

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, March 22, 2017**

**6:00 pm**

**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](http://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:
- Open Enrollment – February 6 – April 28, 2017
  - Back To School Days – August 8, 3:00-7:00 pm and August 16, 10:00-2:00 pm
- IV. Information & Discussion:
- A. 2018 Potential Referendum Update.
  - B. Pupil Nondiscrimination Self-Evaluation Report.
- V. Budget Finance – Chair, Hammann:
- A. Discussion Items:
    - 1. 2017-2018 Preliminary Budget.
    - 2. Evansville Education Foundation Update.
    - 3. Administrators Compensation Committee Update.
    - 4. Insurance Committee Update.
  - B. Develop Budget Finance Agenda Items for April 26, 2017, Meeting.
- VI. Business (Action Items):
- A. Approval of Staff Changes: Resignation of Director of Curriculum and Instruction.
  - B. Approval of Director of Students Services Salary Increase.
  - C. Approval of March 8, 2017, Regular Meeting Minutes.
- VII. Policies – Chair, Hammann:
- A. First Reading: Staffing Hard to Fill Positions.
  - B. Second Reading:
    - 1. #341.31-Human Growth and Development.
    - 2. #350-Extended Instructional Programs.
    - 3. #440-Student Rights and Responsibilities.
    - 4. #453-School Health Services.
    - 5. #453.1-Emergency Nursing Services.
    - 6. #453.2-Student Immunizations.

7. #453.3-Communicable Diseases.

VIII. Employee Handbook – First Reading of Proposed Changes:

- A. #1 – Part II, Certified Staff, Pg. 40, Section 1, 1.02-Administratively Called Meetings.
- B. #2 – Part II, Certified Staff, Pg. 40, Section 1, 1.04 and 1.05 – Add Supervision of Co/Extra Curricular Events.
- C. #3 – Part II, Certified Staff, Pg. 48 and 49, Section 6, 6.01, B – Add New #3-Co-and/or Extra-Curricular Service in the District.

IX. Board Development – Chair, Braunschweig:

- A. Discuss Summer Board Meeting Dates.
- B. 2016-2017 Continuous System Improvement (CSI) Plan.
- C. Develop Board Development Agenda for April 26, 2017, Meeting.

X. Future Agenda's – April 12, 2017, Regular Board Meeting Agenda.

XI. Interview Construction Managers –

- A. J.P. Cullen.
- B. J.H. Findorff.

XII. Discuss Construction Managers Interviews.

XIII. Executive Session – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss an Administrator; Teachers; and negotiation strategy concerning the 2017-2018 contracts with the Evansville Education Association covering teachers.

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.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs  
Wednesday, March 22, 2017  
6:00 pm  
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 to approve the agenda as presented.

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

- Open Enrollment – February 6 – April 28, 2017
- Back To School Days – August 8, 3:00-7:00 pm and August 16, 10:00-2:00 pm

IV. **Information & Discussion:**

- A. 2018 Potential Referendum Update – *A survey went out to staff on March 10, on the early stages of facilities planning to determine current and future facilities needs. Survey closes on March 24.*
- B. Pupil Nondiscrimination Self-Evaluation Report – *Director of Student Services, Ms. Katzenberger will share.*

V. **Budget Finance – Chair, Hammann:**

- A. Discussion Items:
1. 2017-2018 Preliminary Budget – *Discussion will continue of the recommended items for reduction or elimination.*
  2. Evansville Education Foundation Update – *Ms. Hammann will give an update.*
  3. Administrators Compensation Committee Update – *Minutes of March 6 are enclosed. The Committee recommends:*
    - a. *The Administrative Team recommends future review of the Administrators Compensation Model. No recommendation for a model at this time.*
    - b. *Propose to increase the Director of Student Services salary for the 2016-2017 school year. Board action will take place later in the meeting.*

4. Insurance Committee Update – *Minutes of January 23 are enclosed. The Committee is waiting to hear from Dean on the renewal rates and will then make recommendations for the Board to consider.*

B. Develop Budget Finance Agenda Items for April 26, 2017, Meeting.

**VI. Business (Action Items):**

- A. Approval of Staff Changes: Resignation of Director of Curriculum and Instruction – *Please approve the resignation of Alice Murphy, Director of Curriculum and Instruction, effective June 30, 2017.*

**Suggested Motion: I move we approve the resignation of Alice Murphy, Director of Instruction, effective June 30, 2017.**

- B. Approval of Director of Students Services Salary Increase – *Please approve the salary of Janessa Katzenberger, Director of Student Services, in the amount of \$91,000, for the 2016-2017 school year. Her current salary is \$87,750.*

**Suggested Motion: I move we approve the 2016-2017 salary of \$91,000 for Janessa Katzenberger, Director of Student Services.**

- C. Approval of March 8, 2017, Regular Meeting Minutes – *Please approve the minutes.*

**Suggested Motion: I move we approve the March 8, 2017, regular meeting minutes, as presented.**

**VII. Policies – Chair, Hammann:**

- A. First Reading: Staffing Hard to Fill Positions – *This policy comes forward for a first reading. WASB does not encourage districts to have such a policy. Board will need to determine where you would want this in the Policy Manual and the number.*

B. Second Reading:

1. #341.31-Human Growth and Development.
2. #350-Extended Instructional Programs.
3. #440-Student Rights and Responsibilities.
4. #453-School Health Services.
5. #453.1-Emergency Nursing Services.
6. #453.2-Student Immunizations.
7. #453.3-Communicable Diseases.

**VIII. Employee Handbook – First Reading of Proposed Changes:**

*Enclosed are the unapproved minutes of March 13, 2017, and the recommendations for the following suggested changes from the Committee.*

- A. #1 – Part II, Certified Staff, Pg. 40, Section 1, 1.02-Administratively Called Meetings.

- B. #2 – Part II, Certified Staff, Pg. 40, Section 1, 1.04 and 1.05 – Add Supervision of Co/Extra Curricular Events.
- C. #3 – Part II, Certified Staff, Pg. 48 and 49, Section 6, 6.01, B – Add New #3-Co-and/or Extra-Curricular Service in the District.

**IX. Board Development – Chair, Braunschweig:**

- A. Discuss Summer Board Meeting Dates – Mr. Braunschweig will lead discussion of the June and July board meeting dates.
- B. 2016-2017 Continuous System Improvement (CSI) Plan – Dates of upcoming meetings:
  - *Communication and Community Engagement – April 10*
  - *Staff and Student Teaching and Learning – March 18*
  - *Technology – March 28*
  - *Facilities, Operations and Transportation - \_\_\_\_\_*
  - *Climate and Culture – March 21*
- C. Develop Board Development Agenda for April 26, 2017, Meeting.

**X. Future Agenda’s – April 12, 2017, Regular Board Meeting Agenda – Enclosed is a draft of the meeting.**

**XI. Interview Construction Managers –**

- A. J.P. Cullen – approximately 7:00 pm
- B. J.H. Findorff – approximately 8:00 pm

**XII. Discuss Construction Managers Interviews.**

**XIII. Executive Session – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss an Administrator, Teachers, and negotiation strategy concerning the 2017-2018 contracts with the Evansville Education Association covering teachers.**

**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 employee over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss an Administrator, Teachers, and negotiation strategy concerning the 2017-2018 contracts with the Evansville Education Association covering teachers.**

**Roll Call Vote -**



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*Evansville Community School District*

March 15, 2017

To: Evansville Community School Board of Education

From: Janessa Katzenberger, Director of Student Services

As explained to the District in a letter from Barbara Van Haren, PhD, Special Education Team Director from the Wisconsin Department of Public Instruction (DPI), Pi 9.06, Wis. Admin. Code, requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the department. To meet the five-year evaluation and reporting requirements, Evansville Community School District must evaluate the status of nondiscrimination and equality of educational opportunity in the following three areas:

1. Methods, practices, curriculum and materials used in counseling.
2. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
3. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.

