

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, August 10, 2016

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

Note, public notice of this meeting given by posting at the District Office, Levi Leonard Elementary School Office, Theodore Robinson Intermediate School Office, J.C. McKenna Middle School Office, High School Office, Evansville School District Web Site: Evansville.k12.wi.us, and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.

- I. Roll Call: Mason Braunschweig Melissa Hammann Sandra Spanton Nelson
 Eric Busse Jane Oberdorf
 John Rasmussen Keith Hennig
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Back To School Days –August 16, 3:00 pm – 7:00 pm
 - First Day of School, September 1, 2016
 - Annual School Board Meeting – September 28, 7:00 pm
- IV. Public Presentations.
- V. Information & Discussion:
- A. 2016-2017 FFA Overnight Field Trips.
 - B. Presentation on Applied Topics in Science Proposal.
 - C. Continuous System Improvement (CSI) 2015-2016 Final Update Presentations and 2016-2017 CSI/District Goals.
 - D. 2015-2016 Physical Restraint/Seclusion Report.
 - E. 2015-2016 Virtual School Report.
 - F. 2017 Graduation Date.
 - G. 66:03 Teacher Job Share Agreement With Albany.
 - H. First Reading of Policies:
 - 1. #151 – Board Policy Adoption, Review and Implementation.
 - 2. #343.3 Rule (#343.31) – Online Learning/Virtual School Program-Administrative Rule.
 - 3. #345.62 – Graduation Exercises.
 - 4. #457 Rule (#457.1) – Suicide Prevention Procedures-Administrative Rule.
 - 5. #733 Rule (#733.1) – Energy Conservation-Administrative Rule.
- VI. Public Presentations.
- VII. Business (Action Items):
- A. Approval of Change of 2017 Graduation Date.
 - B. Approval of Applied Topics in Science.
 - C. Approval of 66:03 Teacher Job Share Agreement With Albany.
 - D. Approval of Staff Changes - Resignations of: Special Education Educational Assistants; Health/Attendance Clerk; Seasonal Grounds; Food Service Workers; and Teacher. Hiring

of: Special Education Educational Assistants; Health/Attendance Clerk; Lunch Room Supervisor; Physical Therapist Assistant; Food Service Workers; Crossing Guard; Teachers; Co-Curricular High School Frosh and Middle School Volleyball Coaches; and High School Junior Varsity Poms Coach.

VIII. Consent (Action Items):

A. Approval of Policies:

1. #411 - Equal Educational Opportunities.
2. #411.1 Form - Discrimination or Harassment Complaint Form.
3. #411.1 - Prohibition of Student Discrimination and Harassment (Student Nondiscrimination/Harassment).
4. #411.1 Rule - Student Discrimination Complaint Procedures, Administrative Rule.
5. #411.2 - Prohibition of Harassment on School Bus.
6. #411.3 - Complaint Procedures.
7. #411.3 (#411.4) - Prohibition of Student Bullying.
8. #411.3 Form (#411.4) – Bullying Report.
9. #751 - Student Transportation Services.
10. #751.1 - Procedures for Student Transportation Services.
11. #841 - Sponsorships.
12. #841 Rule - Sponsorship, Administrative Rule.

B. Approval of July 20, 2016, Regular Meeting Minutes.

C. Approval of July Bills and Reconciliation.

IX. Future Agenda – August 31, 2016, Regular Meeting Agenda.

X. Five Minute Break.

XI. Executive Session – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employees over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss an employee matter; discuss negotiation strategy concerning the 2016-2017 contract with the Evansville Education Association covering teachers; and to discuss the District Administrator Evaluation.

XII. Reconvene Into Open Session To Take Action, If Necessary, On Any Closed Session Items.

XIII. Adjourn.

This notice may be supplemented with additions to the agenda that come to the attention of the Board prior to the meeting. A final agenda will be posted and provided to the media no later than 24 hours prior to the meeting or no later than 2 hours prior to the meeting in the event of an emergency.

Upon reasonable notice, effort will be made to accommodate the needs of people with disabilities through appropriate aids and services. For additional information or to request this service, contact the District Office at 340 Fair Street, 882-3387 or 882-3386. Persons needing more specific information about the agenda items should call 882-3387 or 882-3386 at least 24 hours prior to the meeting.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

Wednesday, August 10, 2016

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

- I. **Roll Call:** Mason Braunschweig Melissa Hammann Sandra Spanton Nelson
Eric Busse Jane Oberdorf
John Rasmussen Keith Hennig

II. **Approve Agenda.**

Suggested Motion: I move we approve the agenda as presented (OR add or remove items).

III. **Public Announcements/Recognition/Upcoming Events:**

- Back To School Days –August 16, 3:00 pm – 7:00 pm
- First Day of School, September 1, 2016
- Annual School Board Meeting – September 28, 7:00 pm

IV. **Public Presentations.**

V. **Information & Discussion:**

- A. 2016-2017 FFA Overnight Field Trips – High School Ag Teacher, Mr. Kvalheim, has enclosed information. This will go for approval at the August 31st meeting.
- B. Presentation on Applied Topics in Science Proposal – From Director of Instruction, Ms. Murphy - the Class of 2017 will be the first to be held to Wisconsin's increased requirement for academic credit. In order to graduate, students must now earn 3 credits in Math and Science, (up from 2), and pass a Civics test. Evansville High School Science teachers have responded to this requirement by analyzing the current course offerings. The Science team agreed that it was necessary to revise the Earth Science course to provide a rigorous and relevant class with more opportunity for practical, life and career-based content. The course revision has resulted in a course title change to: APPLIED TOPICS IN SCIENCE. In addition to the curriculum revisions there is a need to update the teaching/learning resources. The EHS Science team is recommending the adoption of CK-12 open courseware, FlexBook system supported with HP Chromebook laptop computers. Enclosed is information. Some teachers will be presenting.

C. Continuous System Improvement (CSI) 2015-2016 Final Update Presentations and 2016-2017 CSI/District Goals – The CSI Committees of:

- Teaching and Learning
- Workforce Engagement and Development
- Communication and Community Engagement
- Technology
- Facilities and Operations
- Climate and Culture

have enclosed their final report for the 2015-2016 school year.

Discussion for the 2016-2017 school year goals to take place.

D. 2015-2016 Physical Restraint/Seclusion Report – Director of Student Services, Ms. Katzenberger, has enclosed the 2015-2016 report.

E. 2015-2016 Virtual School Report – High School Principal, Mr. Everson, has enclosed the JEDI online classes.

F. 2017 Graduation Date – Mr. Everson presented at the July 20 Board meeting, the enclosed information on proposing to change the graduation date and policy #345.62- Graduation Exercises (will be discussed under First Reading of Policies). If you have any questions, you may ask. Board action will take place later on in the meeting.

G. 66:03 Teacher Job Share Agreement With Albany – Business Manager, Mr. Swanson, has enclosed information. Board action will take place later in the meeting.

H. First Reading of Policies:

1. #151-Board Policy Adoption, Review and Implementation.
2. #343.3 Rule (#343.31)-Online Learning/Virtual School Program-Administrative Rule.
3. #345.62-Graduation Exercises.
4. #457 Rule (#457.1)-Suicide Prevention Procedures-Administrative Rule.
5. #733 Rule (#733.1)-Energy Conservation-Administrative Rule.

These policies come forward for a first reading. Also enclosed are the unapproved minutes of the July 26 Policy Committee meeting.

VI. Public Presentations.

VII. Business (Action Items):

A. Approval of Change of 2017 Graduation Date -

Suggested Motion: I move we approve the change of the 2017 graduation date from June 11, 2017, to May 26, 2017.

B. Approval of Applied Topics in Science –

Suggested Motion: I move we approve the purchase of Applied Topics in Science items as presented.

C. Approval of 66:03 Teacher Job Share Agreement With Albany –

Suggested Motion: I move we approve the 66:03 Teacher Job Share Agreement with Albany, as presented.

D. Approval of Staff Changes - Resignations of: Special Education Educational Assistants; Health/Attendance Clerk; Seasonal Grounds; Food Service Workers; and Teacher. Hiring of: Special Education Educational Assistants; Health/Attendance Clerk; Lunch Room Supervisor; Physical Therapist Assistant; Food Service Workers; Crossing Guard; Teachers; Co-Curricular High School Frosh and Middle School Volleyball Coaches and High School Junior Varsity Poms Coach –

1. *Resignation of Kelli (Chepke) Ours, Special Education Educational Assistant, effective June 28, 2016.*
2. *Resignation of Leann Haegele, Special Education Educational Assistant, effective August 2, 2016.*
3. *Resignation of Jennifer Hopkins, Special Education Educational Assistant, effective August 5, 2016.*
4. *Resignation of Mindy (Melinda) Larson, Health/Attendance Clerk, effective July 19, and Seasonal Grounds, effective August 12, 2016.*
5. *Resignation of Jennifer Hansen, Food Service Worker, effective July 19, 2016.*
6. *Resignation of Donna Tofte, Food Service Worker, effective July 25, 2016.*
7. *Resignation of Carrie Wahl, First Grade Teacher, effective July 31, 2016.*

Suggested Motion: I move we accept the resignations of: Kelli Ours, effective June 28, Leann Haegele, effective August 2, and Jennifer Hopkins, effective August 5, as Special Education Educational Assistants; Mindy Larson, Health/Attendance Clerk, effective July 19, and Seasonal Grounds, effective August 12; Jennifer Hansen, Food Service Worker, effective July 19; Donna Tofte, Food Service Worker, effective July 25; and Carrie Wahl, Teacher, effective July 31, 2016.

8. *Hiring of Leann Haegele, Health/Attendance Clerk. Leann has worked in the District since 2006 as an Educational Assistant with the most recent being at Theodore Robinson Intermediate School. Leann has always wanted to get back into the office setting and with this position, I have the best of both worlds. Leann will be paid \$13.79/hour.*
9. *Hiring of Tracie Wuthrich, Physical Therapist Assistant. Tracie is a recent graduate from Blackhawk Technical College. Although only recently licensed, Tracie has observed physical therapy in the school setting for over 16 years. Tracie is respectful, hardworking and a team player. She will be a wonderful asset to our therapy team here at Evansville. Tracie will be paid \$25.00/hour.*

10. Hiring of Tricia Jordan, Special Education Educational Assistant. Tricia has worked at the UW Hospital and Clinics as a Certified Nursing Assistant for over 8 years. Tricia is friendly, calming, a good communicator and collaborator, and patient. She has tremendous experience meeting the medical needs of students, yet also understands how to meet their needs academically and behaviorally. Tricia will be paid \$12.50/hour.
11. Hiring of Sheri Southers, Special Education Educational Assistant. Sheri graduated from UW-Stout with a Bachelor's degree in Early Childhood Education. She has over 22 years of experience as a childcare/preschool teacher and director. She spent last year working part time as a paraprofessional in the Brodhead School District and is looking forward to a full time position in Evansville. She is dependable, punctual, professional, and a good communicator. Sheri will be paid \$12.50/hour.
12. Hiring of Gina Zagelow, Special Education Educational Assistant. Gina has nine years of experience working as a support staff substitute at Edgerton, Milton, and Janesville School Districts. Gina loves working with kids and is passionate about supporting students and shaping their life in a positive way. Gina will be paid \$12.50/hour.
13. Hiring of Amy Hionis, Lunch Room Supervisor. Amy has been self employed as a child care giver for the past five years. She has volunteered at Levi Leonard and at Theodore Robinson as a mother to children in the District. Amy is excited for this opportunity. Amy believes that if you keep a positive attitude when talking and communicating with others it can go a long way to help others stay positive. Amy will be paid \$12.50/hour.
14. Hiring of Amy Hionis, Crossing Guard. Amy is excited for this opportunity as it will allow her to be available to her own children in the morning and then allow her the opportunity to continue to work with kids as she has been doing for the past 25 years in various work environments. Amy will be paid \$18.00/hour

Suggested Motion: I move we hire Leann Haegele, Health/Attendance Clerk, at a rate of \$13.79; Tracie Wuthrich, Physical Therapist Assistant, at a rate of \$25.00/hour; Tricia Jordan, Sheri Southers, and Gina Zagelow, Special Education Educational Assistants, at a rate of \$12.50/hour; Amy Hionis as Lunch Room Supervisor at \$12.50/hour and Crossing Guard at \$18.00/hour.

15. Hiring of Kelli (Chepke) Ours, JC McKenna Middle School Special Education Teacher. Kelli is a recent graduate from the University of Akron where she earned a degree in Speech and Language Pathology and is continuing her education at the Grand Canyon University to obtain a Bachelors in Elementary and Special Education. Kelli has been an Educational Assistant at ECSD since 2014. During this time, she has proven herself to be driven, hardworking, student-focused, and an excellent communicator. We are beyond excited to have her as our newest team member. Kelli will be paid a salary of \$38,000.
16. Hiring of Jennifer Johnson, Elementary Teacher (First Grade). We are excited to add Jenn to the Levi Leonard Staff. Jenn has taught in a variety of different settings in her

teaching career from preschool through middle school. Her most recent employment was as a Math Specialist servicing students in Kindergarten through sixth grade. Jenn was an active member in the initial planning to implement 4K in ECSD as she was working for Pathway Preschool at that time. Jenn and her family live in Evansville and she has three boys, all in different buildings in the District. Jenn will be paid a salary of \$41,976.

Suggested Motion: I move we hire Kelli Ours, Special Education Teacher, at a salary of \$38,000; and Jennifer Johnson, Elementary Teacher, at a salary of \$41,976.

17. *Hiring of Karla Wickersham, High School Frosh Volleyball. Karla will replace Rachael Knickmeier as high school girls' frosh volleyball coach starting August 15, 2016. Karla brings 9 years of high school coaching experience, five at the varsity level, to our high school volleyball program. Karla will be paid a stipend of \$2,009.*

18. *Hiring of Jena Schnabel, High School Junior Varsity Poms. Jena will replace Holly Gullede and Cara Olson as High School Junior Varsity Poms Coach starting August 2, 2016. Jena is an EHS graduate and past EHS Varsity poms participant and has coaching experience in our youth poms programs. Jena will be paid a stipend of \$1,968.*

Suggested Motion: I move we hire Karla Wickersham, as the High School Frosh Volleyball Coach, for a stipend of \$2,009; and Jena Schnabel, as the High School Junior Varsity Poms Coach, for a stipend of \$1,968.

VIII. Consent (Action Items): Do you want to remove any items?

A. Approval of Policies:

1. #411-Equal Educational Opportunities.
2. #411.1-Form-Discrimination or Harassment Complaint Form.
3. #411.1-Prohibition of Student Discrimination and Harassment (Student Nondiscrimination/Harassment).
4. #411.1 Rule-Student Discrimination Complaint Procedures, Administrative Rule.
5. #411.2-Prohibition of Harassment on School Bus.
6. #411.3-Complaint Procedures.
7. #411.3 (#411.4)-Prohibition of Student Bullying.
8. #411.3 Form (#411.4)-Bullying Report.
9. #751-Student Transportation Services.
10. #751.1-Procedures for Student Transportation Services.
11. #841-Sponsorships.
12. #841 Rule-Sponsorship, Administrative Rule.

B. Approval of July 20, 2016, Regular Meeting Minutes.

C. Approval of July Bills and Reconciliation.

Suggested Motion: I move we approve the consent items: Policies, #411-Equal Educational Opportunities; #411.1 Form-Discrimination or Harassment Complaint Form; #411.1-Prohibition of Student Discrimination and Harassment (Student Nondiscrimination/Harassment); #411.1 Rule-Student Discrimination Complaint

Procedures, Administrative Rule; #411.2-Prohibition of Harassment on School Bus; #411.3-Complaint Procedures; #411.3 (#411.4)-Prohibition of Student Bullying; #411.3 Form (#411.4)-Bullying Report; #751-Student Transportation Services; #751.1-Procedures for Student Transportation Services; #841-Sponsorships; #841 Rule-Sponsorship Administrative Rule; July 20, 2016, Regular Meeting Minutes; and the July Bills and Reconciliation, as presented.

Roll Call Vote.

IX. **Future Agenda – August 31, 2016, Regular Meeting Agenda –** *Enclosed is a draft of the agenda.*

X. **Five Minute Break.**

XI. **Executive Session –** Executive Session – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employees over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss an employee matter; discuss negotiation strategy concerning the 2016-2017 contract with the Evansville Education Association covering teachers; and to discuss the District Administrator Evaluation.

Suggested Motion: I move we move into executive session, under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employees over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss an employee matter; discuss negotiation strategy concerning the 2016-2017 contract with the Evansville Education Association covering teachers; and to discuss the District Administrator Evaluation.

Roll Call Vote.

XII. **Reconvene Into Open Session To Take Action, If Necessary, On Any Closed Session Items.**

XIII. **Adjourn.**

Suggested Motion: I move we adjourn the meeting.

For Your Information:

Upcoming Meetings:

- August 31, Regular Board Meeting
- September 14, Regular Board Meeting
- September 28, Regular Board Meeting and Annual Meeting of the Electors

EVANSVILLE AGR-SCIENCE DEPARTMENT
EVANSVILLE FFA
640 SOUTH FIFTH STREET
EVANSVILLE, WI 53536

PHONE (608) 882-3541

FAX (608) 882-6157

Advisor: James Kvalheim

July 25, 2016

To: School Board

From: Mr. Jim Kvalheim

Re: FFA Overnight Excursion Request to School Board for 2016-2017

***FFA Officer Training.** Fall (August or September). This will be a Friday to Saturday evening event. We will be doing team building activities, leadership training, and planning activities. During this trip the students will develop the Program of Activities for the entire year.

Student cost: snacks and a meal

Cost to district: The FFA will fund this leadership training

Location: Cabin or camping in Wisconsin Dells, Wyalusing State Park, or Green Lake

Transportation: School Van

Forms: overnight excursion forms will be completed

***National Convention** in Indianapolis, Indiana October 19-22. We'll be staying in a hotel in Indianapolis and will be traveling with a group of 55 from Janesville Craig, Janesville Parker, Edgerton and Evansville. For 10-12 students.

Student cost-\$125.00

Cost to District- Substitute Teacher for Wednesday, Thursday, Friday

The FFA Alumni will provide the rooming costs for each student to attend (approx..\$100)

Funds from fundraising will cover the rest ~\$50-\$100

Transportation: Coach bus

Number of Chaperones: 6-7 for entire bus-1 adult per school-Agriculture teachers

Mr. Kvalheim and will attend

Forms-students will all sign an Overnight Excursions form and an FFA Conduct form in addition to receiving an itinerary of the four day trip.

***212 degree Leadership Conference and 360 degree Advanced Leadership Training Conference.**

November 11th and 12th at the Chula Vista in Wisconsin Dells, WI. I will be taking 2-8 members with another school from the area.

Student cost: \$50 The FFA and FFA Alumni will cover the remaining costs
Cost to district: ½ day substitute
Location: Wisconsin Dells, WI
Transportation: Bus shared with Janesville or surrounding schools
Number of chaperones: 1-Mr. Kvalheim will attend with chaperones from Janesville and other schools
Forms: overnight excursion forms will be completed

***Half-Time Leadership Workshop for 2 upperclassmen FFA Officers. Stevens Point, WI. January 13th and 14th. Leadership workshop for officers to motivate and encourage new ideas for the 2nd half of the year. FFA Advisor workshops for Mr. Kvalheim.**

Student cost: \$25 The Evansville FFA Chapter will cover the rest
Cost to district: 1 day substitute (Friday)
Location: Country Springs Hotel, Stevens Point, WI
Transportation: joint ride with Janesville FFA advisor and 2 members
Number of chaperones: 1-Mr. Kvalheim will attend
Forms: overnight excursion forms will be completed

***Wisconsin FFA Farm Forum** February 17th and 18th in Wisconsin Rapids. I will be taking 2-4 FFA members that are Juniors in High School and have strong interests in production agriculture.

Student cost: Free
Cost to district: ½ day substitute and the Evansville FFA (and the Rock County Farm Bureau) will cover the rest of the expenses
Location: Wisconsin Rapids, WI
Transportation: Carpool with another school, School Van
Number of chaperones: 1-2 -Mr. Kvalheim will attend
Forms: overnight excursion forms will be completed.

***Evansville FFA Banquet Planning Extravaganza** Sometime in February or March

Student cost: Free
Cost to district: ½ day substitute and the Evansville FFA will cover the rest of the expenses
Location: Madison, Sun Prairie, or Wisconsin Dells
Transportation: School Van
Number of chaperones: 2 -Mr. Kvalheim will attend
Forms: overnight excursion forms will be completed

***Experiencing Discovery, Growth and Excellence (EDGE) Conference and 212 degrees of Leadership Workshop – Stevens Point, WI March 24th and 25th**

I will be taking 2-8 members in grades 7-10 with another school from the area.

Student cost: \$50

Cost to district: ½ day substitute

Location: Stevens Point, WI

Transportation: Vehicle shared with Janesville or surrounding schools

Number of chaperones: 1-Mr. Kvalheim will attend with chaperones from other schools

Forms: overnight excursion forms will be completed

***Wisconsin State FFA Convention**

June 12th - 15th at the Alliant Energy Center in Madison, WI

Leave at 7:30am Tuesday and return at 1:00pm on Thursday

Transportation: School Van

Chaperone: Mr. Kvalheim

Cost to District - \$0

Cost to Student No cost – but they will need money for Food for 2-3 lunch meals, souvenirs.

The Evansville FFA and Alumni will cover the cost of the Hotel Rooms.

Schedule of events in Brief:

Tuesday: Leave 7:30 a.m. on Tuesday Morning in official dress

Delegate business sessions, workshops, courtesy corps, possible tours, supper at Red Robin and Hypnotist Jim Wand in the evening.

Wednesday: award sessions, leadership workshops, State Degree Ceremony, courtesy corps, dance, band and chorus concerts, announce state officers!

Thursday: Last session, choir/band concert, drive back home ~ 1:00pm

***FFA Officer Training.** Spring (May, June). This will be a Friday to Saturday evening event, or if held in June it will be Monday through Wednesday. We will be doing team building activities, leadership training, and planning activities. During this trip the students will develop the Program of Activities for the entire year.

