

Phillips Board of Education Regular Board Meeting

Monday, October 21, 2013
6:00 PM

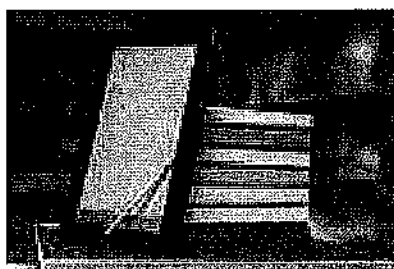
Phillips Middle School IMC
365 Highway 100
Phillips, Wisconsin

Our Vision:
Preparing for Tomorrow

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

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

School District of Phillips Regular Board Meeting Agenda		Facilitator	Page #
I.	Call to Order (Pledge of Allegiance)	Baratka	PDF
II.	Roll Call of Board Members	Baratka	
III.	Review of Compliance of Open Meeting Law	Baratka	
IV.	Public Participation Forum - Where members of the public will be allowed to make brief presentations to the board on items of interest to the school district. No action will be taken on items presented.	Baratka	
V.	Administrative Reports and Committee Reports		
	A. Principal Report – PhMS/PHS	Hoogland	
	1. Students of the Month		
	2. Athletics Updates		
	B. Principal Report – PES	Scholz	
	1. Start-of-the-Year Report		
	2. Summer School Report		
	C. Student Liaison Report	Schleife	
	D. Superintendent Report	Morgan	
	1. Facility Needs Plan		
	2. Student Transportation		
	E. Financial Report	Theder	
	1. Quarterly Financial Report		
	F. Business Services Committee – October 17, 2013	Rodewald	
VI.	Items for Discussion and Possible Action		157-163
	A. Certifying the 2013-14 Tax Levy	Theder	
	B. One-to-One Computer Technology	Morgan	173-175
VII.	Consent Items	Baratka	
	A. Approval of Minutes from September 16, 2013 Regular Board Meeting		
	B. Approval of Personnel Report – Hiring, Recruitment, Resignation/ Retirement		
	C. Approval of Bills		176-178
VIII.	Items for Next Board Meeting	Baratka	
IX.	Motion to convene into executive session at the conclusion of the open session pursuant to 19.85(1)(f) Wisc. Stats. For the purpose of considering personal histories of specific persons, including students, where if discussed in public would like have a substantial adverse effect upon the reputation of any person referred to in such histories.	Baratka	
	▪ Board Administration Communications		
X.	The Board may reconvene into open session pursuant to 19.85(2), Wisc. Stats., if necessary, to act on motions made during the executive session.	Baratka	
XI.	Adjourn	Baratka	



1. One-to-One Computing Programs Only as Effective as Their Teachers

Posted By Meris Stansbury On February 16, 2010 @ 7:27 am In eClassroom News, New Options in One-to-One Computing, One-to-one, One-to-one computing, Registration

Required, Research, Top News |

Studies show that 1:1 success depends more on teachers than on the equipment itself.

A compilation of four new studies of one-to-one computing projects in K-12 schools identifies several factors that are key to the projects' success, including adequate planning, stakeholder buy-in, and strong school or district leadership. Not surprisingly, the researchers say the most important factor of all is the teaching practices of instructors—suggesting school laptop programs are only as effective as the teachers who apply them.

The studies were published in January by the *Journal of Technology, Learning, and Assessment* ⁽¹⁾, a peer-reviewed online journal from Boston College's Lynch School of Education.

Despite growing interest in school 1-to-1 computing programs, "little published research has focused on teaching and learning in these intensive computing environments," say editors Damian Bebell, an assistant research professor at BC's education school, and Laura O'Dwyer, an assistant professor of education.

According to Bebell and O'Dwyer, a big mistake that both researchers and educators make in talking about 1-to-1 computing programs is assuming that by adding computers to the classroom, nothing else has to change.

One-to-one computing "refers to the level at which access to technology is available to students and teachers; by definition, it says nothing about actual educational practices," say the editors.

The studies they present are intended to shed more light on how 1-to-1 programs influence, and integrate with, teaching practices.

The studies found improvements in student engagement and modest increases in student achievement among classes using laptops effectively. But results varied widely among the various programs.

For example, in a study of laptop programs in five public and private middle schools in western Massachusetts, Bebell and Rachel Kay, a doctoral candidate in the Educational Research, Measurement, and Evaluation program at BC's Lynch School of Education, found that teaching

and learning practices changed when students and teachers were given laptops, wireless learning environments, and other ed-tech resources.

Bebell and Kay found that while the implementation and outcomes varied across all five schools and across the three program years, access to 1-to-1 computing led to measurable changes in teacher practices, student engagement and achievement, and students' research skills. Specifically, seventh graders in the second year of the program showed statistically significant gains on state test scores in English and language arts after controlling for prior achievement.

But one school struggled with laptop implementation so much that students weren't using technology any more frequently by the third year of the program than were students in non-laptop classes.

It's "impossible to overstate the power of individual teachers in the success or failure of 1-to-1 computing," Bebell and Kay write. "Teachers nearly always control how and when students access and use [the] technology during the school day. In addition, teachers must make massive investments in time and effort to adapt their teaching materials and practices to make the 1-to-1 environment effective and relevant."

Similarly, a study of laptop use in 21 high-need Texas middle schools noted that "teacher buy-in ... is critically important, because students' school experiences with [the] technology are largely dictated by their teachers."

The authors of the Texas study conclude: "Respondents at higher implementing schools reported that committed leaders, thorough planning, teacher buy-in, preliminary professional development for teachers, and a commitment to the transformation of student learning were keys to their successful implementation" of the state's Technology Immersion Project.

Researchers and educators who weren't part of the BC-published studies agreed with their findings.

Torsten Otto, an educator from Hamburg, Germany, said at his school (Wichern-Schule), the 1-to-1 computing model is only as successful as the teachers' 21st-century classroom practices.

"In our 1-to-1 program ... we put a big emphasis on project-based learning; otherwise, the laptop is no more than an expensive notepad. ... Research needs to show the effects of this different style of teaching in terms of student engagement, motivation, and so-called 21st-century skills. The subject matters themselves don't have as much room for improvement," Otto said.

