite (Google) apps as well as other cloud-based storage services like DropBox, MicroSoft OneDrive, and Apple iCloud;
5. Compatibility with the Skyward student information system to make maintenance of student, parent, and staff accounts sustainable;
6. Student LMS experience similar to professional and post-secondary learning management systems to facilitate transitions after high school;
7. Flexible and redundant training options to facilitate students, parents, and staff who enter the district at times other than the Fall of the year.

Current Learning Management Systems in Use

- **Schoology**® - bundled with Santillana Espanol 1 and 2 in use for gr. 7-12 Spanish, 2016-2018
- **Infrastructure Canvas**® - previously bundled with GHS Technical Educ. Project Lead the Way courses until Fall 2017, when PLTW implemented their own LMS for their content.
- **Google Classroom** - in use throughout the District in grades 4 - 12 at the teachers' discretion. Many are using the parent/guardian notifications to keep parents aware of upcoming events, but it is a simple and rather inflexible tool. It is free, and currently meets the needs of our elementary classrooms, but not effective for preparing students for blended learning environments they might experience after high school.
- **NearPod**® - in use in Amy Belle art classes (O'Callahan)
- **Primary use has been in classrooms and grades where Chromebooks are available on a consistent basis. This will become the norm with an adoption of 1:1 Chromebooks, and provide a more consistent student and parent experience.**

Timeline for Research, Evaluation, and Adoption

February 2018

- Oftedahl collected information on eight of the most common LMS programs in K-12, College & Universities and reduced the list to three based on cost, support, training options, reliability, compatibility with current digital resources we use, and ease of management with our current systems and staffing levels.

March 2018

- 3/12 - Oftedahl shares informational item with Board of Education
- 3/15 - Discussion at the Education Technology Committee meeting to identify potential evaluation team members (teachers, parents, students)
- Week of 3/26 or 4/9 - Demonstrations by three finalist providers to the evaluation team

April 2018

- 4/23 - Presentation to Board of Education on final recommendation from evaluation team

May - June 2018

- Staff training available to facilitate summer practice, pre-loading common resources, development of basic course templates

July - August 2018

- Payment for initial year license (approximately 2,200 students gr. 6-12), support, training
- Current estimates range from \$26,000 - \$30,000 for year one, \$13,000 - \$19,000 annually after that.

September 2018

- Additional staff training
- Distribution of student and parent training resources, implementation in grade 6-12 classrooms.

Extended Future

- Possibility of extending use to grade 4 and 5 if grade 6-12 experiences are positive and effective.

GERMANTOWN SCHOOL DISTRICT

TO: All Board Members **TOPIC:** Professional Development
FROM: Brenda O'Brien **BOARD MEETING:** May 20, 2018
DATE: April 25, 2018 **AGENDA ITEM:** V.D.

Spence and Renee worked with 59 teachers when they were in our district April 23 - 27, 2018. Their work included small group focus sessions and one-on-one observations with debriefs. Based on previous feedback from teachers, the length of time in most focus sessions increased from about 60 minutes to 90 minutes. There was no concerns expressed with the increased length of time for these sessions.

Feedback from Teaching Staff

Thank you for providing the opportunity to learn more about processing. I took two pages of notes, and I have a lot to think about coming up! As I said in the meeting, a big takeaway from the session was just how much it needs to be done in class, and the idea that the more you do it, the better students will respond. A big insight for me was also how short each processing session can be. I guess when I was thinking earlier that each processing time would be 4-5 minutes of class time, but instead a lot of times it can be much shorter. The other big takeaway was that we don't always need students to share out/go over their processing. This will also save a lot of time that I was concerned about as I am starting to implement this more into my teaching.

Thanks again for the opportunity, it was nice to have such a small group so that I was comfortable asking my questions to Spence. Hope the rest of the week goes well!

I am glad I had the opportunity to meet with Spence & Renee in a small setting. This was more valuable to my learning than sitting in a large room with the entire district staff or GHS staff and being flooded with strategies. I chose this session because of the large quantity of vocab in [my content area]. I am going to use the Word Wall activity (Coming Attractions, Now Playing, On Netflix) and am in the process of figuring out where in my room the wall should go. I am also going to use the Vocab Card strategy on page 62 of the science book for my unit at the end of the year.

An "ah ha" moment was limiting vocab to 30 words or less at a time and the importance of a picture next to the word.

For me it was a very valuable experience. To have Spence and Rick observe my mini lesson and then give feedback was great. Better than the feedback they gave were the questions they asked to

help me think deeper about how I taught this lesson and will teach future lessons. Copy Me Teaching and Student Developed Rubrics are the go to strategies for any specialist area. The next step for us is to develop entire units utilizing these strategies. An "ah-ha" moment for me was just realizing that students learn by watching and sometimes I need to just close my mouth and have them observe. Hope this helps and let me know if you have any questions.

I really valued the time with Spence. He gave helpful feedback on how to better engage my students and also really helped me to reflect on the way I give directions to students during music. It was valuable to work with him as a specialist team so that we could have a more focused application and discussion with one another. Thank you for giving us this opportunity!

I have a whole new perspective on PEAK - my new focus is processing - not just management and incorporating ideas. I'm going to start using more inquiry - response journals - more support stations - change activities in the middle of a lesson - giving more time for PROCESSING! I really have a new focus and am very excited for next year. I plan on changing a lot for next year. I loved the small group - it's the first time where I could see it fit into my classroom. It was the perfect amount of time.

I plan to use the rubric co-creating strategy with 3 student examples. I will take pictures this year to use for examples for next year. I feel the time was perfect. It went quickly and there was great information.

I thought this timeframe (8:30 - 11:30) was perfect! I liked that we tackled one subject, took a break, and then did the other - worked very well. My biggest take-away - don't model and talk at once. This is huge for me because I use mirror teaching all the time.

On Thursday, April 26th I attended another PEAK session with Spence and Renee. This affirmed and reminded/taught me more about copy me teaching and student lead rubrics. My biggest take away from copy me teaching was to talk less during physical demonstrations. I never really realized that the verbal language along with the modeling of a physical skill could be such a distraction to students. I will be more mindful of this in my practice. The other big takeaway was in regards to student-lead rubrics. I have some ideas on how I can start utilizing these in class. We were suggested to start with something outside of our content and "start the process". From here to pick something easy to start the process with. This is something I can explore individually and/or collectively as a physical education department.

Because the big, all district events are geared towards a majority of the teachers, I felt left out. In my mind, I was translating from regular classroom to music classroom. Last fall, when Spence met with the K-5 music teachers greatly helped them. In March, when the K-12 music staff was able to meet with Rick was also very helpful. Having the opportunity to ask specific questions about my room and situation helped to clarify more the benefits and process of our peak training.

A couple of the "ah-ha" moments were

-in Processing --to have them verbalize before they do and repeating the instructions. Saying things while doing them was another.

-in Rubrics.--The difference between a checklist of things they can do or not do versus something that can be on a scale. Such as the quality of the work. There was also a good discussion about how to grade people who came to my class at different levels.

Finally, I really appreciate that we are in year 4 or 5 of Peak. This is the longest time I remember in any professional development program. The continued investment in time and money is allowing the program to actually work. We are not learning a new system after only of couple of years of getting our feet wet. It should get easier as the teachers build on their past skill and the students become more aware of the benefits.

The biggest take away for me from the vocabulary session yesterday was the word wall, which I plan to incorporate (next year) for the literary devices that I teach. I've never used a word wall, and originally thought they were for elementary school, but I can definitely see how it will be applicable to high school and the content I teach.

I love all the sessions I have attended since I always learn something. I like Spence's idea of showing the vocabulary word in action instead of going to straight definitions. I'm going to try that more often with the words I can demonstrate effectively. I also like the idea of photo cards with the vocabulary word displayed so students have something to look at and rotate them with each story. Right now I am displaying them now on my chalkboard and it is a great TA [Teaching Assistant] activity for my TA to help me find photos of vocabulary words or actions that happen in the book. I've also been connecting passages of our stories to real songs where the vocabulary and situation comes alive- I learned that with "next step processing" with Renee in March. An example is when a character sees a girl and falls in love when he looks in her eyes and I play the "Cupid song from Sam Cooke" now my students connect the vocabulary words "enamorarse" with "Cupid" Motown song.