Student cost: snacks and a meal

Cost to district: The FFA will fund this leadership training

Location: Cabin or camping in Wisconsin Dells, Wyalusing State Park, or Green Lake

Transportation: Mr. Kvalheim's Vehicle or school van

Forms: overnight excursion forms will be completed



**TEACHING and LEARNING RESOURCES
Adoption Recommendation**

Content Area: Science	Course: Applied Topics in Science (ATS) Evansville High School	Date: August 2016
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Current Resource to be Replaced	
Title of Resource: <i>Science of Earth Systems</i>	Publisher: Thomson Delmar Learning
Copyright date/Edition: 2004	Author: Stephen D Butz
<p>Reason(s) that this resource is no longer satisfactory: This was a good resource when it was new, but since the content is outdated, it will only cover about 70% of the current curriculum, as guided by the Next Generation Science Standards. As the Earth Science course is revised to become Applied Topics in Science, a more robust program is needed.</p>	

Resource Recommended for Adoption/Purchase	
<p>Title of Resource: CK-12 open courseware, FlexBook System to be utilized with Chromebooks The CK-12 FlexBook System is an online platform for assembling, authoring, and distributing interactive, multi-modal educational content. Content is searchable by subject, grade-level, and state and national education standards. FlexBooks can be downloaded and used as-is, or can be customized by teachers to match their students' learning styles and their schools' curricula. Inside each book, entire chapters or bite-sized concepts can be rearranged, added, removed, and edited. Any user can input text, photos, videos, exercises, study guides, assessments, notes, or highlights to their FlexBook.</p>	<p>Publisher: CK-12 Foundation, a <u>non-profit</u> organization whose stated mission is to reduce the cost of, and increase access to, K-12 education in the United States and worldwide.^[2] CK-12 provides free and fully customizable <u>K-12 open educational resources</u> aligned to curriculum standards and tailored to meet student and teacher needs. The foundation's tools are used by 38,000 schools in the US, and additional international schools.^[2]</p>
<p>Reason(s) that this resource is being selected: This resource aligns to NGSS, is continually updated, editable, and interactive. CK-12 FlexBook is concept-based and multi-modal, facilitating learning with a variety of formats to appeal to all of our learners.</p>	

Professional Development
At implementation: Approved summer PD, webinars from CK-12
At Mid-Stage Implementation: Review NGSS gaps for inclusion and implementation. Course revisions with science staff.
At Second Term: Finalize CK-12 FlexBook for ATS and build unit assignments.

Cost					
Item	Quantity	Cost/Unit	Cost	Freight	TOTAL COST
CK-12 Flex Book System					\$0
30 HP Chromebooks	30	\$227	\$6,810		
Google Chrome Management License	30	\$27	\$810		
4-Year Warranty	30	\$59	\$1,770		
Cloud32 Cart	1	\$1,399	\$1,399		
				\$0	\$10,789

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: ATS – Air quality

Big Idea/Essential Question (Unit) : What are the key components of quality air/ What factors threaten to pollute our air

Content/ Concepts	Critical Learning Target/Objective <small>Students will be able to:</small>	Procedures	Academic Vocabulary/key terms	Days
- Structure of the atmosphere	- Identify events in earth history that led to the modern day atmosphere	<ul style="list-style-type: none"> - Review the soil unit exam - Introduce and overview the air unit - Notes: atmospheric composition and formation - Atmospheric formation activity (graph and online) - Create and distribute ozone strips 	<ul style="list-style-type: none"> - Troposphere - Stratosphere - Mesosphere - Thermosphere - Atmosphere 	2
- Atmospheric pollution	- Explain the different types of atmospheric pollution and the pathways that they take into the air	<ul style="list-style-type: none"> - Review ozone results - Notes: Atmospheric pollution and temperature inversions - Setup seed germination and particle collectors 	<ul style="list-style-type: none"> - Ozone - Temperature inversion 	2
- Ozone	- Discuss the difference between ozone at the earth's surface and in the stratosphere	<ul style="list-style-type: none"> - Review - Notes: Pollution and ozone - Current events journal - Diagram air pollution dynamics 	<ul style="list-style-type: none"> - Convection cell - Greenhouse effect - Climate 	2
		<ul style="list-style-type: none"> - Finish and analyze particulate pollution lab - Ozone packet - Notes: indoor air pollution - Review 	<ul style="list-style-type: none"> - Acid precipitation - pH 	2
		Air unit assessment		

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: ATS – Natural Resources (spring)

Big Idea/Essential Question (Unit) : **What are natural resources, how are they distributed across the earth, and how are they managed?**

Content/ Concepts	Critical Learning Target/Objective <small>Students will be able to:</small>	Procedures	Academic Vocabulary/key terms	Days
- Energy use	- Discuss US energy use and renewable vs nonrenewable distribution	- Review new unit/term - U.S. energy analysis - Personal energy audit - Energy use vs CO ₂ emissions - ecofootprint analysis	- Potential energy - Kinetic energy - Photosynthesis	2
- renewable and nonrenewable fuels	- Discover through experimentation which type of fuel has the most chemical potential energy	- EHS CO ₂ analysis - Notes: Types of energy - Automobile energy analysis - Energy of alcohols pre-lab	- Organic compound - Fossil fuel	1
- Ecological and Carbon footprint	- Analyze the impact that their lifestyle has on the earth's ecosystem	- Ecofootprint & carbon footprint analysis - Heat of fuels lab - Notes: energy conversion	- Mineral Resource - Sedimentary rock - Combustion	2
- Personal energy use	- Have a basic understanding on how their bodies use energy	- Notes: non renewable energy - Personal energy: How does the human body convert energy?	- Aerobic respiration - Chemical potential energy	1
- Efficiency	- Compare the efficiency of different energy systems	- Chemistry of oil: class whiteboarding activity - Heat absorption of different liquids: class lab - Study/Review	- 1 st law of thermodynamics - 2 nd law of thermodynamics	1-2
		Unit written assessment		1

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: Earth Science

Unit 2: Water

Big Idea/Essential Question (Unit) 2:

What are the key factors that determine water quality and what impact do they have on an ecosystem?

Content/ Concepts	Critical Learning Target/Objective Students will be able to:	Procedures	Academic Vocabulary/key terms	Days
- Water footprint - Water macronutrients	- Identify key water quality factors - Determine the impact of their water use	- Introduce unit 2 - Notes: water quality factors - National Geographic water footprint calculator - Identify a water issue for research	- Groundwater - freshwater - Water cycle	1
		- Start water quality analysis lab - water project	- watershed - water table - aquifer	2
- Water ecosystems	- Identify the key factors that lead to eutrophication	- Notes: water pollution - Finish water quality comparison (collect and analyze Lake Leota water)	- sediment pollution - nutrient pollution - thermal pollution	2
	- Discuss the causes and differences between chemical, physical, and biological pollution	- Notes: Chemical, physical, and biological pollution - Water biodegradability class lab: yeast and milk	- algae bloom - eutrophication	1
		- Finish project and lab - Online water treatment plant - study	- aerobic bacteria	2
		- Water quality summative written assessment		

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: ATS

Unit 9: Earth History

Big Idea/Essential Question (Unit) 9:

How has the earth changed over time and how has that impacted life on earth?

Content/ Concepts	Critical Learning Target/Objective Students will be able to:	Procedures	Academic Vocabulary/key terms	Days
<ul style="list-style-type: none"> - Uniformitarianism - Superposition 	<ul style="list-style-type: none"> - Explain how events of the past are explained and studied by looking at events in the present 	<ul style="list-style-type: none"> - Introduce new unit - Notes: Earth history basic principles - Introduce personal history timeline - Analyze rock layers 	<ul style="list-style-type: none"> - differentiation - outgassing - paleontologist 	1
<ul style="list-style-type: none"> - Flow of time 	<ul style="list-style-type: none"> - Identify changes in events and use those changes to identify units of time 	<ul style="list-style-type: none"> - Clicker review - Notes - Personal history timelines 	<ul style="list-style-type: none"> - adaptation - adaptive radiation 	2
<ul style="list-style-type: none"> - Earth processes develop and impact earth systems 	<ul style="list-style-type: none"> - Reconstruct how the atmosphere and oceans developed and correlate that with changes happening today 	<ul style="list-style-type: none"> - Development of the atmosphere and oceans 	<ul style="list-style-type: none"> - evolution - mutation - natural selection 	2
<ul style="list-style-type: none"> - Human migration has been dramatically impacted by earth events 	<ul style="list-style-type: none"> - Correlate major Earth events (i.e. impacts, volcanoes, earthquakes, etc) with changes in human migration patterns 	<ul style="list-style-type: none"> - Time periods in earth history - Human migration over time 		2
		<ul style="list-style-type: none"> - Summative assessment 		1

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: ATS

Unit 1: Ecosystems

Big Idea/Essential Question (Unit) 1: Earth is unique in the solar system in that it has life in incredibly diverse forms. How does energy flow through that life and how does it interact with other components of the planet?

Content/ Concepts	Critical Learning Target/Objective Students will be able to:	Procedures	Academic Vocabulary/key terms	Days
- Course policies and procedures	- Identify major objectives of the course and units	- Introduction - Hand out course syllabus – explain - Discuss current events		1
- Accuracy and precision in data collection		- Lab safety - Intro: Clicker – ES facts and Figs - Class lab: How many blades of grass are in a m ² - Check out books/setup online accounts - Unit pre test	* Biome * Ecosystem * Ecology * Population * Habitat	1
Biomes - Factors that determine a biome	- Document and summarize earth related news - Define what a biome is and be able to identify key factors that influence it	- Assign problem set - Biome brochure - Notes - Introduce scrapbook news project	*Decomposer * Rainforest * Tundra * Desert * Marsh * Deciduous Forest	1

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: ATS - Soil

Big Idea/Essential Question (Unit) : What are the key components of quality soil/ What factors threaten to pollute our soil

Content/ Concepts	Critical Learning Target/Objective <small>Students will be able to:</small>	Procedures	Academic Vocabulary/key terms	Days
- soil composition and characteristics	- Explain how soil forms and the basic macronutrients that it is made of	- New unit – review main content and concepts - Review water unit exam - Notes: Basic soil characteristics - Web Soil Survey	- Parent material - Soil horizons	2
- Soil erosion and pollution	- Analyze suitability of a plot of land for building.	- Environmental current events journal - Soil lab: analyze nutrient levels - Notes: macronutrient levels	- nitrogen fixing bacteria - Organic material - Top soil - Soil profile	2
- Food Production and agriculture	- Describe the process of leaching and how it leads to infertile soil	- Porosity and permeability - Class lab: permeability	- Industrial monoculture	1
	- Understand different approaches to agricultural production and their impact on soil	- Field trip: Magnolia Bluff (soil analysis)	- humus	1
		- Review		1
		Summative Assessment		1

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: **ATS**

Unit 6: astronomy

Big Idea/Essential Question (Unit) 6:

How did our universe developed and how did that development form the Earth?

Content/ Concepts	Critical Learning Target/Objective Students will be able to:	Procedures	Academic Vocabulary/key terms	Days
Universe formation/fundament al forces	<ul style="list-style-type: none"> - What are the fundamental forces that shape the universe 	<ul style="list-style-type: none"> - Introduce the unit - Notes: the history of astronomy - Gravity lab - Video: Beyond the Big Bang 	<ul style="list-style-type: none"> - Forces - Law of conservation of energy 	2
Solar system/star formation	<ul style="list-style-type: none"> - generalize the steps necessary to form a solar system from a nebula 	<ul style="list-style-type: none"> - Notes: Solar system formation - Phet: Planet orbit lab - Prelab: telescope lab - lab: how does the focal length of an objective lens and eyepiece affect the length and magnification of a telescope 	<ul style="list-style-type: none"> - eyepiece - objective lens - telescope - focal length - magnification 	2-3 days
Observing the universe	<ul style="list-style-type: none"> - Discuss ways in which astronomers observe features and characteristics of the universe 	<ul style="list-style-type: none"> - Notes: EM waves - Article reviews: students pick out an article, journal on that article, and present the results of their close reading to the class on whiteboards 	<ul style="list-style-type: none"> - electromagnetic radiation - radio waves - microwaves - infrared - ultraviolet - x-rays - gamma rays 	1
Life in the universe	<ul style="list-style-type: none"> - outline possible evidence and places where life may exist or have existed - explain the basic chemistry needed for life 	<ul style="list-style-type: none"> - Notes: life - orbit class lab: how does the mass of a star affect planet velocity? - study 		
				- Test

EHS CURRICULUM DOCUMENTATION TEMPLATE

Course: ATS

Unit 8: Earth Materials

Big Idea/Essential Question (Unit) 8:

What is the atomic structure of metals and how does that make them useful?

Content/ Concepts	Critical Learning Target/Objective Students will be able to:	Procedures	Academic Vocabulary/key terms	Days
- Atomic structure	- identify the characteristics of a material based on its atomic structure	- Introduce material science unit (Clicker) - Notes: earth composition - Density/specific gravity class lab (metals vs glass)	Metals Nonmetals – (Glass and Ceramic) Metalloids Semimetals	1
- metallic bonds	- explain the beneficial characteristics of quenching, annealing, and tempering	- Notes: introduce metal characteristics - Class lab – quenching, annealing, tempering - Research metals	- stone age - bronze age - iron age - annealing - quenching - tempering	1.5
		- Notes: metallic bonds - Finish metal research - Mass and cost of a penny lab	- metallic bonding - valence electrons	1.5
	- summarize ways in which our society uses metals and relate those applications to their structure	- Notes: - Metals web quest - Metal characteristics lab (notebook)	- malleable - ductile	1.5
		- Notes: introductory glass - Class lab: properties of glass	- silicon oxygen tetrahedron - fluorescence - Density	1
		- Notes: chemical characteristics of glass - finish lab work - Video : engineering Egypt - materials		1

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 Email: technologymanager@evansville.k12.wi.us

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 School District of Evansville
 340 Fair Street
 Evansville, WI 53536

Item #	Mfr. Part	Description	Price	Qty.	Extended
1	T4M32UT#ABA	HP Chromebook 14 G4 14" Chromebook, Intel Celeron N2840 Dual-core (2 Core) 2.16 GHz, 4GB DDR3L SDRAM RAM, Intel HD Graphics, Chrome OS, 1366 x 768 16:9 Display, Bluetooth, One Year Warranty Mfr: Hewlett-Packard UNSPSC : 43211503 Notes: Rebate Expires 7/31	\$ 227.00	30	\$ 6,810.00
*2	CHROME	Google Chrome Management License Mfr:	\$ 27.00	30	\$ 810.00
*3	TRA-4YEAR-E	TRA ChromeCare Warranty with Accidental Damage Protection Four Years Mfr:	\$ 59.00	30	\$ 1,770.00
4	55468-ABD	Cloud32 w/ 5" Balloon Wheels, Power Prodigy Mfr:	\$ 1,399.00	1	\$ 1,399.00
4 item(s)					
Sub-Total					\$ 10,789.00
Tax @ 0%					\$ 0.00
Freight					\$ 0.00
Total					\$ 10,789.00
(*) Tax exempted Part(s)					

Quote Valid Until: 8/13/2016

Payment Details

Pay by: Company PO
 Payment Term 30 days

Shipping and Delivery Details

Shipping via: UPS Ground

Terms and Conditions

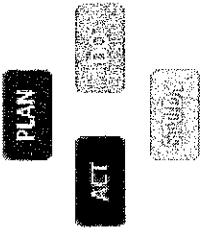
Prepared by: Kelly Pederson

Email: kpederson@technologyresourceadvisors.com

Phone: 414-276-3300 x105



Continuous Improvement Plan 2015-2016



Evansville Community School District

<p>Priority Area Literacy English Language Arts (ELA)</p>	<p>Strategic Objective <i>The Evansville Community School District will provide a rigorous and relevant curriculum delivered by highly effective staff who use innovative, research-based strategies to prepare students to compete/succeed in a 21st Century Global environment</i></p>	<p>Strategic Focus Proficient ELA Literacy Achievement for All Students</p>
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PLAN: Identify the Data Measures and Performance Gap

Strategic Plan Aligned Goal

The Goal of the Evansville Community School District is to achieve exceptional Literacy growth for all students by steadily increasing the number of students meeting state proficiency targets for English Language Arts in Grades 3 through Grade 11, as measured annually by the respective state assessments.

2015 Grades 3-8 BADGER EXAM, Grades 9 & 10 ACT ASPIRE, Grade 11 ACT

2016 - 2020 Grades 3-8 FORWARD EXAM, Grades 9 & 10 ACT ASPIRE, Grade 11 ACT

Growth targets begin with the baseline in 2014-15: 53.8% of Grades 3-11 students reaching proficiency in English Language Arts.

To meet expectations with continuous improvement results, growth targets increase as follows:

School Year	% of Increase	% Proficient or Advanced
2015-16	1%	54.8%
2016-17	2%	56.8%
2017-18	2%	58.8%
2018-19	3%	61.8%
2019-20	3%	64.8%

Timeline for Completion

The goal of reaching the targeted growth in English Language Arts, will be accomplished by the end of the 2019-20 school year.

Data Analysis

1. What work has already been completed to meet the long term goal in this strategic focus area?

Prior to the beginning of the 2015-16 school year, the district provided professional development for teachers in both reading and writing instructional strategies. Some of the literacy leaders attended the WI State Reading Association annual convention to increase their knowledge

of the most effective teaching/learning strategies.

The 4K program was developed for the purpose of introducing high quality literacy instruction to young learners.

Reading and Writing *Units of Study* kits were purchased at some of the elementary grade levels. These were made available to teachers but professional development was limited.

The District called upon an external source to conduct a district-wide literacy audit to identify gaps in the learning and ultimately work toward the increased achievement of students, K - 12. The results of the ECSD Literacy Audit were made available to all educators and the School Board for the purpose of establishing a three-year district-wide literacy initiative.

2. What gaps or needs still exist in this strategic focus area? Which data points identify the gaps or needs identified?

The *ECSD Literacy Audit* utilized several sources of student achievement data. Indicators at all levels pointed to overall trends in the past 4 years that showed greater than 60% of the students failed to reach levels of proficiency in Reading. Students who are reaching Proficient and Advanced levels of performance need to be challenged to increase their achievement.

3. Which strategy will we use to reduce the gap and improve student performance?

The District will embark upon the development and implementation of a three-year literacy initiative. The *ECSD Literacy Plan* will encompass all classrooms and include all educators as changes are made in teaching/learning resources, professional development and the use of assessment/data analysis. Funds from the district referendum will provide revenue for making the necessary purchases to improve the instructional program for students in all schools.

Data that Identifies Gap:

	Beginning/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. WKCE Reading and Language Arts Grades 3-8 and 10	2010 through 2014		
2. Badger Assessment English Language Arts Grades 3-8	2014-2015		
3. ACT ASPIRE ELA, Grades 9 and 10	2014-2015		
4. ACT ELA, Grade 11	2014-2015		

Data that Determines if Strategy Was Completed:

	Beginning/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. FORWARD Exam, Grades 3 -8	March-April, 2016	2020	
2. ACT ASPIRE ELA, Grades 9 and 10	April, 2016	2020	
3. ACT ELA, Grade 11	March 2016	2020	

Measures that Determine Fidelity of Strategy Implementation:

	Beginning/ Date:	Ending Measure/Date:	Analysis of Change in Data:

	2015-16	2020	Analysis of Change in Data:
	Beginning/ Date:	Ending Measure/Date:	
		MEASURE/INDICATOR	END DATE
			PERSON(S) RESPONSIBLE
1. FORWARD Exam, Grades 3 -8	2015-16	2020	
2. ACT ASPIRE ELA, Grades 9 and 10	2015-16	2020	
3. ACT ELA, Grade 11	2015-16	2020	
4. STAR Reading Assessment K - 12	2015-16	2020	
Measures that Determine if the Goal Was Met:			
1. FORWARD Exam, Grades 3 -8		2020	
2. ACT ASPIRE ELA, Grades 9 and 10		2020	
3. ACT ELA, Grade 11		2020	
DO: Create an action plan based upon Data Analysis			
ACTION PLAN #1 What action steps will need to be taken to reach the goal?			
ACTION STEP			
A. Conduct District-wide Literacy Audit			
1. Seek and contract with external auditor		Literacy Audit has been conducted and results are shared with stakeholders	1. Director of Instruction 2. Administrators and Teachers 3. Administrator, Leadership Teams
2. Assist in conducting the audit			
3. Review audit results and develop action plan			
B. Develop Literacy Plan 2015-18			
1. Seek and contract with Literacy Consultant		Literacy Plan 2015-18 is developed and shared with stakeholders	Director of Instruction with Administrators and Literacy Consultant
2. Assist in the development of the Literacy Plan		Literacy Plan is implemented each year for three school years	
3. Communicate and Implement the Literacy Plan for 2015-18			
C. Develop and Implement K-12 Literacy Professional Development			
1. "Kick-off" at Opening Day		In 2015-16 and 2016-17 the Literacy Professional Development takes place as planned in the district PD Plan.	Director of Instruction with Administrators, Literacy Leaders and Literacy Consultant
2. "PD Suitcases" for all teachers, 4 times each year			
3. Follow up with Literacy Leaders		Adjustments are made throughout the school year as indicated by the educators and literacy leaders	
4. FISHBOWL site visits with planning, observation and collaboration by Literacy Consultant			
D. Educators attend Literacy Workshops			
1. Designated teachers will attend WI State Reading Association Convention		PD attendance records: • WSRA attendance • Writing Workshop	Director of Instruction, Teachers and Principals

<p>2. Designated teachers will attend site visits to districts with successful Reading and Writing workshop programs</p> <p>3. Summer PD will include Reading and Writing workshops</p> <p>1. Designated teachers will attend relevant CESA 2 Literacy workshops</p>	<ul style="list-style-type: none"> ● Reading Workshop ● Literacy Workshops ● School Site Visits 	<p>year, 2015-18</p>
<p><u>E. Improve Instructional Program and Resources</u></p>		
<p>1. Purchase Reading and Writing Workshop <i>Units of Study</i> for all K-5 classrooms</p> <p>2. Purchase Writing Workshop <i>Units of Study</i> for grades 6-8</p> <p>3. Ensure universal Spelling program K-2 and 3-5</p> <p>4. Ensure universal Grammar program K-2 and 3-5</p> <p>5. Purchase books to further enhance the student reading choices for all schools</p>	<p>Purchase program resources and materials with the prescribed professional development</p>	<p>1. July 2016</p> <p>2. December 2015</p> <p>3. July 2017</p> <p>4. July 2017</p> <p>5. July 2016 - June 2018</p> <p>Administrators and Literacy Leaders working in conjunction with classroom teachers at all levels</p>
<p><u>F. Improve the digital instructional resources</u></p>		
<p>1. Provide sufficient interactive projection devices for classrooms</p> <p>2. Provide sufficient professional development in the use of digital resources for reading and writing instruction and to include student research</p> <p>3. Provide sufficient tablet devices to enhance and enrich student reading, writing, listening, research and inquiry skills</p>	<p>Technology Inventory data base</p>	<p>1. June 2018</p> <p>2. 2016-17 school year</p> <p>3. 2016-18 school years</p> <p>1. Principals with Technology Team</p> <p>2. Technology Team, Vendors</p> <p>3. Principals with Technology Team</p>
<p><u>G. Improve Assessment Strategies to include effective Data Analysis for the purpose of meeting the needs of all learners</u></p>		
<p>1. Conduct a district-wide Data Retreat</p> <p>2. Form PLCs or Collaborative Data Teams to meet on a regular basis for the purpose of analyzing student achievement data and planning for instruction</p>	<p>1. Data Retreat Teams report to the Leadership Teams</p> <p>2. PLCs and Comprehensive Data Teams provide minutes of their meetings</p>	<p>1. Twice, annually</p> <p>2. Annually</p> <p>1. District Leadership Teams</p> <p>2. All educators</p>

3. Fully utilize the data warehouse tool, eduCLIMBER, for the purpose of accessing multiple indicators of student performance
- 3.School Leadership Teams attend workshops and disseminate new information to the teachers
3. Annual training and updates
- 3.All educators

STUDY: Analyze Data After Implementing Action Plan Steps To be completed by **November**.