Please review the attached Pupil Nondiscrimination Self-Evaluation Report. The purpose of this report is to assure the DPI that the District's self-evaluation has provided an opportunity of participation in the process by pupils, teachers, administrators, parents, and residents of the school district. The results of this comprehensive process is a written report available for examination by residents of the school district. The expected completion date of this process is April 1, 2017.

**EVANSVILLE SCHOOL DISTRICT**  
**340 Fair Street**  
**Evansville, Wisconsin**

**Pupil Nondiscrimination Self-Evaluation Report**  
**to Meet Requirements of**  
**S.118.13, Wis. Stats., & PI 9, Wisconsin Administrative Code**

**March, 2017**

**The Evansville School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.**

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## Introduction and Self-Evaluation Process

In compliance with S.118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code, the Evansville Community Schools conducted a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunity.

This review took place in February & March, 2017. The District contracted with Fred A. Skebba, Educational Consultant, to review documents, interview key staff members, and prepare the printed report. Skebba is a former member of the Wisconsin Equity Cadre and has provided assistance since 1996 to school districts in CESA #9. He also has three years' experience working with the American Diabetes Association, Wisconsin Chapter, to resolve parental complaints against Wisconsin school districts regarding harassment and/or discrimination of students with Diabetes.

The following is a brief time line of the basic procedures.

October 19, 2016, to February 7, 2017	Preparation for the onsite review.
February 8, 2017	Onsite review of documents and data – interviews.
March 6, 2017	Preparation of the draft report.
March 8-10, 2017	Administrative review of the draft report.
March 11, 2017	Preparation of the final report.
March 22, 2017	School board approval of the report.
March 23, 2017	Summary report, PI 1198 sent electronically to DPI. Legal notice posted indicating to residents of the school district that the report is available for review.
<b>Ongoing</b>	Implementation of recommendations.

## Self-Evaluation Review Committee

The following staff members provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Deb Arnold	Grades 3-5 School Counselor
Mark Simonson	Grades K-2 School Counselor
Jen Holm	Grades 6-8 School Counselor
Marissa Hansen	Grades 9-12 School Counselor
Amiee Swartwou	Grades 9-12 School Counselor
Scott Everson	High School Principal
Joanie Dobbs	Grades K-2 Principal
Barb Dorn	Grades 3-5 Principal
Jason Knott	Middle School Principal
Brian Cashore	Assistant High School Principal & Athletic Director
Alice Murphy	Director of Curriculum & Instruction
Jerry Roth	District Administrator
Janessa Katzenberger	Director of Student Services

Students, staff, parents, and residents of the school district were given an opportunity to make comments. No comments were received prior to the onsite review on February 8, 2017.

I. District Profile

A. District Enrollment

District Enrollment – 2015-16

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
981 (52.9%)	873 (47.1%)	178 (9.6%)	224 (12.1%)	1854

Special Education

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Total</u>
146 (65.2%)	78 (34.8%)	23 (10.3%)	224

Students of Poverty

428 of 1854 students on free or reduced-cost lunch = 23.1%

B. District Structure

The district is comprised of the following schools:

- 4K Program
- Virtual Instruction - JEDI
- Elementary – Grades K-2
- Intermediate – Grades 3-5
- Middle School– Grades 6-8
- High School – Grades 9-12

C. Review of Printed Materials

The following printed materials were reviewed to determine if they meet the requirements of PI 9.05:

Meet the Requirements

Intermediate School Parent Handbook

Do Not Meet the Requirements

Elementary School Parent Handbook\*  
2016-17 Middle School Family Handbook\*\*  
2016-17 High School Parent Handbook\*\*\*  
2016-17 Student Handbook\*\*\*\*

**\*Needs the complete nondiscrimination statement naming all protected groups of students – PI 9.**

**\*\*Needs the word color in the nondiscrimination statement and the complaint procedure – PI 9.05(3) & Federal Civil Rights.**

**\*\*\*Needs the word color in the nondiscrimination statement – Federal Civil Rights.**

**\*\*\*\*Needs the nondiscrimination statement and the complaint procedure – PI 9.05(2) & (3).**

D. General Comments

The district is sensitive to providing equal opportunity to all students without discrimination. The following comments made during the interview process will reinforce this commitment by the district. They are listed in the order in which they were received during the onsite review.

These statements made for the 2011 report are still applicable today:

Accommodations are made for students to ensure their participation in athletics and activities.

School counselors are implementing the Wisconsin Comprehensive School Counseling Model.

The RTI (Response to Intervention) and PBIS (Positive Behavioral Interventions and Supports) initiatives are being implemented.

The district has an informal complaint procedure and deals with concerns promptly. There is also a formal complaint procedure in place.

There have been no formal complaints in recent years.

All students are strongly encouraged to participate in athletics and activities.

District efforts to ensure equal opportunity include the following:

Student/parent orientation night  
Sports meetings  
Grade 9 club fair run by students  
Family nights  
Use of the website  
Printed flyers  
Use of email

**Legal Reference:** PI 9.06(g)

Extensive activities are available to all students at all grade levels.

Planning for the ACP (Academic & Career Plan) initiative is underway in the district with full implementation of the district plan scheduled for the 2017-18 school year.

The district has a strong school counseling program in place.

Two full-time ELL (English Language Learner) programs are in place in Grades K-5 and Grades 6-12.

There are no fees for athletics to ensure student participation.

## II. Methods, Practices, Curriculum, and Materials Used in Counseling

The district has a school counseling program in place. The following shows the basic assignment of school counselors:

- High School – 1.5 full-time counselors
- Middle School – 1 full-time counselor
- Intermediate School – 1 full-time counselor
- Elementary School – 1 full-time counselor

The counseling staff continues to implement the Wisconsin Comprehensive School Counseling Model.

Some highlights of the counseling program are outlined as follows:

### Elementary

- Individual counseling as needed
- Small-group counseling as needed
- Classroom instruction
- Collaboration with school staff
- Collaboration with outside area agencies
- Involvement with RTI (Response to Intervention) and  
PBIS (Positive Behavioral Interventions and Supports)
- Character education
- Special education referrals
- Building at-risk coordinator
- Parent meetings and activities

### Intermerdiate

- Individual counseling as needed
- Small-group counseling as needed
- Classroom instruction
- Collaboration with school staff
- Collaboration with outside area agencies

## Middle School

- Individual counseling as needed
- Small-group counseling as needed
- Classroom instruction, especially for Careers in English
- Collaboration with school staff
- Collaboration with outside area agencies
- Parent meetings
- Involvement with RTI (Response to Intervention) and  
PBIS (Positive Behavioral Interventions and Supports)
- Student class scheduling

## High School

- Individual counseling as needed
- Small-group counseling as needed
- Limited classroom instruction on specific topics
- Collaboration with school staff
- Collaboration with outside area agencies
- Student class scheduling
- District Assessment Coordinator
- Scholarships and awards
- High school coordination for ACP (Academic & Career Plan)

The district is using Career Cruising software and Inspire software in the planning and implementation of the ACP (Academic & Career Plan) initiative. The following will be completed prior to the 2017-18 school year:

- Completion of the district plan.
- Board approval of the plan.
- Publication of the district plan on the district website.

**Legal Reference:           PI 26**

Anyone desiring more information on the school counseling program may contact the school counselor.



### III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities

#### A. Athletics

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:

They are comparable in scope.

They are comparable in type.

Participation of males/females is representative of their enrollment in the district.

The following comments were presented by the athletic director:

The athletic director and coaches are aware of the DPI/WIAA guidelines as a resource for situations that may occur.