Again, thanks for all the enrichment, I feel that this year I really was "invested in" with workshops in my entire 14 years with the district! I'm so excited to learn more!

I've been using parallel assessments since we first started with PEAK. The benefits of this strategy are profound and extend far beyond test day. It was great to be able to bounce some ideas off of Renee and to get some ideas for improvement - I appreciate and value her advice.

Thank you for the opportunity to meet with Spence re: homework. It's been something we have struggled with over the last few years especially. This year, I have almost completely eliminated homework from my [content] classes for reasons Spence has brought up in our previous professional development sessions and re-affirmed yesterday. We have been spending much more time in class working through things and less time "going over" homework questions. Student achievement has not slipped at all, and they seem happier to be in class overall, even though more is expected of them while they are there.

Spence recommended giving EVERY answer to students when they did homework and I am still not there yet. In [content class], I still assign homework nightly (Spence agreed he would likely do the same) and give students answers to the odd questions. But, I still give them a couple of even questions so that they can test themselves without the "crutch" of the answer key right next to them.

One concern I expressed was the fact that our class periods will be shrinking in the next few years to make room for "resource period." I am worried that less time to practice/learn in class will require me to assign homework I don't want to do.

I also asked about the switch to 1:1 in our district and how that might change what Spence thinks about math education in general. He didn't seem to think there would be much change and that paper and pencil is still too valuable to the math student.

In the future I plan to try to continue my "homework" policy and want to make sure that by not assigning homework, students still achieve at a proficient level. Was this just a one year "good class" or is this something that can be replicated?

I loved the meeting with Renee. This year I have been working on delayed assessment and retesting with [a colleague's] help. Although I am getting better at reviewing past material, I am still struggling with cutting down instruction during a class period. This is tied to the introduction of new material and the actual lesson I am teaching. If I spend more time introducing on the front end, I could spend less time teaching the actual day the material is being taught. I wasn't sure how to introduce new material in little bits and Renee helped me to understand how I can do that and provided me with some great examples that will work for me. Hopefully next year I can

further refine the delayed assessment and retesting and start working more on the three part assessment by introducing new material in small bits prior to the actual teaching of the lesson.

It was nice to hear that I was on the right track while doing parallel assessments in my high school science classes. Renee was able to help me see ways to improve what I am already doing. This strategy really helps my students demonstrate what they know and where I can assist them with their deficits. It also helps them take ownership of their knowledge and grades (by giving them a chance to improve both).

Renee is super easy to talk to and always full of great suggestions to improve my teaching so I can better reach and teach my students.

It was a great meeting and I had a couple ah ha moments. It was nice to have a chance to talk to coworkers about how they go about it as well. Thanks.

It was nice to have the time to plan and think out some applications of the PEAK strategies. I had a bit of a block with the three-part plan in that I struggled to envision how I would begin my first unit if I didn't have "old stuff" to incorporate, particularly since my first unit is so important and so term-dependant. We worked through it, utilizing another strategy--concept bundles--where students could focus on effects and examples before using the terms themselves, e.g. "ethos" may be intimidating, but reading an article and talking about the author is not.

An "ah-ha" moment for me was when Spence discussed the fact that we should be giving homework about 5 day after presenting the new material. I have heard many times about the 28 days from PEAK, but Spence said that research shows after 5 days you have a boost in achievement. To me that is something I can work into my courses and will be easier than 28 days.

My big surprise was to hear Spence say [now] that as he's further out of teaching, his beliefs about homework have changed. He always thought that homework was necessary in math, but he now believes that homework isn't needed. My "ah-ha" moment came from our discussion regarding homework, if you still want to give it. I know it's been talked about before, but I guess I'm more interested in hearing it - the idea that you should never give the kids homework related to what was taught that day. Homework should only involve material that they've mastered. This way, they aren't practicing wrong. Like I said, I know this has been discussed before, but I'm ready to wrap my head around the idea. This is the main strategy that I want to use in my classes next year. I'm hopeful this will solve some of the problems from this year. The other "ah-ha" moment came from Spence's statement regarding the scoring of homework. His statement was simply "no, don't score it. It should be for practice." What needs to be graded

are assessments, that's when the kids are showing us what they know. This is a tough one because we've always used that homework grade as a little buffer for the kids. I do think that might be hard for the kids to swallow, so I'm not sure if I'll be able to remove that category from my grading system. Another strategy that I was reminded of was the distributed practice. I do use this a little in my class, but I need to bring this strategy into my [other] classes. I think it will serve the kids well.

Spence gave us some good strategies to help students create a checklist-style (it's there or it's not) rubric for projects/presentations by teaching students how to compare quality examples and non-examples of a rubric item. Students can then collaborate and steer each other towards defining the 3-5 criteria that must be met to receive credit.

For example, if we want to score students on creating a thesis we typically have 3-4 "grades" on a rubric with bullet-pointed criteria necessary to earn an A, B, etc. Spence instead suggested that we provide 3 good examples and 3 examples that are lacking in some manner. In pairs or groups of 3, students will try to identify the qualities of the good thesis without including issues/problems of the non-examples. Then as a class we determine the "non-negotiables" and students know exactly what must be included to receive credit. It eases the teacher's grading by simply checking off "meets criteria" or "not yet," giving students a chance to revise and improve until the criteria is met.

Downsides of this include the time it takes to teach, especially if you have numerous criteria you are grading on. In most projects we grade on 8-10 criteria. Also, it does not provide flexibility to reward students that "meet criteria" vs. "exceeding criteria" or show additional effort than their classmates. As such, we will probably blend this with our traditional rubrics for aspects that we think are more abstract concepts that we want scored on a scale instead of checklist.

Meeting with Spence to focus on student created rubrics was extremely beneficial to me. Spence shared with us his philosophy behind student-developed rubrics, providing a rationale for their worth, and highlighting that students will have a clearer understanding and heightened performance levels if they are able to take ownership of their work. Not only did Spence share the process of guiding students through the development of a rubric, he provided a hands-on activity, allowing us to take part, as if we were the students. This is exactly the kind of valuable professional development I have come to expect from the PEAK team. Interacting with the concept makes an impact, preparing us to be successful in recreating the experience for students. A big take-away I got from this activity was that student rubrics should be highly focused in order to avoid overwhelming students, and taking their attention away from the objective of the assignment. The small group atmosphere was yet another fantastic piece of this experience, as Spence and my colleagues inspired me through the sharing of their experiences and ideas. I

have already begun to look at where student developed rubrics will fit into my curriculum next year.

Inviting Renee into my classroom was an excellent opportunity to get some feedback on my instruction of a new curriculum I have been using to promote social/emotional growth in my students. Because my class is familiar with a variety of PEAK strategies, I have incorporated some of their favorites into the new curriculum. For example, my students are always excited to “Defend my Claim”. In this strategy, I make a claim, and the students attempt to defend what I said, justifying my remark with logic or evidence. During this lesson, the students had trouble defending one of my claims. In debriefing, Renee extended the strategy further, providing me with valuable feedback that I will surely use often, as this is a student-preferred activity. Her insights into the curriculum and delivery methods were significant as these lessons can be sensitive in nature, and part of the PEAK philosophy is centered on keeping children emotionally safe in the classroom. Renee’s visit has assisted my thought process a great deal in preparing to go ahead with this curriculum in the following school year.

-Kim Whiting, 5th grade teacher

I appreciated learning the ins and outs of a couple new strategies. The information given and the discussions we had surrounding those strategies were in depth and meaningful to my content area. As always after a PEAK conference, I've already started practicing and implementing some of the things in my classes. I appreciated learning the ins and outs of a couple new strategies. The information given and the discussions we had surrounding those strategies were in depth and meaningful to my content area. As always after a PEAK conference, I've already started practicing and implementing some of the things in my classes.

I liked the ½ day session (much easier for [elementary] subs). I liked that the session was a small group and focused on grade levels, too. I gained ideas to get students processing more in the classroom and engaged in learning. New ideas: learning logs, turn and talk and ideas on who shares what to do to get kids more self-directed, use of support stations.

This session was the perfect amount of time - like having a K-2 group to meet with. I like the informal, small group format. Strategies to try next year: learning logs, response journals in assignment notebook, vary who starts a turn and talk conversation (structure it so students know what to expect), have a journal/parking lot for the “tattling” during Daily 5. Thank you, Renee and Brenda!