MEASURE/INDICATOR

Data was not available for analysis.

EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)

ANALYSIS OF EVIDENCE

ACT: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date

ACTION PLAN #2

ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
PD Suitcase: After implementing the K-5 PD in November, 2015, it became clear that we needed to add K-2 and 3-5 in order to meet the needs of the teachers. Change was made in December, 2015.	Feedback from stakeholders following the November PD day	December 2015 through April 2016	Director of Instruction with Elementary Principals
Writing Workshop: Provide <i>Units of Study</i> for Grades 6-8 along with training workshops	Request from Literacy Leader and Principal	Purchase was made in December, 2015	Director of Instruction with Middle School Principal and Literacy Leader
Conduct Mid-Year Data Retreat for the purpose of analyzing the data which will be released from embargo in January	Data Retreat actions will be shared with the school stakeholders	February, 2016	District Leadership Teams

STUDY: Analyze Data After Implementing Action Plan Steps To be completed by **February**.

MEASURE/INDICATOR

2015-16 Mid-Year literacy performance data from the **STAR Literacy Assessment** grades 2 - 12

EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)

2015-16 student growth indicators from Beginning of Year to Mid-Year for grades 2-12 show progress that is very similar to the growth in 2014-15, except for the students in the Advanced category. In all but two grade levels, the percent of students who scored with Advanced performance exceeded the percent at mid-year last year.

ANALYSIS OF EVIDENCE

Students at all grade levels are with 2-3 percentage points of the performance in 2014-15.

More of the advanced learners are demonstrating higher performance in 2015.

At all but 2 grade levels, the number of students who indicated an urgent need of intervention has decreased by 2 to 7 percent from the beginning of year to

mid-year as measured by mid-year benchmarks.

STUDY: Analyze Data After Implementing Action Plan Approach
To be completed by May

MEASURE/INDICATOR	2015-16 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
FORWARD	To be determined when FORWARD data is available for Grades 3-8 in Fall of 2016	
ASPIRE	To be determined when ASPIRE data is available for Grades 9 and 10 in July, 2016.	
ACT	To be determined when ACT data is available for Grades 11 in July, 2016.	
MEASURE/INDICATOR	2016-17 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
MEASURE/INDICATOR	2017-18 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
MEASURE/INDICATOR	2018-19 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
MEASURE/INDICATOR	2019-20 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE

ACT's Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area.

2015-16 PROGRESS

July 2016 - TBD

- Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area
- Year-long target goal **has been met**. This indicates that the current plan is effective and will be continued.
 - Year-long target goal **has been met** and will be changed to a new target goal in the strategic focus area
 - Year-long target goal **has not been met**, but the current plan is effective and will be continued
 - Year-long target goal **has not been met**, but the plan will continue with new strategies applied
 - Year-long target goal **has not been met** and the team will move in a different direction

2016-17 FOCUS

Goal and Focus:

Since this plan is based upon a 5-year goal for the district, the focus will remain upon **Proficient ELA Literacy Achievement for ALL students**. The district Literacy Plan 2015-18 will be continued with recommended modifications. The District Literacy Consultant will continue to work with Administrators, Literacy Leaders, as well as with all teachers as she increases the frequency of on-site teaching demonstrations and conferencing with educators. The "PD Suitcases" will continue to be offered at each level, four times during the 2016-17 school year. The Educational Assistants will be included in the training during two of these events and work side by side with classroom teachers. Summer Curriculum work will continue to take place to develop program and unit content for teaching teams. Special Educators will receive additional program support resources and training.

Recommendation:

Even though the final evidence of progress and effectiveness has not been gathered to date, the CSI T&L team learned a great deal during the committee process in 2015-16. As the team continued to gather and analyze available student assessment data, it became apparent that improved student achievement is dependent upon improved instructional practice. To fulfill the goals of Educator Effectiveness, teachers understand that student data which drives instruction

and Professional Development need to be coordinated. As teachers improve programs and practices, the success of this work is measured through increased student success.

With this in mind, the CSI Teaching & Learning and Workforce Engagement Committees recommend that these teams be joined and the target goals be merged. The new committee will continue to be entitled **CSI Teaching & Learning**. (The CSI Workforce Engagement focus has been entirely upon professional teaching and learning.) The newly formed group will plan to meet monthly to expand the STRATEGIC PLAN and to incorporate additional ACTION STEPS, MEASURES/INDICATORS and EVIDENCE.

2016-17 PROGRESS

2017-18 PROGRESS

2018-19 PROGRESS


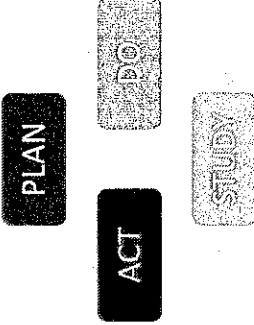
2019-20 PROGRESS

2016-17 FOCUS

2017-18 FOCUS

2018-19 FOCUS

2019-20 FOCUS

 Evansville Community School District	<h2>Continuous Improvement Plan 2015-2016</h2>	
Priority Area:	Strategic Objective #2	Strategic Focus: Workforce Engagement and Development
PLAN: Identify the Data Measures and Performance Gap		
Strategic Focus Goal: The ECSD will engage and develop a skilled and talented workforce that will enable building and district goals to be achieved. ECSD will develop a professional development plan for all staff members starting with the teaching staff by the end of the 2016 school year. The plan will include goals, expectations, budgetary concerns and how to maintain the plan. All PD opportunities must support student learning.		
Timeline For Completion:		
DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area. <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? 2. What gaps or needs still exist in this strategic focus area? 3. Which data points identify the gaps or needs identified in question 2? 4. Which strategy will we use to reduce the gap or improve the need identified in question 2? 		
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan		
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:
1. ECSD survey 2. Anecdotal comments regarding the need		Analysis of Change in Data:

CSI Action Plan Template

for staff development.	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
Data that Determines if Strategy Was Completed:			Analysis of Change in Data:
1.			
2.			
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Do , Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
Read through the ECSD survey and look for items related to this topic	This data was already collected. Our group used it as a starting point to determine areas of need.	Second meeting	Barb and Joanie brought the survey to the group. All members had input.
Define how this topic differs from culture and climate		Third meeting	All members
Discuss the research behind staff development	Discussion on staff development and a discussion on how to get staff involved.	Third meeting	Butch brought the information and all members had input
Discussed areas of concern that has been discussed as a staff, where is support needed?		Each meeting	All members

CSI Action Plan Template

Created a staff development survey and to give to staff during a staff meeting	January	Barb and Joanie put together the first draft with input from committee. Brought back to the committee in January for final input.
Discuss staff results from the survey	March/April	Staff results were analyzed and shared with administration.
Develop action plan on how to address staff needs as determined by the survey		
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .		
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Analyzed survey results	Tabulated results	Information was gained
2. Discussed similarities and differences between buildings	Tabulated results	Information gained and shared
Action Column to Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2		
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?
Share information with each of the building administrators and district.	Tabulated survey results	March 2015
Building administrators sharing survey results with leadership teams to develop summer curriculum proposals.	Tabulated survey results	April 2015
		Joanie
		Building administrators

CSI Action Plan Template

<p>Gather information from:</p> <ul style="list-style-type: none"> • Consortium • Compensation committee • Technology CSI • Reading Audit Results • EE Coaches • Mentors 	<p>Information gathered</p>	<p>September 2015</p>	<p>Committee</p>
<p>Study: Analyze Data After Implementing Action Plan Steps 2015-2016 School Year</p>			
<p>MEASURE/INDICATOR (from Act step Plan #2 above)</p>	<p>Evidence of Progress/Effectiveness (include data)</p>		
<p>1. Research best practices for professional development. 2. Research what other districts are doing for differentiated professional development.</p>	<p>1. Butch will summarize this information. 2. Create a google form that would allow us to share the information from other districts. 3. Pros, cons, cost, timeline, structure</p>		
<p>3. Create professional development opportunities that would/should be tied to the compensation model.</p>	<p>The compensation model isn't as far along as we had anticipated so our committee will continue to work on what we can have an influence over which is the district professional development days.</p>		
<p>Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #3</p>			
<p>ACTION STEP</p>	<p>MEASURE/INDICATOR What data will be collected?</p>	<p>END DATE</p>	<p>PERSON(S) RESPONSIBLE</p>

CSI Action Plan Template


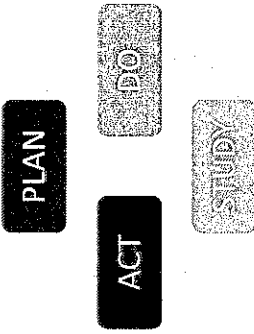
What steps will you and your team take?	How will you know when the step is completed?	When will the work be completed?
Create Professional Development opportunities within the current scheduled Professional Development days.	Opportunities are developed and a plan is developed for staff to request an alternate PD for the pre-selected days. Forms are created for each of the opportunities. Completed by the end of the 2015-2016 school year.	Committee members
Investigate ways to manage staff professional development	Investigate if Skyward has the capability to manage our PD needs. Investigate other software packages if Skyward isn't going to meet our needs. 2015-2016 school year.	Joanie Dobbs
Study: Analyze Data After Implementing Action Plan Approach To be completed by May .		
MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. PD opportunities have been developed and Forms are drafted	See attached documents. Staff have utilized site visits and a webinar during our February PD.	Several staff members took advantage of the alternative PD opportunities. Forms were submitted to the building principal(s) and to Alice Murphy for approval. Follow up forms were completed by the staff members and submitted to the building principal(s) and Alice Murphy.
2. WebEX is set up with PDMS for April 22 to learn more about management of PD	Management is determined Hosted a conference call with Barb Dorn, Marcela Tyson, Alice Murphy and Joanie Dobbs.	The district will be using My Learning Plan in conjunction with PDMS for schools starting in the 2016-2017 school year.
Act - Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area.		
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area	
2.	Year-long target goal has not been met, but the current plan is effective and will be continued	
3.	Year-long target goal has not been met, but the plan will continue with new strategies applied	

CSI Action Plan Template

4.	Year-long target goal has not been met and the team will move in a different direction
5.	Other -- please explain in space below

Recommendation:

As the committee continues to work towards creating a Professional Development plan with opportunities for all staff it has become apparent that we need to work with the CSI Teaching & Learning committee as the work goes hand in hand. The overriding goal is for Professional Development to support and improve student achievement. As teachers improve practices, there needs to be a way to measure the success of the PD. This is a perfect opportunity for the Workforce Engagement and Teaching & Learning Committees to do meaningful collaboration and important work.

 <p>Evansville Community School District</p>	<h2 style="text-align: center;">Continuous Improvement Plan 2015-2016</h2>	
<p>Priority Area: Communication and Community Engagement</p>	<p>Strategic Objective: The ECSD will communicate, engage and develop partnerships with students, parents, staff and citizens to achieve academic excellence and positive citizenship for all students</p>	<p>Strategic Focus: Develop a Comprehensive Communication Plan</p>
<p>PLAN: Identify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal: By May 2016, internal communication will improve by .25 on a 4.0 scale as measured by the District Communication Survey</p>		
<p>Timeline For Completion: May 2016</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Principals are sharing internal school meetings minutes with staff • A staff communication survey was conducted in November • District meeting minutes will be available to staff on the District website starting this spring • The communication committee has asked staff for input related to communication objectives or areas in need of improvement 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Communication from District Office regarding: district meetings (agendas and minutes) and district wide newsletter (births, deaths, weddings, achievements, other important information • Collaboration time to discuss transitions from grade level to grade level and from school to school • Collaboration time for: grade level meetings, across grade level meetings, subject area meetings, general ed, special ed, resource teacher meetings 		

CSI Action Plan Template


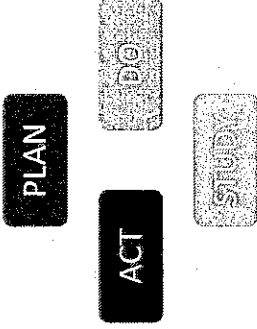
<p>3. Which data points identify the gaps or needs identified in question 2?</p> <ul style="list-style-type: none"> • Communication objectives or areas in need of improvement submitted by staff <p>4. Which strategies will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Monthly District Office Newsletter to all staff. (district meetings agendas and minutes, births, deaths, weddings, achievements, other important information) • Building level meeting agendas and minutes sent to building level staff • District level meeting agendas and minutes posted on district website • Conduct transition meetings (Building to building and grade level to grade level, September-October and April-May) 			
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan			
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Communication survey	To be determined by survey, May 2015	To be determined by survey, May 2016	
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Monthly District Office Newsletter	A District Office Newsletter does not currently exist, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	Newsletter developed and sent monthly
2. Building level meeting agendas and minutes	Agendas and minutes are not regularly shared with staff, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	Meeting agendas sent prior to meetings. Minutes sent after meetings.
3. District level meeting agendas and minutes	Agendas and minutes are not posted on district website, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	Meeting agendas sent prior to meetings. Minutes sent after meetings.
4. Transition meetings agendas and minutes	Transition meetings not regularly scheduled 2014-2015 school year	To be determined, May 2016	Meeting agendas sent prior to meetings. Minutes sent after meetings.
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points)			
What action steps will need to be taken to reach the goal?			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	

CSI Action Plan Template

1. Create a monthly District Office Newsletter	Newsletters emailed to staff	September 2015	District Administrator
2. Share building level meeting agendas and minutes	Agendas and minutes emails to staff	September 2015	K-12 Principals
3. Share District level meeting agendas and minutes	District level meeting agendas and minutes posted on website	September 2015	District Administrator, administrative team
4. Schedule Transition meetings	Transition meetings scheduled on staff calendars	September 2015	Principals, Director of Student Services
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		
1. Monthly newsletter created	Newsletters from each month		Analysis of Evidence (Describe why this evidence shows the action step was effective) Newsletters were developed and sent monthly
2. Building level meeting agendas and minutes	Agendas and minutes		Agendas and minutes were sent to staff
3. District level meeting agendas and minutes	Agendas and minutes		Agendas and minutes were sent to staff
4. Scheduled transition meetings	Calendar showing when meetings were scheduled		Transition meeting were scheduled
Act Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
N/A	N/A	N/A	N/A
Study: Analyze Data After Implementing Action Plan Steps			

CSI Action Plan Template

To be completed by February .				Analysis of Evidence (Describe why this evidence shows the action step was effective)
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)			Same as November
1. Same as November	Same as November			
2.				
Act - Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date - ACTION PLAN #3				
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
N/A	N/A		N/A	
Study: Analyze Data After Implementing Action Plan Approach				
To be completed by May .				
MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)			Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Same as November	Same as November			Same as November
2.				
Act - Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area				
1. Increased communication survey score by 0.45 on a 4.0 scale	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area			
2.	Year-long target goal has not been met , but the current plan is effective and will be continued			
3.	Year-long target goal has not been met , but the plan will continue with new strategies applied			
4.	Year-long target goal has not been met and the team will move in a different direction			
5.	Other – please explain in space below			

 <p>Evansville Community School District</p>	<h2 style="text-align: center;">Continuous Improvement Plan 2016-2017</h2>	
<p>Priority Area: Communication and Community Engagement</p>	<p>Strategic Objective: The ECSD will communicate, engage and develop partnerships with students, parents, staff and citizens to achieve academic excellence and positive citizenship for all students</p>	<p>Strategic Focus: Develop and Implement a Comprehensive Communication Plan</p>
<p>PLAN: Identify the Data Measures and Performance Gap Strategic Focus Goal: By May 2017, internal communication will improve by .10 on a 4.0 (2016 composite score = 2.99) scale as measured by the District Communication Survey.</p>		
<p>Timeline For Completion: May 2017</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Principals share agendas minutes of school meetings with staff • A staff communication survey is conducted • District meeting minutes are available to staff on the District website • District Newsletter • Transition meetings between grade levels and between schools are conducted • Collaboration time is provided each week and during professional development days 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Refer to pages 6-8 of the District Communication Plan. 3. Which data points identify the gaps or needs identified in question 2? <ul style="list-style-type: none"> • The District Communication Plan identifies methods to improve communication. 		

CSI Action Plan Template

<p>4. Which strategies will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Communicate organizational charts to all staff showing decision making process, reporting and accountability. • Subscribe to school communications (National School Communications Association and Wisconsin School Public Relations Association) and relay pertinent information to administrators. • Provide administrators with public relations fact sheets and easy-to-use communication tools as needed and when available. • Distribute all external publications and news releases to all employees by email and post on website. • Issue short, bulleted FYI information to staff and parents on issues of immediate concern. • Offer informal meetings to parents and the public to receive information. • Provide District communication information to key community leaders. • Highlight staff with articles in District communications, outside media and through recognition events. 			
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>			
Data that Identifies Gap:		Beginning Measure/ Date:	Ending Measure/Date:
1. Communication survey	To be determined by survey, May 2016	To be determined by survey, May 2017	Analysis of Change in Data: Compare 2016 survey to 2017 survey.
Data that Determines if Strategy Was Completed:		Beginning Measure/Date:	Ending Measure/Date:
1. Organization chart distribution	Current Board Policy # 251 and Exhibit # 251	Distribute by October, 2016	Distribution completed?
2. Subscribe to national and state communications publications	NSCA and WSPRA	October, 2016	Completed subscription?
3. Provide administrator PR fact sheets and communication tools	PR fact sheets and communication tools to be developed as needed	May 2017	Were PR fact sheets and communication tools developed?
4. Distribute external publications and news releases to employees	Publications and news releases	Distributed external publications and news releases – May, 2017	Were the external publications and news releases distributed?

CSI Action Plan Template

5. Issue immediate concern FYI to staff and parents	FYI documents	Issue FYI by May, 2017	Were FYI issues distributed?
6. Offer informal meetings to parents and the public to receive information	Informal meetings	Meetings held by May, 2017	Were meetings held?
7. Share District communication information with community leaders	Communication information	Distribute information by May, 2017	Was information shared?
8. Staff highlights in District communications, media and events	Staff highlights	Create and share staff highlights by June, 2017	Were highlights shared?
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
1. Organization chart distribution	Was the organization chart distributed	October 2016	District Administrator
2. Subscribe to national and state communications publications	Were subscriptions to national and state communications publications completed	October 2016	District Administrator
3. Provide administrators with PR fact sheets and communication tools as needed	Were administrator PR fact sheets and communication tools provided	May 2017	District Administrator

CSI Action Plan Template

4. Distribute external publications and news releases to employees	Were external publications and news releases distributed to employees	May 2017	Administrators
5. Issue immediate concern FYI to staff and parents	Were immediate concern FYI issued to staff and parents	May 2017	Administrators
6. Offer informal meetings to parents and the public to receive information	Were informal meetings offered to parents and the public to receive information	May 2017	Administrators
7. Share District communication information with community leaders	Was District communication information shared with community leaders	May 2017	District Administrator
8. Provide administrators with PR fact sheets and communication tools as needed	Were administrators provided with PR fact sheets and communication tools	May 2017	District Administrator
Study: Analyze Data After Implementing Action Plan Steps To be completed by <u>November</u>.			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

CSI Action Plan Template

Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
1.			
2.			
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .			
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #3			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
1.			
2.			
Study: Analyze Data After Implementing Action Plan Approach To be completed by May .			
MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
Act = Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area.			
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area		
2.	Year-long target goal has not been met , but the current plan is effective and will be continued		
3.	Year-long target goal has not been met , but the plan will continue with new strategies applied		
4.	Year-long target goal has not been met and the team will move in a different direction		

CSI Action Plan Template

5.

Other – please explain in space below

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Maximizing Student Achievement

Communications Plan



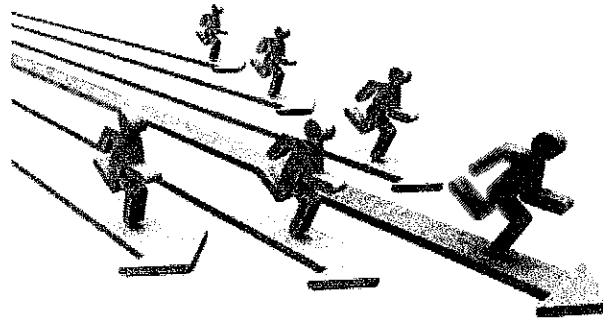
ECSD

A Vision of Excellence

340 Fair Street
Evansville, WI 53536
608-882-5224
ecsdnet.org

ECSD

A Vision of Excellence



Mission

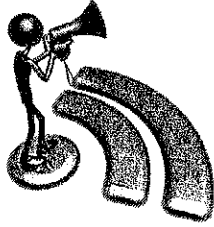
The Evansville Community School District, in active partnership with families and the community, will provide a positive learning environment that challenges all students to achieve personal excellence and become contributing citizens of the world community.

Vision

Creating a culture of excellence in:

- *Academic achievement*
- *Character development*
- *Pursuit of arts, athletics, and other activities*
- *Community engagement*
- *Highly effective staff*

Communication



ECSD Communications Plan

The purpose of the Evansville Community School District (ECSD) Communication Plan is to present a clear and concise framework for communication with our school community. The plan primarily addresses two types of school district audiences: **Internal**, which includes students, parents, teachers, staff, administration and the Board of Education, and **External**, which includes District residents, senior citizen groups, businesses, civic groups, religious groups, and other members of the ECSD community.