Students are strongly encouraged to participate in athletics.

The district equitably supports all athletics.

Accommodations are made for individual students. Coaches are aware of individual student health concerns. All coaches will be trained in first aid and CPR (Cardiopulmonary Resuscitation) for the 2017-18 school year.

There have been no formal, written complaints in recent years.

Middle School Athletics

Male Athletics

Female Athletics

Basketball

Basketball

Cross Country

Cross Country

Track

Track

Football

Volleyball

Wrestling

High School Athletics

Male Athletics

Female Athletics

Basketball

Basketball

Cross Country

Cross Country

Soccer

Soccer

Track

Track

Football\*

Volleyball

Baseball

Softball

Wrestling\*\*

Hockey\*\*\*

Golf

Swimming\*\*\*\*

Cheerleading & Pom Pon\*\*\*\*\*

\*Co-op with Albany

\*\*Co-op with Albany

\*\*\*Co-op with Stoughton

\*\*\*\*Co-op with Janesville Parker

\*\*\*\*\*Not official sports

The following sports are currently under consideration:

Boys Hockey – co-op with Albany

Boys Swimming– co-op with Janesville Parker

B. Other Activities

Middle School

<u>Year</u>	<u>Student Council</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	25	54	3	5	79
2014-15	10	26	0	1	36
2013-14	0	5	1	0	5
Totals	35 (30%)	85 (70%)	4 (3%)	6 (5%)	120

High School

<u>Year</u>	<u>Blue Devil Robotics</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	4	1	3	0	5
2014-15	5	1	3	0	6
2013-14	4	3	2	0	7
Totals	13 (72%)	5 (28%)	8 (44%)	0 (0%)	18

<u>Year</u>	<u>Fall Play</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	4	8	1	1	12
2014-15	5	13	1	3	18
2013-14	11	12	2	4	23
Totals	20 (38%)	33 (62%)	4 (1%)	8 (15%)	53

<u>Year</u>	<u>Forensics</u>				<u>Total</u>
	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	
2015-16	3	7	2	0	10
2014-15	6	9	3	0	15
2013-14	2	8	0	0	10
Total	11 (31%)	24 (69%)	5 (14%)	0 (0%)	35

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>F B L A</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	27	13	2	0	40
2014-15	27	16	4	0	43
2013-14	20	12	1	0	32
Totals	74 (64%)	41 (36%)	7 (1%)	0 (0%)	115

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>F F A</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	22	19	1	5	41
2014-15	44	47	1	16	91
2013-14	60	72	3	18	132
Totals	126 (48%)	138 (52%)	5 (2%)	39 (15%)	264

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Jazz Band</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	13	10	3	0	23
2014-15	14	12	3	1	26
2013-14	22	20	4	3	42
Totals	49 (54%)	42 (46%)	10 (11%)	4 (0.4%)	91

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Musical</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	14	27	3	4	41
2014-15	21	33	3	5	54
2013-14	9	14	2	1	23
Totals	44 (37%)	74 (64%)	8 (6%)	10 (8%)	118

<u>National Honor Society</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	11	33	2	1	44
2014-15	8	42	1	0	50
2013-14	14	31	1	0	45
Totals	33 (24%)	106 (76%)	4 (3%)	1 (1%)	139

<u>Pit Band-Musical</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	8	5	1	0	13
2014-15	8	8	2	0	16
2013-14	7	11	1	1	18
Totals	23 (49%)	24 (51%)	4 (9%)	1 (2%)	47

<u>RVC Honors Choir</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	6	7	1	0	13
2014-15	6	6	1	0	12
2013-14	9	14	1	1	23
Totals	21 (44%)	27 (56%)	3 (6%)	1 (2%)	48

<u>Student Council</u>					
<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Special Ed.</u>	<u>Total</u>
2015-16	10	69	1	3	79
2014-15	8	60	3	2	68
2013-14	39	21	3	1	60
Totals	57 (28%)	150 (72%)	7 (3%)	6 (3%)	207

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Vocal Jazz</u>		<u>Total</u>
			<u>Minority</u>	<u>Special Ed.</u>	
2015-16	12	12	2	1	24
2014-15	12	12	2	2	24
2013-14	9	11	1	1	20
Totals	33 (49%)	35 (51%)	5 (7%)	4 (6%)	68

Findings: Middle school Student Council is female dominated.

Three high school activities are balanced on a male/female basis.

Six high school activities are female dominated.

Three high school activities are female dominated.

**Special note: A percentage variance of 5% or more is considered significant.**

All activities meet a generally-accepted minimum of 25% participation by one gender except the National Honor Society, which is very close @ 24%.

#### IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District

The high school has a process in place to ensure that all students and their parents are aware of scholarships and the application process. Some highlights of this process are outlined as follows:

- Use of the website
- Announcements
- Newsletter via email
- Student/parent conferences
- Financial aids night
- Local printed packet of information & on the website
- Use of social media
- File in the school counseling office

##### A. Scholarships

###### Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2016	14	22	4	3	36
2015	8	30	1	2	38
2014	20	19	5	1	39
Totals	42 (37.2%)	71 (62.8%)	10 (8.8%)	6 (5.3%)	113

Findings: Scholarships are female dominated, particularly due to years 2015 and 2016.

Minority students have received scholarships.

Special education students have received scholarships.

## **Summary of Specific Legal Requirements**

**The following is a summary of the district's current status regarding the requirements of Chapter PI 9, Wisconsin Administrative Code:**

- PI 9.03 - Policies prohibiting discrimination against pupils.**

**All policies are in place.**

- PI 9.04 - Complaint procedure.**

**The district has a complaint officer, and the complaint procedure is in place.**

- PI 9.05 - Class 1 legal notice & printed materials.**

**A Class 1 legal notice is published annually. Most printed materials need work. See page 2 of this report for detail.**

- PI 9.06 - Evaluation, opportunity for input, opportunity to review the report.**

**This report covers the three designated areas of nondiscrimination required by the Wisconsin Department of Public Instruction—counseling, athletics and other activities, scholarships and other awards.**

**A legal notice was published announcing the self evaluation and soliciting input from anyone in the school district.**

**A legal notice will be published after the school board approves the report indicating that anyone in the school district may review the report. A copy of PI 1198 will be sent to the Wisconsin Department of Public Instruction indicating that the self evaluation is complete.**



## Recommendations

Whenever materials are printed, be sure to include the student nondiscrimination statement and the complaint procedure when it is needed.

**Legal Reference:**        **PI 9.05(2) & (3)**

Monitor athletics and activities on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

**Legal Reference:**        **PI 9.06(e)**

Monitor scholarships and other awards on an annual basis. Review data over at least a three-year period. Segregate data by male/female, minority, and special education. Watch for trends that may develop and take corrective action if necessary.

**Legal Reference:**        **PI 9.06(f)**

*Date:* April 2016  
*To:* District Administrators  
*From:* Barbara Van Haren, PhD, Director, Special Education Team  
*Subject:* School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities

***Response due April 1, 2017***

PI 9.06, Wis. Admin. Code, requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the department. The department has determined that all but three of the required data elements are collected via other reports required since the adoption of PI 9, Wis. Admin. Code.

To meet the five-year evaluation and reporting requirements, districts must evaluate the status of nondiscrimination and equality of educational opportunity in the following three areas:

- Methods, practices, curriculum and materials used in...counseling...(PI 9.06(1)(c), Wis. Admin. Code)
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities (PI 9.06(1)(e), Wis. Admin. Code)
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district (PI 9.06(1)(f), Wis. Admin. Code).

