

SPECIAL SCHOOL BOARD OF EDUCATION MEETING

MONDAY, JULY 7, 2014
SCHOOL DISTRICT OF PITTSVILLE

OFFICIAL SCHOOL BOARD OF EDUCATION MINUTES

I. Call to Order

A special meeting of the Pittsville School Board of Education was held on Monday, July 7, 2014 at 6:00 p.m. in the Conference Room.

II. Establish Quorum

Members present: Jane Wesely, Julie Strenn, Dick Koeshall, Robert Wolff, with Mandy Hoogesteger excused. Administration present: Terry Reynolds, District Administrator and Jeff Gast, Finance Director.

III. Meeting Notice Certification

Meeting notice was posted on the doors at the Elementary School, High School, and Administration Area and meeting notice was faxed to the official newspaper, the *Wisconsin Rapids Daily Tribune* and also to the *Marshfield News Herald* and the *Pittsville Record*.

IV. Approval of Agenda

Motion was made by Dick Koeshall, seconded by Jane Wesely, to approve the agenda for the July 7, 2014 Special Meeting of the Pittsville School Board of Education. Motion carried.

V. Advisory Committee Recommendation

Advisory Committee recommended to not advance a referendum to exceed the levy limits until there is a need to substantially deficit spend from the district fund balance.

VI. Work Session with Scott Grall (PMA) on Budget Forecasting Model

VII. The Board will move into Closed Session pursuant to Wisconsin State Statute 19.85(1)(c)

Motion was made by Julie Strenn, seconded by Jane Wesely, to move into Closed Session as per Wisconsin State Statute - 19.85(1)(c). President Wolff directed the Clerk to take a roll call vote:

Jane Wesely	Yes	Dick Koeshall	Yes	Mandy Hoogesteger	Excused
Bob Wolff	Yes	Julie Strenn	Yes		

Purpose: . 1) Consider PEA Base Salary Negotiations Agreement
2) Consider PESPA Base Salary Negotiations Agreement

VIII. Move out of Closed Session

Motion was made by Julie Strenn, seconded by Dick Koeshall, to move out of Closed Session. Motion carried.

IX. Act upon Closed Session

- 1) Motion was made by Dick Koeshall, seconded by Bob Wolff, to approve a 1.46% base salary increase to all PEA employees for the 2014-2015 school year. Motion carried (4-0).
- 2) Motion was made by Dick Koeshall, seconded by Bob Wolff, to approve a 1.46% base salary increase to all PESPA employees for the 2014-2015 school year. Motion carried (4-0)

X. Adjourn

Motion was made by Julie Strenn, seconded by Jane Wesely, to adjourn at 8:00 p.m. Motion carried.

Julie Strenn, School Board Clerk

SCHOOL BOARD OF EDUCATION MEETING
MONDAY, JUNE 9, 2014
SCHOOL DISTRICT OF PITTSVILLE
OFFICIAL SCHOOL BOARD OF EDUCATION MINUTES

I. Call to Order

A regular monthly meeting of the Pittsville School Board of Education was held on Monday, June 9, 2014 at 7:00 pm in the Conference Room. The meeting was called to order by President Wolff.

II. Establish Quorum

Members present: Jane Wesely, Julie Strenn, Robert Wolff, Amanda Hoogesteger, and Dick Koeshall. Administration present: Terry Reynolds, District Administrator; Mark Weddig, Senior High Principal; Kim Fischer, Elementary Principal, and Jeff Gast, Finance Director.

III. Meeting Notice Certification

Meeting notice was posted on the doors at the Elementary School, High School, and Administration area and meeting notice was sent to the official newspaper, the *Wisconsin Rapids Daily Tribune* and also to the *Marshfield News Herald* and the *Pittsville Record*.

IV. Approval of Agenda

Motion was made by Julie Strenn, seconded by Jane Wesely, to approve the agenda for the June 9, 2014 meeting of the Pittsville School Board of Education. Motion carried.

V. Public Comments - no public comments.

VI. Consent Agenda Items

- A. Minutes of the Regular Meeting of May 12, 2014**
- B. General Fund Invoices**
- C. Approve Teacher Resignation**

Motion was made by Julie Strenn, seconded by Mandy Hoogesteger, to approve the items on the Consent Agenda. Motion carried.