Staff support for and involvement in this plan is vital – particularly, teachers and office staff who are highly influential sources of information for the public. The ECSD staff carries the message of the School District to their families and friends who in turn form opinions about our schools. Communicating our unified messages at all times is a top priority.

The Continuous System Improvement Communication Committee will implement and manage community relations, publications, marketing and offer leadership on all comprehensive communication services and strategies for the ECSD under the direct supervision of the District Administrator.

Two guiding questions for every program or activity will be:

1. How does this benefit our students?
2. How do we communicate the message to our stakeholders?



A Vision of Excellence

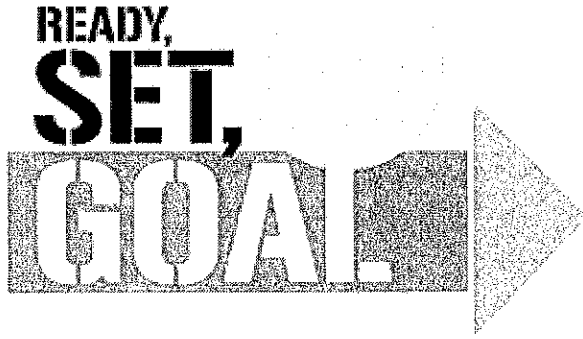
Target Audiences

Internal

1. **Students**
2. **Parents**
3. **Parent Organizations**
4. **District and School Staff**
 - A. Administrators, Directors and Coordinators
 - B. Certified Staff
 - C. Support Staff
 - D. Custodian, Cleaners and Maintenance
 - E. Food Service
5. **Board of Education**

External

1. **ECSD Residents**
2. **Home School Families**
3. **Key Communicators**
4. **Business Community**
5. **Elected City Officials**
6. **Elected State Officials**
7. **Elected Federal Officials**
8. **Civic Groups**
9. **Senior Citizen Groups**
10. **Community Groups**
11. **Religious Groups**
12. **Education – other school districts, colleges and universities**
13. **Media**



Objective:

Improve internal and external communication systems with the specific goal of creating open, two-way communication between the internal and external audiences.

1. Clarify ECSD flow of information

- 1.1 Communicate organizational charts to all staff showing decision making process, reporting and accountability structure.
- 1.2 Organizational charts will show individual areas of staff responsibility for communication.

2. Provide ongoing training and support for administration in effective communication with staff and the public

- 2.1 Provide continuing training sessions as part of administrator meetings on how to train teachers and staff to communicate school messages.
- 2.2 Subscribe to school communication publications (National School Communications Relations Association and Wisconsin School Public Relations Association) and relay pertinent information to administrators.
- 2.3 Provide administrators with public relations fact sheets and easy-to-use communication tools as needed and when available.
- 2.4 Provide communications training sessions to site-level staff.
- 2.5 Create web based documents to utilize when reporting an upcoming event to the District Administrator and Board.

3. Provide regular information on district-wide issues

- 3.1 Distribute information from meetings on need-to-know basis.
- 3.2 Distribute all *external* publications and news releases to all employees by email and post on website.
- 3.3 Issue short, bulleted FYI information to staff and parents on issues of immediate concern.
- 3.4 Formalize a policy for District communication with teachers and building staff.
- 3.5 Establish a “State of the District” report delivered by the District Administrator to the staff and the public.

4. Create a system to encourage flow of information from parents/community to the District

- 4.1 Encourage parents and community members to sign up for District-wide and school-wide internet automatic email and call lists.
- 4.2 Conduct electronic surveys at District and site levels to provide feedback on flow of information.
- 4.3 Offer informal meeting opportunities to receive input.
- 4.4 Establish informal email account feedback from the community.
- 4.5 Expand use of the Parent Portal to facilitate communication between parents and schools.

5. Publish and distribute informational documents

- 5.1 Develop informational documents:
 - 5.11 District/School Informational Brochures
 - 5.12 Newsletters
 - 5.13 Press releases
- 5.2 Post information on District website.

6. Communicate with civic, community and religious groups

- 6.1 Include groups in mailings and provide opportunities for groups to sign up for community email/call lists.
- 6.2 Attend community meetings as needed to provide and gather information.
- 6.3 Provide District communication materials to key leaders.
- 6.4 Develop partnerships with groups.
- 6.5 Develop a program for touring the District that includes tours of school and facilities. Partnerships may include senior citizen groups, community members, civic leaders, etc.

7. Visibility in the community

- 7.1 Attend community organization meetings and events.
- 7.2 Encourage participation in local service clubs.
- 7.3 Host ECSD “town hall” meetings or forums when appropriate.
- 7.4 Encourage school staff to talk positively about ECSD schools to friends, neighbors and community acquaintances.
- 7.5 Seek business partnerships through contacts in local groups.

8. Promote the success of the ECSD personnel

- 8.1 Highlight staff with articles in District communications, outside media and through recognition events.

Communication Strategies

1. Keep Communication Simple

- Use clear, concise and non-educational style for all general publications
- Vary the types and level of communications to target diverse audiences
- Translate communication documents when appropriate for various language groups

2. Create Information Documents

- Create information documents on four to five topics such as District and state budgets, school safety, accountability, etc.
- Post information documents on-line for quick reference
- Use communication templates for uniformity so that new topics can be addressed rapidly

3. Communicate Early and Often

- Prepare information documents when appropriate to send out to administrators, administrative assistants, and other staff as needed
- Follow-up with memos or communications to all staff as needed

4. Communicate Face-to-Face

- The more challenging the situation, the more important it is to communicate face-to-face
- Encourage staff to relay messages through personal interactions when appropriate

5. Keep Communication Brief and to the Point

- Be brief to help retain the recipient's attention
- Use bullet points when appropriate
- Highlight the message in the title
- Proofread all documents

6. Emphasize Customer Service

- The customer should leave with an answer to their concerns or question when possible
- Never be dismissive
- Actively listen to understand the message beyond the words

7. Train Staff

- Train staff to understand that what they say to friends, neighbors and people in the community has an impact on how ECSD schools are perceived
- Engage frontline staff in the conversation and make sure they have access to information immediately. They are a first link to the parents in the community

8. Develop Relationships with our Community

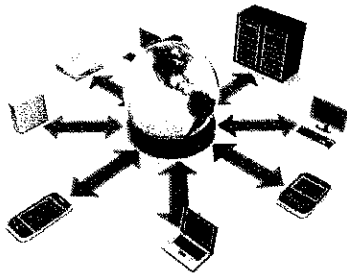
- Develop relationships with merchants by keeping them informed of the school year calendar, early dismissals, special event days, etc.
- Ask for input on areas of concern
- Develop key communicator groups and deliver messages to them as needed. They will take the message to the community
- Maintain a high level of visibility for the District through participation of key staff and the Board in various professional and community activities

9. Study the Media

- Pay attention to the type of stories aired or published
- Note who is generally used as a source of information
- Develop relationships with editors and education reporters

10. Prepare our Messages

- Study issues facing education and be prepared to respond with messages that represent the school and District
- Avoid education lingo and technical jargon by keeping the message simple and use quotable messages when appropriate
- Prepare articles/stories in formats that match those used by local media



Communication Methods

1. Printed Materials

- “Community Bulletin Board” – Website tab for flyers with community organizations information
- “School Newsletter” – School and District articles sent to homes electronically
- “From the Desk of the District Administrator” – Articles in the local newspaper and on Facebook
- Brochures – as needed to highlight District programs or provide general school and District information
- Memos from the District Administrator as needed

2. Email Communication – ECSD Email and Phone Lists

- Links to the website for Board agendas and minutes
- Press releases and articles
- Principals send out monthly newsletter or email to encourage parents to go to the website for information

3. Publications Posted Online/Website

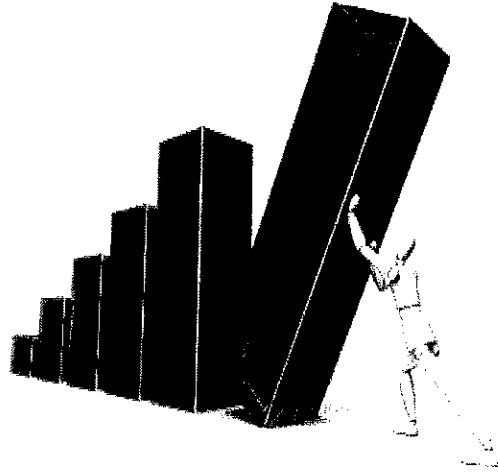
- Continuous System of Improvement Plan
- Vision and Mission
- Board agendas and minutes
- “About the ECSD”
- Press releases
- Calendars
- “What’s New”
- School and District Newsletter
- ECSD Communication Plan

4. Online Message Board

- District-level communication and crisis management

5. Recorded Board Meetings




- Board meetings will be voice recorded and placed on the District website



Assessment and Accountability

- **Benchmarking** – Determine what communication strategies are used in other school districts
- **Surveys** – Electronic surveys to determine opinion and collect measurable data
- **Email** receipt requests - counters to measure the number of hits on website for each area/article/story, etc.
- **Focus Groups** – Collect information on a specific topic

The Communication Plan will be reviewed annually by the Continuous System of Improvement Communication Committee.

 <p>Evansville Community School District</p>	<h2 style="text-align: center;">Continuous Improvement Plan 2015-2016</h2>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: black; color: white; padding: 5px; border-radius: 5px;">ACT</div> <div style="background-color: black; color: white; padding: 5px; border-radius: 5px;">PLAN</div> </div>  
<p>Priority Area: Providing high quality job-embedded professional development to District employees.</p>	<p>Strategic Objective</p> <p>To develop a list of professional development knowledge and skills needed by staff, design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement, and to provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students.</p>	<p>Strategic Focus:</p> <p>To develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.</p>
<p>PLAN: Identify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal:</p> <p><u>Goal 1:</u> Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.</p> <ul style="list-style-type: none"> • Objective 1.1: Develop a list of professional development knowledge and skills needed by staff. • Objective 1.2: Design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement. • Objective 1.3: Provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students. 		
<p>Timeline For Completion: May, 2016</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p>		

CSI Action Plan Template

<p>1. What work has already been completed to meet the long term goal in this strategic focus area? Assessment of Tech Monday</p> <p>2. What gaps or needs still exist in this strategic focus area? Other than face to face, how will we offer this technology training to staff, finding the available time/resources to offer Tech Mondays to staff.</p> <p>3. Which data points identify the gaps or needs identified in question 2? Attendance was taken for the tech sessions at all buildings.</p> <p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2? We felt that we could reach a greater amount of staff if we offered multiple sessions and other avenues to convey this information to staff.</p>			
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan			
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Attendance	September	May	Attendance declined
2. Staff Survey	September	May	We received no responses
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Attendance	September	May	Attendance declined
2. Staff Survey	September	May	We received no responses
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1. Attendance	September	May	Attendance declined
2. Staff Survey	September	May	We received no responses
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1. Attendance	September	May	Attendance declined
2. Staff Survey	September	May	We received no responses
Do - Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points)			
What action steps will need to be taken to reach the goal?			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Identify technology and information literacy training targeted to	Working document of professional learning components	May 2016	Director of Instruction; Principals; District LMS Staff; Teacher Leaders

CSI Action Plan Template


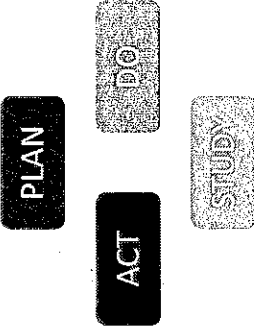
improved student achievement.				
Identify emerging technology that supports the District CSI Technology Plan	Working document of professional learning components			Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Utilize survey results to target and improve the use of currently existing technology resources.	Data analysis indicating targeted needs			Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Develop Tech Wednesdays for 2013-2014	Tech Wednesdays 2014			District Information and Technology Team; Teacher Leaders
Review and revise Tech Wednesdays for 2015-2016	Tech Wednesdays 2016		Aug 2015 - Done	Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Develop a medium for sharing technology tools (e.g. a sharing page)	Sharing Page or Equivalent		Aug 2016	Technology Manager; District LMS Staff; Teacher Leaders
Departments of grade levels work fluidly and dynamically with trainers to determine the technology and information skills and training needed to meet state, national, or CCSS	Curriculum resources; curriculum maps; training			Director of Instruction; Principals; District LMS Staff; Teacher Leaders
CESA2 Technology Training Opportunities for 2015-2016*	Evidence in classroom instructional practices		Completed	Director of Instruction; Principals; District LMS Staff; Technology Manager
State Association Conference – Wisconsin Educational Media and Technology Association (WEMTA)*	Evidence in Technology Academy and Tech Wednesdays		Completed	Director of Instruction; Principals; District LMS Staff; Technology Manager
Study: Analyze Data After Implementing Action Plan Steps				

CSI Action Plan Template

To be completed by November .			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Staff Survey	Survey data included		Feedback indicated more staff would be available for trainings on Mondays
2.			
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date - ACTION PLAN #2			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Review survey data and adjust times and training as needed	Staff survey	May	CSI Technology Committee
Study: Analyze Data After Implementing Action Plan Steps			
To be completed by February .			
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Attendance Data	Log of Attendance Data		Attendance continued to fluctuate despite the time change suggested from the survey.
2.			
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date - ACTION PLAN #3			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Study: Analyze Data After Implementing Action Plan Approach			
To be completed by May .			

CSI Action Plan Template

MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Attendance Data	Log of Attendance Data	Attendance declined
2.		
<p>Act - Year-End Conclusions: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that best describes your team's progress in 2016-2017 with this strategic focus area.</p>		
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area	
2.	Year-long target goal has not been met, but the current plan is effective and will be continued	
3.	Year-long target goal has not been met, but the plan will continue with new strategies applied	
4. X	Year-long target goal has not been met and the team will move in a different direction	
5.	Other – please explain in space below	

 Evansville Community School District	<h2>Continuous Improvement Plan 2015-2016</h2>	
Priority Area: Facilities and Operations	Strategic Objective #5 The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.	Strategic Focus: Security proficient and energy efficient District practices
PLAN: Identify the Data Measures and Performance Gap Strategic Focus Goal #1: By 2016, 100% of all employees will understand and practice District-wide safety and security procedures as measured by internal and external audits.		
Timeline For Completion:		
DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.		
<ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Security Audit • Survey of administrative assistants • District Safety Committee • District safety manual/flip chart for classrooms • Purchase of 2-way radios • Policies are in place 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Recommendations from the security audit have not been fully implemented • Safety committee does not meet regularly • District Safety manual is not current, update process in not adequate, staff are not trained on contents • Staff training not complete for flip charts or 2-way radios and radio set-up not ideal • Policies are not followed and are out of date 3. Which data points identify the gaps or needs identified in question 2? 		

CSI Action Plan Template

<ul style="list-style-type: none"> • Security audit survey • Administrative Assistant survey data • District safety manual • No data <ul style="list-style-type: none"> i. Safety Committee meeting info – agendas/minutes ii. Staff training logs <p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Reconvene the District Safety Committee • Conduct internal/external audits of safety practices • Update Board policies related to safety • Implement staff training 			
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan			
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Security Audit Survey	Data from September, 2013	Annually beginning November 2015	
2. Admin. Asst. Survey	Data from November, 2014	Annually beginning November, 2015	
3. District safety manual	Version of manual dated September, 2014	Annually beginning September 2015	
4.			
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Repeat Security Audit Survey	November 2015	Annually beginning November 2015	
2. Admin. Asst. Survey	Data from November, 2014	Annually beginning November, 2015	
3. District safety manual	Version of manual dated September, 2014	Annually beginning September 2015	
4. Safety Committee Meeting Agendas/Minutes	September, 2014	Annually beginning September 2015	
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:






CSI Action Plan Template

1.				
2.				
Do: Create an action plan based upon Data Analysis— ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?				
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE	
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?		
Reconvene the Safety Committee	Agendas/Minutes	Ongoing	Shulta/Roth	
Research better method to update the District Safety Manual	Updated published safety manual	Annually beginning September, 2015	Safety Committee	
Policy review	Current review dates listed on policies	September, 2015	Safety Committee	
Develop safety training sessions for all staff	Training schedule and attendance logs	Ongoing	Safety Committee/Administrators	
Study: Analyze Data After Implementing Action Plan Steps				
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)			
Reconvene Committee	Safety Committee meets as part of biweekly Admin Teams meeting	Ongoing	Safety Committee	Analysis of Evidence (Describe why this evidence shows the action step was effective)
Method for Safety manual	Safety Manual now exists in a single shared digital document	Ongoing	Safety Committee	
Policy Reviews	Policies reviewed by CSI, markups provided to Kelly Mosher	Ongoing	Safety Committee	
Staff training	Start of school year staff meeting agendas, attendance logs	Start of 2016-17 school year	Administrators	

CSI Action Plan Template

Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
Safety Committee	Continue to meet biweekly to discuss ongoing and emerging issues	Ongoing	Safety Committee
Safety Manual	Empower/schedule resource group for ongoing edits	Ongoing	Safety Committee
Policy review	Consideration of need for new or revised policy language	Ongoing	Policy Committee
Staff training	Staff surveys	Ongoing	Safety Committee
Act-Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year.			
Select the option that fits strategic planning team will pursue in 2015-2017 with this strategic focus area			
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area		
2.	Year-long target goal has not been met, but the current plan is effective and will be continued		
3. XXXXX	Year-long target goal has not been met, but the plan will continue with new strategies applied		
4.	Year-long target goal has not been met and the team will move in a different direction		
5.	Other – please explain in space below		

Option #3 best represents end of year progress for this goal. 100% comprehension and practicing of all District wide safety and security practices may be difficult to measure and achieve but the current plan is effective and will be continued, and new strategies will be applied as warranted.

 <p>Evansville Community School District</p>	<h2>Continuous Improvement Plan 2015-2016</h2>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
<p>Priority Area: Facilities and Operations</p>	<p>Strategic Objective #5 The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.</p>	<p>Strategic Focus: Security proficient and energy efficient District practices</p>
<p>PLAN: Verify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal #2: By 2016, reduce District-wide energy consumption by 10% as measured by an industry accepted energy metric.</p> <p>Timeline For Completion:</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • HS PAC lighting has been upgraded to LED • Lighting has been upgraded to more efficient bulbs in some areas of the District • Computer program to turn-off computers after hours • BOE Policy 733 and Energy Conservation Administrative Rule 733.1 • Occupancy sensors have been installed in some areas of the District • BOE approved study of the HS geothermal system • Utility consumption data has been reviewed and is entered in Energystar.gov website 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Energystar.gov info on website needs to be updated • Utility consumption is not benchmarked with comparable buildings • BOE Policy and Administrative Rule is not being followed • Capital projects identified by the District do not include any energy saving projects 3. Which data points identify the gaps or needs identified in question 2? <ul style="list-style-type: none"> • District Energy Star score as listed on the energystar.gov website 		

CSI Action Plan Template

<ul style="list-style-type: none"> • District gross energy consumption per square foot as compared to comparable buildings • Internal audit of compliance to BOE policy 773 and Administrative Rule 733.1 • District capital projects plan 			
<p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Review Policy 733 and 733.1 and revise if necessary • Conduct internal audits of policy 733 and 733.1 • Staff training of Policy 733 and 733.1 • Measure energy usage of additional devices/equipment to track energy increases • Include energy project(s) when determining the capital projects budget each year • Consider building competitions to promote energy awareness/conservation 			
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>			
Data that Identifies Gap:		Beginning Measure/ Date:	Ending Measure/Date:
1. Employee survey to gage employee knowledge of energy usage/knowledge	May 2015		September 2015
2. Energystar.gov score	May 2015		April 2017
3. District gross energy usage per square foot	May 2015		April 2017
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Repeat employee survey	May 2016		
2. Energystar.gov score	May 2016		
3. District gross energy usage per square foot	May 2016		
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Gross energy usage	May 2015		
2. Energy Star score	May 2015		
<p>Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?</p>			
ACTION STEP	MEASURE/INDICATOR What data will be collected?	END DATE	PERSON(S) RESPONSIBLE

CSI Action Plan Template

What steps will you and your team take?	How will you know when the step is completed?	When will the work be completed?	
Review/revision of Policy 733 and 733.1	BOE Agendas/Minutes	December, 2015	Policy Committee
Update all District information on energystar.gov	Reports from energystar.gov	Ongoing	B&G Director
Investigate possible energy savings upgrades to add to capital projects list	Consult with local utility staff and energy consultants – BOE AgendasMinutes	Ongoing	B&G Director
Develop training sessions for all staff to change behavior regarding energy usage and policy compliance	Training schedule and attendance logs	Ongoing	Administrators
Study: Analyze Data After Implementing Action Plan Steps			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Review policies	Policies discussed @ CSI, mark-ups provided to Kelley Mosher		Policy edits have been made
2. Update Energystar.gov	Considerable work by J. Backes entering data for LLE/TRIS & JCM		Enables ongoing energy use tracking
3. Investigate projects	Not done due to reliability concerns with past project and ongoing power quality investigation		
4. Develop staff training	No formal training developed yet		
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
1. Continue policy review	Determine if additional or new language is needed	May 2017	Policy Committee
2. Energystar.gov data	Continue adding/reviewing data	Ongoing	Buildings and Grounds Director
3. Develop projects	Future project list	January 2017	Buildings and Grounds Director
4. Train staff	Future staff surveys	May 2017	Administrators

CSI Action Plan Template

Act - Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area	
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area
2.	Year-long target goal has not been met, but the current plan is effective and will be continued
3. XXXX	Year-long target goal has not been met, but the plan will continue with new strategies applied
4.	Year-long target goal has not been met and the team will move in a different direction
5.	Other – please explain in space below

Option #3 best reflects the end of year condition for this goal. Year long target of 10% energy savings has not been met, but actions to date by CSI have provided a greater common understanding of the opportunities and obstacles to achieving this goal in the future.