During the district self-evaluation, the district must provide an opportunity for participation by pupils, teachers, administrators, parents, and residents of the school district (PI 9.06(2), Wis. Admin. Code). In addition, the district must prepare a written report of the evaluation which shall be available for examination by residents of the school district (PI 9.06(3), Wis. Admin. Code).

Please find instructions online at <http://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>.

The self-evaluation process must be completed by **April 1, 2017**. Districts will be required to assure the department the district's self-evaluation explored the three required areas, provided an opportunity for participation in the process by pupils, teachers, administrators, parents, and residents of the school district, and resulted in a written report available for examination by residents of the school district. Instructions for filing the assurance with the department will be provided to districts in September 2016.

We welcome comments regarding our process for collecting this required data. If you have comments, questions, or concerns about this cycle of the pupil nondiscrimination self-evaluation, please contact Paul Sherman, Consultant, Pupil Nondiscrimination Program, at (608) 267-9157. Thank you for your efforts in completing this evaluation.

Register June 2004 No. 582

## Chapter PI 9

### PUPIL NONDISCRIMINATION

- PI 9.01 Discrimination prohibited.
- PI 9.02 Definitions.
- PI 9.03 Policies.
- PI 9.04 Complaint procedure.
- PI 9.05 Public notice.
- PI 9.06 Evaluation.
- PI 9.07 Reporting.
- PI 9.08 State superintendent.

**PI 9.01 Discrimination prohibited.** This chapter establishes procedures for compliance with s. 118.13, Stats., which provides that no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This chapter does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school age parents, bilingual bicultural, at risk and other special programs; or programs designed to overcome the effects of past discrimination.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.02 Definitions.** In this chapter:

- (1) "Bias" means an inclination for or against a person or group of persons based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, that inhibits impartial or objective judgment affecting pupils.
- (2) "Board" means the school board in charge of the public schools of a district.
- (3) "Curricular program or activity" means a particular course or courses of study within the scope of the curriculum.
- (4) "Department" means the Wisconsin department of public instruction.
- (5) "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in

part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or which perpetuates the effects of past discrimination.

- (6) "Extracurricular program or activity" means an activity not falling within the scope of the curriculum and includes all organized pupils' activities which are approved or sponsored by the school board whether on or off school property.
- (7) "National origin" includes pupils whose dominant language is other than English.
- (8) "Pregnancy" includes any pregnancy related condition.
- (9) "Pupil harassment" means behavior towards pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment.
- (10) "Pupil services" means a program of pupil support services and activities including counseling, health and nursing, psychological and social work services.
- (11) "Recreational program or activity" means any leisure time activity for school age children approved or sponsored by the school board and includes city recreational programs which are administered by a school board.
- (12) "Sexual orientation" has the meaning defined in s. 111.32 (13m), Stats.
- (13) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.
- (14) "Stereotyping" means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis, in whole or in part, of their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

### **PI 9.03 Policies.**

- (1) Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas:
  - (a) Admission to any school, class, program or activity. This does not prohibit placing a pupil in a school, class, program or activity based on objective standards of individual performance or need.
  - (b) Standards and rules of behavior, including pupil harassment.
  - (c) Disciplinary actions, including suspensions and expulsions.
  - (d) Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons.
  - (e) An instructional and library media materials selection policy consistent with s. 121.02 (1) (h), Stats., and s. PI 8.01 (2) (h).
  - (f) Methods, practices and materials used for testing, evaluating and counseling pupils. This does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of pupils.
  - (g) Facilities. This does not prohibit separate locker rooms, showers and toilets for males and females, but the separate facilities must be comparable.
  - (h) Opportunity for participation in athletic programs or activities. This does not prohibit separate programs in interscholastic athletics for males and females, but the programs shall be comparable in type, scope and support from the school district.
  - (i) School sponsored food service programs under 42 USC 1751 et. seq.

- (2) Existing board policies which meet the requirements of this chapter, including those adopted by the board in compliance with federal statutes such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, may be incorporated into the policies required under this chapter. These policies shall be included in those presented for public hearing and commentary under sub. (3).
- (3) The policies shall be adopted by the board following a public hearing or an opportunity for public commentary at a board meeting.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.04 Complaint procedure.** Each board shall:

- (1) Designate an employee of the school district to receive complaints regarding discrimination under s. 118.13, Stats., and this chapter.
- (2) Establish a procedure for receiving and resolving complaints from residents of the school district or aggrieved persons under s. 118.13, Stats., and this chapter, including a provision for written acknowledgement within 45 days of receipt of a written complaint and a determination of the complaint within 90 days of receipt of the written complaint unless the parties agree to an extension of time; except that:
  - (a) Appeals under 20 USC 1415 and ch. 115, 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, Stats.
  - (b) Complaints under 20 USC 1231e-3 and 34 CFR 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.
- (3) Notify a complainant of the right to appeal a negative determination by the school board to the state superintendent and of the procedures for making the appeal.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.05 Public notice.** Each board shall:

- (1) Annually provide public notice of board policies on pupil nondiscrimination including the name and address of the designated employee under s. PI 9.04 (1) and the complaint procedure under s. PI 9.04 (2). The notice shall be a class 1 legal notice under ch. 985, Stats.
- (2) Include a pupil nondiscrimination statement on pupil and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.
- (3) Include the complaint procedure in pupil and staff handbooks.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.06 Evaluation.**

- (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a) 3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:
  - (a) School board policies and administrative procedures.
  - (b) Enrollment trends in classes and programs.
  - (c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

- (d) Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
  - (e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
  - (f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
  - (g) School district efforts to achieve equality of educational opportunity and nondiscrimination.
- (2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.
  - (3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.07 Reporting.** Each board shall submit the following to the department:

- (1) Copies of policies and procedures under s. 118.13 (2) (a), Stats., and ss. PI 9.03 and 9.04, and notices under s. PI 9.05, upon request of the state superintendent.
- (2) An annual compliance report, including the name of the designated employee under s. PI 9.04 (1); and the number of complaints received during the year, a description of each complaint and its status.
- (3) A copy of the written report of the evaluation conducted under s. PI 9.06.

**Note:** Form PI 1197, *Compliance Report — Pupil Nondiscrimination*, may be obtained from Department of Public Instruction, Division for Handicapped Children and Pupil Services, P.O. Box 7841, Madison, WI 53707.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.08 State superintendent.**

- (1) The state superintendent shall:
  - (a) Decide appeals of board decisions made under s. 118.13 (2) (a), Stats., and this chapter as follows:
    - 1. The complainant may appeal a negative determination of the board to the state superintendent within 30 days of the board's decision.
    - 2. The complainant may appeal directly to the state superintendent if the board has not complied with the provisions of s. PI 9.04 (2).
    - 3. The state superintendent shall utilize the procedures under ch. PI 1 to resolve appeals under this subsection.
    - 4. If the state superintendent finds that the board violated s. 118.13, Stats., or this chapter, the state superintendent shall issue an order to comply which includes a requirement that the board submit a corrective action plan, including a schedule, within 30 days of the board's receipt of the order.
    - 5. The state superintendent shall refer a complaint to the board for resolution if it has not been filed with the board or if the complaint is currently under consideration by the board under the complaint procedure required by s. PI 9.04.
  - (b) Include in the department's biennial report under s. 15.04 (1) (d), Stats., information on the status of school district compliance with s. 118.13, Stats., and school district progress toward providing reasonable equality of educational opportunity and nondiscrimination for all pupils in Wisconsin.
- (2) The state superintendent may:
  - (a) Provide technical assistance to school districts.

- (b) Review the policies established by the board under ss. PI 9.03 and 9.04.
- (c) Review school district programs, activities and services to determine whether boards are complying with this chapter and with s. 118.13, Stats. The department may review school districts on a schedule which corresponds with the audit of compliance with school district standards under s. 121.02 (2), Stats. The scheduling of reviews does not prohibit the state superintendent from conducting an inquiry into compliance with this chapter upon receipt of a complaint.