The Board would like to thank Mrs. Kelly Look for her 10 years of service and dedication to the students of the Pittsville Elementary School.

VII. Financial

- A. Financials Status of the District** - The financial status of the District was discussed with the Board.

- 1) Budget Resolution to Change Current Year Budget**

- Motion was made by Julie Strenn, seconded by Dick Koeshall, to approve a resolution to change the current year budget (2013-2014). Motion carried.

- B. 2014-15 Budget Update and Discussions**

- 1) Adopt 2014-2015 Preliminary Budget**

- Motion was made by Jane Wesely, seconded by Mandy Hoogesteger, to approve the preliminary 2014-2015 budget which permits the District to begin the 2014-2015 fiscal year on July 1. The preliminary budget is a balanced budget with a total of revenues and expenditures in the amount of \$7,617,303.00. Motion carried.

VIII. Reports

- A. High School Principal**
- B. Elementary Principal**

Mr. Weddig and Mrs. Fischer updated the Board on end of the year activities.

IX. District Administrator Report

- A. Advisory Committee Update** - Next meeting of the Advisory Committee will be on June 23 at 7:00 pm in the Conference Room.
- B. Child Care Program Survey Results**

There were 78 parents who completed the online survey, and the results were supportive of the concept. A preliminary registration and fee schedule has been posted on the website and is also available at the district and elementary school offices.

C. Elementary Gym Update - Marawood Construction is anticipated to begin the roof replacement on June 23.

D. PEP Grant Update - Amy Manhardt has been hired to be PEP Grant Project Director on a part-time basis.

E. 2015-2016 School Calendar Discussion - The School Board will discuss the calendar further at the July meeting.

F. Fall Coaching Approvals

Motion was made by Jane Wesely, seconded by Mandy Hoogesteger, to approve hiring a 9th grade football coach, a C team volleyball coach, and an assistant cross country coach for the 2014 fall seasons, based on the number of students participating next fall. Motion carried.

G. Set Date for Board Training Session - The school Board discussed possible dates for a School Board training to receive added information from PMA and the budget forecasting model.

X. The Board Moved into Closed Session pursuant to Wisconsin State Statutes 19.85(1)(c)

Motion was made by Jane Wesely, seconded by Amanda Hoogesteger, to move into Closed Session as per Wisconsin State Statute - 19.85(1)(c). President Wolff directed the Clark to take a roll call vote:

Jane Wesely	Yes	Dick Koeshall	Yes	Mandy Hoogesteger	Yes
Bob Wolff	Yes	Julie Strenn	Yes		

- 1) PESPA Base Salary Negotiations
- 2) PEA Base Salary Negotiations
- 3) Administration Salary Negotiations
- 4) Consider Hiring Elementary Teacher for 2014-2015

XI. Move Out of Closed Session

Motion was made by Julie Strenn, seconded by Mandy Hoogesteger, to move out of Closed Session. Motion carried.

XII. Act Upon Closed Session

- 1) Motion was made by Julie Strenn, seconded by Dick Koeshall, to approve hiring the administration's recommended first choice for an Elementary Teacher. Motion carried.

XIII. Adjourn

Motion was made by Julie Strenn, seconded by Dick Koeshall, to adjourn at 10:02 p.m. Motion carried.

Julie Strenn, School Board Clerk

ACCOUNT NUMBER	FUNCTION	July 2014-15				Ending Balance
		Beginning Balance	Debits	Credits	YR Credits	
Grand Asset Totals		2,380,490.71	11,074.10	197,761.75	197,761.75	2,193,803.06
Grand Liability Totals		-512,659.92	262,138.95	142,308.65	142,308.65	-392,829.62
Grand Equity Totals		-1,867,830.79	74,468.69	7,611.34	7,611.34	-1,800,973.44
Grand Totals		0.00	347,681.74	347,681.74	347,681.74	0.00

Number of Accounts: 66

***** End of report *****

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
08	GENERAL LONG-TERM OBLIGATIONS	0.00	0.00	0.00	0.00
10	GENERAL FUND	230,405.17	0.00	392,144.44	622,549.61
21	DONATIONS	-15,000.94	0.00	15,000.94	0.00
27	SPECIAL EDUCATION FUND	0.00	-37,574.52	37,574.52	0.00
50	FOOD SERVICE FUND	-105.31	0.00	105.31	0.00
60	AGENCY FUND	0.00	0.00	0.00	0.00
***	Fund Summary Totals ***	215,298.92	-37,574.52	444,825.21	622,549.61