CSI Board Update – August 2016 Board Meeting

CSI Committee: **Culture & Climate**

CSI Membership: **Debra Fritz; Sara Traut-Ebert; Katie Horgen; Dana Teske; Deb Miller; Sandi Spanton-Nelson; Amanda Koenecke; Scott Everson**

Committee Meeting Dates 2015-2016: **September 15, 2015; October 27, 2015; March 1, 2016; May 10, 2016**

CSI Action Plan: **SEE ATTACHED PLAN**

Update on action plan/goals: **Our primary objective for the 2015-2016 school year was to get approval for and purchase staff polo shirts. It has been many years since the district provided a unifying piece of apparel for all staff. This was accomplished by the end of September.**

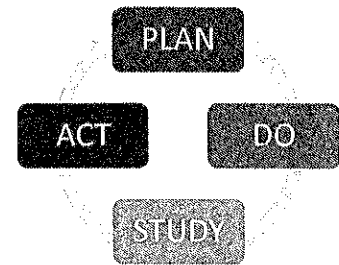
Future plans: **Our committee steered our focus more towards a “climate enhancement task force” perspective in 2015-2016. We believed that many of the things that impact both climate and culture in our district are well outside the purview of this committee. However, we wanted to continue to strive to make a difference with after school activities and positive staff gatherings, in addition to maintaining in-building activities like potlucks, Kudos baskets, etc. Due to the overall feeling of negativity in the district that was present in May, our committee decided not to conduct a “post” survey as we felt the data would be undoubtedly invalid and unreliable.**

For 2016-2017, our committee is proposing to be removed from the district Continuous School Improvement plan. Likewise, we are proposing to merge with the Health and Wellness committee to form a “Health, Wellness, and Climate Committee.” We believe that our committee can be more effective if viewed as a district-wide grass roots committee tied with the overall health and wellness of our staff.



Evansville Community School District

Continuous Improvement Plan 2015-2016



Priority Area:
Climate & Culture

Strategic Objective
The ECSD is committed to working as a team to ensure a safe, respectful, nurturing, and invigorating environment where learning is a shared responsibility.

Strategic Focus:
Specific Building of each employee & overall district.

PLAN: Identify the Data Measures and Performance Gap

Strategic Focus Goal: By May 2016 the individual building and overall district climate will each increase by 1 point on the ECSD climate survey.

Timeline For Completion:
One year

DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.

1. What work has already been completed to meet the long term goal in this strategic focus area?
* We completed a survey to acquire our baseline in November of 2014
2. What gaps or needs still exist in this strategic focus area?
3. Which data points identify the gaps or needs identified in question 2?
4. Which strategy will we use to reduce the gap or improve the need identified in question 2?

DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan

Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. ECSD buildings	5.35/Nov ' 14		
2. ECSD District	4.82/Nov ' 14		
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			

Do: Create an action plan based upon Data Analysis – **ACTION PLAN #1** (Multiple Check-In Points)

What action steps will need to be taken to reach the goal?

ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	

Survey staff to peak interest in things that are desirable for them	The survey will have a deadline	February 18, 2015	Scott Everson
Contact local vendors for various school district clothing and apparel options	Contact initiated and completed	April 30, 2015	Scott Everson, Amanda Koenecke, and Deb Miller
Delegate community members to act as building liaisons	Liaisons are identified and determined	April 30, 2015	Scott Everson & Amanda Koenecke
Create building "Co-worker compliments and kudos" box for each building	Boxes are created	April 30, 2015	Scott Everson & Amanda Koenecke

Study: Analyze Data After Implementing Action Plan Steps

To be completed by **November**.

MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Staff polo shirts	Shirts were ordered and delivered to all staff	
2. Kudos boxes	Kudos boxes were installed in all buildings	

Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2

ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	

Study: Analyze Data After Implementing Action Plan Steps

To be completed by **February**.

MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. SEE ABOVE	SEE ABOVE	
2.		

Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #3

ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	

Study: Analyze Data After Implementing Action Plan Approach

To be completed by **May**.

MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. End-of-year survey	A survey will be done in May, similar to last year's survey, re: climate	N/A – survey was not conducted
2.		

Act: Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area	
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area
2.	Year-long target goal has not been met , but the current plan is effective and will be continued
3.	Year-long target goal has not been met , but the plan will continue with new strategies applied
4. XXXXXX	Year-long target goal has not been met and the team will move in a different direction
5.	Other – please explain in space below

Due to not conducting an end-of-year survey, our goal was not met. Likewise, we are proposing to move in a different direction in the form of moving our committee out of the CSI plan and merging it with the district Health and Wellness committee.

2015-2016

Seclusion and Physical Restraint Report

2015-2016 Individual Data

Student	Seclusion	Restraint	Imminent Harm To:				
			Self	Peers	Adults	Destruction of Property	Other
A 1		X					X
A 2	X	X		X			
A 3		X	X	X	X		
A 4	X	X	X		X		
A 5	X	X	X	X	X		
B 1		X			X		
C 1		X			X		
C 2	X	X		X	X		
C 3	X	X			X		
C 4		X			X		
C 5	X	X			X		
D 1	X	X	X		X		
E 1							

2015-2016 Summary Data

Building	# Incidents Seclusion	# Incidents Restraint	2015-2016 Totals	2014-2015 Totals	2013-2014 Totals	2012-2013 Totals
LLE	3	6	9	26	5	29
TRIS	4	6	10	17	0	17
ME	0	1	1	1	0	1

Report Summary

There were seven incidents of seclusion and thirteen incidents of physical restraint during the 2015-2016, totaling 20 incidents district-wide. This number is significantly lower than the previous school year's total of 44 incidents district-wide. The incidents occurred in the Elementary, Intermediate, and Middle Schools and involved five different students.

The state defines, "seclusion" as the involuntary confinement of a student apart from other students, in a room or area from which the student is physically prevented from leaving. "Physical restraint" is defined as restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs or head. It does not include briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort or redirect the student, using supportive equipment to properly align a student's body, assist a student to maintain balance, or assist a student's mobility, under the direction and oversight of appropriate medical or therapeutic staff. Seclusion or physical restraint may be used with students at school only when a student's behavior presents a clear and imminent risk to the physical safety of the student or to others and it is the least restrictive intervention feasible.

A District employee or other individual may only use physical restraint on a student if they have received required Non Violent Crisis Intervention training on the use of de-escalation techniques and appropriate physical restraint. As an exception to this training requirement, physical restraint may be used by non-trained school personnel in an emergency situation where all other limitations and restrictions have been satisfied, but only if an individual who has received training on the use of physical restraint is not immediately available due to the unforeseen nature of the emergency.

Staff using seclusion or physical restraint shall complete the Seclusion/Restraint Electronic Form and immediately submit the form to his/her building principal. The incident must also be reported on Skyward and coded under "BSR" for Behavior Seclusion and Restraint to ensure accurate reporting of data. Families are notified no later than one business day after the incident occurred and are provided with a copy of the completed form within three business days of the incident.

Submitted by: Janessa Katzenberger, Director of Student Services

2015-2016 JEDI DATA

SINGLETON CLASSES

GRADE LEVELS of Students taking single JEDI online classes

No.	Grade
4	9 th Grade Students
6	10 th Grade Students
14	11 th Grade Students
12	12 th Grade Students

GENDER

23-Females

12 Males

SINGLE ONLINE CLASSES TAKEN

CLASS NAME	# of Students	Description
AP Computer Science	2	
AP Microeconomics	2	
AP Macroeconomics	1	
AP Psychology	9	
Psychology	2	
American Sign Language 1	2	
Astronomy	1	
Career Planning	1	
Civics*	1	Class is required but was approved to take
Criminology	1	
French 1	1	
German 1	4	
German 2	2	
German 3	1	
Japanese 1	1	
Journalism	1	
Language Arts 12(A)*	1	Student only completed 1 st part. Conflict was approved
Latin 1	1	
Latin 2	1	
Mythology & Folklore	3	
Photography	1	
Spanish 3*	1	Conflict was approved
Walking Fitness*	2	Conflict was approved

* = these are classes that we offer in the building, but because of extenuating circumstances, students were approved to take them as online classes.

Continued on Page 2

2015-2016 JEDI DATA continued

FULL-TIME HOME JEDI STUDENTS

No of Students	Grade Level
1	4 th Grade
2	9 th Grade
2	10 th Grade
2	12 th Grade

MEMO

TO: Evansville Community School District Board of Education

FROM: Scott Everson, EHS Principal

RE: Proposed Graduation Date and Policy Change

DATE: July 20, 2016, Board Meeting

We are proposing to move our graduation date from the first Sunday after school is out to the Friday of Memorial Day Weekend. We believe that allowing seniors to graduate earlier will allow for a more productive learning environment the last few days of school for underclassmen. Additionally, we believe that depending upon how the calendar would fall, there are sometimes too many days between the end of the school year and the graduation ceremony. Lastly, this move would allow parents more time for graduation parties. Informal feedback from students, parents, and HS staff regarding this proposal has been overwhelmingly positive.

Please note this change would require a change in Policy 345.62 and a change in the current 2016-2017 School Calendar.

Evansville School District 2016-2017 School Year

August 2016		September 2016							October 2016														
July	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	24	25	26	27	28	29	30	31		5	6	7	8	9			3	4	5	6			
										12	13	14	15	16			10	11	12	13	14		
										19	20	21	22	23			17	18	19	20	21		
										26	27	28	29	30			24	25	26	27	28		
	29	30	31														31						
November 2016		December 2016							January 2017														
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6			
									5	6	7	8	9		2	3	4	5	6				
									12	13	14	15	16		9	10	11	12	13				
									19	20	21	22	23		16	17	18	19					
									26	27	28	29	30		23	24	25	26	27				
	28	29	30												30	31							
February 2017		March 2017							April 2017														
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6			
									6	7	8	9	10		3	4	5	6	7				
									13	14	15	16	17		10	11	12	13	14				
									20	21	22	23	24		17	18	19	20	21				
									27	28	29	30	31		24	25	26	27	28				
May 2017		June 2017							July 2017														
1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6			
									5	6	7	8	9		3	4	5	6	7				
									12	13	14	15	16		10	11	12	13	14				
									19	20	21	22	23		17	18	19	20	21				
									26	27	28	29	30		24	25	26	27	28				
	29	30	31												31								

Aug 10/Aug 16	Back To School Days
Aug 24-25	New Teacher Orientation
Aug 26	Teacher Work Day - No School
Aug 29, 30, 31	Professional Development Day - No School
Sept 1	First Day of School
Sept 5	Labor Day - No School
Oct 10	Professional Development Day - No School
Nov 4	End of 1st Quarter; 1/2 Day K-8 Grading
Nov 23	No School
Nov 24	Thanksgiving - No School
Nov 25	Conference Comp - No School
Dec 5	Professional Development Day - No School
Dec 23 - 30	Winter Break - No School
Jan 2	Students Return
Jan 16	Professional Development Day - No School
Jan 20	End of 2nd Quarter; 1/2 Day K-8 Grading
Feb 13	Professional Development Day - No School
Feb 24	Conference Comp - No School
March 13	Professional Development Day - No School
March 24	End of 3rd Quarter; 1/2 Day K-8 Grading
March 27 - 31	Spring Break - No School
April 3	Students Return
April 16	Easter
April 17	Professional Development Day - No School
May 29	Memorial Day - No School
June 7	End of 4th Quarter; 1/2 Day K-8 Students
June 8	1/2 Workday for Staff
June 11	High School Commencement

Month	Contract Days	Instructional Days
August	4	0
September	22	21
October	21	20
November	20	18.5
December	16	15
January	22	20.5
February	19	18
March	18	16.5
April	20	19
May	23	22
June	5.5	4.5
Total	190.5	175

Partial / Full Instructional Days Per Quarter			
1st	44.5	3rd	41.5
2nd	43.5	4th	45.5
TOTAL	175		

Contract Days	175 Student Contact Days
	2 (4 - 1/2 Student Days/1/2 Grading Days)
	9 Professional Development Days
	1.5 Work Days
	3 Paid Holidays
190.5 TOTAL	

Key	Professional Development (9) - No Students
	No School
	Quarter End (4 - 1/2) - No Students PM
	Holiday (3) - No School
	Teacher Workday (1.5) - No Students

Memorandum

To: Board of Education, Evansville Community School District
From: Steve Swanson, Business Manager
Subj: 66.0301 Agreement Between Evansville and Albany School Districts
Date: August 10, 2016

Per the attached ECSD English Language Learners 2011-16 document, student numbers participating in the ELL program here at ECSD have been dropping steadily since 2011. Albany numbers in this same category, have been increasing.

Before you tonight, for your approval, is a 66.0301 Agreement between ECSD and the Albany School District to share our ELL Teacher with the Albany School District. She will be working 66.66% of the time for our District, and 33.33% for Albany.

ECSD will be the fiscal agent responsible for the administration of this Agreement, and all fiscal matters of the program.

This will be a win-win situation for both our neighbor Albany, and the ECSD.

ECSD English Language Learners 2011 - 2016

	Enrollment	ELL	% of Total	4K	K	1	2	3	4	5	6	7	8	9	10	11	12
2015-2016	1838	26	1.41	0	0	5	2	2	2	2	2	3	1	2	3	1	1
2014-2015	1736	34	1.96	0	0	2	4	2	2	3	2	1	3	5	3	5	2
2013-2014	1717	37	2.15	0	4	2	2	2	4	3	2	3	5	5	3	2	0
2012-2013	1760	40	2.27	0	0	2	2	4	3	3	2	6	5	6	1	2	4
2011-2012	1775	42	2.37	0	0	2	3	3	5	1	6	4	6	4	1	4	3
				0	4	13	13	13	16	12	14	17	20	22	11	14	10

**AGREEMENT FOR INTERGOVERNMENTAL COOPERATION BETWEEN
THE EVANSVILLE COMMUNITY SCHOOL DISTRICT
AND SCHOOL DISTRICT OF ALBANY
TO SHARE THE SERVICES OF A TEACHER**

This is an Agreement (“Agreement”) for intergovernmental cooperation pursuant to Wis. Stat. sec. 66.0301, between the Board of Education for the Evansville Community School District (“Evansville”), a public school district in the State of Wisconsin, and the Board of Education for the School District of Albany (“Albany”), also a public school district in the State of Wisconsin.

WHEREAS, Sable Schwab is under contract with Evansville as a full-time teacher of English as a Second Language (ESL); and

WHEREAS, the need of Evansville for ESL services have decreased while the need for ESL services and Spanish instruction have increased for Albany; and

WHEREAS, pursuant to Wis. Stat § 66.0301 and Wis. Admin. Code § PI 14.02, school districts are authorized to enter into such an agreement for intergovernmental cooperation in connection with the receipt and furnishing of services; and

WHEREAS, the parties believe that entry into this Agreement is in the public’s interest; and

WHEREAS, Evansville and Albany desire to set forth in writing the terms and conditions for the sharing of Ms. Schwab’s services for the 2016-2017 school year.

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the parties hereto agree as follows:

1. Program Provided. The Program shall provide ESL services in Evansville and ESL services and/or Spanish Language Instruction in Albany. Ms. Schwab shall teach 66.66% for Evansville and 33.33% for Albany.

2. Program Governance. The School Boards for each District shall govern the Program, including determining whether this Agreement shall continue after June 30, 2017, and if so, making such a determination annually.

3. Fiscal and Employment Responsibilities.

A. Fiscal Responsibilities

In order to implement the stated goals and objectives of the Program,

and in consideration of the promises and obligations expressed herein, the Districts agree as follows with regard to the fiscal, accounting, and general operating functions of the Program:

- (1) Evansville shall be designated and serve as the operator and fiscal agent for the Program for all services provided under this Agreement. Any notice or payment to the fiscal agent shall be sent to Evansville's District Administrator, Jerry Roth at the address identified below in Paragraph 8.
- (2) The fiscal agent shall be responsible for the administration of all fiscal matters of the Program in accordance with Evansville's normal operating systems and procedures, subject to the supervisory control and direction of the Program.
- (3) The fiscal agent shall establish and maintain records in accordance with the uniform financial fund accounting system prescribed by the Department of Public Instruction under Wis. Stat. § 115.28(13). In addition, the fiscal agent shall file all required financial reports with the Department of Public Instruction as well as any reports required under Wis. Stat. § 66.0301.
- (4) The fiscal agent shall, upon request of the Department of Public Instruction, file a copy of this Agreement and any plan of operation with the Department.
- (5) The fiscal agent shall be solely responsible for any liability arising from its acts or omissions as fiscal agent. All other liability, including, but not limited to, claims arising out of the general activities of the Program as a whole, shall be shared by both Districts, and shall not be the sole responsibility of the fiscal agent.

B. Employment Responsibilities

- (1) Evansville is designated and shall serve as the administering agency for the Program for all services provided under this Agreement. As such, Evansville will coordinate the employment, scheduling, and record-keeping activities for Ms. Schwab necessary to implement the Program goals.

- (2) Ms. Schwab will be treated as a full-time employee of Evansville and subject to the same duties and responsibilities of the other full-time professional staff employed by Evansville.
 - (a) For all compensation purposes, taxes, insurance, worker's compensation, and unemployment compensation benefits, Ms. Schwab is a full time employee of Evansville and will be subject to the terms and conditions set forth in her individual teaching contract and any applicable handbooks and Board policies for Evansville in place during the term of this Agreement, as well as any applicable collective bargaining agreement to which Evansville is a signatory. These documents are incorporated into this Agreement by reference hereto, to the extent that they continue to govern the wages, hours and conditions of employment for teachers in Evansville.

C. Licensing

Albany expressly agrees that its obligation to make payments to Evansville under this Agreement continues regardless of whether Ms. Schwab receives or maintains an emergency license from the Department of Public Instruction to teach Spanish.

4. Annual Budget. Evansville, acting as fiscal agent, will be responsible for all fiscal matters associated with implementing the Program goals; all administrative costs and payment for services will be administered by that District. However, prior approval from each District's School Board is required prior to any budget variation.

5. Cost Allocation.

- A. Expenses incurred in providing the Program under this Agreement, including the costs of employment such as compensation, benefits, worker's compensation, unemployment compensation, and retirement contributions shall be prorated between the Districts as follows:
 - (1) Evansville shall pay to the teacher all compensation and benefits due under her 2016-2017 individual teaching contract and any applicable Board policies. Evansville shall also pay all other costs associated with Ms. Schwab's employment,

including state and federal taxes, worker compensation insurance premiums, and any other costs attributable to her employment.

- (2) Albany shall pay Evansville 33.3% of the total costs Evansville pays under Paragraph 5.A.(1) above. This amount is currently budgeted at \$18,377.30, subject to change at the end of 2016-17 teacher salary negotiations. In addition, Albany shall pay Evansville \$1,659.18 as its share of the cost associated with the New Teacher Mentor Program. These payments shall be made in January and June following the receipt of an invoice from the Evansville Business Office.
- (3) Because Ms. Schwab currently lives in Albany, and commutes to Evansville at her own expense, she will not be paid any mileage or any other reimbursement of any costs associated with any travel between Albany and Evansville. Evansville will obtain written acknowledgement from Ms. Schwab that no travel reimbursement will be provided by either District.
- (4) Any changes to the proration of costs to each District shall be determined prior to June 30 each year. The proration of costs shall comply with the requirements set forth in Wis. Admin. Code § PI 14.02(2).
- (5) State aid reimbursements shall be prorated to the Districts on the same percentage basis as the proration of costs.

B. Pupil membership, for state aid purposes, shall be counted by each pupil's school district of residence.

6. Dissolution or Modification of Agreement. This Agreement may only be dissolved or modified prior to the termination of this Agreement with the written consent of both Districts' School Boards.

7. Term of Agreement. This Agreement shall take effect after the adoption of a resolution approving this Agreement and authorizing its execution by the School Boards of both Districts. This Agreement shall remain in effect until June 30, 2017, and may not be extended without the express written consent of the School Boards of both Districts. The Agreement must be reviewed and a decision made regarding continuation on or before February 1, 2017, and each year thereafter, in order to permit both Districts to make personnel decisions for the next school year.

8. Notices. Any notice required or permitted pursuant to this Agreement shall be deemed given when delivered personally, sent by registered mail, postage prepared, return receipt requested, or delivered by a commercial overnight courier services, addressed to the parties as follows:

District Administrator Amy Vesperman
School District of Albany
400 S. 5th Street
Albany, WI 53502

District Administrator Jerry Roth
Evansville Community School District
340 Fair Street
Evansville, WI 53536

9. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Wisconsin.

10. Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior and contemporaneous agreements, whether oral or written. This Agreement may be amended or modified only in writing, executed by each of the parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day, month and year noted below:

Board President, Evansville Community School District

Date

Board Clerk, Evansville Community School District

Date

Board President, School District of Albany

Date

Board Clerk, School District of Albany

Date

Approved: July 8, 1985

Revised: ~~February 12, 2007~~

Revised: July 12, 2012

151

Revised: August 13, 2014

Revised:

1st Reading: 8/10/16

BOARD POLICY ADOPTION, REVIEW AND IMPLEMENTATION

Policymaking is the primary method by which school boards exercise their statutory authority and board powers. Therefore, the Evansville Community School District Board of Education shall adopt written policies to guide the actions of those to whom it delegates authority and to serve as the basis for School District operations and decision making.

In the development of policies, the Board and/or administration may consult, as appropriate, with individuals and groups affected by the policy and those with expertise related to the policy topic. All District policies should serve an identified purpose, be supportive of the District's vision, mission and goals, provide clear guidance, be in compliance with applicable legal requirements, and be consistent with related District policies and provisions of employee handbooks.

The District Administrator and Policy Committee share a continuing responsibility to review policies and suggest modifications to them as may be required. District policies shall be reviewed by the Policy Committee on a regular basis and updated as necessary. Proposals for new policies or changes to existing policies may be initiated in writing by any Board member, District employee or community member. The written request shall be referred to the Policy Committee for study prior to consideration by the Board. The submission of a policy proposal does not guarantee consideration of the proposal by the full Board.

Adoption of new or revised policies is solely the responsibility of the Board. Upon recommendation by the Committee, any new or revised policy will be submitted to the Board in writing. Each policy shall be properly noticed and shall be read at three consecutive Board meetings. Where implementation of a policy needs to occur prior to the third reading, the Board may approve the policy where the first or second readings occur. An affirmative vote by the majority of the Board shall be required for adoption. The Board may adopt, amend or suspend a policy at any time should the need arise.

When policies are updated or revised, this could have an impact on ancillary policies associated with the changed policy. In that case, these housekeeping reference changes will be implemented after one Board reading for notification purposes. Other items that could be considered housekeeping changes include English Language corrections, changing the policy number or other change that does not change the substance of the policy in any way.

The Board recognizes that while policymaking is its responsibility, the implementation of District policies is the responsibility of the District Administrator. The District Administrator shall develop administrative guidelines and exhibits as necessary to ensure effective and consistent policy implementation. Administrative guidelines and exhibits may be presented to the Board for informational purposes, but shall not be acted upon by the Board unless deemed appropriate or necessary by the Board and/or administration.