The half-day was great! Meeting by grade level across district would be wonderful! It would be helpful observing classrooms already using [these strategies] in or out of the district.

Student rubrics - I have a much clearer understanding of this strategy and feel confident in implementing. Also, I have some ideas for how to use in my classes. Copy Me Teaching - It was a great review. I also feel confident in using any time.

This small group PEAK session was extremely helpful. It was grade level appropriate, and I looked at ideas I have heard several times previously in new light! The half-day session was great, but I hope we don't have to wait a year for the next step.

The following reflection is from an ongoing journal Carrie Berg (8th grade ELA/Social Studies teacher) uses to reflect on her advancement of instructional practices.

Reflection from PEAK Observation and Immediate Feedback from Renee

Thursday, April 26, I had the pleasure of being observed and given feedback from Renee, from PEAK Learning Systems. She observed the first approximately 30 minutes of my 80 minute block. I really liked that she could see the lesson start and get a feel for the warm-up routine that has developed in my classroom. I make it a point to have directions that prompt students to get out particular supplies, grab sheets at the door, and, in some cases, grab a chromebook. This keeps students moving and being productive to get ready for class, while waiting for the bell to ring.

LESSON DESIGN

On the day that Renee came, I had directed students to grab an “Alphabet Box” sheet, which is a PEAK strategy. This is a fun way to look back at content and notes to fill up matching terms, events, and people and put them in the aligned letter box. After students complete their grids they use it as a discussion tool. It helps facilitate the small group discussions. Small groups then offer their greatest “AHA” moment or perhaps acknowledge misconceptions to the whole group. This served as our warm-up, which led to further review.

Next, students embarked into working with partners to describe and give clues pertaining to a grid of terms handed out to them. This allowed students to think about descriptions and practice using the academic language pertaining to the unit of study. Each student in the pair has an opportunity to be the clue giver and guesser. This is a PEAK strategy called “Vocabulary Power Grids”.

Last, students still worked in their partnerships to fully connect their discussions and work with vocabulary to engage in the PEAK strategy called “Concept Bundles”. This is when the students took the grids of practiced vocabulary terms and began working together to compose complete sentences using the terms. Students were challenged to integrate and show connections using 2-4 of the vocabulary terms in complete sentences. Students discuss and support one another to develop the sentences and all students are required to write them down. Share out of what students think is their best sentences are shared at the end.

FEEDBACK FROM RENEE

It was great to have Renee observe the classroom dynamics, procedures, and lesson elements within my classroom. Feedback from an outside view that comes from a place of professionalism and finding solutions to seek improvement, is why I am a teacher. Therefore, the opportunity to be observed and given feedback, by either Spence or Renee is a pleasure for me to be a part of.

Renee really seemed to like the lesson design. She complimented how she really liked how the lesson moved. She thought there was authentic opportunities for students to review and develop ideas throughout the use of the chosen PEAK strategies. She commented on how she felt the lesson was well scaffolded, which provided comfort and safety for students. I was really excited that she saw that within this lesson, because it was explicitly planned for that reason and sometimes I feel that could go unnoticed.

The room was filled with student discussions and brought back together using the PEAK strategy of raising my right hand and stating "I need your help". I spoke to Renee about this strategy and said how much I enjoy using it, as my way to bring the class back together after allotted times of group work, discussions, etc.. I shared how much I appreciate that it keeps me calm and seriously focused on getting everyone's attention back onto the whole group moving forward in some way, shape, or form. She agreed that it was used well and I was transparent in the fact that I did not begin this strategy right away in the school year (due to not having yet been introduced to it, until PEAK training) and I was excited to see better results in the future when it would be introduced right away. She agreed with that and she thought the results from consistently using it will have great results.

Renee also gave me great advice on how to tweak my room design. This was an easy change and I believe it does make a difference for 4 students who had a disadvantage to seeing the Smartboard, to have a better view. I made this change immediately. I appreciated this, because I had brainstormed about how I could make the arrangement better and was unable to think of her idea.

We discussed and I questioned, how will the PEAK strategies I have had success with throughout this school year, will stand the test off time throughout using them repetitively throughout an entire school year? I asked this because, as I developed new strategies throughout this year, they were only used up to 5-6 times. Now that I have acquired the knowledge and developed resources for the strategies, I could use them double that amount. I then inquired about how would the students respond to these routines and strategies that many times in a year? She responded with great advice. She suggested

that approximately each quarter, as students develop a quicker response time and comfort level with these strategies, to develop the following:

Add appropriate challenges (additional to what was first used)

- Tweak the format of some grids or other resources to provide these challenges and new elements.
- Keep changing the means and amounts of how small group share their understandings and misconceptions with the whole group.
- Adding additional steps and tools to see the strategies take students further.

We discussed many ways to appropriately extend the use of the strategies, which would in-turn extend and deepen students engagement, understandings, and collaboration with each other.

Overall, I have truly enjoyed my observations and feedback from both Spence and Renee. I loved the challenge and getting feedback on the multiple PEAK strategies they observed being implemented within my classroom.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Graduate Profile: Academic and Career Planning Legislation and the District Initiative

FROM: Rick Grothaus **BOARD MEETING:** May 21, 2018

DATE: May 15, 2018 **AGENDA ITEM:** V.E.

At the July 24, 2017 board meeting, the Germantown Academic and Career Planning (ACP) plan was approved as required by PI 26.03 of the Wisconsin Administrative Code. Since that date, the district ACP committee has continued to meet. It was decided to fully integrate the State ACP mandate within our Germantown School District Initiative.

The result of that integration was the design of the attached Germantown Graduate Profile, which identifies the community created three Essential Success Factors as the “foundation for SUCCESS” for Germantown School District graduates.

The purpose of this report is to begin a discussion about the idea of making it a graduation requirement for students to demonstrate engagement in developing themselves according to the Essential Success Factors: Knowing THEMSELVES; knowing HOW to learn; and knowing how to COLLABORATE. These three factors have been identified through multiple community engagement processes over the past six years as the key components in students’ foundation for success in life.

RECOMMENDATION: Information only at this time.

Empower and Inspire Every Student to Success!

Graduate Profile

The work of Germantown School District Initiative is:

Building a foundation for SUCCESS within every child.

The guiding goal is:

All students demonstrate what it takes to be independent, contributing members of society as healthy adults – physically, mentally, psychologically, emotionally, financially, socially.

The “foundation for success” components that lead to present and future success are found in the Essential Success Factors. In order to achieve the guiding goal above, students and teachers must work together with parents to intentionally develop within students the knowledge, skills, and dispositions indicated by the Essential Success Factors. Therefore, in order to graduate from Germantown High School, all students will be expected to demonstrate the following:

1) Active engagement in developing themselves according to the Essential Success Factors:

- **SELF-MANAGING:** demonstrate that they **Know THEMSELVES** through...
 - Self-Awareness
 - Self-Reflective abilities
 - Responsible decision making
 - Organization
 - Adaptability
 - Resilience, perseverance
 - Citizenship
- **LEARNING:** demonstrate **HOW to Learn** through...
 - Managing their mindset – recognize and shift fixed to growth mindset thinking
 - Reading and thinking deeply to comprehend and apply knowledge gained
 - Consistent and deliberate correct practice
 - Critical thinking / Problem-solving
 - Creativity
 - Curiosity
- **COLLABORATING:** show they know **How to COLLABORATE** by demonstrating effective...
 - Communication skills
 - Interpersonal skills
 - Team skills
 - Leadership skills

2) Post High School Plan: Develop an understanding of their “Career Identity” and construct a career pathway (compiled grades 6-12):

- **Personal Development Portfolio:** of self-improvement – socially, emotionally, cognitively, motivationally, physically, aesthetically, ethically, avocationally.
 - Evidence of commitment to continuous learning and self-improvement: on-going goal-setting, improvement plans and action steps, progress in knowing and developing themselves.
- **Job/Career Plan:** for gainful, self-supporting employment and advancement.
- **Next Step Learning:** On the job, College/university, technical school, armed forces

3) Academic Competence: Demonstrate academic literacy (both theoretical and contextual essential knowledge, skills, understandings) and a disposition for producing quality work in all required subjects/disciplines of learning – including an ability to read, write, think, learn, problem-solve, collaborate, and communicate like real-life users who apply academic literacy to solve problems and be productive in the world.