Where it all needs to start

Though the journal's editors and researchers agree that teaching practices are key in making any 1-to-1 computing program successful, it takes a lot of steps to support innovative teaching.

A fifth journal article, not so much a study as a theoretical paper on 1-to-1 computing, argues that school district stakeholders should agree on a clear set of program goals.

The study, titled "The End of Techno-Critique: The Naked Truth about 1-to-1 Laptop Initiatives and Educational Change," written by Mark Weston, adjunct professor in the Graduate School of Public Affairs and the Graduate School of Education and Human Development at the University of Colorado, Denver, and Alan Bain, associate professor in the School of Teacher Education at Charles Stuart University, says that the first step in creating a successful 1-to-1 program is to have a "set of simple rules" created by a community of students, teachers, school leaders, and parents, that defines "what the community believes about teaching and learning."

Schools and districts must outline their goals in implementing a 1-to-1 program, and how they think teaching and learning should change under this model, and then base their decisions on this plan.

In addition, the community must understand what technology infrastructure is needed for a sustainable program, and must be willing to make the necessary investment.

"Programs that have worked have started with a plan that was well thought-out and formulated by a vision committee that involved stakeholders," agreed Pamela Livingston, author of *1-to-1 Learning: Laptop Programs That Work* (published by the International Society for Technology in Education^[2]). She is also an education technology analyst for EdisonLearning and adjunct professor at Chestnut Hill College in Philadelphia and the University of Massachusetts-Boston.

"They have nearly all given laptops to teachers first, sometimes a full year ahead, so teachers can use the laptops and begin developing curricular possibilities," Livingston said. "They have done a serious look at issues of infrastructure (network, electricity, wireless plan) and considered logistical issues (carrying cases, insurance) and formulated good policies and procedures."

One common problem, said David Peterson, chief technology officer for ed-tech firm Fiddlehead and a project manager of ubiquitous computing initiatives for two decades, is that technology moves on and schools get stuck in a "technology refresh strategy financial quagmire. It costs money to keep PCs up to date, it takes technicians to keep them up to date, and those resources must be allocated year after year, requiring school board resolve. That resolve is tough to come by when it becomes a choice of teachers, buses, or new PCs."

If a school or district can't maintain a continuous 1-to-1 program, teachers will not have an adequate chance of improving student achievement and engagement through classroom practices.

Peterson recommends that during the planning stage, schools consider sustainable PC implementation strategies. For example, schools could use a mainframe delivery model.

"Instead of planning to replace 500 laptops every three years, schools could get by with replacing the CPU in the mainframe, or system board, or both," he said. "But the end result is that all students have equitable technology and the upgrades are applied at one spot, the computational technology is applied at one spot, and when complete, everyone still has equitable [access to] technology. When the school has more students, or wants to go from a 4-to-1 to a 3-to-1 ratio, they simply add the 'dumb' terminals."

Supporting teachers

Given the importance of teachers in the success of school laptop initiatives, it's no surprise that "teacher preparation through [ongoing professional development] was important for successful implementation," write Bebell and O'Dwyer. "As 1-to-1 programs become more popular, the quality and depth of preparation that teachers receive for implementation will become a central predictor of program success."

Professional development that is "tied to curriculum support and development is most successful," said Livingston. "PD works best when it is not a one-shot undertaking, but is varied and continues yearly. Studies again and again show that with any major school-wide initiative, the most important factor for success is what happens in the classroom."

Otto agrees, saying his school gives teachers advance preparation: One and a half years before the laptops arrived, teachers sat down to plan their technology-based lessons. "Teacher training is critical," he said, "because we need to know what works to be able to use it productively in class."

John Orban, system administrator for The Country School in Easton, Md., said that whenever possible, schools should have faculty conduct these training workshops, "as it seems their peers pay more attention to them than [to] the 'technology folks.'"

Orban said his school requires teachers to submit a written technology plan each month indicating how they plan to use technology in their classroom.

"The biggest fault with 1-to-1 initiatives is not looking at the entire process," said John Thompson, associate professor in the education technology program at New York's Buffalo State College.

"Buying laptops is the easiest part of the process, but too often school districts neglect such fundamental items as providing initial and ongoing professional development for the teachers and providing sufficient tech support," Thompson said. "Taking a true TCO [total cost of ownership] approach would avoid many of the mistakes, as schools often do not have a good grasp of the real costs of starting and continuing a 1-to-1 program. And part of the TCO approach should be setting measurable program objectives and then doing formative and summative program evaluations, whose results are made known to everyone to provide a feedback loop in the continuous planning and re-planning that characterizes successful programs."

Student involvement

But it's not just teachers who experts say must be involved in the 1-to-1 planning process—students should be, too.

“Perhaps a backwards way of thinking by some accounts, we believe a ‘bottom-up’ approach is better than a ‘top-down,’” said Katie Morrow, technology integration specialist at O’Neill Public Schools in O’Neill, Neb.

“Put the technology in kids’ hands as early as possible and let them drive the initiative forward. Students should be involved on planning committees, tech support teams, and any visioning or research teams. Publish student projects early on, bring in visitors to see the possibilities in action rather than just talk about them, use students to share at community meetings, board meetings, and in any way possible. Students will push and promote the laptop’s application in their various courses much more effectively than an administrator forcing it upon an unwilling teacher.”

Morrow said that when the benefits are apparent beyond the school building, stakeholders are willing to support education—and students realize it’s not just about the grade at the end of the unit.

“Collecting data is important, but more important is collecting stories,” she explained. “Compile anecdotal evidence and interview students. Publish projects that evolve out of the students’ opportunity to have 21st-century access 24/7—as opposed to purely test scores and teacher-driven assignments. This culture can cultivate in an initiative where the learning is the focus, rather than the instruction.”

Advice and help

Stephan Sorger, instructor of advanced marketing analytics at UC Berkeley, said he follows a few simple principles for teaching with laptops.

For example, every computer project is done in groups; not only can team members help each other, but this also gives students the experience of working on complicated projects in groups. In addition, every computer project has a wrap-up discussion. The discussion ties the project to real-world situations and brings the subject alive for the students.

A new tool, released last month, can help schools and districts in planning their 1-to-1 computing initiatives.