Legal Ref.: Section 120.13 Wisconsin Statutes (School Board Powers)

Approved: June 14, 2010
Revised: April 9, 2014
Revised: March 9, 2016
Reviewed:
1st Reading: 8/10/16

ONLINE LEARNING/VIRTUAL SCHOOL PROGRAM – ADMINISTRATIVE RULE

The Evansville Community School District participates as a member of the JEDI Virtual School consortium. JEDI is a public charter school that provides educational services to families whose students are seeking an educational option in the form of online coursework.

Online course options through JEDI include single course offerings or full-time enrollment in the virtual school.

I. JEDI Single Course Option:

A. Course Enrollment Approval:

The following criteria may be used to determine if students are permitted to enroll in virtual school online courses:

1. The course is not offered face-to-face by the District.
2. In rare cases, although the course is offered by the District, the student is unable to take the course due to an unavoidable scheduling conflict or special circumstance.
3. The course is needed to meet an individual education plan, a differentiated education plan, a 504 plan, or a plan to remediate credits for graduation.
4. The student is considered a qualified candidate according to the following criteria:
 - a) Course availability.
 - b) Seats open in available courses.
 - c) Course prerequisites are met.
 - d) Past successful academic record in online courses.
 - e) Past academic record in traditional courses.
 - f) Teacher recommendation.
 - g) Parent recommendation.
 - h) Student interview.
 - i) Other valid indicators deemed necessary by the District.
5. Approval by the principal.

B. Enrollment Procedures:

The following procedures and guidelines apply to students enrolled full-time in the District:

1. Students and parents/guardians shall discuss JEDI single course options with a school counselor and the District JEDI coordinator. The District JEDI coordinator shall review a syllabus and expected course pacing for each class of interest to determine the best options for the student and report to the counselor and the family regarding their findings.
2. Students shall indicate their intention to enroll in JEDI single courses during the normal course scheduling process for the following academic year. The District JEDI coordinator shall provide registration materials to families indicating JEDI single course options with detailed instructions for when they are due.
3. Not less than two weeks prior to the beginning of the term for which the student wishes to enroll in the class, the student and parent shall complete the JEDI single

- course registration form and submit it to the counseling office with the tuition payment.
4. Students who have submitted applications and tuition payments in the designated timeline shall have access to the JEDI class platform by day one of the term enrolled.
 5. Enrollment in virtual school online courses at other times of the year due to individual circumstances such as illness or expulsion will be decided on a case by case basis.
 6. Student may enroll in up to two online courses per year.
- C. A decision denying a request for a virtual school full-time or single course enrollment may be appealed to the District Administrator.
- II. JEDI Virtual School Full-Time Option:
Students wishing to enroll full-time in the JEDI virtual school program as an alternative to traditional programming may request a meeting with parents, counselor, and a JEDI District Coordinator. School officials will then meet to determine the best placement of the student.
- A. Full-time virtual school students must complete all Evansville High School Graduation Requirements in order to receive a diploma from Evansville High School.
 - B. Full-time virtual school students may request to rent a laptop provided by the District for a fee of \$50 annually
- III. Virtual School and Online Course Policies and Procedures:
- A. Wisconsin Statutes for attendance apply.
 - B. Acceptable internet and technology use policies, and all other applicable District policies apply.
 - C. Students will be held accountable to the policies and procedures outlined in the JEDI Virtual School Student and Family Handbook.
 - D. Grades received for virtual/online course work will count the same as other course grades. All grades received from virtual/online courses will be recorded on the official student transcript.
 - E. Students are required to participate in state mandated assessments.
 - F. Students may participate in extra-curricular activities offered by the District contingent upon them meeting the conditions of participation.
 - G. Tuition Cost:
 1. Students enrolled in single courses are responsible for the tuition associated with the course and must provide the tuition fee prior to enrollment in the course. The District will reimburse the student the tuition fee paid upon successful completion of the course with a passing grade.
 2. Single courses which are taken by student choice for the purpose of student interest, enrichment opportunity, or to enhance a current course grade (retake the course) when a comparable course is offered by the school, will be charged the cost of tuition, without reimbursement.
 3. Course time extensions to complete the course are set within allowable ranges by JEDI. Students who exceed the standard time extensions will be responsible for the additional cost incurred by JEDI.

Local Ref.: Policy #343.3 – Online Learning/Virtual School Program

Revised: October 13, 2003

345.62

Revised: June 27, 2011

Revised: March 11, 2015

Revised:

1st Reading: 8/10/16

GRADUATION EXERCISES

Completion of the requirements for an Evansville High School diploma is viewed as the minimum academic achievement for all students in the school district. The Evansville Community School District Board of Education wishes to recognize this important accomplishment in a publicly celebrated graduation ceremony. The exercises shall focus on all members of the graduating class and include active student participation. Individual recognition will be given to the academic honor students of the class and to foreign exchange students.

Graduation exercises shall be held the **Friday evening of Memorial Day weekend**. ~~Sunday following the last day of school~~. Students shall be monitored for their progress toward graduation beginning in their freshman year. All efforts will be made to assist the students to graduate. Students who have satisfactorily completed all requirements for graduation may participate in the graduation exercises. Students who graduate early may participate in the next scheduled graduation ceremony. All students participating in graduation exercises shall be expected to maintain proper conduct and abide by all school rules and regulations. Students participating in the graduation ceremony will be seated alphabetically by last name. The practice of including an invocation and benediction as part of the official graduation ceremony is not permitted.

The graduation status of all students shall be reviewed by the ~~guidance~~ **school** counselor after completion of the junior year. If graduation status is questionable, students and their parents/guardians shall be notified by letter before the beginning of the school year and again at the end of the first semester of the senior year. If it becomes apparent that successful completion is not possible, the parents/guardians of the students who do not meet the requirements for graduation will be informed that the student in question is not eligible to participate in the graduation ceremony.

Legal Ref: Section 118.33 Wisconsin Statutes (High School Graduation Standards)
PI 18 of the Wisconsin Administrative Code

Approved: January 9, 1989
Revised: August 9, 2010
Revised:
1st Reading: 8/10/16

~~457.1~~ **457 Rule**

SUICIDE PREVENTION PROCEDURES
Administrative Rule

When any person employed by the Evansville Community School District shall have reason to believe, either by virtue of direct knowledge or a report from another person, that a student is in any danger of harming him- or herself through an attempted suicide, or has attempted suicide, that person is to report the situation immediately. The procedure to report this situation is as follows:

1. Contact the school psychologist or the counselor. Do not leave the suicidal student without adult supervision for any amount of time while making this contact. If the student's life is in imminent danger, summon law enforcement personnel, or contact Rock County Crisis Intervention.
2. Student services staff shall make parent contact to establish a safety plan for the remainder of the day.
3. After the immediate crisis has been resolved, student services staff will meet to evaluate the situation and decide on an appropriate role for the school to take in assisting the student. The BIT (Building Intervention Team) will assign a specific case manager to monitor the student and provide follow up information.
4. All teachers involved with the student shall be notified of student status and will be assisted appropriately dealing with the student.

Annually staff will be provided the District's Youth Suicide Prevention Resources and Services notice.

Legal Ref. Sections 115.365 Wisconsin Statutes (Assistance to Schools for Suicide Prevention Programs)

118.01(2)(d)7 (Educational Goals and Expectations)

118.295 (Suicide Intervention; Civil Liability Exemption)

Local Ref.: Policy #457 – Suicide Prevention/Intervention Program

ENERGY CONSERVATION
Administrative Rule

These guidelines are not intended to be all-inclusive. Our hope is that all staff and users will follow them on a consistent basis.

Objectives:

1. Ensure adequate comfort of students, staff and other users of facilities.
2. Control and manage cost.
3. Ensure a healthful school environment in compliance with applicable government requirements.
4. Set an example as a responsible user of energy and natural resources.

Responsibilities:

1. Staff, students and users of the facility should strive to utilize all district resources in an environmentally conscious manner.
2. The custodian is responsible for control of common areas, i.e., halls, cafeteria, etc.
3. Since the custodian is typically the last person to leave a building in the evening, he/she is responsible for verification of the nighttime shutdown.
4. The principal is responsible for overall energy usage of his/her building.
5. The Director of Buildings & Grounds will perform routine audits of all facilities and communicate the audit results to the appropriate personnel.
6. The Director of Buildings & Grounds will provide regular reports to principals indicating performance with regard to energy savings.

General:

1. All unnecessary lighting in unoccupied areas should be turned off. Teachers should utilize natural lighting where appropriate and make certain that lights are turned off when leaving an empty classroom for more than 10 minutes.
2. All lights will be turned off when students and teachers leave school.
3. Outside lighting should be off during daylight hours.
4. Gym lights should not be left on for extended periods unless the gym is being utilized.
5. All lights, except security lighting, will be turned off when facilities are not occupied. Exceptions may be made for homecoming or other times when safety and protection of persons or property require additional lighting.
6. During unoccupied periods, custodians will turn on lights only in the areas in which they are working.
7. Educational efforts will be made to help staff refrain from turning lights on unless definitely needed and to understand that lights not only consume electricity, but also give off heat that places an additional load on the air conditioning equipment and thereby increases the use of electricity necessary to cool the room.
8. Coffee makers, hot plates, toaster ovens, and other appliances, not required for instructional purposes, or deemed by the Safety Coordinator as a potential safety hazard, shall not be kept in classrooms.
9. Effective with the 2005-2006 school year, refrigerators, space heaters, and microwave ovens, other than as needed for instructional or health reasons, will be removed from classrooms. Such appliances will be confined to staff and faculty planning rooms or centrally located spaces where they can be appropriately used and monitored.

10. Doors and windows between conditioned space and non-conditioned space should remain closed as much as possible.
11. Exhaust fans should be turned off every day and during unoccupied hours.
12. Office machines (copy machines, laminating equipment, etc.) shall be switched off each night and during unoccupied times, unless equipped with a power saver mode. Fax machines may remain on.
13. Computers, including network equipment, should be turned off according to guidelines set by the network administrator.
14. PC's should be programmed for the "energy saver" mode using the power management feature. If network constraints restrict this for the PC, monitors should be set to "sleep" after 10 minutes of inactivity.
15. Areas of water intrusions will be repaired and standing water eliminated.
16. Positive building pressure will be maintained.
17. A moisture extraction plan should be implemented when cleaning carpets.

Cooling Season Occupied Set Points: 74° F Heating Season Occupied Set Points: 68° F
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Modifications may be made in cooperation with Director of Buildings and Grounds to deal with unique situations.

Air Conditioning Equipment:

1. Occupied temperature settings shall NOT be set below 74° F.
2. During unoccupied times, room air conditioning equipment should be turned off. The unoccupied period begins at the end of the regular school day, unless community activities are scheduled. It is anticipated that the temperature of the classroom will be maintained long enough to afford comfort for the period the teacher remains in the classroom after the students have left. Efforts will be made to operate air conditioning in occupied zones only.
3. Air conditioning start times may be adjusted (depending on weather) to ensure classroom comfort when school begins.
4. Outside air dampers will be closed during unoccupied times.
5. Ceiling fans should be operated in all areas that have them.
6. Relative humidity levels should not exceed 60% at any time.
7. MERV (Minimal Efficiency Rating Value) 7-8 filtration is recommended (screens tiny microbes which helps minimize dust, mold and other particles that can trigger asthma attacks).
8. The district wide maintenance program will ensure clean coils and drain pans.
9. Air conditioning should be utilized in classrooms during the summer months only when classrooms are scheduled for summer school or other community activities. Relative humidity levels should be monitored to verify level remains below 60%. Air conditioning may be used by exception as needed (e.g. cleaning crew, maintenance, etc.).
10. Keep doors closed as much as possible in areas which have evaporative coolers such as the high school, kitchens, cafeterias and gymnasiums.

Heating Equipment:

1. Efforts will be made to operate heating systems in occupied zones only, except as noted below.
2. Occupied temperature settings will NOT be above 68° F.
3. The unoccupied temperature setting will be 55° F (i.e., setback). This may be adjusted to a 60° F setting during extreme weather.
4. The unoccupied time will begin at the end of the regular school day, unless the area is used for community activities.
5. Domestic hot water systems should be set no higher than 120° F or 140° F for cafeteria service (with dishwasher booster).

EVANSVILLE COMMUNITY SCHOOL DISTRICT

POLICY COMMITTEE MINUTES

The Policy Committee meeting was held Tuesday, July 26, 2016, at 6:00 pm in the District Office Conference Room.

Committee Members Present: Melissa Hammann and Jane Oberdorf.

Approve May 17, 2016, Minutes: Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to approve the May 17, 2016, minutes as presented. Motion carried, 2-0 (voice vote).

New Business – Policies to Review:

Policy #151 – Board Policy Adoption, Review and Implementation – Policy reviewed, discussed, and suggested changes to be made. Policy to go to the Board for a first reading.

Policy #343.3 Rule (#343.31) – Online Learning/Virtual School Program, Administrative Rule – Policy number to be changed to reflect as an Administrative Rule. Policy to go to the Board for a first reading.

Policy #457 Rule (#457.1) – Suicide Prevention Procedures, Administrative Rule – Policy number to be changed to reflect as an Administrative Rule. Policy to go to the Board for a first reading.

Policy #733 Rule (#733.1) – Energy Conservation, Administrative Rule – Policy number to be changed to reflect as an Administrative Rule. Policy to go to the Board for a first reading.

Policy #423 – Residency, Non-Residency, Tuition and Tuition Waiver – Policy reviewed, discussed, and is to be considered for removal as District is covered under policies #420 – School Admissions and #428 – Full-Time Public School Open Enrollment. Policy to go to the Board for a first reading.

Policy #423 Form – Enrollment Form – Policy reviewed, discussed, and is to be considered for removal as a policy, but to use as an internal document. Policy to go to the Board for a first reading.

Policy #423 Form 1 – Confidential Information Form – Policy reviewed, discussed, and is to be considered for removal as a policy, but to use as an internal document. Policy to go to the Board for a first reading.

Policy #423 Form 2 – Residency Determination Form – Policy reviewed, discussed, and to become policy #420 Form. Policy to go to the Board for a first reading.

Policy #423 Form 3 – Tuition Agreement – Policy reviewed, discussed, and to become policy #420 Form 1. Policy to go to the Board for a first reading.

Policy #423.1 – Enrollment of Students Expelled From Another District – Policy reviewed, discussed, and to be inserted into #420 – School Admissions. Policy to go to the Board for a first reading.

Policy #423.2 – Admission of Foreign Exchange Students – Policy reviewed, discussed, and suggested changes to be made. Policy to go back to the Administrative Team for review again.

Policy #420 – School Admissions – Policy reviewed, discussed, and suggested changes to be made. Policy to go back to go to the Board for a first reading.

Discuss Selected Policies to Review in Upcoming Months: Document showing potential policies to review during the 2016-2017 school year shared, discussed, and updated.

Adjourn: Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to adjourn the meeting. Motion carried, 2-0 (voice vote). Meeting adjourned at 6:40 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved:
Melissa Hammann, Chair

UNAPPROVED MINUTES

Revised: January 11, 1993

411

Revised: March 11, 2002

Revised: October 13, 2008

Revised:

1st Reading: 6/29/16; 2nd Reading: 7/20/16; 3rd Reading: 8/10/16

EQUAL EDUCATIONAL OPPORTUNITIES

The Evansville Community School District is committed and dedicated to the task of providing the best education possible for every student in the District.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap or any other basis protected by law.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

The District shall provide appropriate educational services and/or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be referred to the District Administrator and processed in accordance with established procedures.

Notice of this policy and its accompanying complaint procedures shall be posted in each school building in the District and referenced in parent, student, and staff handbooks.

In addition, the following student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities:

The Evansville Community School District prohibits harassment or discrimination against any pupil in any program or activity on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap, or any other basis protected by law.

Legal Ref.: Sections 115.28(31) Wisconsin Statutes (General Duties)
118.13 (Pupil Discrimination Prohibited)
120.13(37m) (School Board Powers)
PI 9 and PI 41 of the Wisconsin Administrative Code

Local Ref.: Policy #381.1 – Religion: Curriculum, Activities and Holidays
Policy #411.1 – Prohibition of Student Discrimination and Harassment
Policy #411.1 Rule – Student Discrimination Complaint Procedures, Administrative Rule
Policy #411.1 Form – Discrimination or Harassment Complaint Form
Special Education Procedural Safeguards

Reviewed:

1st Reading: 6/29/16; 2nd Reading: 7/20/16; 3rd Reading: 8/10/16

DISCRIMINATION OR HARASSMENT COMPLAINT FORM

Name _____ Date _____

Address _____

(Street)

(City)

(Zip)

Telephone _____

(Home)

(School or work location)

Status of person filing complaint: _____ Student _____ Employee
_____ Parent/Guardian _____ Other

Type of Complaint: _____ S 118.13 WI STATS (discrimination based on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or, mental, physical, emotional, or learning disability that interferes with ability to participate in school activities)
_____ Title VI (discrimination based on race, color, or natural origin)
_____ Title IX (discrimination based on gender)
_____ Title VII (employment discrimination based on race, color, or national origin)
_____ Section 504 (discrimination based on handicap conditions)
_____ Other: _____

Statement of Complaint (Include type of discrimination charged and the specific incident(s) in which it occurred.) Further text may be attached. If so, use this space for a summary statement.

What action would you like taken? Or what solutions would you like to see?

Signature of complainant: _____ Date complaint filed: _____

Signature of person receiving complaint: _____
Date received: _____ Complaint number: _____

Complaint authority: _____

Submit all copies to the office of the district administrator. The person receiving the complaint will sign, date, and number the complaint. One copy will be returned to the complainant, one copy to the person the complaint is against, one copy will be sent to the school or department affected by the complaint, one copy will be sent to the building administrator affected, and one copy will be retained by the District Office.

PROHIBITION OF STUDENT DISCRIMINATION AND HARASSMENT

The Evansville Community School District is committed to maintaining and ensuring a learning and working environment that is free of harassment or intimidation toward students and employees. The District will not tolerate any form of discrimination and harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it, up to and including discipline of the offenders.

Harassment based upon a protected group status is considered particularly unacceptable in the District. In that regard, no person shall be subject to harassment based on age, sex, race, color, religion, national origin, ancestry, creed, sexual orientation, pregnancy, marital status, disability/handicap or any other basis protected by state or federal law.

Harassment refers to physical or verbal conduct, or psychological abuse, by any person that disrupts or interferes with a person's work or school performance, or which creates an intimidating, hostile or offensive work or learning environment. It may occur student to student, student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male. Harassment may include, but is not limited to, the following:

- Verbal harassment, e.g. epithets, kidding, derogatory comments, slurs or racist remarks, threatening or intimidating language, teasing or name calling.
- Physical interference with movement, activities or work; e.g. assault, hitting, punching, kicking, theft.
- Visual harassment, e.g. derogatory cartoons, drawings or posters.
- Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic or work performance. Sexual harassment can take the form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of harassment escalation, unsatisfactory academic/work evaluations, difference in academic/work treatment, sarcasm, or unwarranted comments to or by peers.
- Social, e.g. spreading cruel rumors, intimidation by gesture, social exclusion and electronic harassment using social media.

- Any form of harassment using electronic devices, commonly known as “cyber bullying” by students, staff or third parties is prohibited and will not be tolerated in the District. “Cyber bullying” is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In addition, any communication of this form which disrupts or prevents a safe and positive educational or working environment may also be considered cyber bullying.
- The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

It is further the policy of the District that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the school/workplace, in that it interferes with the educational process and involves elements of coercion by reason of the relative status of a staff member to a student.

Any individual who believes he/she has been subjected to harassment by any other person should report the incident to the building principal/designee or immediate supervisor. It is the intent of the District to create an atmosphere where complaints and alleged complaints will be treated fairly and quickly. If a student or employee is not comfortable making a complaint to the principal/designee or immediate supervisor, the complaint may be made to any other adult employee. The employee will report the complaint to the appropriate principal/designee, supervisor or the District Administrator of Schools.

Third party witnesses are strongly encouraged to report observed incidents of harassment to the administration.

Any employee who has reasonable cause to suspect that a child has been harassed by an adult, or another student, shall immediately report such suspicion to the building principal. Any employee who observes student to student harassment of any form shall take reasonable action to stop the harassment and shall report the incident to the building principal.

The District Administrator shall establish a written procedure for responding to complaints. The procedure shall include a means for the complainant to appeal decisions to the District Administrator and to the Board of Education. The District Administrator will develop appropriate alternative procedures for special needs and younger students.

Education and intervention shall be implemented for all students and employees, but particularly those who file a complaint of harassment. This policy and complaint procedure will be made available to all students and District employees on an annual basis. The District forbids retaliation against anyone who has reported harassment or cooperates in a harassment investigation. However, the District requests that all complaints will be made in good faith and based on a reasonable belief that a student or employee has been harassed.

Legal Ref.: Sections 111.32 (13) Wisconsin Statutes (Definition-Sexual Harassment)
 118.13 (Pupil Discrimination Prohibited)
 118.20 (Teacher Discrimination Prohibited)

120.13(1) (School Board Powers)
120.44 (School Board Powers and Duties)
895.77(2) (Injury Caused by Criminal Gang Activity)
947.0125 (Unlawful Use of Computerized Communication Systems)
947.013 (Harassment)
948.51(2) (Hazing)

PI 9, Wisconsin Administrative Code

Equal Employment Opportunities Commission Guidelines (29 C.F.R.-Part 1604.11)

Local Ref.: Policy #411 – Equal Educational Opportunities

Policy #411.1 Rule – Student Discrimination Complaint Procedures, Administrative Rule

Policy #411.1 Form – Discrimination or Harassment Complaint Form

Policy #411.4 – Prohibition of Student Bullying

Policy #411.4 Form – Bullying Report

Policy #512 – Nondiscrimination/Harassment of Employees

Special Education Procedural Safeguards

Approved:

1st Reading: 6/29/16; 2nd Reading: 7/20/16; 3rd Reading: 8/10/16

STUDENT DISCRIMINATION COMPLAINT PROCEDURES
Administrative Rule

If any person believes that the Evansville Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or Americans With Disabilities Act or in some way discriminates on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability or handicap, s/he may bring forward a complaint to the District Administrator, who shall forward it to the appropriate office for review.

Informal Procedure

The person who believes s/he has a valid basis for complaint shall discuss the concern with the local Title IX, Section 504 or Equal Opportunity Coordinator, who shall in turn investigate the complaint and reply to the complainant in writing within five (5) school/business days. If this reply is not acceptable to the complainant, s/he may initiate formal procedures according to the steps listed.