**History:** Cr. Register, October, 1986, No. 370. eff. 11-1-86.

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Register November 2015 No. 719

## Chapter PI 26

### EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM

- PI 26.01 Applicability and purpose.
- PI 26.02 Definitions.
- PI 26.03 Education for employment program.
- PI 26.04 General requirements for school boards.
- PI 26.05 Program approval.

**Note:** Chapter PI 26 was repealed and recreated by CR 15-025 Register November 2015 No. 719, eff. 12-1-15.

#### **PI 26.01 Applicability and purpose.**

- (1) Under s. 121.02 (1) (m), Stats., every school board shall provide access to an education for employment program approved by the state superintendent. Under s. 115.28 (59), Stats., the state superintendent shall ensure that every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district beginning in the 2017-18 school year.
- (2) This chapter establishes the requirements for education for employment programs. The purpose of education for employment programs is to do all of the following:
  - (a) Prepare elementary and secondary pupils for future employment.
  - (b) Ensure technological literacy; to promote lifelong learning.
  - (c) Promote good citizenship.
  - (d) Promote cooperation among business, industry, labor, postsecondary schools, and public schools.
  - (e) Establish a role for public schools in the economic development of Wisconsin.
- (3) The purpose of academic and career planning services is to assist pupils with planning and preparing for opportunities after graduating from high school. These opportunities may include postsecondary education and training that leads to careers. This chapter describes school districts' academic and career planning responsibilities while allowing school districts to determine how they meet those responsibilities.

**History:** CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

#### **PI 26.02 Definitions.** In this chapter:

- (1) "Academic and career plan" means a comprehensive plan developed and maintained by a pupil that includes the pupil's academic, career, personal, and social goals and



the means by which the pupil will achieve those goals both before and after high school graduation.

- (2) "Academic and career planning services" means the activities, instruction, resources, and opportunities provided by a school district to assist a pupil with developing and implementing an academic and career plan.
- (3) "Academic and career planning software tool" means the computer software program procured by the department under s. 115.28 (59) (b), Stats., to provide academic and career planning services, or a similar computer software program that allows pupils to download their academic and career plan.
- (4) "Child with a disability" has the meaning given in s. 115.76 (5), Stats.
- (5) "Department" means the Wisconsin department of public instruction.
- (6) "Education for employment program" means the program under s. 121.02 (1) (m), Stats.
- (7) "Individualized education program" has the meaning given in s. 115.76 (9), Stats.
- (8) "Parent" includes a guardian.
- (9) "Pupil postsecondary outcomes" means the activities a pupil pursues after high school graduation, which may include: pursuing postsecondary education and training, including at a technical college, college, or university; entering the workforce; serving in the armed forces; or undertaking other personal growth and development activities.
- (10) "School board" has the meaning given in s. 115.001 (7), Stats.
- (11) "State superintendent" means the state superintendent of public instruction.

**History:** CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

### **PI 26.03 Education for employment program.**

- (1) An education for employment program shall include a long-range plan approved by the school board and developed by a team of school district staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The long-range plan shall include all of the following:
  - (a) An analysis of local, regional, and state labor market needs and the educational and training requirements for occupations that will fill those needs.
  - (b) A process used to engage parents in academic and career planning. The process shall do all of the following:
    1. Inform parents in each school year about what academic and career planning services their child receives.
    2. Provide parents with multiple opportunities during each school year to participate in their child's academic and career planning.
    3. Update parents throughout the school year on the progress of their child's academic and career planning.
  - (c) A description of all of the following:
    1. How, in each year of the plan, the school district will support pupils in academic and career planning, including meeting the requirements under subs. (2) and (3).
    2. The career and technical education provided in the school district.
    3. The professional development provided to staff to assist staff with delivering academic and career planning services to pupils in grades 6 to 12.
    4. How the education for employment program will meet the requirements of s. 121.02 (1) (m), Stats.

- (d) A strategy to engage businesses, postsecondary education institutions, and workforce development organizations in implementing the education for employment program.
- (2) An education for employment program shall provide pupils with information and opportunities that lead to all of the following:
- (a) Career awareness at the elementary grade levels, including developing an understanding of the following:
    - 1. Why people work.
    - 2. The kinds of conditions under which people work.
    - 3. The levels of training and education needed for work.
    - 4. Common expectations for employees in the workplace.
    - 5. How expectations at school are related to expectations in the world of work.
  - (b) Career exploration at the middle school grade levels, including developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a pupil's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers pupils may pursue.
  - (c) Career planning and preparation at the high school grade levels, which shall include the following:
    - 1. Conducting career research to identify personal preferences in relation to specific occupations.
    - 2. School-supervised, work-based learning experiences.
    - 3. Instruction in career decision making.
    - 4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
    - 5. Pupil access to career and technical education programs, including programs at technical colleges.
    - 6. Pupil access to accurate national, regional, and state labor market information, including labor market supply and demand.
    - 7. Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.
- (3) Beginning in the 2017-18 school year, an education for employment program shall provide pupils in grades 6 to 12 with academic and career planning services, including providing each pupil with all of the following:
- (a) Individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan.
  - (b) If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team may, if appropriate, take the pupil's academic and career plan into account when developing the pupil's transition services under s. 115.787 (2) (g), Stats.
  - (c) Access to an academic and career planning software tool that allows pupils to engage in career exploration and career planning and preparation.
  - (d) Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.

History: CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

**PI 26.04 General requirements for school boards.** The school board shall do the following:

- (1) Indicate on a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for postsecondary credit, and, if applicable, a course's participating postsecondary institution.
- (2) Annually review and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate pupil postsecondary outcomes. At the conclusion of the review, the school board shall prepare a report on the school district's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving pupil postsecondary outcomes.
- (3) Publish its long-range plan under s. PI 26.03 (1) and the report under sub. (2) on the school district's website.
- (4) Annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to pupils under s. PI 26.03 (2) and (3), including the availability of programs at technical colleges.

**History:** CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15; correction in (4) made under s. 35.17, Stats., Register November 2015 No. 719.

**PI 26.05 Program approval.** A program shall be approved by the state superintendent as long as the program complies with all of the requirements of this chapter and ss. 115.28 (59) and 121.02 (1) (m), Stats.

**History:** CR 15-025: cr. Register November 2015 No. 719, eff. 12-1-15.

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## 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 #411.3 – Prohibition of Student Bullying

Policy #411.3 Form – Bullying Report

Policy #512 – Nondiscrimination/Harassment of Employees

Special Education Procedural Safeguards

## Pupil Nondiscrimination Self-Evaluation

Wis. Stats. 118.13 & P19 Wisconsin Administrative Code

The Evansville Community School District provides assurance that no student is discriminated against because of the student's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

The District is currently conducting a self-evaluation of its status of pupil nondiscrimination. Residents of the school district have an opportunity to provide comments in regard to the following areas of student activity:

- Methods, practices, curriculum and materials used in school counseling
- Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities.
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.

Comments on the status of the pupil nondiscrimination in these areas can be sent prior to February 1, 2017 to:

Janessa Katzenberger  
Evansville Community School District  
340 Fair Street  
Evansville, WI 53536

## Pupil Nondiscrimination Self-Evaluation

What: Interviews with Fred Skeebea.