Students will be taught how to engage in developing themselves according to the Essential Success Factors. They will be given multiple, on-going opportunities every year grades 6-12 to add goals, plans, reflections, artifacts, and other evidence of personal development to their Personal Development Portfolios. Teachers will regularly link what they are teaching and how they are engaging students in learning their curriculum to intentionally develop students’ self-awareness, learning abilities, and collaborative skills. School counselors will coordinate the development of students’ Job/Career and Next Step Learning plans.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Amy Belle Septic & Expansion Plans
FROM: Jeff Holmes **BOARD MEETING:** May 21, 2018
DATE: May 17, 2018 **AGENDA ITEM:** VI.A.

BACKGROUND:

On May 10, 2018, the Board of Education approved the purchase of 3.45 acres of land south of Amy Belle Elementary School and Willow Creek Road. The purchase of the land allows for the District to expand the septic field for the school, which thusly allows for expanding the square footage/footprint of the building. By doing so, Amy Belle Elementary School can remain a 3-track elementary school with the ability to eventually become a 4-track school as the area surrounding the school continues to develop. Representatives from PRA & Baudhuin have provided the Board with preliminary plans for its consideration/approval that will allow for construction to begin this summer; particularly, the septic system upgrade with the expansion to begin by mid-September. In order to maintain the current 3-track setting, the referendum projects within Amy Belle will resume in Spring 2019. Attached, please peruse the plans for septic (Baudhuin) and building expansion (PRA).

RECOMMENDATION: Approve the PRA & Baudhuin plans for Amy Belle Elementary School expansion and septic system with funding, not to exceed \$_____, to come from the appropriate accounts in the general fund including the appropriate designation of fund balance sub-accounts (*this provides for future commitment should costs be spread over multiple fiscal years*).

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Elementary Attendance Area
FROM: Jeff Holmes **BOARD MEETING:** May 21, 2018
DATE: May 17, 2018 **AGENDA ITEM:** VI.B.

BACKGROUND:

On March 12, 2018, the Board of Education adopted new elementary attendance area boundary lines in response to referendum projects that would have led to the reduction of Amy Belle Elementary School from a 3-track¹ elementary school to 2-track. This caused the necessity to redraw boundary lines in order to accommodate for students that would be moved from Amy Belle Elementary School.

During the March 5, 2018 Transportation Committee meeting, a Board Member presented an idea for the potential expansion of Amy Belle Elementary School, which was well-received by numerous individuals in attendance that evening. Research immediately began to determine whether or not that idea could actually come to fruition. After expedited research and negotiations between public and private entities, the District was able to acquire 3.45 acres of land across from Amy Belle Elementary School that allows for its expansion and ability to remain a 3-track elementary school.

Based upon the above and knowledge of new housing developments that have made the rolls of Germantown School District municipalities since March 12, 2018, the Board is being asked to reconsider its March 12 decision.

RECOMMENDATION: I recommend that the Board return to the pre-March 12 elementary attendance area lines for the 2018-19 school year with the directive that the Superintendent's office individually review/consider requests for alternate student placement(s) from families who believe they have extenuating circumstances for the District to consider.

¹ Track = class per grade level; e.g., 3-track is three classes per grade level in an elementary school setting

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education

TOPIC: Staff Survey

FROM: Jeff Holmes

BOARD MEETING: May 21, 2018

DATE: May 18, 2018

AGENDA ITEM: VI.C.

BACKGROUND:

School Perceptions, in conjunction with the Board of Educations input, has completed the attached survey for Board consideration and for the purposes of utilization at the end of the 2017-18 school year. The data provided will allow for the Board of Education to make determinations regarding organizational capacity in order to provide direction in the areas District leadership, programming, initiatives, processes, protocol, and services

RECOMMENDATION: Board's will.

2018 Staff Survey
Germantown School District

Project Administrator: Cari Udermann
Printed: May 14, 2018, 8:56 am

Powered by: School Perceptions
www.SchoolPerceptions.com

The survey is organized into sections and typically takes less than 15 minutes to complete. Participants are able to easily move back and forth through the sections. If for any reason you need to leave the survey, you can re-enter the survey access number and the survey will pick up where you left off.

At points in the survey you will have an opportunity to make comments. Please be concise and avoid mentioning individuals by name or by other specifics that could identify them. If you have sensitive comments, consider talking with your principal or administrator, as well as reviewing your District's policy regarding how issues and concerns should be addressed.

All responses are confidential and will be received and tabulated by School Perceptions. Data will be reported for groups of respondents and individual names will never be used.

Thank you for participating.

Respondent Information

1. At which location do you spend the most time?

- Amy Belle Elementary
- County Line Elementary
- MacArthur Elementary
- Rockfield Elementary
- Kennedy Middle School
- Germantown High School
- District Office

2. What best describes your position?

- Classroom Teacher
- Educational Specialist (Counselor, Special Education, Librarian, etc.)
- Instructional Aide/Paraprofessional
- Other Support Staff (Food service, Transportation, Custodial/Maintenance, etc.)
- Administration
- Other

Planning

1. To provide a quality education for all students, please check a maximum of five of your highest priorities:

- Better prepare students for life after high school—whether this be college or career
- Develop a Growth Mindset in our students.
- Develop additional community/business partnerships
- Develop innovative programs to improve student learning
- Expand services to students with special needs
- Expand students and staff technology access
- Improve parents and community communications
- Improve school safety and security
- Increase co-curricular and extra-curricular programs (e.g. music, arts, athletics, etc.)
- Increase STEM opportunities
- Increase the number of AP/honors courses
- Increase the number of hands-on/project-based learning opportunities
- Provide additional counseling, psychologist and social work services
- Provide additional intervention/support services for struggling students
- Provide educational opportunities to enhance student life-success skills.
- Receive more professional development/training opportunities to enhance teacher instructional skills

2. Comments/suggestions:

Change Readiness

1. Please indicate your level of agreement for each item.

Our District has a culture of open dialogue.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
There is a process for evaluating the effectiveness of new initiatives.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Our District strives to achieve consensus on areas that need improvement.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Our District is committed to making needed improvements as they are identified.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply

2. Comments/suggestions:

Student Achievement

1. Please indicate your level of agreement for each item.

The social and emotional needs of students are being met.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The academic needs of students are being met.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Students have access to additional support when needed.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Student discipline is handled in a consistent manner by all staff.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Overall, the school offers a high quality academic program.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Growth Mindset is a valuable tool and a long term benefit for our students.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply

2. Comments/suggestions:

Engagement

1. Please indicate your level of agreement for each item.

I am proud of our District.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I enjoy being involved in District affiliated activities outside of the normal school day.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
My work contributes to the success of our District	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
My job is personally satisfying.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The amount of work I am asked to do is reasonable.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I would recommend this District to others seeking employment.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
It would take a lot to get me to leave this District.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply

2. Comments/suggestions:

Communication

1. Please indicate your level of agreement for each item.

School board policies and procedures affecting me are available and clearly communicated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I have a good understanding of the goals of the District.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
The District clearly communicates with me about important issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
School/department information is communicated effectively to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I am kept informed about matters important to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I feel comfortable sharing my ideas and opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply

2. How would you rate the communication from:

School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
District Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Business Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Teaching and Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Pupil Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Building Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Food Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Custodians/Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Technology Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply

3. Comments/suggestions:

Technology

1. Please indicate your level of agreement for each item.

The technology in my classroom meets my teaching needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I have received adequate professional development to integrate the necessary technology into my teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I have had adequate time to integrate the necessary technology into my teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I keep up-to-date with emerging technologies and how they can be used for teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I was able to provide input regarding the instructional technology purchased for my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
Technical support is available to me in a timely manner to troubleshoot hardware and software problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
The technology provided to my students meets their learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I was able to provide input regarding the technology purchased for student use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply

2. Please indicate your level of agreement for each item.

I use technology to differentiate instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Frequently	Occasionally	Never
I utilize technology-based learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Frequently	Occasionally	Never
I utilize lessons that require students to access online resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Frequently	Occasionally	Never
I work with fellow teachers in my school to create, modify and improve my practices for using technology as a learning tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Frequently	Occasionally	Never

3. What could the District do to increase the effectiveness of your use of technology in the classroom?

4. Are there any specific technology-related topics you would like professional development on?

Work Culture

1. Please indicate your level of agreement for each item.

Our district operates as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
Our district is effective at assimilating new employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I can bring about change in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
My co-workers are willing to help me when I have a heavy workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I have the flexibility to do my job the way that I think is most effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I have enough time to do my job effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I feel valued by our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I have adequate opportunities for training/professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply

2. The academic expectations of our students are :

Too high Just right Too low

Building Leadership/Principals

If you have sensitive comments, consider talking with your principal or administrator, as well as reviewing your District's policy regarding how issues and concerns should be addressed.