Formal Complaint Procedures

- Step 1: A written statement of the complaint shall be prepared by the complainant, signed and presented to the local Title IX, Section 504 or Equal Opportunity Coordinator. The coordinator shall further investigate the matters of the complaint and reply in writing to the complainant, within ten (10) school/business days.
- Step 2: If the complainant wishes to appeal the decision of the local Title IX, Section 504 or Equal Opportunity Coordinator, s/he may submit a signed statement of appeal to the District Administrator. The District Administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint within ten (10) school/business days.
- Step 3: If the complainant remains unsatisfied, s/he may appeal through a signed, written statement to the Board of Education. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives at the next regular Board meeting or within fifteen (15) school/business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Clerk to each concerned party within ten (10) school/business days of this meeting. The decision of the Board shall include a notice to the complainant of his/her right to appeal the determination to the State Superintendent of Public Instruction.
- Step 4: If, at this point, the complaint has not been satisfactorily settled, further appeal may be made within 30 days to the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707.

A complaint or appeal may also be made on some of the above bases (Title IX, Title VI, Section 504, Americans With Disabilities Act) to the Office of Civil Rights/Chicago, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661.

Complaint Procedure – Special Education

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with a disability shall be processed in accordance with established appeal procedures outlined in the District's special education handbook.

Complaint Procedure – Federal Programs

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

Dissemination of Discrimination Complaint Procedures

The discrimination complaint procedures shall be disseminated to students, parents/guardians, employees and others to inform them about the proper process of making a complaint. The information shall be published in student/parent/staff handbooks, news articles before the start of school and other appropriate times, Board policies posted in staff lounges and counseling offices, and course offering booklets/curriculum guides.

Maintenance of Complaint Records

The coordinators (Title IX, Section 504, equal opportunity) shall keep records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

Legal Ref.: Section 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)
PI 9 of the Wisconsin Administrative Code

Local Ref.: Policy #411 – Equal Educational Opportunities
Policy #411.1 – Prohibition of Student Discrimination and Harassment
Policy #411.1 Form – Discrimination or Harassment Complaint Form
Policy #823 – Open Record Policy and Procedures for Access to Public Schools

Approved: January 10, 1994

411.2

Revised: July 11, 2005

Revised:

1st Reading: 6/29/16; 2nd Reading: 7/20/16; 3rd Reading: 8/10/16

PROHIBITION OF HARASSMENT ON SCHOOL BUS

All Evansville Community School District students must be able to ride in a district school bus free from the fear of harassment, bullying or discrimination. The District will deal with any problem of harassment, bullying or discrimination firmly and in a timely manner, and involve the student's parent(s)/guardian(s) in the disciplinary process.

Any driver, teacher or other district employee who is aware of or suspicious of harassment, bullying or discrimination against any student on a district school bus shall report it, in writing, to the building principal. Also, any parent/guardian or citizen who feels his/her child or any child is a victim of harassment, bullying or discrimination while on a district school bus should make a written complaint to the building principal.

After receiving a written complaint, the principal will confer with the bus driver, the student(s) directly or indirectly involved, appropriate teachers, and parent(s)/guardian(s) of the student(s) involved and after due process, make a decision on what if any discipline steps will be taken. Actions by students which are considered to be unlawful shall be reported to the appropriate law enforcement agency who will determine if further investigation is needed.

When continuing or serious bus misconduct problems exist, or a student rider refuses to submit to the authority of the bus driver, the student may be subject to one or all of the following, per District policies:

- 1) Suspension from bus for increasingly longer time periods.
- 2) Expulsion from bus privileges for the remainder of the school year.
- 3) Expulsion from bus for up to one year.

Prior to revocation of bus riding privileges, a meeting will be held with parent(s)/guardian(s).

Legal Ref.: Section 118.13 Wisconsin Statutes

Local Ref.: Policy #411.1 – Prohibition of Student Discrimination and Harassment

Policy #411.1 Rule – Student Discrimination Complaint Procedures, Administrative Rule

Policy #411.1 Form – Discrimination or Harassment Complaint Form

Policy #443.2 – Student Conduct on Buses

Policy #443.21 – Rules for Student Conduct on Buses

Policy #443.2 Form 1 – First Violation – Warning

Policy #443.2 Form 2 – Second Violation – Suspension of School Bus Privileges

Policy #443.2 Form 3 – Third Violation – Suspension of School Bus Privileges

Policy #443.2 Form 4A – Fourth Violation A – Suspension/Expulsion of School Bus Privileges

Policy #443.2 Form 4B – Fourth Violation B – Expulsion of School Bus Privileges

Revised: March 22, 1999

411.3

Revised: August 13, 2001

Revised: November 14, 2005

1st Reading: 6/29/16; 2nd Reading: 7/20/16; 3rd Reading: 8/10/16

FOR REMOVAL – covered by 411.1 Rule

COMPLAINT PROCEDURES

Any complaint regarding the interpretation or application of the district's student nondiscrimination, harassment, or bullying policies shall be processed in accordance with the following grievance procedures:

1. Any student, parent/guardian, or person complaining of harassment or discrimination in any program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, or any other basis protected by law shall report the complaint to the district administrator.
2. A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district administrator. The district administrator or designee shall send written acknowledgment of receipt of the complaint within 10 days, and shall attempt to resolve the complaint. Notification that a complaint has been filed shall be forwarded to the Board. If the complaint arises from a minor student, a copy will be sent to the parent/guardian.
3. A written determination of the complaint shall be made by the Board within 90 days of receipt of the complaint unless the parties agree to an extension of time; appeals under 20 USC s. 1415 and ch. 115, Wis. Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by ch. 115, subch. V, Wis. Stats. Complaints under 20 USC s. 1231e-3 and 34 CFR ss. 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.
4. If a complainant wishes to appeal a negative determination by the Board, s/he has the right to appeal the decision to the state superintendent within 30 days of the Board's decision. In addition, the complainant may appeal directly to the state superintendent if the board has not provided written acknowledgment within 45 days of receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707-7841 .
5. Discrimination complaints on some of the above bases may also be filed with the federal government at the Office for Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, Illinois 60606.

Copies of these complaint procedures shall be included in student handbooks.

PROHIBITION OF STUDENT BULLYING

Introduction

The Evansville Community School District is committed to providing a safe, secure and respectful learning environment for all students in school buildings and on school grounds, on school buses and at school-sponsored activities. Bullying has harmful social, physical, psychological and academic impact on the bullies, the victims and the bystanders. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause or resulting in fear, humiliation, intimidation or harm.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft).
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks).
3. Social (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet-also known as cyber bullying).
4. Between students and students, students and adults.
5. Motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district or through district resources such as the computer network. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

It is the responsibility of all school staff members, students, and concerned individuals who observe or become aware of acts of bullying to report these acts confidentially to a school staff member or the building principal as designated by the Board of Education to be a recipient of such reports. Acts of bullying reported on our website will be reviewed by the appropriate building administrator. All such reports, either verbal or in writing are to be taken seriously and a clear account of the incident is to be documented. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Bullying

An investigation to determine the facts will take place in a timely manner (1-2 days) to verify the validity and the seriousness of the report. Affected parents and/or guardians will be notified that

a report has been made. The district shall keep the complaint confidential to the extent required by law for both the accused and the accuser.

Sanctions and Supports

If it is determined that students participated in bullying behavior or retaliation against anyone due to reporting of bullying behavior in violation of the policy, the principal may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate.

Students found in violation of the bullying policy may be referred to pupil services staff for counseling or other educational programming designed to prevent repetitive bullying behavior. Employees found to have participated in bullying behavior, or having become aware that bullying was taking place and failed to report the behavior, are considered to be in violation of the prohibition expressed by this policy. They may be subject to disciplinary action consistent with the collective bargaining agreement or disciplinary action established by policy or practice.

Disclosure and Public Reporting

An annual summary report shall be prepared and presented to the school board no later than August of each year. The annual report will be available to the public.

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)

118.46(2) (Policy on Bullying)

120.13(1) (School Board Powers)

120.44 (School Board Powers and Duties)

895.77(2) (Injury Caused by Criminal Gang Activity)

947.0125 (Unlawful Use of Computerized Communication Systems)

947.013 (Harassment)

948.51(2) (Hazing)

PI 9, Wisconsin Administrative Code

Equal Employment Opportunities Commission Guidelines (29 C.F.R.-Part 1604.11)

Local Ref.: Policy #411.1 – Prohibition of Student Discrimination and Harassment

Policy #411.1 Rule – Student Discrimination Complaint Procedures, Administrative Rule

Policy #411.1 Form – Discrimination or Harassment Complaint Form

Policy #411.4 Form – Bullying Report

Approved: July 26, 2010

411.4 411.3 Form

Revised:

1st Reading: 6/29/16; 2nd Reading: 7/20/16; 3rd Reading: 8/10/16

BULLYING REPORT

School: Levi Leonard Theodore Robinson JC McKenna Evansville High School

Name of victim(s): _____

Name of perpetrator(s): _____

I was notified of this incident by: _____ on _____
(date)

I spoke with the alleged perpetrator(s) on: _____

Witnesses to the behavior were: _____

_____ Yes _____ No The perpetrator(s) admitted the behavior.

_____ Yes _____ No The perpetrator(s) agreed to stop the behavior.

I informed the perpetrator(s) of the following:

_____ Behavior violates school rules.

_____ Behavior is illegal.

_____ Behavior must stop immediately.

_____ Future incidents may result in disciplinary consequences.

_____ Future incidents may be reported to law enforcement.

_____ Yes _____ No Contacted the parent of the victim(s), _____ (date)

_____ Yes _____ No Contacted the parent of the perpetrator(s), _____ (date)

_____ I told the victim(s) to report to me immediately any future incidents of bullying.

Completed By

Date

STUDENT TRANSPORTATION SERVICES

A. Ridership Eligibility

The Evansville Community School District shall provide transportation services to all students attending school within the District who reside two (2) or more miles from the school they are to attend. Transportation may also be provided for students who reside less than two (2) miles from the school they are to attend if in the Board's judgment the health and safety of the student is at issue. Child care facilities licensed by the state of Wisconsin located in the District such that they qualify through distance or safety provisions shall be eligible for bus transportation of all school age students. Students whose residences do not qualify for bus service but who are enrolled in child care facilities that do qualify for bus service shall be provided bus transportation to and from the licensed child care facilities. Parents/guardians of such students shall complete a form from the District Contracted Transportation Provider (Bus Contractor) requesting this service and provide proof of enrollment from the child care provider. In addition, all students with disabilities who physically or otherwise are unable to walk to their school will be offered transportation regardless of distance. The District shall provide transportation for the students attending private schools in accordance with the directives of Wisconsin Statutes.

B. Route and Schedules

The District Contracted Transportation Provider (Bus Contractor) shall conduct studies of bus routes to provide the safest, shortest routes which will get all eligible riders to school and back in the most economical way. Routes shall be arranged in such a way as to equalize, as nearly as possible, the length of routes and loads to provide for the efficient utilization of buses. Parent(s)/guardian(s) who would like their children either picked-up or dropped off at a point other than their residence along the established bus route, must make a written request to the Bus Contractor. The Bus Contractor will either approve or deny the request. If denied, the parents/guardians may appeal the decision to the District Administrator. Requests will be automatically denied if a bus is filled to capacity or if the request would cause the bus to deviate from the established route.

The Bus Contractor shall organize bus routes in such a manner as to realize maximum utilization of each vehicle subject to the approval of the Board. All questions or complaints shall be made directly to the Bus Contractor first. If the party is not satisfied, they should submit their complaint in writing, to the District Administrator with their preferred solution. Only the most exceptional circumstances are to involve the Board.

Except as noted in paragraph one (1) above, transportation will not be provided to students living within the municipal limits and within two (2) miles of the school as measured door to door along the most direct route in which the school exists except for students with disabilities. Students outside the municipal limits will be transported if their residence is more than a half (.5) mile from school.

C. Location of Bus Stops, Pick-Up and Discharge Points

If a safe turn-around exists and the student lives half (.5) of a mile or more from the main road, the bus will make a pick-up. If a safe turn-around or drive is not available, or the student lives less than half of a mile from the main road, the student shall be expected to walk to the main road or a safe, designated pick-up point. The Bus Contractors will judge the relative safety of a turn-around area.

1. Where students' homes are located in near proximity (one block), a central stop area will be designated for all students involved. Safety will be the prime factor in choosing the central pick-up spot. Stops should be at least .1 mile apart.
2. Student(s) living in concentrated population areas will be required to assemble at a bus-loading point(s) unless a safety factor is involved. The bus will not pick up at individual homes in concentrated population areas.
3. Dead end lanes and roads will not be entered by any bus unless the lane or road is 1/4 mile long for students in grades 4K-4 and half mile long for students in grades 5-12. Such pick-ups must be examined and approved individually by the Bus Contractor. A condition of pick-ups on dead-end lanes or roads shall include the availability of a safe and adequate turn around for the bus and complete and timely snow removal.
4. Parent(s)/guardian(s) wanting a change in drop-off or pick-up points must file a signed permanent transportation change form/request with the Bus Contractor. Changes must be approved by the Bus Contractor and meet the following criteria:
 - a. Changes must be permanent in nature and for the duration of the school year, if possible.
 - b. Room must be available on the bus if the requested change requires a change in buses.
 - c. Temporary bus changes will be approved on a short-term basis for emergency situations. Requests of a social nature will not be approved without 24 hour prior approval and space availability. (Example: slumber parties, scout meetings, overnight stays.)

All students are expected and encouraged to walk reasonable distances to bus stops or to school. Riders may be required to board the bus up to and including one (1) mile of roadway from the point of intersection of their home driveway and the public road.

Legal Ref.: Sections 115.787 Wisconsin Statutes (Individualized Education Programs)
118.51(14) (Full-Time Open Enrollment, Transportation)
120.13(27m) (School Board Powers)
121.51-121.56 (Transportation Aid)
TRANS 300, PI 7, Wisconsin Administrative Code

Local Ref.: Policy #751.1 – Procedures for Student Transportation Services
Policy # 751.2 – School Bus Safety Program
Policy #751.3 – Use of Video Cameras on School Buses
Policy #751.4 – Co-and Extra-Curricular Transportation
Policy #751.4 Form – Contest Travel Release

Approved: July 11, 2005

751.1

Revised: October 8, 2014

Revised:

1st Reading: 6/29/16; 2nd Reading: 7/20/16; 3rd Reading: 8/10/16

PROCEDURES FOR STUDENT TRANSPORTATION SERVICES
(Alternative Pick-Up and Drop-Off Points)

1. Only students assigned to a bus may ride that bus.
2. Students may only be picked up and dropped off at their residence or designated pick-up and drop-off point, except those students who have satisfied the District policy for transportation to a day care provider. Approval for transportation to a day care provider must meet the following criteria:
 - a. All requests must be made by the parent/guardian to the District Contracted Transportation Provider (Bus Contractor). All requests must include the name, address and phone number of the day care provider.
 - b. There shall be no additional cost to the District.
 - c. There shall be no modification or change in any route to accommodate the request.
 - d. A change of bus assignment will be allowed only if seating is available on the bus.
 - e. The request should identify one (1) bus stop. Alternate schedules for alternate days or weeks will be considered provided they follow a routine, are in writing and include contact information for each destination.
3. A parent/guardian may request that a student be picked up or dropped off at a location other than the student's residence or day care provider only in an emergency. Such request must follow this procedure:
 - a. The parent/guardian must make the request by phone or in writing to the building principal. The building principal will contact the Bus Contractor to determine that the request meets the District's requirements that a seat is available and that the location is on an existing bus route.
 - b. A bus pass signed by the principal giving permission for the change is issued to the student for presentation to the bus driver. The following information must be on the pass:
 - i. bus number approved to ride on;
 - ii. place to be picked up or dropped off;
 - iii. day and date this will take place; and
 - iv. principal's signature.

If alternate schedules are problematic for the school or Bus Contractor to administer, alternative schedules may be denied or revoked.

SPONSORSHIPS

The Evansville Community School District Board of Education may accept and approve sponsorships that benefit the District, its schools, employees or students, by the District accepting money, goods and/or services in exchange for the District acknowledging the sponsor's contribution. The Board recognizes that it would be financially beneficial to allow the sponsorship of the District, its schools, school programs, Interscholastic Athletic programs, extra-curricular activities, and other school activities, events, publications, newsletter, news releases, etc. in exchange for the District's acknowledgement of such sponsor's contribution. However, all sponsorships shall meet the criteria set forth herein which provides, among other things, that the sponsorship shall not be contrary to the District's mission, conflict with Board Policy or undermine the District's educational objectives. No sponsorship shall be construed as or constitute an endorsement by the District, Board, or school of the sponsor or its product, service or program, etc., and the Board, and the schools reserve the right to refuse or decline the offer of any sponsor for any reason.

Sponsorship is defined as the provision of money, goods and/or other services by a person, company, business, corporation or other entity to support the District, its schools, school activities, etc. In return the District shall acknowledge that money, services, and or goods were contributed by the sponsor or the activity was sponsored by or in part by the sponsor. Upon acceptance, all non-monetary items supplied by the sponsor (e.g., equipment, furniture, building materials, etc.) shall become the property of the District and shall be subject to the same controls, policies and procedures governing other District property, except as otherwise expressly specified in the sponsorship agreement. All monetary sponsorships shall be deposited in the appropriate designated District depository and shall be properly accounted for in accordance with applicable laws and the Wisconsin Uniform Financial Accounting Requirements (WUFAR).

Sponsorship Agreement is defined as a contract between the District and the Sponsor defining all responsibilities expected from both parties. No sponsorship, regardless of its monetary value, may be considered for approval without an Agreement between the sponsor and the District regarding the form, number and/or duration of the acknowledgement(s) to be provided. An Agreement with a term of more than one year shall also indicate whether the Agreement will extend to the sponsor's successors, heirs, administrators and assigns. In the case of a direct conflict between board policy/administrative rule and a sponsorship agreement, board policy/administrative rule shall control. The Board may reject any and all proposed sponsorships and it also may terminate any such sponsorship agreement at any time should the sponsorship no longer comply with the terms of this policy or should the sponsorship become inconsistent with the District's educational mission, goals and objectives.

Acknowledgement is defined as District recognition of the sponsor's support provided. An example of the Acknowledgment of a Sponsorship is signage at sponsored venue, the placement of a sponsor's logo or the sponsor's name, address, website, internet address on the District's website, the yearbook, a newsletter, program of an event, etc. Acknowledgement does not include endorsement, price information or an indication of savings or value and/or quality of the sponsor's product or services, such as the sponsor has the lowest prices, makes

the greatest product or that the sponsor is having a sale. The Sponsors Agreement may specify, for example, to print an acknowledgement of the sponsorship on the printed program for each home football game during the current school year, or to display the sponsor's name on the scoreboards in the football stadium at the high school for an agreed upon period of time.

Facilities Naming Rights is defined as the naming of a District facility in return for a financial contract to place the name of a business, company, corporation or other entity on or near the named facility.

All sponsorship agreements and naming rights opportunities shall be subject to review by legal counsel and bond counsel before approval. If a Sponsorship agreement and/or naming rights opportunity will affect facilities that are bond financed, the Board must ensure compliance with Federal tax rules and regulations regarding tax-advantaged bond financings.

The Board tasks the District Administrator with the responsibility to oversee District compliance with this policy, including providing proper notification to staff, school booster clubs and the general public regarding the existence of this policy and its implementing guidelines and ensuring that appropriate acknowledgement is provided to all sponsors on behalf of the District.

The District shall not unlawfully discriminate in the acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Solicitation of sponsorships will be directed by the Board of Education. For purposes of this policy, paid advertising in school publications are not considered sponsorships.

Legal Ref.: Sections 118.12 Wisconsin State Statutes (Sale of Goods and Services at Schools)
175.10 (Sale to Employees Prohibited)

Local Ref.: Policy #841 Rule – Sponsorship, Administrative Rule

SPONSORSHIP
Administrative Rule

Process:

1. The applicant shall choose a package that they feel meets their need; or they may make a proposal for a sponsorship that better suits their desires, provided such a proposal is consistent with the District's educational mission and goals and meets the requirements of Board policy #841 and this rule. The funds associated with the package may be designated by the applicant as "Reserved" or "Unreserved" as follows:
 - a. Reserved – Applicant desires that the funds from the sponsorship be used only for the program or facility associated with the sponsorship (e.g. funds from a sponsorship on a softball scoreboard would be used to benefit the softball facility and scoreboard maintenance).
 - b. Unreserved – Applicant has no desire to designate how the funds from the sponsorship should be used. These funds would then be distributed for projects or programs throughout the District via an application process from the site or program that desires to use the funds (e.g. Levi Leonard Elementary School would like new playground equipment, so they would submit an application to use some of the unreserved funds for that purpose).
2. The applicant shall complete the application form and submit it to the Business Manager. A copy of the advertisement, logo, or sample marketing materials must be submitted along with the application by either June 1 or December 1 to be considered. However, the Committee has the discretion to meet more frequently as needed. The Business Manager shall note on the application the date and time received.
3. The sponsor shall meet with the Business Manager and other pertinent District staff prior to the Sponsorship Advisory Committee meeting to gain a better understanding of the sponsor's proposal and intentions prior to advancing the proposal to the Committee.
4. The Advisory Committee as designated below will meet twice per year in June and December to recommend approval or denial of the applications and attached materials. All agreements will be forwarded to the Board of Education for consideration upon the recommendation of the Advisory Committee. Should multiple applicants select the same sponsorship, the Committee may consider the applications on a first come, first served basis if all other factors are equal.
5. All sponsorship agreements and naming rights opportunities shall be subject to review by legal counsel and bond counsel before approval. If a Sponsorship agreement and/or naming rights opportunity will affect facilities that are bond financed, the Board must ensure compliance with Federal tax rules and regulations regarding tax-advantaged bond financings.
6. Once the application has been reviewed and accepted, the applicant will be contacted to execute the Agreement, to pay all deposits or fees due, and to provide any other materials or information that may be needed by the District to implement the sponsorship.
7. Once the Agreement has been executed and all fees have been received, the District will begin the process of implementing the agreed upon sponsorship.

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, July 20, 2016, at 6:00 pm in the District Board and Training Center.

The meeting was called to order by President Mason Braunschweig. Roll call was taken. Members present: Braunschweig, Rasmussen, Hammann, and Hennig. Absent: Busse, Oberdorf, and Spanton Nelson.

APPROVE AGENDA

Motion by Mr. Hennig, seconded by Ms. Hammann, moved to approve the agenda as presented. Motion carried, 4-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm
- First Day of School, September 1, 2016
- Annual School Board Meeting – September 28, 7:00 pm

PUBLIC PRESENTATIONS

None.