Date: February 8, 2017

Length: 30 minutes (unless indicated differently)

Location: DO Front Conference Room

Name	Position	Time of Interview
Deb Arnold	3-5 School Counselor	9:00 AM
Mark Simonson	k-2 School Counselor	9:30 AM
Jen Holm	6-8 School Counselor	10:00 AM
Marissa Hansen	9-12 School Counselor	10:30 AM – 1 hour combined with Amiee
Amiee Swartwout	9-12 School Counselor	10:30 AM – 1 hour combined with Marissa
Scott Everson	HS Principal	11:30 AM
Joanie Dobbs	K-2 Principal	12:00 PM
Barb Dorn	3-5 Principal	12:30 PM
Jason Knott	MS Principal	1:00 PM
Brian Cashore	HS AP and Athletic Director	1:30 PM – 45 min.
Alice Murphy	Director of Curriculum & Instruction	2:15 PM
Jerry Roth	District Administrator	2:45 PM
Janessa Katzenberger	Director of Student Services	3:15 PM



# Evansville

## Community School District School Board Meeting Information March 8, 2017

340 Fair Street  
Evansville, WI, 53536  
Phone: (608) 882-5224  
Fax: (608) 882-6564

### 2017-2018 Working Draft Fund 10 Budget Items

### Working Budget Amounts

Current 2017-2018 Working Draft Fund 10 Budget Deficit

\$ (689,904)

Administrative Team recommended items for reduction or elimination:

	<u>Saves</u>	<u>Priority</u>
1. Eliminate hard to fill positions line item	\$ 75,000	1
2. No additional High School Computer Lab	\$ 10,000	1
3. Reduce Administrator Travel Budgets	\$ 4,000	1
4. Eliminate Atlas Curriculum Map	\$ 6,000	1
5. Eliminate IEP Meetings Cost (Handbook Change Required)	\$ 2,267	1
6. Eliminate Event Supervisors (Handbook Change Required)	\$ 6,000	4
7. Eliminate CESA Transition Network	\$ 3,500	1
8. Eliminate Data Retreat	\$ 5,693	1
9. Retirement Incentive	?	1
10. Freeze Health Insurance Contributions @ 2016-17 Level	\$ 116,540	3
11. Freeze all employee group salaries/wages @ 2016-17 Level	\$ 133,259	3
12. Reduce TRIS & LLE LMS Position and replace with a Paraprofessional	\$ 26,294	2
13. Reduce Middle School LMS & replace with a Paraprofessional	\$ 41,225	1
14. Reduce 1 PE/Health Teacher @ the Middle School	\$ 97,604	1
15. Reduce 1 EL Teacher	\$ 55,438	2
16. Eliminate History Hunters - 4th Grade	\$ 1,500	1
17. Eliminate Educator Effectiveness Coaches	\$ 10,000	1
18. Eliminate Gateway Distance Learning Contract	\$ 6,000	1
19. Reduce 1 K-12 Special Education Teacher	\$ 77,901	4
Total Savings	<u>\$ 678,221</u>	
Adjusted Deficit	<u><u>\$ (11,683)</u></u>	

Priority 1 = Highest Priority / Priority 4 = Lowest

# minutes

Administrative Compensation Committee		
03.06.2017	1:30- 2:30	DO Board Room
Meeting called	John Rasmussen	
Note taker	Janessa Katzenberger	
Minutes	1 <sup>st</sup> : Melissa 2 <sup>nd</sup> : Janessa	
Attendees	John Rasmussen, Melissa Hammann, Barb Dorn, Jerry Roth, Jason Knott, Janessa Katzenberger, Alice Murphy, Steve Swanson, Brian Cashore, Joanie Dobbs	
Agenda Topic		
Compensation Discussion		
Administrators looked at the compensation model. Admin appreciates the model and all of the time and effort Melissa spent creating this model.		
Admin Team determined the compensation model might not be a sustainable model due to the limited funding available.		
What needs to be done to bring salaries in line with peers? Having a plan and executing a plan are two different things. It's expensive because we are so far behind.		
We all agree with the concept, but cannot execute at this time. Maybe a different time in the future.		
Could this be a potential addition to our referendum? Operational monies? This way we have money to pay for hard to fill positions and salary increases when needed.		
The data is still important to bring forward to the Citizens Advisory Committee so they understand how significantly underpaid ECSD administrators are paid.		
Action Items	Person	Deadline
Agenda Topic		
Recommendation to the Board		
Inform the Board of our plan for a future roll out, but not feasible given the current budget situation.		
Bring data forward to the Citizens Advisory Committee to help inform an operation referendum.		
Admin Team to continue discussion regarding percentages to include in compensation model.		
Propose to increase Director of Student Services salary.		
Action Items	Person	Deadline
Take proposals to the Board for March 22 <sup>nd</sup>	Steve and Jerry	
Motion to Adjourn	1 <sup>st</sup> : Jerry 2 <sup>nd</sup> : Alice	

Approved: 3/6/17 (through survey)

# Evansville Community School District

## ECSD

Insurance Committee Meeting (ICM) Minutes  
Monday, January 23, 2017  
5:30 p.m.

**Attendees:** Deb Arnold, Rin Kundert, Steve Swanson, Jerry Roth, Cheryl Thomas, Deb Fritz, Darlene Gallman, Chris Schullo, Kelly Gransee, Greg Kuelz (ABRC), Becky Sherven (ABRC), and Mike Bruns (Principal Financial).

1. **Call to order**
2. **Introductions by each individual present**
3. **Approved December 5, 2016 meeting minutes**
  - a. Changes attendee count / Deb Fritz not present
  - b. Jerry Roth made the motion, Steve Swanson seconded
4. **Discussion of Health Savings Account (H.S.A.) concept**
  - a. Reviewed other area school districts in/are discussing H.R.A.s and H.S.A.s
    - i. Most are considering a H.S.A this year or in the future
    - ii. Reviewed prior plans present in districts and why H.S.A.s are becoming more prevalent
  - b. PowerPoint Presentation
    - i. Employee owned accounts - During and after employment
    - ii. Advantages and Disadvantages
    - iii. Purpose, Eligibility and Contribution limits
      1. Can be employee and / or employer funded
    - iv. Tax treatment
      1. Put in pre-tax and used tax-free if for qualified medical expenses
    - v. Consumerism as a concept
    - vi. Questions and Answers from group
5. **Discussion by Mike Bruns on Critical Illness**
  - a. Voluntary benefit – 100% employee paid
    - i. Price depends on amount elected by employee, employee age, and group demographics
    - ii. Has a guarantee issue amount where, regardless of medical conditions, a certain amount of benefit is guaranteed
    - iii. Pre-existing condition clause exists
      1. Example: 6 month / 12 month = if an employee was treated for a condition 6 months prior to coverage, the plan will not cover that condition for 12 months. Once beyond the 12 month limitation, benefits could be paid
    - iv. Participation requirements exist
      1. Typically the greater of 10% or 5 lives to prevent adverse selection
  - b. Could help supplement higher deductible or off-set costs from a major medical event (example: heart attack, stroke, cancer)
    - i. Upon a claim, benefit is a flat amount paid regardless of medical costs actually incurred.

- 6. Consider several options to mitigate costs for district this year**
  - a. Change current employee / employer contribution of monthly premium (include employee portion)
  - b. Change current HRA deductible stacking rules (increase employee portion)
  - c. Consider changing plan to a High Deductible Health Plan (HDHP) with H.S.A.
- 7. Next steps (in no particular order)**
  - a. We will follow up and provide a list of those conditions that would fall under the category of Critical Illness for purposes of a claim with Principal
  - b. Board will determine budget for this year
  - c. Dean will release renewal in March
  - d. We will receive proposals from other medical carriers for comparison
- 8. Next meeting: February 27, 2017 at 4:30 p.m.**
  - a. Discuss cost-containment alternatives and prioritize action items
- 9. Meeting adjourned: 6:56 p.m.**
  - a. Jerry Roth made the motion, Steve Swanson seconded. Motion carried, voice vote.