***** End of report *****

SCHOOL DISTRICT OF PITTSVILLE BOARD POLICY

INSTRUCTION

EDUCATIONAL PROGRAMS GRADUATION REQUIREMENTS

GRADUATION / SEPARATION

345.31

Requirements

Although it is a total Kindergarten through Twelfth Grade responsibility to educate children, the secondary school courses required for graduation shall be structured to ensure that students in the School District of Pittsville have the opportunity to fulfill the requirements for graduation from a varied and well-defined curriculum.

To graduate from Pittsville High School, a student must earn 28 credits or as determined by the student's IEP. The following are required to graduate:

<u>Required Courses</u>	English	4	Credits
	Math	3	Credits
	Social Studies	3	Credits
	Science	3	Credits
	Physical Education	1½	Credits
	Career and Financial Literacy	½	Credits **
	Health	½	Credit
	Electives	13	Credits

**Not required for graduation, but all students will be scheduled into a Career and Financial Literacy course. ~~This requirement can be satisfied by either taking Personal Finance or Consumer Math.~~

~~Students graduating in 2014 and after will be required to earn three credits of science to graduate from Pittsville High School.~~

NOTE: Junior High health will count towards health graduation requirement, but not toward the 28 credit requirement. 7th and 8th grade students who earn credits in math, science, and foreign language will be awarded high school credit and grade points. ~~Driver's Education counts a .25 credit towards graduation but not for grade point average. Driver's Education is graded pass/fail.~~

Graduated credit requirements based on the new block schedule (2012-13).

Class of 2015	27 credits
Class of 2016	28 credits

Transfer Credits and Virtual School Programming

A student may transfer high school credit from an outside agency, but requires that the high school principal approves such classes in advance to students registering for such coursework. Such courses taken outside of the school through an outside agency will be at the students/parents own expense. 67.5 clock hours are used to determine a half credit on the high school transcript. In general, one post-secondary credit is equivalent to .25 of a high school credit. The request must be submitted by the parent of the student to the high school principal before final approval is given. The approval will determined whether the credits are in required courses or elective course work. (This paragraph does not include Youth Options programming).

Revised: July 14, 2014

ES Board report--July

1. Summer school--280 enrollment

2. UWSP research in connection to Pittsville Pottery Throw Project
(see attached)

3. School of Merit award: Banner will be given in August and hung up for the school year
(see attached)



Using Pottery to Improve Academic Achievement, Self-Esteem, and Relationships

Abstract

Using Pottery to Improve Academic Achievement and Relationships, was an after school arts program which took place in a small town in Wisconsin. The local school district art teacher taught a total of twenty after school and Saturday pottery classes from November 2013 to March 2014 to 10 middle school and high school students who were identified as either at-risk or positive role models. In addition to the art teacher, University of Wisconsin at Stevens Point undergraduate students and faculty members were involved in the arts program. The goal of the program was to increase self-esteem, attendance, grade point average, and to improve family and peer relationships through the instruction of pottery skills, participant interactions, and a community-based teaching-learning event. Using information gathered from pre- and post-data collection measures (interviews and surveys) and field observations, the researchers determined the pottery classes were a successful way to achieve the program goals. The results of this study have the capability to inform practitioners of new perspectives, practices, and results of inquiry into student learning from an arts-based viewpoint.



In recent years, budget cuts in public school districts have often resulted in the elimination of arts programs. Although arts instruction is sometimes seen as unnecessary, research shows that arts instruction positively impacts self-esteem and academic achievement (Costa-Giomi, 2004; Rabkin & Redmond, 2006). The current study sought to examine the impact of an after school pottery program on participants' self-esteem, academic achievement, grade point average, family relationships, and art skills. In a time where it is increasingly important to educate the whole child, arts instruction is a meaningful way to do so for some students.