Created by IT solutions provider CDW-G and Educational Collaborators, a national education consulting organization, the free resource—called the One-to-One Readiness Assessment Tool ^[3]—is based on a number of evaluations and planning matrices that the two firms have used with their education customers for many years.

The online tool helps school leaders assess the technical and cultural readiness of their school’s environment for a 1-to-1 program, helps them identify critical success factors they might not have considered, and provides specific, next-step recommendations to reduce risk and time-to-launch.

The tool takes a three-phase approach, said Lance Busdecker, sales manager for CDW-G:

- **Online survey:** Schools gather key stakeholders, such as faculty, technology staff, and administrators, to complete the online survey.
- **Survey review and discussion:** Based on the survey results, an Educational Collaborators consultant, paired with the school or district based on demographics, goals, objectives, and other key factors, leads a one-hour review of the survey and discusses areas of concern or issues that require extra customer attention.
- **Summary assessment and recommendations:** CDW-G and Educational Collaborators deliver a final report, summarizing key discussion points and recommending next steps for the customer.

According to researchers Weston and Bain, indicators of success in a 1-to-1 computing program will appear in classrooms that are “differentiated in genuine ways for all students, with teachers who gather and mine just-in-time data. ... Further, teachers, students, and parents use [technology] every day to collaborate about what to do next in their collective pursuit of learning. For them, waiting passively for the results of the big, once-a-year standardized test is not an option. That is why, if asked about the value of using a laptop computer in school, each would struggle to see the relevance of such a question, because computers have become integrated into what they do.”

They continue by noting that “laptop computers [would not be] technological tools; rather, [they would be] cognitive tools that are holistically integrated into the teaching and learning processes of their school.”

But even with the right tools, professional development, planning, and student input, the journal’s editors and researchers, as well as other experts, agree that changing teaching practices through 1-to-1 computing programs will take time.

Tammy Stephens, CEO of the Stephens Group LLC, a private investment firm, is working on a dissertation that focuses on the evolution of transformational communication patterns in 1-to-1 computing environments. She has been evaluating a 1-to-1 program in the Milwaukee Public Schools for the past three years.

According to Stephens, changing teaching practices to incorporate 21st-century skills with laptops “is definitely an evolution, and it takes time for teacher practices to evolve.”

2. What to Consider for eBook Implementation

Posted By [Meris Stansbury](#) On October 14, 2013 @ 5:00 am In [eBooks and eReaders](#), [Featured on eSchool News](#), [Top News](#) | [1 Comment](#)

Library expert answers the question: 'What comes first? eBook content or device?'

[1] eBook implementation is becoming crucial for schools and districts as part of the digital content movement. As mobile devices become a classroom staple, printed books are becoming a staple of the past. But as more schools begin to consider eBooks, many administrators are asking "Where do we start?"

According to Carl Harvey, school librarian at North Elementary School in Noblesville, IN, and past president of the [American Association of School Librarians](#) [2] (AASL), the first question most administrators ask is "What should we focus on? The content or the device?"

Sometimes it's hard to consider because you're wondering 'do we get devices that are eBook-specific, like Kindles or Nooks, or do we want iPads and use iTunes U? mused Harvey. Or then you ask 'well, should we focus on a massive platform for content and use whatever devices are compatible for that platform?'

"With devices you can preload content on it, kids check it out for immediate access, and using eBooks definitely engages kids. These are the pros," he explained. "The cons are how you control and protect the purchasing, for example, large orders and the use of credit cards, and making sure devices go back to the library."

"With content," he continued, "the pros are that there's one large platform and students can access this with their own device. A large platform also provides a commonality across grades, classrooms, and schools. The con is access: if a student doesn't have a device, how will he or she access these eBooks? Also, not every eBook is always available on just one platform."

However, Harvey's district was spared making that decision when it was decided that a one-to-one program would be rolled out to every school; meaning that Harvey's district decided to focus on content, not device.

"What we knew after that announcement was made was that we'd need to start talking to vendors soon because our adoption cycle was coming for English/Language Arts and then many subjects after that, so I wanted to choose a platform that could cater to all subjects."

Harvey's middle school was also going one-to-one the following year, so he made sure they would be on the content plan beforehand. The elementary schools will join this year, as their one-to-one program will be coming soon. Harvey noted that it's "good to stay ahead as much as possible."

Things to do first

According to Harvey, who also worked in conjunction with many of his districts' departments, such as administrative staff and IT, there are 14 things to consider when deciding to implement eBooks:

- | | |
|-----------------------------------|---------------------------------|
| 1. Purpose | 9. Number of access at one time |
| 2. Devices/Portal | 10. Enhancements |
| 3. Content Decisions | 11. Instruction |
| 4. Funding (long term/short term) | 12. Roll out plan |
| 5. Pricing | 13. Professional Development |
| 6. Ownership of content | 14. Publicize it! |
| 7. Formats | |
| 8. Number of circulations | |

"The purpose is crucial," explained Harvey, "because it's not just 'eBooks,' it's 'Is it recreational reading, research and nonfiction materials, or both?'" With Common Core implementation, Harvey also noted that more eBook material would probably focus more on nonfiction materials.

(Next page: Choosing the eBook platform and knowing the fine print)

Next, Harvey and his team focused on what platform to use to provide content.

"We realized the content was going to come from a lot of different sources over a long period of time, slowly building a collection every year and keeping in mind from year to year what resonated best with students," he said.

Ultimately, Harvey's district chose Axis 360 ^[3], an eBook platform that caters to many school districts across the country ^[4], mainly because the platform allows for both eTextbook and library eBook access, and integrates well with the district's Destiny library automation software from Follett ^[5].

Axis 360:

"You also have to think about funding, since many eBook providers have a subscription cost, as well as a startup cost and an annual cost. We have to budget for this, as well as for future additions to the eBook library. And we're still trying to figure out how to budget for eBooks versus print books," said Harvey.

Other things to consider, explained Harvey, are publishers, circulation numbers, pricing structures, and owning content.

"For example, HarperCollins only allows 26 of an eBook to be in circulation at one time and then they require another purchase license...It's also important to think about 'Who owns the

content?’ For instance, if we moved platforms, where would our content go? We had been in talks with one provider for a while but ultimately decided not to go with them because if we switched platforms we’d lose everything. It’s so important to talk with administrators and lawyers and have them read all the fine print,” he noted.