Approved: 3/1/17

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, March 8, 2017, 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, Busse, Rasmussen, Hammann, Oberdorf, Hennig, Spanton Nelson, and HS Rep Roth. Absent, HS Rep Parker.

**APPROVE AGENDA**

Motion by Mr. Busse, seconded by Mr. Hennig, moved to approve the agenda. Motion carried, 7-0 (voice vote).

**PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS**

- March – Art/Music Education Month
- Back To School Days - August 8, 3:00-7:00 pm and August 16, 10:00-2:00 pm
- Certificate presented to Sandi Spanton Nelson, outgoing Board member

**PUBLIC PRESENTATIONS**

Staff members, Mike Czerwonka, on behalf of Sable Schwab, Renae Smith, Beth Oswald, and Jolene Lenth, spoke in opposition of the budget reductions of cutting teachers.

**INFORMATION & DISCUSSION**

High School Representative, Ms. Roth, presented high school events.

Business Manager, Mr. Swanson, presented information on the 2017-2018 preliminary budget, Administrative Team recommended items for reduction or elimination. Discussion.

Mr. Braunschweig led discussion on the retirement agreement and waiver.

District Administrator, Mr. Roth, gave an update on the 2018 potential referendum, next step is interviewing Construction Managers.

Director of Buildings and Grounds, Mr. Shulta, presented an update on the facilities 2014 referendum spending. Discussion.

Ms. Hammann presented for a first reading, policies: #341.31-Human Growth and Development; #350-Extended Instructional Programs; #440-Student Rights and Responsibilities; #453-School Health Services; #453.1-Emergency Nursing Services; #453.2-Student Immunizations; and #453.3-Communicable Diseases. Discussion.

**PUBLIC PRESENTATIONS**

None.

**BUSINESS (Action Items)**

Motion by Ms. Oberdorf, seconded by Ms. Spanton Nelson, moved to approve the resignation of Natalie Aeschliman, High School Language Arts Teacher, effective at the end of the 2016-2017 school year. Motion carried, 7-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Ms. Oberdorf, moved to approve Jay Hrdlicka as the JV2 Baseball Coach for a stipend of \$1.00. Motion carried, 7-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved that we ratify the March 1, 2017, memo from Mr. Roth to eligible teachers, as an accurate statement of the Retirement Incentive Benefit adopted by the Board on February 27, 2017. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved that we approve an additional \$73,355 to fund re-roofing of TRIS Section E with taper insulation, as presented. Motion carried, 7-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to cap the District's contribution to the health insurance plan for the 2017-2018 school year to \$6,293.14 for a single plan and \$14,788.87 for the family plan. Any premium above that will be at the cost of the employee. Motion carried, 7-0 (roll call vote).

**CONSENT (Action Items)**

Motion by Ms. Spanton Nelson, seconded by Mr. Busse, moved to approve the consent agenda items, policies: #363-Access to Educational Technology; #363.2/554-Acceptable Use and Internet Safety Policy for Students, Staff and Guests; #363.3-Assistive Technology; #375-Activities When School is Cancelled or Not in Session; #723.3-Emergency Closings; the February 22, 2017, Regular and February 27, 2017, Special Meeting Minutes; and the February bills, as presented. Motion carried, 7-0 (roll call vote).

**FUTURE AGENDA**

March 22, 2017, regular meeting agenda discussed.

Ms. Spanton Nelson left the meeting.

**INTERVIEW CONSTRUCTION MANAGERS**

Construction Managers Firms interviews took place with CGSchmidt and Miron Construction.

**ADJOURN**

Motion by Mr. Hennig, seconded by Mr. Busse, moved to adjourn the meeting. Motion carried, 6-0 (voice vote). Meeting adjourned at 8:53 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved: 3/22/17  
Mason Braunschweig, President

## STAFFING HARD TO FILL POSITIONS

The Evansville Community School District Board of Education values all staff and their contributions to creating a positive learning environment. The Board also acknowledges the challenges brought by Labor Market Forces in the attraction and retention of high quality staff in shortage areas. Addressing the issues piecemeal can lead to unexpected expenditures and may increase staff anxiety regarding pay equity. Therefore, the Board recommends this policy to create continuity in the area of hard-to-fill positions.

The Board, in its sole discretion shall grant a salary adjustment to any teacher in a shortage area. Shortage areas are defined by the Board annually and shall be based on a combination of the DPI emergency license applications for the most recent year and the Administrative Team's experience in hiring for these positions.

The granting of the additional salary adjustment is only applicable during individual contract year(s) in which the staff member is certified and teaching in particular teaching assignment and certification area that was provided additional salary adjustment. If the staff member transfers or is reassigned outside of the area where additional salary adjustment was provided to an area where the above certification(s) or degree(s) are not required, or they no longer possess such required industry certification(s) or degree(s), they shall forfeit the salary adjustment. If such transfer or reassignment occurs during the course of an individual contract year, the employee's salary adjustment shall be pro-rated for the portion of the contract year where they possessed the certification(s)/industry degree(s) and were teaching in the area that received the additional salary adjustment.

The offer of the above additional salary adjustment is at the sole discretion of the District. The District may modify, amend or delete this additional salary adjustment without violating the non-renewal provisions set forth section 118.22, Wisconsin Statutes. Such modification, amendment or deletion shall not affect the other terms and conditions of the teacher's individual contract. Such modification, amendment or deletion of the salary adjustment is not subject to the District grievance procedure.

### Process:

1. The Board shall annually prioritize shortage areas using the most current emergency DPI license data and district experience. The Business Manager (or Curriculum Director) shall provide the annual updates of DPI emergency license data and the Administrative Team shall provide the list based on hiring experience to the Policy Committee. Annually by September 1, a spreadsheet indicating historical data shall be maintained by the Business Manager going forward for both lists.
2. Successful candidate for shortage area is offered a base salary commensurate with the compensation schedule.
3. Additional salary shall be offered depending on Board priority list.
4. Such supplemental salary is linked to the position and not the candidate/employee.
5. The district shall identify all employees in shortage areas.
6. The plan shall be phased in by September 1, 2023, with the hardest to fill positions beginning in September 1, 2017, and descending in priority order in the following years.

7. Effective with fiscal year 2017-2018 budget, the District shall create a budget line item for the purpose of funding the hard to fill positions. This fund shall be a percentage of all district employee salaries.
8. Shortage areas may fluctuate over time and must be reviewed annually to remain market sensitive.
9. Supplemental salary offer shall be contingent on market forces, including but not limited to market averages for that position and the number and quality of applicants.



Approved: May 11, 1987  
Revised: September 13, 2004  
Revised:  
1<sup>st</sup> Reading: 3/8/17; 2<sup>nd</sup> Reading: 3/22/17

341.31

## HUMAN GROWTH AND DEVELOPMENT

The Evansville Community School District Board of Education recognizes that the purpose of human growth and development education is to help students acquire factual knowledge, and skills, and develop attitudes and values which will result in behavior that contributes to the well-being of the individual, the family and society.

The human growth and development curriculum shall be developed by the professional staff and reviewed by an appointed advisory committee, which will advise the Board on the design and implementation of the curriculum.

The advisory committee shall be comprised of parents, teachers, school administrators, students, health care professionals, members of the clergy, and other residents of the District. No one category or member shall constitute more than one fifth of the committee, except for parents. No more than one quarter of the members of the committee may be made up of District employees or their spouses or school board members or their spouses.

Instructional materials to be used in the human growth and development curriculum will be available for inspection by the parent/guardian. Parents/guardians may request in writing that their children be excused from class when specific topics are being discussed. The District will offer an alternative curriculum for students whose parents excuse them.