Introduction

Using Pottery to Improve Academic Achievement and Relationships was successful in achieving its goals. The majority of students increased self-esteem (80%), improved family communication (70%) and improved their art skills (100%). Additional results include a decrease in disciplinary referrals, increase in grade point average, decrease in missing assignments, and increase in attendance for the majority of the participants. One student, in fact, decreased his disciplinary referrals from 10 last year to 1 this year. His teachers comment on the change in his attitude. In addition to positively affecting student participants, community members who had never thrown pottery before were immersed into a learning experience led by their family member or fellow pottery participant. The after school arts program participants were able to give back to the community by donating the \$4000.00 they raised from selling their bowls at the Empty Bowls Dinner to the local food pantry. Mrs. Kris Doering, the district art teacher collaborating with the project, is optimistic for future groups and plans on continuing the project next year.



~I was able to mold something with my own hands. ~Arts help you develop your creative aspect. We should develop all aspects of the children's minds. ~...no screen, no electronics, no television, hands on ~Kids need creativity in life.

Methodology

Researchers administered Pre/Post Self-Esteem Survey 1, Pre/Post Self-Esteem Survey 2, Pre/Post Family Communication Survey, a Pre/Post Pottery Throwing Assessment, and a Pre/Post Art Skills Assessment to 10 Middle/High School Students

The students participated in a 3 hour pottery class 1 day/week after school and 1 Saturday/month for 5 months. At the classes, they made bowls on a pottery wheel. A member from each student's family was required to participate. The students taught family members, UWSP undergraduate students and faculty members, and school district teachers how to throw bowls.



The students made and glazed over 500 bowls to sell at an Empty Bowls Dinner at their school. Local businesses and community members donated soup for the event. At the event, student participants put on demonstrations and taught community members how to throw bowls on a pottery wheel.

Results

Survey Responses

Pseudonym	Pre-Self-Esteem Survey 1	Post-Self-Esteem Survey 1	Pre-Self-Esteem Survey 2A	Post-Self-Esteem Survey 2A	Pre-Self-Esteem Survey 2B			Post-Self-Esteem Survey 2B			Pre-Family Communication Survey	Post-Family Communication Survey	Pre-Post Art Skills Assessment	Post-Post Art Skills Assessment
					Home	School	Social	Home	School	Social				
Student A	25	27	86	80	11	16	17	9	10	15	32	41	6	13
Student B	24	18	82	96	8	11	4	1	7	31	40	5	9	
Student C	27	27	92	125	0	5	16	3	0	17	46	55	4	16
Student D	12	21	78	69	13	1	4	13	3	4	39	28	5	15
Student E	20	22	81	91	15	9	14	12	6	10	45	46	4	15
Student F	16	22	72	87	1	2	17	16	0	13	27	37	5	13
Student G	29	24	94	98	0	1	0	0	1	1	45	45	5	11
Student H	25	20	86	85	5	6	7	9	5	6	42	41	1	13
Student I	19	22	86	85	0	3	2	1	2	1	22	30.5	14	17
Student J	16	19	76	89	5	1	7	6	0	2	25	28	15	17

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Conclusion

Using Pottery to Improve Academic Achievement and Relationships was successful in achieving its goals. The majority of students increased self-esteem (80%), improved family communication (70%) and improved their art skills (100%). Additional results include a decrease in disciplinary referrals, increase in grade point average, decrease in missing assignments, and increase in attendance for the majority of the participants. One student, in fact, decreased his disciplinary referrals from 10 last year to 1 this year. His teachers comment on the change in his attitude. In addition to positively affecting student participants, community members who had never thrown pottery before were immersed into a learning experience led by their family member or fellow pottery participant. The after school arts program participants were able to give back to the community by donating the \$4000.00 they raised from selling their bowls at the Empty Bowls Dinner to the local food pantry. Mrs. Kris Doering, the district art teacher collaborating with the project, is optimistic for future groups and plans on continuing the project next year.



In recent years, budget cuts in public school districts have often resulted in the elimination of arts programs. Although arts instruction is sometimes seen as unnecessary, research shows that arts instruction positively impacts self-esteem and academic achievement (Costa-Giomi, 2004; Rabkin & Redmond, 2006). The current study sought to examine the impact of an after school pottery program on participants' self-esteem, academic achievement, grade point average, family relationships, and art skills. In a time where it is increasingly important to educate the whole child, arts instruction is a meaningful way to do so for some students.