Format considerations include whether the eBooks are content agnostic and can be accessed at multiple times, as well as whether or not the content is interactive.

However, Harvey said one of the biggest considerations was how the eBooks would be used in instruction and what kind of educator professional development would be needed.

“Questions like ‘How do we integrate these texts into the classroom efficiently and seamlessly?’ and ‘What will teachers need to know to make that happen?’ need to be addressed in order for anything to work,” he said.

“Of course, the most important decision is to just *jump in!*” Harvey concluded. “We could have sat there for a long time debating the pros and cons, but at some point you have to just start something and see what happens. It’s really all about getting those resources into student and teacher hands.”

For more information on eBook implementation:

The eBook community at edweb.net ^[6], where you can also watch Harvey’s webinar on this topic, as well as view his recommended resources

School Library Journal on eBooks ^[7]

A resource for why you should use eBooks in K-6 classroom ^[8]

3. Ten Rules for a Successful One-to-One Classroom (and Five Mistakes to Avoid) - WeAreTeachers.htm

By Samantha Cleaver

Each morning, when Laura Rahn's class of fourth grade students entered their classroom at Mountainview Elementary School in Loudoun County, VA, they got their laptops from the charging station, completed their daily math fluency practice, and checked EdModo for the day's instructions. The laptops "didn't replace me or become the full instruction for the day," says Rahn, "they were an additional learning tool."

If your school has yet to implement a laptop program like Rahn's, it may be on the horizon. More and more classrooms are going one-to-one, says Bob Berry, vice president of business development with Troxell Communications, as districts invest in web-based learning platforms and devices.

"Education is going through a huge transformation," agrees Verna Lalbeharie, Digital Learning Collaboration Co-lead with The Friday Institute for Educational Innovation, "with this huge move towards personalized learning." One-on-one teaching happens at the intersection of content, pedagogy, and technology, says Lalbeharie. You're planning what and how students will learn, and how you'll use the technology to help them get there. This year, whether you're just opening your first shipment of tablets or setting up laptops for the tenth time, here are 10 ways to maximize your one-to-one classroom.



1. Take Sandbox Time

When working with a new technology, says Nancy Frey, professor of literacy at San Diego State University and co-author of *Teaching with Tablets*, "you have to give teachers some 'sandbox time' to play, to experiment, to find out what works and what doesn't work." Once you're familiar with the technology, you'll be able to incorporate it into good teaching and learning.

2. Restructure Your Room

The key to a one-to-one classroom set-up is flexibility. Depending on the learning goal, you'll want students to be able to work independently, in small groups, or with you. Set up your room to facilitate small group-work or with a seating arrangement, such as a U-shape, which will allow you to monitor as many screens as possible.

3. Create a Class Website

Alice Keeler, technology integration specialist at ACEL Charter School in Fresno, CA, swears by her classroom website. When her students enter the room, they immediately

log on to the class website for the day's instructions and assignments. "The [class] website is your universe," she says, "every single thing goes on it, websites, notes, directions, videos." As an added measure of safety, and to reduce distractions, all the websites her students access are linked through the class website.

4. **Start With Blogging Procedures**

Rahn started the year in her one-to-one classroom with a discussion about responsibility and then introduced blogging through KidBlog. The blog "jumpstarted the responsibility piece," says Rahn. "The students realized that they had to understand, to be mature and appropriate, and demonstrate that they could use the devices." The students used KidBlog throughout the curriculum. They posted and responded to language arts questions, wrote and solved each other's math questions, and responded to history books. In addition to establishing expectations for blogging and communication, make sure to create procedures for charging and storing devices, as well as policies on when and how to use email, chat, and other social tools during class.

5. **Be the Facilitator**

Tom Riddell, humanities teacher at Kent Technology Academy in Kent, WA, has found that teaching in a one-to-one environment requires a philosophical shift. "A lot of time," says Riddell, "the lesson will go in a completely different direction." Riddell often finds himself putting aside the lesson plan in order to follow a student question or interest. "That shift is one of the most challenging for teachers to make," says Lalbeharie, "the move from being the bearer of knowledge to the facilitator of student knowledge." As you're planning lessons, review the materials, websites, and online content with your students in mind. Then, plan to facilitate student discovery of information, rather than guide them through the content.

6. **Plan for Student Interactions**

There's no substitute for good planning, and that holds true in one-to-one classrooms. "Some people think a device is a magic bullet," says Keeler, "but if you don't plan you'll amplify the problems that you do have." Keeler plans everything down to the interactions that her students will have during the lesson. "I realized that I have to be pre-thinking the interactions of the students," says Keeler. "I can't just assign something, I need to predict how they'll interact with the material." To do this, Keeler creates a spreadsheet with the students in her class and keeps track of how they'll interact during the lesson and react to the material.

7. **Content Creation is King**

The internet provides your students with access to up-to-date, high-quality content, but students should be creating their own content as well. Todd LaVogue, teacher and Microsoft Partners in Learning Innovative Educator Expert at Roosevelt Middle School in West Palm Beach, FL, encourages his students to be content creators. "Students need to switch from being content consumers and start becoming content creators," says LaVogue. His students have used tablets to create videos demonstrating eighth grade math standards and rap songs about Mesopotamian History. To get your students creating content, talk to them about their favorite content to consume (videos, articles, slideshows) and start from there.

8. **Differentiate Everything**

One-to-one provides an opportunity to differentiate everything, from ways of accessing content (e.g., video or online article) to ways of presenting information (e.g., Prezi, blog

or digital poster). It also allows for various types of organization. Some students may use a calendar to organize their assignments, while others use sticky notes. "This aspect," says Alice Barr, instructional technology integrator at Yarmouth High School in Yarmouth, ME, "puts students in charge of their learning." Have your students work within and outside of their comfort zones and then reflect on how they're using their devices to keep organized, manage their work, communicate and collaborate, and be creative.

9. **Manage Content**

Opening your classroom to everything online learning has to offer is exciting, and overwhelming. Districts used to block a lot of content, which kicked out some quality content along with the inappropriate content. Now, it's about managing the online content that students can access. It's all a balance of safety and learning, according to Lightspeed Systems, "letting good content, resources, and connections in, while blocking the bad."