1. Please indicate your level of agreement for each item.

I trust the leadership in my building.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Building leadership is consistent when administering policies concerning employees.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
My Principal is an effective leader.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Communication includes regular and current updates and on-goings in the district.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Communication is timely and clear.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The principal is visible and readily available in the building.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
School goals are set and evaluated on their effectiveness on a regular basis.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Building Administration is able to problem-solve both critical and non-critical situations.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Staff meetings are effective and have a clear agenda.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have opportunities to participate in decisions that affect me.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I receive meaningful and timely feedback that helps me improve my performance.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Expectations are high and consistent within the building with goal of excellence.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have supplies and classroom materials to adequately teach.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The environment fosters a team approach.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I receive credit and recognition when I do a good job.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
2. Comments/suggestions:					

District Administration

If you have sensitive comments, consider talking with your principal or administrator, as well as reviewing your District's policy regarding how issues and concerns should be addressed.

1. Please indicate your level of agreement for each item.

I trust the District's leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
District administration is consistent when administering policies concerning employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
The Superintendent/District Administrator presents a positive image to our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
District administration is responsive to major concerns of employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
District administration is doing what it takes to make our District successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
District Administration has a clear vision of where the district stands and future goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I am informed about the district plans and decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply

2. Comments/suggestions:

Curriculum and Instruction/Director of Education Systems

1. Please indicate your level of agreement for each item.

Learning targets and curriculum objectives for my job assignment are clear.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have been provided the resources to achieve district learning targets and curriculum objectives.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Peak is a valuable tool.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Peak training has been adequate.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The grade reporting system is adequate to reflect the students' progress.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The grade reporting system provides parents clear insight to their student's abilities.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The curriculum used is best practice for learning.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The curriculum initiatives are thought out, planned for and evaluated for their effectiveness.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have adequate instructional materials and supplies to teach effectively.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Overall the school offers a high quality academic program.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Communication regarding curriculum and instruction is timely and clear.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
We promote systems and programs for collaboration between schools.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
We promote systems and programs for collaboration between regular ed and special ed.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have input to training needs and goals.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I receive the training I need to do my job effectively.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The district's professional training days are organized and well planned.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply

Buildings and Grounds

1. Please indicate your level of agreement for each item.

My school is adequately maintained for a comfortable work and learning environment.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
My classroom/school is cleaned and maintained for health and safety.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have been adequately trained and feel safe at work.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have access to my classroom when necessary.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Communication from Buildings and Grounds is clear and timely.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
There is a sense of urgency with building needs.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I feel supported by Buildings and Grounds leadership.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply

Special Education/DPS

1. Please indicate your level of agreement for each item.

I trust the Spec Ed/DPS leadership and knowledge base.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
SPED/DPS administration promotes open communication and responds in a timely manner.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Communication is clear and informative.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
SPED administration is visible throughout the year and readily available for support.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Spec Ed staff is notified of updates with procedures or policies.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
There is a clear guideline expectation with IEP process and timelines.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have the necessary materials and curriculum to complete my work.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have confidence in the legal and ethical matters with Spec Ed.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Cooperative communication is promoted amongst SPED staff members.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I have opportunities to participate in decisions that affect me.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
SPED administration is able to problem solve critical situations.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
SPED Staff meetings are regular and informative.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Collaboration within and between schools is encouraged.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
New staff are proactively hired and trained.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I am aware of my budget and process for acquiring materials for student needs.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
My service caseload falls within IEP regulations.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
There is consistency across the district for diagnostics, programming, supports or caseloads.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Substitutes are available for SPED to hold state mandated meetings.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
SPED Aides are adequately trained for their position.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply

Compensation and Benefits

1. Please indicate your level of agreement for each item.

I am satisfied with my pay.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
I am satisfied with my benefits.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
My pay is fair in relation to my job responsibilities.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
My benefits are competitive with similar jobs I might find elsewhere.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
Pay practices are administered consistently for all employees.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
2. Comments/suggestions:					

School Board

If you have sensitive comments, consider talking with your principal or administrator, as well as reviewing your District's policy regarding how issues and concerns should be addressed.

1. Please indicate your level of agreement for each item.

The School Board presents a positive image to our community.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The School Board appropriately balances the mission of the District with fiscal responsibility.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply
The School Board is doing what it takes to make our District successful.	<input type="radio"/> Strongly agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly disagree	<input type="radio"/> Don't know / doesn't apply

2. Comments/suggestions:

Overall Satisfaction					
1. Overall, how would you rate each of the following areas:					
School Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
District Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Business Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Teaching and Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Pupil Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Building Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Food Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Custodians/Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
Technology Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Great	Good	Fair	Poor	Don't Know / Doesn't Apply
2. Please indicate your level of agreement for each item.					
The District has improved in the past year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
I am satisfied with the financial management of the District.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
Our community supports education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
All things considered, this District is a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly agree	Agree	Disagree	Strongly disagree	Don't know / doesn't apply
3. How would you rate the District compared to neighboring public school districts?					
<input type="radio"/> Much better <input type="radio"/> Better <input type="radio"/> The same <input type="radio"/> Worse <input type="radio"/> Much worse <input type="radio"/> No opinion					
4. What are the best things about our school/District?					
5. What things would you change about our school/District?					

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Elementary School Counselor
FROM: Mike Nowak **BOARD MEETING:** May 21, 2018
DATE: May 16, 2018 **AGENDA ITEM:** VII. A.

Counselors provide education, prevention and intervention activities related to social/emotional learning, which are essential for developing skills to promote academic achievement. In addition, they are responsible for coordination of 504 Accommodation Plans and facilitating G-talks for all 5th grade students.

Additional counselor time is needed to support the increasing incidence of anxiety and other mental health needs which are becoming barriers to the learning for many of our students. The district currently has 3.0 school counselors serving four elementary schools. Despite efforts at the beginning of this current school year to reallocate their time more evenly across the buildings, the adjustments still resulted in two schools having their own single counselor and two schools sharing a single counselor. Although the reallocation added some support from two counselors to the third counselor, this third counselor continues to be the primary counselor for two separate buildings. As this year has progressed, no better options were found to ensure consistency in counselor availability at each building, which continues to present challenges when unanticipated anxiety and other mental health needs have emerged in recent years.

With one counselor in each of the four elementary schools, each school can have better consistency in their responses to individual student needs, and the district could be more consistent and proactive with services provided throughout the elementary grades.

RECOMMENDATION: Approve the recommendation for the addition of one elementary school counselor position and the related posting for an August of 2018 start date.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Pupil Services Support Staff
FROM: Mike Nowak **BOARD MEETING:** May 21, 2018
DATE: May 16, 2018 **AGENDA ITEM:** VII. B.

For the past 13 years, the Department of Pupil Services support staff has consisted of one 8 hour (12 month) position and two 6.5 hour (12 month) positions. Prior to that time, the staffing consisted of two 8 hour positions and one 5 hour position. As a result of additional federal and state compliance requirements, the responsibilities of the department have steadily increased during these past 13 years. Examples of increased compliance demands relate to progress reporting to parents, student transfers to/from other districts, immunization procedures, documentation of guardianship changes, documentation for Medicaid, verification of purchase orders and invoices, coordination of monthly screenings for pre-kindergarten children, as well as other data entry necessary for state reporting purposes.

These positions also serve as support to all special education and pupil services staff throughout the district including special education teachers, speech pathologists, school psychologists, school social workers, English Language Learning teachers, and the school nurse for routine procedural tasks as well as unexpected student-specific situations. The expectation for a working knowledge of special education procedures, and the ability to apply the knowledge to time-sensitive situations, requires a level of expertise developed through thorough training by the district.