INFORMATION & DISCUSSION

Mr. Braunschweig presented the 2015-2016 Health and Nursing Services Report. Discussion.

High School Principal, Mr. Everson, presented a proposed change to the 2017 graduation date to the Friday evening of Memorial Day weekend. Discussion.

Ms. Hammann presented for a second reading, policies: #411-Equal Educational Opportunities; #411.1 Form-Discrimination or Harassment Complaint Form; #411.1-Prohibition of Student Discrimination and Harassment (Student Nondiscrimination/Harassment); #411.1 Rule-Student Discrimination Complaint Procedures, Administrative Rule; #411.2-Prohibition of Harassment on School Bus; #411.3-Complaint Procedures; #411.3 (#411.4)-Prohibition of Student Bullying; #411.3 Form (#411.4)-Bullying Report; #751-Student Transportation Services; #751.1-Procedures for Student Transportation Services; #841-Sponsorships; and #841 Rule-Sponsorship, Administrative Rule. Discussion.

PUBLIC PRESENTATIONS

BUSINESS (Action Items)

Motion by Mr. Rasmussen, seconded by Mr. Hennig, moved to approve the Custodians/Cleaners Compensation Model, including the addition of pay range Level 4, Head Custodian position, for each building. Motion carried, 4-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Rasmussen, moved to approve the resignation of Thomas Stroinski, Special Education Educational Assistant, effective July 5, 2016. Motion carried, 4-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Rasmussen, moved to approve the hiring of: Nicole Eiler, Special Education Teacher, for a salary of \$38,400; and Samantha Davis, Occupational Therapist, for a salary of \$49,936. Discussion. Motion carried, 4-0 (voice vote).

Motion by Mr. Hennig, seconded by Ms. Hammann, moved to approve the hiring of: Dawn Garetson, Special Education Educational Assistant, at a rate of \$12.50/hour; Melinda Larson, K-2 Administrative Assistant, at a rate of \$20.00/hour; Donnell Lyons, High School Girls Frosh Basketball Coach, for a stipend of \$1,968; and Curtis Ritchie, High School Girls JV Basketball Coach, for a stipend of \$2,812. Discussion. Motion carried, 4-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Ms. Hammann, moved to approve the Resolution authorizing temporary borrowing in an amount not to exceed \$5,000,000; issuance of tax and revenue anticipation promissory notes; and participation in the PMA levy and aid anticipation notes program. Motion carried, 4-0 (roll call vote).

Motion by Ms. Hammann, seconded by Mr. Rasmussen, moved to approve the Sponsorship Guide as presented. Discussion. Motion carried, 4-0 (voice vote).

CONSENT (Action Items)

Motion by Mr. Hennig, seconded by Mr. Rasmussen, moved to approve the consent items: Academic Standards; June 29, 2016, Regular Meeting Minutes; and June Bills and Reconciliation, as presented. Motion carried, 4-0 (roll call vote).

Business Manager, Mr. Swanson, shared that the auditors completed their work today and reported on the 2015-2016 budget and the 2016-2017 preliminary budget.

FUTURE AGENDA

August 10, 2016, Regular meeting agenda discussed. Discussion.

FIVE MINUTE BREAK

A five minute break was taken.

EXECUTIVE SESSION

Motion by Mr. Rasmussen, seconded by Mr. Hennig, moved to move into executive session, under Wisconsin State Statute 19.85(1)(c) to consider employment, compensation or performance evaluation data of public employees over which the governmental body has jurisdiction or exercises responsibility (resignation and hiring of administrative assistants). Motion carried, 4-0 (roll call vote).

RECONVENE INTO OPEN SESSION TO TAKE ACTION, IF NECESSARY, ON ANY CLOSED SESSION ITEMS

Motion by Mr. Hennig, seconded by Mr. Rasmussen, moved that the Board accepts the resignation of Tammy Heissner, Administrative Assistant, as submitted by the employee. Motion carried, 4-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Hennig, moved that the Board approve the hiring of Jennifer Hansen for the position of Director of Curriculum and Instruction and Student Services Administrative Assistant, at a rate of \$16.00/hour. Motion carried, 4-0 (voice vote).

ADJOURN

Motion by Mr. Hennig, seconded by Ms. Hammann, moved to adjourn the meeting. Motion carried, 4-0 (voice vote). Meeting adjourned at 6:46 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved:
Mason Braunschweig, President

UNAPPROVED MINUTES

EVANSVILLE COMMUNITY SCHOOL DISTRICT
 BANK RECONCILIATION

FOR THE MONTH OF	Jul-16	
BALANCE PER BANK:		96,000.00
OUTSTANDING CHECKS		-287,990.11
LESS WRS POSTING		-16,129.12
MMA ACCOUNT		2,054,636.00
BALANCE PER BANK		1,846,516.77

BALANCE PER GENERAL LEDGER:	BEGINNING BAL.	ACTIVITY	ENDING BAL.
FUND 10 General	-398056.05	372,326.68	-25729.37
FUND 21 Donations	186633.08	1,023.33	187656.41
FUND 27 Special Ed	-34849.21	-51,354.43	-86203.64
FUND 38 Debt	15703.51	0.00	15703.51
FUND 39 Debt	-368858.43	0.00	-368858.43
FUND 50 Food Service	72974.8	-3,662.51	69312.29
FUND 99 Voc Ed/ESL/Grants		0.00	
MMA ACCOUNT		-	2,054,636.00
BALANCE PER GENERAL LEDGER		318,333.07	1,846,516.77

DIFFERENCE **0.00**

Fd	T	Loc	Obj	Func	Prj	Func	Beginning Balance	July 2016-17 Monthly Activity	Ending Balance
10	A	000	000	711100	---	CASH ON DEPOSIT	-398,056.05	372,326.68	-25,729.37
10	-	---	---	---	---	GENERAL FUND	-398,056.05	372,326.68	-25,729.37
21	A	000	000	711100	---	CASH ON DEPOSIT	186,633.08	1,023.33	187,656.41
21	-	---	---	---	---	GIFTS/DONATIONS	186,633.08	1,023.33	187,656.41
27	A	000	000	711100	---	CASH ON DEPOSIT	-34,849.21	-51,354.43	-86,203.64
27	-	---	---	---	---	SPECIAL EDUCATION FUND	-34,849.21	-51,354.43	-86,203.64
38	A	000	000	711100	---	CASH ON DEPOSIT	15,703.51		15,703.51
38	-	---	---	---	---	NON-REFERENDUM DEBT	15,703.51		15,703.51
39	A	000	000	711100	---	CASH ON DEPOSIT	-368,858.43		-368,858.43
39	-	---	---	---	---	REFERENDUM APPROVED DEBT SERVI	-368,858.43		-368,858.43
50	A	000	000	711100	---	CASH ON DEPOSIT	72,974.80	-3,662.51	69,312.29
50	-	---	---	---	---	FOOD SERVICE	72,974.80	-3,662.51	69,312.29
Grand Asset Totals							-526,452.30	318,333.07	-208,119.23

Number of Accounts: 6

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

Post Date	Func	Description	Amount
07/31/2016	SCHOOL BUILDING ADMINISTRATION	WORK PERMITS	80.00
07/31/2016	ACCOUNTS RECEIVABLE	HS FIELD TRIP REIMBURSEMENT	815.28
07/31/2016	DUE FROM FEDERAL GOVERNMENT	CARL PERKINS CONSORTIUM REIMBURSEMENT	8004.00
07/31/2016	DISTRICT WIDE	KIDS KORNER FACILITY USE JUL AUG SEP	4017.00
07/31/2016	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR JULY	330.40
07/31/2016	OTHER RETIREMENT BENEFITS-OPEB	HEALTH INS. FOR JUL AUG - R COLE	242.27
07/31/2016	OTHER RETIREMENT BENEFITS-OPEB	HEALTH INS. FOR JUL AUG - S ERICKSON	242.27
07/31/2016	OTHER RETIREMENT BENEFITS-OPEB	HEALTH INS. FOR JUL AUG - B BERG	484.54
07/31/2016	OTHER RETIREMENT BENEFITS-OPEB	HEALTH INS. FOR JUL AUG - L HAVLIK	468.36
07/31/2016	DISTRICT WIDE	FACILITY USE - EVANSVILLE DANCE INV 1049	294.72
07/31/2016	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - S ERICKSON - JULY	1190.76
07/31/2016	DISTRICT WIDE	STUDENT FEES	3.50
07/31/2016	DISTRICT WIDE	MANUFACTURED HOME TAX-MAGNOLIA	240.56
07/31/2016	OTHER RETIREMENT BENEFITS-OPEB	HEALTH INS. FOR JUL AUG - B FLAHERTY	468.36
07/31/2016	DISTRICT WIDE	SHANNON LAW OFFICE TEACHER BREAKFAST SPONSOR	200.00
07/31/2016	ACCOUNTS RECEIVABLE	WIAA TRACK TRAVEL ALLOWANCE/HOST FEES	801.70
07/31/2016	TERMINATION OF BENEFITS	LIFE INSURANCE PAYMENTS	34.77
07/31/2016	DISTRICT WIDE	ALLEN REALTY TEACHER BREAKFAST SPONSOR	200.00
07/31/2016	DISTRICT WIDE	FACILITY USE - MUSIC BOOSTERS INV 1045	232.23
07/31/2016	DISTRICT WIDE	FOOD SERVICE PAYMENT INVOICE 1069	74.34
07/31/2016	CASH ON DEPOSIT	TRIS FUND 21 DEPOSIT	34670.07
07/31/2016	CASH ON DEPOSIT	LEVI FUND 21 DEPOSIT	23524.27
07/31/2016	CASH ON DEPOSIT	MS FUND 21 SEPOSIT	38930.74
07/31/2016	CASH ON DEPOSIT	HS FUND 21 DEPOSIT 1	11187.43
07/31/2016	CASH ON DEPOSIT	HS FUND 21 DEPOSIT 2	26777.25
07/31/2016	CASH ON DEPOSIT	HS FUND 21 DEPOSIT 3	24773.86
07/31/2016	DISTRICT WIDE	RECYCLE SCRAP METAL	25.40
07/31/2016	DISTRICT WIDE	ROGER ROTH TEACHER BREAKFAST SPONSOR	200.00
07/31/2016	SCHOOL BUILDING ADMINISTRATION	PIGGLY WIGGLY TAX REIMBURSEMENT	0.35
07/31/2016	OTHER DEPOSITS PAYABLE	FOOD SERVICE DEPOSITS	65.60
07/31/2016	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR JULY	403.56
07/31/2016	DISTRICT WIDE	STUDENT FEES	15.50
07/31/2016	DISTRICT WIDE	POPA FUND 21 DEPOSIT-PLEDGE DONATIONS	335.00
07/31/2016	DISTRICT WIDE	MS BAND FUND 21 DEPOSIT-TSHIRT ORDER	642.00
07/31/2016	DISTRICT WIDE	MS FUNCTIONAL SKILLS FUND 21 DEPOSIT-COFFEE M	122.00
07/31/2016	DISTRICT WIDE	MS LMC FUND 21 DEPOSIT-BOOK FEES	22.50
07/31/2016	DISTRICT WIDE	MS GENERAL FUND 21 DEPOSIT-FIELD TRIP MONEY	25.00
07/31/2016	DISTRICT WIDE	POPA FUND 21 DEPOSIT-PLEDGE DONATIONS	257.00
07/31/2016	DISTRICT WIDE	VARSITY POMS FUND 21 DEPOSIT-TSHIRT ORDER	280.00
07/31/2016	DISTRICT WIDE	POPA FUND 21 DEPOSIT-PLEDGE DONATIONS	4824.00
07/31/2016	DISTRICT WIDE	POPA FUND 21 DEPOSIT-PLEDGE DONATIONS	200.00
07/31/2016	DISTRICT WIDE	E CLUB FUND 21 DEPOSIT-7UP COMMLSSION	259.41
07/31/2016	DISTRICT WIDE	MS LMC FUND 21 DEPOSIT-BOOK FEES	138.87
07/31/2016	OTHER DEPOSITS PAYABLE	E-FUNDS MEAL PAYMENTS	170.45
07/31/2016	DUE FROM STATE	PER PUPIL AID	268500.00
07/31/2016	DUE FROM STATE	EQUALIZATION AID	217831.00
07/31/2016	DUE FROM FEDERAL GOVERNMENT	IDEA FLOW THROUGH	38354.32
07/31/2016	DUE FROM STATE	EXEMPT COMPUTER AID	13251.00
07/31/2016	TERMINATION OF BENEFITS	EBC - COBRA DENTAL - ANDREW	166.56
07/31/2016	TERMINATION OF BENEFITS	EBC - COBRA HTL - CUPAUDE ANDREW	2042.83
07/31/2016	TERMINATION OF BENEFITS	EBC - COBRA HTL HRA - CUPAUDE ANDREW	360.00
07/31/2016	DISTRICT WIDE	ERATE REFUND-AT&T CHARTER	14959.77
07/31/2016	DISTRICT WIDE	INTEREST	1449.84
07/31/2016	UNREIMBURSED MEDICAL EXP-FLEX	FLEX SPENDING REIMBURSEMENT M STASKAL	9.06

Total for Cash Receipts

743199.70

CHECK DATE	CHECK NUMBER	CHE TYP	VENDOR	AMOUNT
07/06/2016	80158	R	FIDUCIARY TRUST INTERNATIONAL	64.00
07/06/2016	80159	R	METLIFE	75.00
07/11/2016	80193	R	ACUITY	121,009.00
07/11/2016	80194	R	AUTO OWNERS INSURANCE	864.00
07/11/2016	80195	R	AWSA-WFEA	2,575.00
07/11/2016	80196	R	COMMUNITY INSURANCE CORP	16,871.00
07/11/2016	80197	R	DON JOHNSTON INCORPORATED	5,300.00
07/11/2016	80198	R	INTEGRATED SYSTEMS CORPORATION	3,870.00
07/11/2016	80199	R	MARYN SOLUTIONS LLC	6,788.00
07/11/2016	80200	R	RAPTOR TECHNOLOGIES, LLC	1,440.00
07/11/2016	80201	R	RENAISSANCE LEARNING INC.	17,841.48
07/11/2016	80202	R	SCHULZ, ABRAHAM	20.00
07/11/2016	80203	R	SIRMC	2,346.36
07/11/2016	80204	R	TRANSFINDER	3,250.00
07/11/2016	80205	R	WIS ASSOC OF SCHOOL BOARDS INC	5,615.00
07/11/2016	80206	R	WAUNAKEE COMM SCHOOL DISTRICT	6,735.00
07/26/2016	80218	R	FIDUCIARY TRUST INTERNATIONAL	239.00
07/26/2016	80219	R	METLIFE	75.00
07/26/2016	80220	R	DEAN HEALTH PLANS	205,576.13
07/26/2016	80221	R	DELTA DENTAL OF WISCONSIN	28,067.50
07/26/2016	80222	R	DELTAVISION	801.90
07/26/2016	80223	R	MADISON NATIONAL LIFE INS CO	5,272.86
07/26/2016	80224	R	SUN LIFE FINANCIAL	2,726.93
07/28/2016	80225	R	ADVANCED DISPOSAL	885.24
07/28/2016	80226	R	AMERICAN AWARDS & PROMOTIONS	283.00
07/28/2016	80227	R	AMERIPRISE FINANCIAL SERVICES	4,675.00
07/28/2016	80228	R	AT & T	259.24
07/28/2016	80229	R	AUTO OWNERS INSURANCE	55.00
07/28/2016	80230	R	CATAPULTK12	1,185.00
07/28/2016	80231	R	CHARTER COMMUNICATIONS	1,888.06
07/28/2016	80232	R	COMMUNITY INSURANCE CORP	143.30
07/28/2016	80233	R	E & D WATER WORKS INC	38.50
07/28/2016	80234	R	EMPLOYEE BENEFITS CORPORATION	247.50
07/28/2016	80235	R	FLYING START BOOKS	5,240.40
07/28/2016	80236	R	FOLLETT SCHOOL SOLUTIONS, INC.	6,398.52
07/28/2016	80237	R	FIDUCIARY TRUST INTERNATIONAL	11,506.25
07/28/2016	80238	R	GOLZ ELECTRIC	143.36
07/28/2016	80239	R	INTERNAL REVENUE SERVICE	404.56
07/28/2016	80240	R	LIBERTY MUTUAL INSURANCE	3,916.00
07/28/2016	80241	R	PIGGLY WIGGLY	335.39
07/28/2016	80242	R	PIONEER MANUFACTURING COMPANY	2,620.50
07/28/2016	80243	R	RBS ACTIVEWEAR	3,437.10
07/28/2016	80244	R	RHYME BUSINESS PRODUCTS	3,076.71
07/28/2016	80245	R	RIDDELL INC	4,075.00
07/28/2016	80246	R	RUBICON INTERNATIONAL	5,500.00
07/28/2016	80247	R	SAN A CARE INC	131.56
07/28/2016	80248	R	SANIMAX LLC	370.00
07/28/2016	80249	R	SBG-VAA	10,843.75
07/28/2016	80250	R	SUPER HOLIDAY TOURS	1,000.00
07/28/2016	80251	R	TRUGREEN	1,175.00
07/28/2016	80252	R	UPS	10.97
07/28/2016	80253	R	WEA TRUST MEMBER BENEFITS	1,362.50
07/29/2016	16170001	M	U.S. CELLULAR	417.58
07/11/2016	161700001	A	ANSAY & ASSOCIATES	26,272.00
07/11/2016	161700002	A	AUL/MIDAMERICA	222,897.56
07/11/2016	161700003	A	BACKES, JESSICA	115.00

CHECK	CHECK CHE			
DATE	NUMBER	TYP	VENDOR	AMOUNT
07/11/2016	161700004	A	E-RATE EXCHANGE, LLC	675.00
07/11/2016	161700006	A	NASCO	982.12
07/11/2016	161700007	A	TECHNOLOGY RESOURCE ADVISORS,	50.00
07/28/2016	161700008	A	ACP DIRECT	126.70
07/28/2016	161700009	A	AUL/MIDAMERICA	13,754.00
07/28/2016	161700010	A	BADGER WATER LLC	45.70
07/28/2016	161700011	A	CARTER & GRUENEWALD CO., INC.	157.68
07/28/2016	161700012	A	CESA #2	3,481.77
07/28/2016	161700013	A	CESA 6	30,169.28
07/28/2016	161700014	A	FRONTLINE TECHNOLOGIES GROUP,	2,400.00
07/28/2016	161700015	A	HANSEN, JENNIFER	44.10
07/28/2016	161700016	A	HELLENBRAND INC	119.51
07/28/2016	161700017	A	HONEYWELL INC.	150.00
07/28/2016	161700018	A	HOWLETT, KRISTIN	117.50
07/28/2016	161700019	A	IMPACT APPLICATIONS INC	600.00
07/28/2016	161700020	A	LARSON, MELINDA	89.98
07/28/2016	161700021	A	NASCO	79.00
07/28/2016	161700023	A	OFFICE PRO	919.48
07/28/2016	161700024	A	PROFESSIONAL PEST CONTROL	195.00
07/28/2016	161700025	A	RHYME BUSINESS PRODUCTS	570.89
07/28/2016	161700026	A	SKYWARD	34,196.00
07/28/2016	161700027	A	TECHNOLOGY RESOURCE ADVISORS,	108,298.00
			Totals for checks	955,554.42

EVANSVILLE COMMUNITY SCHOOL DISTRICT

**Board of Education Regular Meeting Agenda
Wednesday, August 31, 2016
District Board and Training Center
340 Fair Street (Door 36)**

Note, public notice of this meeting given by posting at the District Office, Levi Leonard Elementary School Office, Theodore Robinson Intermediate School Office, J.C. McKenna Middle School Office, High School Office, Evansville School District Web Site: Evansville.k12.wi.us, and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.

- I. Roll Call: Mason Braunschweig Melissa Hammann Sandra Spanton Nelson
 Eric Busse Jane Oberdorf
 John Rasmussen Keith Hennig
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- First Day of School, September 1, 2016
- IV. Information & Discussion:
- A. 2016 Summer School.
- V. Budget Finance – Chair, Hammann:
- A. Discussion Items:
1. 2015-2016 Budget Update/Annual Meeting Update.
 2. 2016-2017 Budget Update.
 3. Evansville Education Foundation Update.
- B. Develop Budget Finance Agenda Items for September 28, 2016, Meeting.
- VI. Business (Action Items):
- A. Approval of Staff Changes:
- VII. Consent (Action Items):
- A. Approval of 2016-2017 FFA Overnight Field Trips.
- B. Approval of August 10, 2016, Regular Meeting Minutes.
- VIII. Policies – Chair, Hammann:
- A. Second Reading:
1. #151 – Board Policy Adoption, Review and Implementation.
 2. #343.3 Rule (#343.31) – Online Learning/Virtual School Program-Administrative Rule.
 3. #345.62 – Graduation Exercises.
 4. #457 Rule (#457.1) – Suicide Prevention Procedures-Administrative Rule.
 5. #733 Rule (#733.1) – Energy Conservation-Administrative Rule.
- B. First Reading:
1. #420 – School Admissions.
 2. #423 – Residency, Non-Residency, Tuition and Tuition Waiver.
 3. #423 Form – Enrollment Form.

4. #423 Form 1 – Confidential Information Form.
5. #420 Form (#423 Form 2) – Residency Determination Form.
6. #420 Form 1 (#423 Form 3) – Tuition Agreement.
7. #423.1 – Enrollment of Students Expelled From Another District.
8. #423 (#423.2) – Admission of Foreign Exchange Students.

IX. Board Development – Chair, Braunschweig:

- A. Continuous System Improvement (CSI) Plan Update.
- B. Develop Board Development Agenda for September 28, 2016, Meeting.

X. Future Agenda – September 14, 2016, Regular Meeting Agenda.

XI. Executive Session – Under Wisconsin State Statute 19.85(1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employees over which the governmental body has jurisdiction or exercises responsibility; name to discuss the District Administrator Evaluation.

XII. Adjourn.

This notice may be supplemented with additions to the agenda that come to the attention of the Board prior to the meeting. A final agenda will be posted and provided to the media no later than 24 hours prior to the meeting or no later than 2 hours prior to the meeting in the event of an emergency.

Upon reasonable notice, all reasonable efforts will be made to accommodate the needs of people with disabilities through appropriate aids and services. For additional information or to request this service, contact the District Office at 340 Fair Street, 882-3387 or 882-3386. Persons needing more specific information about the agenda items should call 882-3387 or 882-3386 at least 24 hours prior to the meeting.