10. **Flip Your Lessons**

Going one-to-one allows you to flip the classroom experience for students, says Berry, and change how students spend their time at home and at school. For example, you can record a math lesson or think-aloud that students watch for homework while they spend class time practicing problems until you're sure they understand.

Ultimately, one-to-one classrooms provide the opportunity to expand your reach as a teacher. "The device gives you the ability to do something different," says Keeler, "and reach kids you couldn't reach before."

Five Don'ts for the One to One Classroom

As you're implementing your one-to-one classroom, take our expert advice and avoid these mistakes.

1. **Don't Assume Expertise**

"Assuming that kids are digital natives," says Keeler, "gives teachers a cop-out that they don't have to worry about the tech, you do." In every lesson, think about where your kids currently use the technology, as well as what will be new for them. For example, "kids do well with social media," says Barr, "but they might not do as well organizing or going through the writing process."

2. **Don't Send Your Students in First**

Digital learning provides students with access to a constant stream of good information. It also immerses them in a world of content that they may not be able to evaluate. "You can't parachute technology in and expect everything to turn out okay," says LaVogue, "anything that's going to be awesome and worthwhile will take more time." Take the time to teach your students how to use the technology, evaluate web content, and demonstrate good digital citizenship.

3. **Don't Worry About Being One-to-One 100% of the Time**

Just because you have 30 tablets and 30 students doesn't mean that everyone has to have a device in their hands all the time. "We don't want to turn a tablet into a digital shut-up

sheet,” says Frey. Frey warns against increasing independent work so much that you lose the benefit of having the kids in class together.

4. **Don't Rely on Technology**

It's such a given that it's a cliché: the computers break, the server goes down, the space bar doesn't work. Whatever the technology glitch, make sure that you have a back-up plan for each lesson that doesn't rely on electronics.

5. **Don't Lose Your Strengths**

Using digital technology and one-to-one is a new way of teaching, but it shouldn't replace what you already do well. “This is a new approach,” says Scott Drossos, senior vice president of Pearson's One-to-One Learning Group, “but it's not at the expense of the things you're doing well.” Feel free to structure your day with some non-tech time for the read aloud that defines your morning, or the active math games that your students will remember for years to come.

4. Learn How to Create Education Videos for Students Through Vodcasting, a Cheap and Easy Way to Flip Classes.

Posted By [Meris Stansbury](#) On September 9, 2013 @ 5:00 am In [Featured on eSchool News](#), [Professional Development \(PD\)](#), [Top News](#), [Web 2.0](#) |

^[1]It's one thing to tell educators to make videos of their lessons. It's another thing to know where to start. But thanks to the advice of a veteran tech-savvy teacher and administrator, "vodcasting" can help educators create education videos for students without hassle and for little-to-no cost.

In a recent [edweb.net](#)^[2] webinar, "Motivating Students to Communicate through Vodcasting," veteran educator Shannon Holden discussed how he has created video and taught interested educators how to create one of the key components to flipped learning.

Flipped learning, or delivering instruction outside the classroom using video, has been a growing trend in districts over the past year. Proponents say flipped learning frees class time, allowing students to engage in hands-on learning, collaborate with their peers, and evaluate their progress. Teachers can provide one-on-one assistance, guidance, and inspiration.

"Interested in flipped learning? Then vodcasting is definitely something you should try," Holden said. "It's an easy way to record a lesson and it can be posted, embedded, and shared with every student."

(Take our poll on Page 3. Next page: What you need to know to make a vodcast)

Vodcasting, otherwise known as video podcasting (vod stands for Video-On-Demand), has been around for a few years, but it's thanks to the recent interest in flipped learning that educators are taking a closer look into the low-expense creation of education videos.

What do you need to make a vodcast?

To begin making your own vodcast, which can be an entire lesson, concept, or explanation of a recent topic, Holden suggests having all software downloaded and beta-tested. This includes screencasting (video screen capture often containing audio narration) software, editing software (optional), and a place to post your vodcasts (or a place to post the video links).

Screencasting software for iPads includes: [Replay Note](#)^[3] (\$4.99), [Explain Everything](#)^[4] (\$2.99), [Screenchomp](#)^[5] (free), and [ShowMe](#)^[6] (free). Holden's personal favorite is Explain Everything.

Screencasting software for a laptop or desktop includes: [Jing](#)^[7] (free), [Snagit](#)^[8] (\$29.95 for a single educator license), [Screencast-o-matic](#)^[9] (free), [Camtasia](#)^[10] Studio (\$179 for a single educator license), [Camtasia for Mac](#) (\$75 for a single educator license), and [aTube Catcher](#)^[11] (free). aTube Catcher also [exists for Mac](#)^[12].

aTube Catcher is Holden's favorite, he said, because it offers different options other than screencasts.

For example, aTube Catcher "allows users to make screencasts, podcasts, download videos from YouTube and other sharing sites, convert video to different formats, and burn videos to DVDs and CDs," said Holden. "You can also use aTube Catcher in conjunction with [Prezi](#)^[13]."

Have you tried vodcasting?

- *No (65%, 93 Votes)*
- *Yes (35%, 50 Votes)* Total Voters: **143**

Make your screencast

Once you've chosen your screencasting software, select your recording area (the optimal area is full screen), select your destination folder (choose your desktop for an easy-to-find location), select the recording device (a microphone), and select the format of the vodcast (WMV for easy posting).

"Once you've chosen your recording setting, hit 'start,' record your video, and hit 'stop' when you're finished. Your icon will pop up on your desktop," Holden instructed.

Holden also published a step-by-step PDF guide on how to use aTube Catcher on edWeb.net's [resources page](#)^[14] for Tech Tools for the Classroom.

Another great option for presentation is [Presentation Tube](#)^[15], which allows educators to make videos, then upload to Presentation Tube or YouTube, allowing educators to share the video link with students.

Educators can also use the basic recorder on their smart phones.

Now what?

After the educational vodcast is created, it's time to edit, which Holden says is optional.