While the demands for these positions have increased over the years, the number of overall hours have remained unchanged. At the same time, the department has experienced concerning levels of turnover following the previously mentioned changes to positions and hours, including a recent resignation. This brings to the forefront a need for consistency in order for our district to maintain compliance, both of which link directly to the appropriateness of services provided to our students with specific needs.

Given the level of training and knowledge required to effectively support the department, including staff districtwide, and given the history of turnover within these positions, increasing to a second 8 hour position would help to ensure that the department needs can be more consistently met.

RECOMMENDATION: Approve the recommendation to increase the current Department of Pupil Services Administrative Assistant role from 6.5 to 8.0 hours and reduce the second 6.5 hour position to 5.0 hours.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Purchases Over \$15,000
FROM: Don Erickson **BOARD MEETING:** May 21, 2018
Ric Ericksen
DATE: May 16, 2018 **AGENDA ITEM:** IX.A.
FC Date: April 21, 2018
FC Agenda Item(s): VII. A.

-- The intent is to review due diligence with respect to seeking competitive bids/quotes when possible.
Vetting for the purpose of the purchases may have occurred at other committees. --

\$20,313.30: Buildings & Grounds - Scrubbers

Recommendation to the Board of Education and Finance Committee:

Bring forward to the Board of Education with a positive recommendation to purchase the 6 Scrubbers for all schools from Veritiv for an amount not to exceed \$20,313.30 as presented and charge to the appropriate accounts in the buildings & grounds general fund budget.

Background:

The I-mops are used to clean bathroom and locker room floors. The machines reduce cleaning time and significantly improve cleanliness. The units have been tested at GHS with exceptional results.

Please see attached quotes.



**FACILITY MAINTENANCE SOLUTIONS
AND SUPPORT SERVICES**

Tartan Supply Co, Inc.
3250 N. 126th St.
Brookfield, WI 53005
(262) 781-2770
FAX: (262) 781-2208

Quotation
Page 1 of 1

Germantown School District
N104 W13840 Donges Bay Road
Germantown WI 53022-4499

Date 3-May-2018 Valid Until
Salesman DBCT Quote 390418
Terms C.O.D.

Merch Total	\$18,240.58
Taxable Sales	\$0.00
Tax	\$0.00
	\$0.00
Ship/Handling	\$9.00
Ppd Deposit	\$0.00
Total	\$18,249.58

Description	Item Code	Quantity	Price	Amount
Scrubber: i-mop XL Lithium Ion Disk, 18.1" Cleaning Path S/N:	1231845	1	<u>3,495.00</u>	\$3,495.00
Scrubber: i-mop XL Lithium Ion Disk, 18.1" Cleaning Path S/N:	1231845	1	3,495.00	\$3,495.00
Scrubber: i-mop XL Lithium Ion Disk, 18.1" Cleaning Path S/N:	1231845	1	3,495.00	\$3,495.00
Scrubber: i-mop XL Lithium Ion Disk, 18.1" Cleaning Path S/N:	1231845	1	3,495.00	\$3,495.00
Scrubber: i-mop XL Lithium Ion Disk, 18.1" Cleaning Path S/N:	1231845	1	3,495.00	\$3,495.00
BATTERY SET, I-MOP XL LITHIUM ION	TE1283100	1	765.58	\$765.58



Germantown Schools

Attn: Billie Jo Mohn

RE: Equipment Quote

J Mop XL Disk Scrubber
WITH 2 BATTERIES #1231845
10927324

\$ 3,385.55 ea

\$ 3,390.84 ea

With a handling fee of \$5.402

Thank you

ELEM (4)

KMS (2)



SAN-A-CARE, Inc.
W223 N605 Saratoga Dr (53186)
P.O. Box 4250
Waukesha, WI 53187-4250
(262) 521-9500
(262) 521-9592

Quotation
Page 1 of 1

GERMANTOWN SCHOOL DISTRICT
N104 W13840 DONGES BAY RD

GERMANTOWN WI 53022-4430

Date 3-May-2018 Valid Until

Salesman 2 Quote 464071
Terms Net 30

Merch Total	\$38,191.40
Taxable Sales	\$0.00
Tax	\$0.00
	\$0.00
Ship/Handling	\$0.00
Ppd Deposit	\$0.00
Total	\$38,191.40

Description	Item Code	Quantity	Price	Amount
I-Mop LX 18" Disk Scrubber S/N: *****	30101539EACH	5	<u>3,478.00</u>	\$17,390.00
OPTION				
I-Mop LX 18" Disk Scrubber 2 Sets of Batteries S/N:	30101539EACH	5	4,160.20	\$20,801.00

GERMANTOWN SCHOOL DISTRICT

TO: Board Members

TOPIC: Donations

FROM: Jeff Holmes

BOARD MEETING: May 21, 2018

DATE: May 14, 2018

AGENDA ITEM: X.A.

Please act on the donation requests described below. The Board of Education should consider acceptance of the donations in accordance with Board Policy 7230 – Gifts, Grants, and Bequests.

1. Accept a donation of \$1,000 from the Kennedy Middle School PTA for the 8th grade Civil War reenactment.
2. Accept the donation of \$375 from American Transmission Company to the high school Environmental Club for the purchase of trees through the Trees for Threes Program in coordination with the Milwaukee Bucks.
3. Accept donations from numerous donors totaling \$3,310 to Environmental Week.
4. Accept the donation of new recycling bins valued at \$1,194.39 from the GHS Student Council for the school.
5. Accept the donation of \$500 from Fleet Farm to support high school athletics.
6. Accept the donation of \$2500 from Mahuta Tool Corp. for equipment in the new high school tech ed facilities.
7. Accept the donation of \$10,000 from Gehl Foods for equipment in the new high school tech ed facilities.
8. Accept the donation of \$1,000 from Outsource America Inc. to Kennedy Middle School's 2018-2019 8th grade Junior Achievement field trip.

RECOMMENDATION: Thank the donors for their generosity and approve the donations as listed.

GERMANTOWN SCHOOL DISTRICT

TO:	All Board Members	TOPIC:	AP Seminar Credit and Course Title Change
FROM:	Brenda O'Brien	BOARD MEETING:	May 21, 2018
DATE:	May 7, 2018	AGENDA ITEM:	X.B.

On May 10, 2018, Perry Benz submitted AP English Seminar to the NCAA Eligibility Center and approval was granted for this course to be considered a core English credit for future Division I and II student athletes. This was an important step in the process because the NCAA Eligibility Center approves core coursework as part of their process to standardize recruiting practices across the nation.

This approval requires us to change the name from AP Seminar to AP English Seminar beginning with the 2019-20 school year. In Fall, 2018, a proposal will be brought before the Board to award an English credit for this course as opposed to the current elective credit. This change in credit, pending Board approval, will begin with the 2019-20 school year.

Colleges accept the AP Seminar course as an English credit as long as it is listed in the course catalog as an English class and credit.

RECOMMENDATION: Approve the course title change as presented.

GERMANTOWN SCHOOL DISTRICT

TO: Board Members **TOPIC:** Summer School Contracts
FROM: Brenda O'Brien **BOARD MEETING:** May 21, 2018
DATE: May 9, 2018 **AGENDA ITEM:** X.C.

The current summer school enrollment is 1,139 as of May 9, 2018. Last year, our enrollment for summer school was 764 around this same time last year.

The following contracts are being recommended for approval based on courses that have reached maximum enrollment to date or courses that have sufficient enrollment to run at this time. Additional contracts will be forthcoming in early June when more final enrollment numbers are known.