References

Costa-Giomi, E. (2004). Effects of three years of piano instruction on children's academic achievement, school performance and self-esteem. *Psychology of Music*, 32(2), doi: 10.1177/0305735604041491
Rabkin, N., & Redmond, R. (2006). The arts make a difference. *The Journal of Arts Management, Law, and Society*, 36(1), 25-32.

Acknowledgements

Kris Doering, District Art Teacher
Neale Fellowship, University of Wisconsin – Stevens Point



June 16, 2014

Terry Reynolds
5459 Elementary Ave Ste 2
Pittsville, WI 54466

Dear Mr. Reynolds:

I am pleased to acknowledge that Pittsville Elementary was selected by the Wisconsin PBIS Network as a School of Merit for their work accomplished through the implementation of Positive Behavioral Interventions and Supports (PBIS).

The Wisconsin PBIS Network is a Wisconsin Department of Public Instruction (DPI) funded initiative. PBIS is a proactive approach that establishes safer and more effective schools and is currently being implemented in approximately 51 percent of Wisconsin schools at the Tier 1 level. Pittsville Elementary was one of 195 schools statewide to be recognized as a School of Merit for the 2013-14 school year.

Schools were recognized as Schools of Merit based on an application process that included team and meeting information, implementation and outcome data, and a narrative that described the data, systems, and practices of PBIS implementation.

Congratulations and a job well done for the staff and students of Pittsville Elementary. As a School of Merit, Pittsville Elementary will receive a banner and recognition at the Annual PBIS Leadership Conference this August. If Pittsville Elementary is not present at the conference, the banner will be mailed to the school or district.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Stanford Taylor".

Carolyn Stanford Taylor
Assistant State Superintendent
Division for Learning Support

CST: jh

July Report to the Board of Education

July 14th, 2014

Mark Weddig

1 – Changes to handbooks
attachments

Student

Athletic

Coaches

DRAFT

**PITTSVILLE SCHOOL DISTRICT
2015-2016 SCHOOL CALENDAR**

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	
						1			1	2	3	4	5						1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	HOL	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
16	Ins	Ins	Ins	Ins	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	Vac	HOL	Vac	28	
23	Ins	Ins	Ins	Ins	28	29	27	28	29	30	25	26	27	28	PT	PT/I	31	29	30									
30	31																											

DECEMBER							JANUARY							FEBRUARY							MARCH						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5						HOL	2		1	2	3	4	5	6			1	2	3	4	5
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	6	7	8	9	10	11	12
13	14	15	16	17	18	19	10	11	12	13	14	Ins	16	14	15	16	17	18	19	20	13	14	15	16	17	Ins	19
20	21	22	Vac	Vac	HOL	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	20	Vac	Vac	Vac	Vac	Vac	26
27	Vac	Vac	Vac	Vac	24	25	26	27	28	29	30	28	29	27	28	29	30	31									
							31																				

APRIL							May							June							July						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2	1	2	3	4	5	6	7				Ins	Ins	3	4					1	2	3
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	HOL	5	6	7	8	9	10
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24
24	25	26	27	28	29	30	29	HOL	Ins	26	27	28	29	30	26	27	28	29	30	25	26	27	28	29	30	31	

Make Up Days - May 31, June 1, 2

Teacher Days 188

Student Days 174

HOL Holiday - No School
 INS Teacher Inservice - No School
 VAC Vacation - No School

PT Parent-Teacher Conferences 4:00 pm - 7:30 pm
 PT/I Parent-Teacher Conferences/Inservice 8:00 am - 3:30 pm
 I End of quarter

QUARTERS

1st Quarter Sep 1 - Oct 30
 2nd Quarter Nov 2 - Jan 15
 3rd Quarter Jan 18 - Mar 17
 4th Quarter Mar 28 - May 27

HOLIDAY / VACATION - NO SCHOOL

Sep 7 Labor Day
 Nov 25-26-27 Thanksgiving Break
 Dec 23-Jan 1 Winter Break
 Mar 18-25 Spring Break
 May 30 Memorial Day

**FIRST DAY OF SCHOOL FOR STUDENTS - September 1
 LAST DAY OF SCHOOL FOR STUDENTS - May 27**