However, for those educators invested in creating the perfect vodcast, Holden suggests using editing software such as [Windows Movie Maker](#)^[16], [iMovie](#)^[17] (Apple), [FlipShare](#)^[18], and YouTube Video Editor.

Watch YouTube Video Editor's short tutorial:

Once the vodcast has been edited, educators can upload their video to [YouTube](#)^[19], [Vimeo](#)^[20], [Podbean](#)^[21], [iTunesU](#)^[22], and [MeFeedia](#)^[23]. Uploading usually requires creating an account, clicking 'upload,' browsing your computer to find your video, adjusting your settings, and naming your video.

“To embed video once uploaded, find the ‘share’ button on your Vimeo or YouTube video, find the embed code, highlight, then right click and hit ‘copy.’ ‘Paste’ the code into your blog, website, or other platform. I suggest making your dimensions 640 x 420 for the best quality,” said Holden.

Holden also emphasized that educators should try not to include students in their vodcasts because of safety and privacy concerns. If students are included, or if they make their own vodcasts, educators should make sure to get parent permission.

“From my experience, students love vodcasting, and projects can include anything from digital book reviews to interviews with historical figures,” said Holden. “And teachers, your vodcast doesn’t just have to be a lesson! It can be anything from explaining a fun fact to a book discussion. Be creative!”

Before venturing into video creation, Holden concluded his webinar with a few vodcasting best practices:

- Plan carefully: Know your audience, narrow the scope of the content, write a script or create a storyboard, and deliver information not readily available elsewhere.
- Shoot skillfully: Know your camera’s capabilities, use lighting as needed, leave room for editing before and after each shot, shoot more than you need, and keep your format consistent.
- Edit judiciously: Keep the vodcast small (no more than 15 minutes); edit for content, quality, and length; and compress the file.

For more information on education video, check out [New Teacher Help](#)^[24] and [School Video News](#)^[25].

MINUTES OF REGULAR BOARD OF EDUCATION MEETING
Monday, September 16, 2013

- I. The Phillips Board of Education meeting was called to order by President Baratka at 6:02 pm in the 6-12 Learning Center. The pledge of allegiance was recited.
- II. Present: Adolph, Arndt, Baratka, Distin, Heidenreich, Marlenga, Pesko, Rodewald, Willett and Student Liaison Schleife. Absent: Administration present: Morgan, Hoogland, Scholz and Lemke. Others: Staff members and students.
- III. President Baratka stated that public notice of the meeting was properly posted according to Wisconsin Statute 19.84(4). Notice was posted at all school-owned buildings, the District Phillips website, and The BEE.
- IV. No public comments.
- V. Administrative and Committee Reports
 - A. Principal Report - Hoogland
 1. PHS/PhMS has had an increase of 17 students this summer with enrollments and withdrawals which has created a scheduling challenge in some areas. Many changes have been made to class schedules due to decreased staff availability and addition of required intervention time. Staff and students are all adjusting to the changes.
 2. Foreign language at the middle school level will be offered during Logger Learning time to meet state mandates. We have 36 high school students from other districts taking ITV German, along with 106 PHS students. We have 26 PHS students taking ITV Spanish through Prentice (Spanish I) and Florence (Spanish II). Other languages are offered through on-line courses.
 3. PBIS goal for the month is responsible cell phone use. All students can use their phones before school, at lunch, and after school. PHS students can use their phones between classes.
 - B. Principal Report – Scholz
 1. Busses are dropping off students at the north entrance this year leaving the front sidewalk for parent drop off. This change has gone well for all involved.
 2. Chromebooks will be delivered to PES this week to help with new state requirements for keyboarding for elementary students.
 3. Two intervention times are being offered this year for both reading and math for at-risk students. These are in addition to Title I services.
 4. Baseline academic testing has begun at the elementary and will continue throughout the year.
 5. "I Believe" fundraiser will be used to raise funds for upper playground equipment.

- C. Student Liaison Report – Kyle Schleife gave a report on fall sports at PHS. Student involvement includes cross country – 26, football – 27, volleyball – 24, tennis – 19, and soccer – 23 for a total of 119 students. All teams are doing what they can to reduce the costs in their sports.
- D. Superintendent Report – Rick Morgan
 - 1. There has been a request for the board to consider 1:1 technology. The consensus was for the board to be supplied with articles/websites to review in October and discussed as an agenda item in November.
 - 2. The practice of administrators and teachers participating in three-to-five minute learning walks through classrooms throughout the semester was explained. Board members were encouraged to participate in a learning walk at least twice during the school year to see what is happening in classrooms.
 - 3. A video segment was shown highlighting learning targets.
- E. Negotiations Committee met on August 20, 2013 with PEA representatives. The union requested the meeting to discuss staff values, morale and professionalism. A number of issues were addressed and it was suggested that an advisory group be created and meet quarterly beginning in October to address concerns that all employees have. This will not be seen as a negotiations group. PEA will be requesting another meeting to discuss the base wage at a later date. Superintendent Morgan will work with Rochelle Cummings to get the group started.
- F. Policy Committee did not meet this month; however, three policies will be presented for second reading as no changes were requested last month.
- G. Business Services was not able to meet this month.

VI. Items for Discussion and Possible Action

- A. No additional information was brought to the board regarding the ATV route. Motion (Heidenreich/Adolph) to approve the request for conditional use of district property for ATV route expansion. Motion carried 9-0.

VII. Consent Items

- A. Motion (Willett/Adolph) to approve consent items. Motion carried 9-0.
 - 1. Approve minutes from August 19, 2013 regular board meeting.
 - 2. Approve personnel report: Increasing Kim Fuhr to 100% student council advisor, hiring Tyler Ring as before school activity director, accepting resignations from Rebecca Lovejoy as PHS girls soccer coach, Marc Peterson as 50% student council advisor, and Kelly Shilts as PES early childhood special education teacher.
 - 3. Approve second readings of policies:
 - a) Policy 443.71 Bullying Policy – Revision
 - b) Policy 690 Disposal of Equipment and Supplies Policy – Revision
 - c) Policy 665 Fraud Prevention and Reporting Policy – New
 - 4. Approve bills from August 2013 (#335593 - 335706 and wires) for a total of \$343,743.88.