First and Last Name	Assignment	Hours Not to Exceed
Tami Kiesling	Elementary and Middle	95
Kara Brandl	Elementary and Middle	95
Angela Suva	Elementary and Middle	95
Amy Willard	Elementary and Middle	95
Julie Mandella	Elementary and Middle	95
Korinna McGowan	Elementary and Middle	95
Chris Cyrzan	Elementary and Middle	95
Tom Kujawa	Elementary and Middle	25
Peter Schwantes	Elementary and Middle	120
Angela Paulson	Elementary and Middle	95
John Osieczanek	Elementary and Middle	95
Garrett Kuhn	Elementary and Middle	50
Heidi Feucht	Elementary and Middle	80
Susan Wolff	Elementary and Middle	25

Jen Runde	Elementary and Middle	25
Michelle Thompsen	Elementary and Middle	95
Tiffany Brewer	Elementary and Middle	95
Sarah Uselding	Elementary and Middle	95
Ashley Rusch	Elementary and Middle	95
Joni Fletcher	Elementary and Middle	95
Cynthia Goodnetter	Elementary and Middle	95
Diane Seramur	High School	70
Dawn Books Kosanke	Elementary and Middle	95
Gina Fricano	Elementary and Middle	95
Yongyan Liu	Elementary and Middle	95
Marilyn Czerwinski	Elementary and Middle	95
Kim Whiting	Elementary and Middle	95
Eric Neils	Elementary and Middle	95
Katrina Wesley	Elementary and Middle	95
Carrie Berg	Elementary and Middle	95
Marissa Goodnetter	Elementary and Middle	95
Jocelyn Ritger	Elementary and Middle	95
Cullin Mohn/Elizabeth Erhardt	Elementary and Middle	95
Jennifer Lamb	Elementary and Middle	95
Carly Rubnitz	Elementary and Middle	95
Stephanie Steinert	Elementary and Middle	30
Amy Brehmer	Elementary and Middle	95
Band Teacher	Elementary and Middle	100

Kelsey Shook	Elementary and Middle	102
Jonathan Bell	High School	115
Andrew Stone	High School	90
Lisa Van Zummeren	Elementary and Middle	95
Stacy Stocklein	High School	40
Mark McClellan	High School	40
Todd Krupicka	High School	40
Michael Pfeiffer	High School	95
James Cannestra	High School	95
Lisa Stigler	Elementary and Middle	95
Jodie Carroll	Elementary and Middle	95
Marin Siegert	High School	171
Spanish Teacher	Elementary and Middle	50
Maureen Warnimont	Aide	85
Courtney Sobojinski	Aide	85
Jodie Graunke	Aide	85
Kimberly Foti	Aide	85
Barb Richmond	Aide	85
Samantha Montini	Aide	85
Mary Sweers	Special Education Aide	85
Theresa Midlikowski	Aide	85
Ruth Bloedorn	Aide	85
Barbara Wendt	Special Education Aide	85
Amy Neve	Special Education Aide	85

Julia McMahon	Elementary and Middle	95
Connie Meyer	Special Education Aide	85
Pam Koskovich	Special Education Aide	85
Traci Wangerin	Special Education Aide	85
Bill Gartzke	Special Education Aide	85

RECOMMENDATION: Approve the above listed contracts.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education

TOPIC: High School Co-op Teams

FROM: Greg Lucas

BOARD MEETING: May 21, 2018

DATE: May 1, 2018

AGENDA ITEM: X.D.

Per W.I.A.A. regulations, the Board of Education has to approve cooperative athletic teams annually or bi-annually depending on the sport. We currently have cooperative teams in the district for boys and girls hockey, gymnastics, and boys swim and dive. At this time, we are requesting the renewal of the existing boys and girls hockey co-op for one year (2018-2019), and girls gymnastics for two years (2018-2019 and 2019-2020). Attached is the W.I.A.A. paperwork with the co-op schools listed.

RECOMMENDATION: Approve the one year renewal of girls and boys hockey co-op and a two-year renewal of girls gymnastics co-op.

Wisconsin Interscholastic Athletic Association
 5516 Vern Holmes Drive
 Stevens Point, WI 54482-8833
 Phone (715) 344-8580 Fax (715) 344-4241

APPLICATION FOR COOPERATIVE TEAM RENEWAL - 1 year ONLY

WINTER SPORTS - April 2, 2018

1. We are applying to renew our cooperative agreement in GYMNASTICS GIRLS HOCKEY BOYS HOCKEY for the 2018-19 school year.
 (Circle ONLY one)

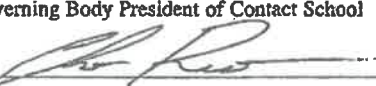
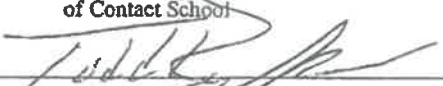
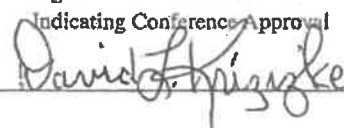
2. Contact School (WIAA contact, where materials are sent, etc.) Cedarburg High School

LIST ALL SCHOOLS INVOLVED IN CO-OP

- | | |
|----------------------------|--------------------|
| <u>Cedarburg</u> | <u>Living word</u> |
| <u>Cedar Grove Belgium</u> | |
| <u>Germania</u> | |
| <u>Hornstead</u> | |
| <u>Port Washington</u> | |
| <u>Slinger</u> | |
| <u>West Bend East</u> | |
| <u>West Bend West</u> | |
| <u>Grafton</u> | |
| <u>Brookfield Academy</u> | |

3. With the signatures below, we agree to continue this co-op agreement for another year based on the stipulations of the initial co-op agreement drafted between all involved schools. All schools involved in this agreement have been contacted and agree to continue the agreement for another year. We guarantee a no-cut policy, where any interested students will have an opportunity to participate in the requested co-op.

We further confirm that all school districts will provide the same level of institutional oversight to this program as to other sports sponsored by their district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

List Contact School	Signature of Board of Education or Governing Body President of Contact School	Signature of District Administrator of Contact School
<u>Cedarburg High School</u>		
Name of Conference	Signature of Authorized Person Indicating Conference Approval	Conference Position
<u>Eastern Shore</u>		<u>Eastern Shore Hockey Conference Commissioner</u>

OFFICIAL ACTION OF WIAA BOARD OF CONTROL

The above request for cooperative team sponsorship is hereby granted. The request covers the 2018-19 school year ONLY. Application must be made again in the event any or all schools are interested in continuing agreement beyond the 2018-19 school year.


 David Anderson, Executive Director

Wisconsin Interscholastic Athletic Association
 5516 Vern Holmes Drive
 Stevens Point, WI 54482-8833
 Phone (715) 344-8580 Fax (715) 344-4241

APPLICATION FOR COOPERATIVE TEAM RENEWAL - 1 year ONLY

WINTER SPORTS - April 2, 2018

1. We are applying to renew our cooperative agreement in GYMNASICS GIRLS HOCKEY **BOYS HOCKEY** for the 2018-19 school year.
 (Circle ONLY one)

2. Contact School (WIAA contact, where materials are sent, etc.) WEST BEND WEST

LIST ALL SCHOOLS INVOLVED IN CO-OP

- GRAFTON _____
- PORT WASHINGTON _____
- LIVING WORD _____
- GERMANTOWN _____
- HARTFORD _____
- SLINGER _____
- WEST BEND EAST _____
- _____
- _____
- _____

3. With the signatures below, we agree to continue this co-op agreement for another year based on the stipulations of the initial co-op agreement drafted between all involved schools. All schools involved in this agreement have been contacted and agree to continue the agreement for another year. We guarantee a no-cut policy, where any interested students will have an opportunity to participate in the requested co-op.

We further confirm that all school districts will provide the same level of institutional oversight to this program as to other sports sponsored by their district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

List Contact School	Signature of Board of Education or Governing Body President of Contact School	Signature of District Administrator of Contact School
<u>WEST BEND WEST</u>	<u>Jeffrey Lawson</u>	<u>[Signature]</u>
Name of Conference	Signature of Authorized Person Indicating Conference Approval	Conference Position
<u>North Shore</u>	<u>[Signature]</u>	<u>Co-COMMISSIONER</u>

OFFICIAL ACTION OF WIAA BOARD OF CONTROL

The above request for cooperative team sponsorship is hereby granted. The request covers the 2018-19 school year ONLY. Application must be made again in the event any or all schools are interested in continuing agreement beyond the 2018-19 school year.

David J. Anderson
 David Anderson, Executive Director

Wisconsin Interscholastic Athletic Association
5516 Vern Holmes Drive
Stevens Point, WI 54482-8833
Phone (715) 344-8580 Fax (715) 344-4241

APPLICATION FOR COOPERATIVE TEAM RENEWAL

FALL SPORTS - February 1, 2018

WINTER SPORTS - April 2, 2018

SPRING/SUMMER SPORTS - June 1, 2018

1. We are applying to renew our cooperative agreement in Gymnastics for the school years of 2018-19 and 2019-20.
(sport)
_____ boys girls (For Football - please note 11-player or 8-player football.)