VIII. The next regular board meeting will be held on October 21, 2013 at 6:00 pm. No requests for this meeting.

IX. Motion (Willet/Arndt) to adjourn meeting at 7:55 pm. Motion carried 9-0.

Respectfully submitted,

Wendy Rodewald, Clerk
Board of Education

**Personnel Report
September 14, 2013 – October 18, 2013**

New Hires/Transfers					
Name/Location Position Description	Category	Position Status	New Salary	Previous Employee Salary	Effective Date
Courtney Graff - PHS Girls Soccer Coach	PEA	Replace Rebecca Lovejoy	\$2,296	\$2,296	Immediately for Spring Season
Winter Season Coaches (See below)	PEA	Continued contracts	No Change	N/A	Immediately for Winter Season
Tara Niemi - Early Childhood/SPED Tchr	PEA	Replace Kelly Shifts	\$49,940	\$32,950	

Recruitment				
Position	Position Status	Category	Location	Posting Date
Program Coordinator After School Program – PES	Replace Annie Knudson	Non-Affiliated	PES	9/13/2013

Retirements – Resignations					
Name	Position	Resignation/ Retirement	Effective Date	Years of Service	Location

Non-Faculty Winter Season Coaches

PHS Varsity Boys Basketball	Trevor Raskie	\$2,951
PhMS Assistant (Grade 7) Boys Basketball	Scott Olson	\$ 984
PHS Varsity Girls Basketball	Sarah Socha	\$2,951
PHS JV Girls Basketball	Lynn Arndt	\$1,967
PhMS Head (Grade 8) Girls Basketball	Mike Eggebrecht	\$1,421
PHS JV Wrestling	Joe Grapa	\$1,749

Employment Recommendation for Coaching Staff – Girls Soccer

Date: October 16, 2013

Name: Courtney Graff

Position: Varsity Girls Soccer Head Coach

Education: Northwestern College, BA Communication Studies; Ave Maria School of Law, Master of Law

Years of Experience: No Varsity Level, however, currently a youth coach and certified WIAA soccer official

Information from Contacts and References: Courtney comes recommended by the Youth Soccer program. She has a great rapport with young athletes, understands the fundamentals of the game and has a strong feel for what should be expected of soccer athletes at each level. She demonstrates passion for the sport and resourcefulness in setting up practice schedules and strategies congruent with taking Phillips Girls Soccer to the next level of competition. Finally, she was a soccer athlete in the Phillips Varsity program and wants to give back to her Alma Mater.

Posted Salary: \$2,296

Employment Recommendation for Special Education Staff

Date: October 21, 2013

Name: Tara Niemi

Position: Elementary School Cross-Categorical Special Education/ Early Childhood
Special education Teacher (replacing Kelly Shilts)

Education: UW-Stevens Point-Bachelor of Science in Elem. Education 1st-8th
Minor in Special education- PreK-12th grade-EBD, CD, and SLD.
Saint Mary's University- Masters of Education

Years of Experience: 14 Years

Information from contacts with references: Tara has taught in the Pittsville, Prentice, Medford, and presently in Merrill school district. She applied for the position in Phillips to move back to this area and to a smaller school district. Tara is highly recommended by her colleagues and administrators. She was taught a wide range of students with various abilities and disabilities in many different grade levels. She as taught first, second, third, and sixth grade regular education; as well as special education in kindergarten through sixth grade. Tara is described as a highly organized and prepared teacher, willing to work as a team teacher and/ or support teacher to meet the needs of the students. Tara is extremely knowledgeable regarding differentiating instruction, Rtl, and behavioral interventions. Tara looks forward to being actively involved in the school as well as community and would welcome the opportunities to be part of other extracurricular activities in Phillips.

Negotiated Salary: \$49,940.00

FY10C SRC FUNC		PRJ LOCAL	SRC	Original Budget	2013-14 September 2013-14	2013-14	2013-14 September 2012-13	2012-13
					Monthly Activity	FYTD Activity	FYTD & Monthly Activity	FYTD &
10R---	211 50000-	---	CURRENT YEAR PROPERTY TAX	4,968,902.00			-12,355.71	
10R---	213 50000-	---	MOBILE HOME TAX	1,900.00				
10R---	249 50000-	---	TRANSPORTATION FEES	5,300.00		739.53	1,304.74	41.90
10R---	271 50000-	---	ADMISSIONS	13,500.00	3,677.00	3,677.00	2,924.00	21.66
10R---	279 50000-	---	OTHER SCHOOL ACTIVITY INCOME	1,500.00		240.80	70.00	8.75
10R---	280 50000-	---	INTEREST ON INVESTMENTS	8,000.00	730.49	1,777.62	880.48	26.74
10R---	292 50000-	---	STUDENT FEES	21,000.00	1,586.00	17,111.00	4,674.00	51.00
10R---	293 50000-	---	RENTALS	10,500.00	2,700.00	3,651.14	2,900.00	37.11
10R---	341 50000-	---	REGULAR DAY SCHOOL	6,500.00				
10R---	345 50000-	---	OPEN ENROLLMENT W/ SCH. DIST.	171,045.00		500.00	500.00	100.00
10R---	515 50000-	---	TRANSIT OF AIDS INTER. SOURCES	1,000.00				
10R---	517 50000-	---	TRANSIT OF FEDERAL AIDS	4,900.00				
10R---	612 50000-	---	TRANSPORTATION AID	52,000.00				
10R---	613 50000-	---	LIBRARY AID	25,000.00				
10R---	619 50000-	---	OTHER STATE AID	62,325.00				
10R---	621 50000-	---	EQUALIZATION AID	2,529,171.00	374,048.00	374,048.00	303,643.00	11.95
10R---	650 50000-	---	SAGE AID	223,006.33				
10R---	660 50000-	---	STATE REVENUE THROUGH LOCAL	1,100.00				
10R---	691 50000-	---	COMPUTER AID	7,866.00				
10R---	730 50000-	---	SPECIAL PROJECT GRANTS	65,262.76				
10R---	751 50000-	---	ESEA TITLE IA	213,483.35				
10R---	780 50000-	---	FED AID THRU STATE NOT DPI	79,900.00				
10R---	861 50000-	---	EQUIPMENT SALES/LOSS	5,004.29				
10R---	971 50000-	---	REFUNDS - PRIOR YR., E-RATE	110,000.00		4,909.81	35,321.27	64.22
10R---	990 50000-	---	MISCELLANEOUS	310.00				0.50
10R---	999 50000-	---	COPY FEES	300.00				
10R---	---	---	GENERAL FUND	8,588,775.73	382,741.49	406,654.90	339,861.78	4.25

Grand Revenue Totals 8,588,775.73 382,741.49 406,654.90 339,861.78 4.25

Number of Accounts: 40

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

FDT	OBJ	FUNC	PRO	OBJ	Original Budget	2013-14 September 2013-14	Monthly Activity	FYTD Activity	2013-14 September 2012-13	FYTD &	2012-13
10E	11			UNDIFFERENTIATED CURRICULUM	1,595,279.76	168,398.40	225,819.14	14.16	142,168.65	14.48	
10E	12			REGULAR CURRICULUM	1,609,254.55	134,750.72	193,352.86	12.02	138,894.46	12.02	
10E	13			VOCATIONAL CURRICULUM	307,132.01	22,291.68	34,495.45	11.23	19,844.37	10.29	
10E	14			PHYSICAL CURRICULUM	143,089.17	16,074.95	22,058.47	15.42	10,636.38	13.03	
10E	16			CO-CURRICULAR ACTIVITIES	113,387.17	8,743.70	15,347.88	13.54	11,759.72	13.21	
10E	17			OTHER SPECIAL NEEDS	19,409.80	1,147.18	1,203.25	6.20	1,993.59	22.74	
10E	21			FULL SERVICES	93,228.39	5,819.83	11,356.61	12.18	9,462.06	12.15	
10E	22			INSTRUCTIONAL STAFF SERVICES	207,129.90	16,943.16	32,830.11	15.85	17,037.07	11.88	
10E	23			GENERAL ADMINISTRATION	260,483.86	17,298.05	63,082.26	24.22	18,342.82	27.49	
10E	24			SCHOOL BUILDING ADMINISTRATION	492,137.50	57,223.95	114,113.06	23.19	37,058.01	20.58	
10E	25			BUSINESS ADMINISTRATION	1,647,688.86	108,836.15	280,980.69	17.05	99,703.43	21.91	
10E	26			CENTRAL SERVICES	343,306.09	38,079.32	65,493.81	19.08	20,306.51	17.00	
10E	27			INSURANCE & JUDGMENTS	145,154.00		21,444.54	14.77	13,011.44	41.08	
10E	28			DEBT SERVICES	1,000.00						
10E	29			OTHER SUPPORT SERVICES	376,467.89		276,302.60	73.39		76.95	
10E	41			TRANSFERS TO ANOTHER FUND	659,681.18					0.03	
10E	43			PURCHASED INSTRUCTIONAL SERV	574,935.60		-500.00	-0.09	4,373.50	1.60	
10E	49			OTHER NON-PROGRAM TRANSACTIONS			0.02				
Grand Expense Totals					8,588,775.73	595,607.09	1,357,380.75	15.80	544,598.01	17.24	

Number of Accounts: 827

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

Funds Available to the District as of September 30, 2013:

First National Bank	1,453,602.53
Local Gov't Investment Pool	567.05
Total	1,454,169.58
Current Line of Credit Balance (\$1,500,000 max)	1,500,000
Total Borrowed (through 9/30/13):	0.00

**SCHOOL DISTRICT OF PHILLIPS
2013 2014 CERTIFIED LEVY**

Approved at Annual Meeting on September 9, 2013 \$5,402,819.47

Certification for Oct. 21, 2013 **\$5,341,296.47**

	LEVY	MILL RATE
GENERAL FUND LEVY	4,907,555.00	0.00804864
PRIOR YEAR CHARGE BACK	0.00	0
NON-REFERENDUM DEBT SERVICE LEVY	122,241.47	0.00020048
COMMUNITY SERVICE LEVY	311,500.00	0.00051088
TOTAL LEVY	5,341,296.47	0.0087600

MUNICIPALITY	2013 VALUATION TID OUT	2013 PERCENT OF DISTRICT	2013 LEVY	LEVY DOLLAR CHANGE vs PRIOR YR	LEVY PERCENT CHANGE vs PRIOR YR	CHANGE IN EQ. VALUE vs PRIOR YR	PERCENT EQ. VALUE CHANGE vs PRIOR YR
C. Phillips	75,516,600.00	12.146092347%	661,525.15	-3,356.34	-0.50%	1,978,200.00	2.69%
T. Catawba	21,325,305.00	3.54599123%	186,809.60	-7,298.95	-3.76%	-143,865.00	-0.67%
T. Elk	155,312,100.00	24.934914258%	1,360,533.45	-4,410.72	-0.32%	4,343,900.00	2.88%
T. Emery	36,021,700.00	5.828120525%	315,549.97	-3,482.98	-1.09%	735,400.00	2.08%
T. Flambeau	89,968,500.00	11.735917449%	612,923.81	-29,503.59	-4.59%	-1,086,500.00	-1.53%
T. Georgetown	14,276,127.00	2.423083023%	125,058.82	-7,581.42	-5.72%	-394,406.00	-2.69%
T. Hackett	7,398,200.00	1.268274692%	64,808.21	-4,617.50	-6.65%	-280,557.00	-3.65%
T. Harmony	23,471,900.00	4.281186048%	205,613.78	-28,739.56	-12.26%	-2,448,500.00	-9.45%
T. Kennan	24,315,753.00	4.080010406%	213,005.91	-10,335.00	-4.63%	-386,631.00	-1.57%
T. Worcester	171,434,200.00	27.964533379%	1,501,782.98	-29,023.39	-1.80%	2,123,200.00	1.25%
V. Catawba	5,405,300.00	0.909721479%	47,350.41	-2,448.00	-4.92%	-102,600.00	-1.86%
V. Kennan	5,291,600.00	0.882155163%	46,354.40	-1,935.02	-4.01%	-49,400.00	-0.92%

TOTAL DISTRICT

TOTAL	609,737,285.00	100.00000000%	5,341,296.47	-132,731.47	-2.42%	4,288,241.00	0.71%
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