2. Contact School (WIAA contact, where materials are sent, etc.)

Menomonee Falls

LIST ALL SCHOOLS INVOLVED IN CO-OP

German town
Hamilton

3. With the signatures below, we agree to continue this co-op agreement for another two years based on the stipulations of the initial co-op agreement drafted between all involved schools. All schools involved in this agreement have been contacted and agree to continue the agreement for another two years. We guarantee a no-cut policy, where any interested students will have an opportunity to participate in the requested co-op.

We further confirm that all school districts will provide the same level of institutional oversight to this program as to other sports sponsored by their district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

List Contact School

Signature of Board of Education or
Governing Body President of Contact School

Signature of District Administrator
of Contact School

Menomonee Falls

[Signature]
Signature of Authorized Person
Indicating Conference Approval

[Signature]
Conference Position

Name of Conference

OFFICIAL ACTION OF WIAA BOARD OF CONTROL

The above request for cooperative team sponsorship is hereby granted. The request covers the school years of 2018-19 and 2019-20. The cooperative team sponsorship herein indicated must continue both years. Application must be made again in the event any or all schools are interested in continuing agreement beyond school years indicated.

David J. Anderson
David Anderson, Executive Director

GERMANTOWN SCHOOL DISTRICT

TO: Board Members

TOPIC: Overnight Travel Request –
Skills USA

FROM: Joel Farren

BOARD MEETING: May 21, 2018

DATE: May 15, 2018

AGENDA ITEM: X.E.

Germantown High School Skills USA students and advisor Jon Stachowiak have submitted an overnight travel request to attend the Skills USA National Leadership and Skills Conference in Louisville, KY June 25-30, 2018. Costs for the trip for the qualifying student and advisor are being requested from the district as outlined in the attached request form.

RECOMMENDATION: Approve the overnight travel request for one Skills USA student and advisor Jon Stachowiak to travel to Louisville, KY June 25-30, 2018 with registration, lodging, and transportation costs of \$1,900 paid with district funds.

GERMANTOWN HIGH SCHOOL

OVERNIGHT FIELD TRIP REQUEST FORM

Name of Person Completing this Form:

Jon Stachowiak

Explanation of Field Trip:

Skills USA National Leadership and Skills Conference, Student(s) will be representing Germantown and Wisconsin competing in the Masonry skilled event. We will be gone from June 25th through June 30th

Date Submitted to Building Principal:

5/8/2018

Location of Field Trip (Be Specific):

Louisville KY. Kentucky Exposition Center
Louisville, Ky. Staying at: Courtyard Marriott Louisville

Date Submitted to Superintendent's Office:

Number of Students on Field Trip: 1

Date(s) of Field Trip:

Number of Advisors on Field Trip: 1

June 25th through June 30

BREAKDOWN OF FIELD TRIP COSTS FOR STUDENT AND FOR ADVISOR

	FOR STUDENTS		FOR ADVISORS	
	Board Funding Portion	Club Funding Portion	Board Funding Portion	Club Funding Portion
Registration and lodging	\$ 950.00	\$ -	\$ 950.00	\$ -
Transportation		\$ -	school van	gas card
	\$ -	\$ -	\$ -	\$ -
Meals	\$ -	\$ -	\$ -	\$ -
Other (please list)	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
Total Cost	\$ 950.00	\$ -	\$ 950.00	\$ -
Total Students or Advisors from Above	1	1	1	1
Cost Per Student or Advisor	\$ 950.00	\$ -	\$ 950.00	\$ -
Grand Total Cost	\$ 1,900.00			

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Activities Director Hire
FROM: Jeff Holmes **BOARD MEETING:** May 21, 2018
DATE: May 17, 2018 **AGENDA ITEM:** X.F.

BACKGROUND:

After interviews with two committees, we are pleased to bring forward a recommendation to hire a new Germantown School District Activities Director. We will provide the name of this highly qualified candidate and more detailed information at the May 21, 2018 Board meeting in order to allow for the candidate to give proper notice to their current school district of employment. Please know that the candidate being brought forward for consideration brings with them many years of experience in the role of activities director and possesses numerous skill sets, attributes, and qualities that ensures for an optimum match with Germantown School District regarding fulfillment of the activities director role and responsibilities desired by the Board of Education. We were especially influenced by the evidence provided in the interview sessions that the candidate's previous experience with Division 1 pool, fieldhouse, and performing arts facilities management has been quite successful.

RECOMMENDATION: Approve the hire of _____ as the new Germantown School District Activities Director with a two-year contract and employment to commence on July 1, 2018.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Staffing Plan for 2018-2019
FROM: Mike Nowak **BOARD MEETING:** May 21, 2018
DATE: May 16, 2018 **AGENDA ITEM:** X. G.

The attached document presents staffing plan projections for the 2018-19 school year as well as staffing plans from previous school years. In regard to the information being provided for the upcoming 2018-19 school year, we are presenting a projection for a minimum full-time equivalency (FTE) count necessary as this point in time. We will continue to monitor student enrollment in the upcoming months and provide updates accordingly. Specifically, we will closely monitor grade level enrollments at individual schools relative to district-wide enrollment guidelines.

The proposed staffing plan for the 2018-19 school year is similar to the current year's plan. During the 2017-18 school year, the Germantown School District employed 322 certified employees for a full-time equivalency (FTE) of 302.28, while the 2018-19 plan would include 321 certified employees for a full-time equivalency (FTE) of 301.68. The proposed staffing plan presents only minor changes from the current year which can be attributed to shifts in course enrollments at the high school level. The proposed staffing plan provides justification for the issuance of teacher contracts for the 2018-2019 school year.

RECOMMENDATION: The approval of the staffing plan of the 2018-2019 school year.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education **TOPIC:** Teacher Contracts for 2018-2019
FROM: Mike Nowak **BOARD MEETING:** May 21, 2018
DATE: May 16, 2018 **AGENDA ITEM:** X. H.

During the 2017-18 school year, the Germantown School District employed 276 certified teachers for a full-time equivalency (FTE) of 284.83. As we prepare for the 2018-2019 school year, we wish to bring forward recommendations for 267 teacher full-time contracts. The number takes into account the 16 retirements, resignations, and leaves of absence that we are aware of at this juncture.

Secondly, we are recommending the issuance of Letters of Intent to 19 part-time employees. Upon finalization of staffing plans, the specific (FTE) for each part-time employee will be solidified and the teacher will receive a teaching contract for the 2018-19 school year.

A list of full-time and part-time teacher contracts recommended for the 2018-19 school year will be furnished to Board of Education members. This confidential list will account for known resignations and retirements, as well as current part-time certified teachers recommended to return for the 2018-2019 school year as part-time.

RECOMMENDATION: The issuance of 267 full-time teacher contracts for the 2018-2019 school year and the issue of Letter of Intent to 19 part-time employees.

GERMANTOWN SCHOOL DISTRICT

TO: Board of Education

TOPIC: Teacher Contracts

FROM: Mike Nowak

BOARD MEETING: May 21, 2018

DATE: May 17, 2018

AGENDA ITEM: X. I.

The administration is recommending the approval of the following regular contracts for the 2018-19 school year.

Employee Assignment/Location	Rationale	FTE	Contract Type	Salary
Brian Ish Special Education Teacher Kennedy Middle School	Brian is being recommended for this position as the result of a teacher retirement.	1.0	Regular	\$47,500.00
Matthew Reuter Language Arts Teacher Kennedy Middle School	Matthew is being recommended for this position as the result of a teacher resignation	1.0	Regular	\$48,500.00
Jonathan Fox Band Teacher Kennedy Middle School	Jonathan is being recommended for this position as the result of a teacher retirement	1.0	Regular	\$66,750.00

RECOMMENDATION:

Approve the 1.0 FTE regular contract for Brian Ish at \$47,500.00, the 1.0 FTE regular contract for Matthew Reuter at \$48,500.00 and the 1.0 FTE regular contract for Jonathan Fox at \$66,750.00.