Legal Ref.: Sections 118.01(2)(d)2 Wisconsin Statutes (Educational Goals and Expectations)  
118.019 (Human Growth and Development Instruction)

Approved: May 11, 1987  
1<sup>st</sup> Reading: 3/8/17; 2<sup>nd</sup> Reading: 3/22/17

350

**CONSIDER TO REMOVE**  
**– PER WASB, DOES NOT RECOMMEND TO HAVE POLICY**

#### EXTENDED INSTRUCTIONAL PROGRAMS

Since learning is an ongoing process, the Evansville School District shall encourage individual efforts to learn by providing instructional opportunities that extend, reinforce or supplement the traditional school day activities and programs. School sponsored educational activities should be available to adult members of the Evansville community as well as those of school age in the form of night school, workshops, conferences and other special leaning opportunities.

## STUDENT RIGHTS AND RESPONSIBILITIES

Each student has a right to an education. Students have the responsibility to apply themselves to maximize the benefit they receive from their education. Each student has a right to an environment that allows them to identify and pursue personal academic interests. Students have the responsibility to behave in such a way that all other students can exercise that right. Student behavior that disrupts classwork, involves substantial disorder or invades the rights of others shall not be tolerated.

Students shall have the right to advocate change of any policy or regulation. Students may exercise their right to freedom of expression through speech, petition, and other lawful means. The exercise of this right may not interfere with the rights of others. Freedom of expression may not be utilized to present material which tends to be obscene or slanderous, or to defame character, or to advocate violation of federal, state and local laws, or official school policies, rules and regulations.

No right is absolute. The freedom of an individual or group to exercise rights ceases when that exercise infringes upon the rights of others. Teachers and students shall promote tolerance for the views and opinions of others, as well as for the right of an individual to form and hold different opinions and beliefs.

A student who has reached the age of majority possesses the full rights of an adult. Such as the students may exercise authority in those school matters previously handled by their parent/guardian, such as the responsibility for performance in school, attendance, and compliance with school rules.

The enforcement of this policy must be done in accordance with due process. Students and parents/guardians are given notice of the rules governing expected behavior and consequences for misbehavior through the Code of Conduct which they receive annually in their student handbooks. The process for a hearing when the Code of Conduct is violated is also specified in the student handbooks.

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)  
120.13(1) (School Board Powers)  
Article 1 and Article X – Section 3, Wisconsin Constitution  
PI 9.93(1), Wisconsin Administrative Code

Approved: October 9, 2006  
Revised: *2nd Reading*  
1<sup>st</sup> Reading: 3/8/17; 3/22/17

453

## SCHOOL HEALTH SERVICES

The Evansville Community School District Board of Education shall provide a school health services dedicated to provide and maintain the physical, mental, and emotional health of all students while remaining in compliance with state and federal laws and regulations.

School health services shall provide information and instruction to enable students to take responsibility for their own health, the health of others, and an understanding of the fundamental principles of a healthy lifestyle.

The District's health services program shall include the following:

1. Conducting and initiating various health examinations (i.e., vision and hearing screeners).
2. Cooperation of the Board with local and state officials in the event of epidemics, and/or natural disasters, or any conditions judged potentially dangerous to schools and community.
3. Daily observation of students' health.
4. Maintenance of appropriate health records.

Legal Ref: Sections 115.777 Wisconsin Statutes (Special Education Referrals)  
121.02(1)(g) (School District Standards)  
PI 8.01(2)(g) and PI 11.36 Wisconsin Administrative Code

**Mandated Policy**

EMERGENCY NURSING SERVICES

Emergency nursing services shall be provided in the Evansville Community School District in accordance with state law and established procedures. The objective of emergency nursing services is to provide immediate care of illness or injury occurring during the school day and at all school sponsored activities.

In providing the emergency nursing service, the District shall:

- a. Employ its own nurse, currently licensed by the State of Wisconsin, or contract with the Rock County Health Department for the purpose of directing emergency nursing services.
- b. Arrange for a local physician to serve as medical advisor.
- c. Establish written policies and procedures for dealing with accidental injury, illness, and administration of medication at school and at all school-sponsored activities. These policies and procedures will be developed by the District and reviewed by the medical advisor and the school nurse or the Rock County Health Department and be adopted by the Board.
- d. Ensure that in the absence of the school nurse, the building principal or his/her designee is responsible for providing or obtaining emergency care. The principal is responsible for the designation of individuals responsible in each school and for all school functions to carry out the emergency nursing procedures when the school nurse is not officially in attendance at the school or school function.
- e. Designate the school health clerk as the person responsible for the actual implementation of the emergency nursing program in each school building.
- f. Provide a health area at each school, which is equipped with the supplies necessary to provide emergency care in accordance with established procedures.
- g. Maintain a record system at each school which includes accident reports, medication logs, and a log of rendered services.
- h. Provide for the annual review of the Emergency Nursing Services manual to include the Director of Student Services, district health clerk, school nurse, or the Rock County Health Department.
- i. Obtain and maintain emergency information for each student and district employee. Failure by the parent or legal guardian to provide updated emergency information for their child will give the District the authority to provide emergency care as needed according to school approved procedures.

Legal Ref: Sections: 118.07(1) Wisconsin Statutes (Health and Safety Requirements)  
118.125 (Pupil Records)  
118.29 (Administration of Drugs to Pupils and Emergency Care)  
118.291 (Asthmatic Pupils; Possession and Use of Inhalers)  
121.02 (1)(g) (School District Standards)  
146.81-146.83 (Miscellaneous Health Provisions)

252.12 (HIV and Related Infections, Including Hepatitis C Virus Infections; Services and Prevention)

PI 8.01 (2)(g) Wisconsin Administrative Code

Local Ref.: Policy #453 – School Health Services

Policy #453.3 – Communicable Diseases

Policy #453.4 – Administering Medications to Students

Policy #453.4 Form – Medication Consent Form

Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form

Approved: January 11, 1988  
Revised: October 9, 2006  
Revised:  
1<sup>st</sup> Reading: 3/8/17; 2<sup>nd</sup> Reading: 3/22/17

453.2

## STUDENT IMMUNIZATIONS

The Evansville Community School District requires each student to present evidence of completed basic and recall (booster) series immunizations unless the student, if an adult, or the parent, guardian or legal custodian of a minor student submits a written waiver based on health, religious, or personal conviction reasons to the District.

In accordance with state law, all students enrolled in grades 4K-12 shall meet immunization requirements. Immunizations are required for measles, rubella, diphtheria, pertussis (whooping cough), polio, tetanus, mumps, hepatitis B, and varicella (chicken pox).

The District shall follow the timelines set forth by the Wisconsin Department of Health Services for ensuring compliance with the immunization requirements. If the compliance level is less than 99%, noncompliant students shall be excluded from school by the building principal under the conditions and to the extent authorized by law.

The District will utilize the Wisconsin Immunization Registry to ensure accurate immunization records and maintain district compliance with state law.

Legal Ref.: Sections 118.125(1)(c) Wisconsin Statutes (Pupil Records)  
120.12(16) (School Board Duties)  
252.04 (Immunization Program)  
HFS 144 Wisconsin Administrative Code

Local Ref.: Policy #453 – School Health Services

## COMMUNICABLE DISEASES

The Evansville Community School District shall follow federal, state and local laws and regulations, and in cooperation with the Rock County Health Department shall establish and maintain appropriate health and safety standards regarding known or suspected communicable diseases, as well as the reporting of disease and disease control.

Communicable disease control procedures shall be maintained in cooperation with the Rock County Health Department. Any person who knows or suspects that a student or staff member has a communicable disease shall notify the District nurse or building principal. The District nurse or building principal, shall then notify the parent/guardian for further testing and diagnosis. If required, pursuant to public health statutes and regulations, the District nurse or building principal will make a report to the Rock County Health Department.

The Wisconsin Department of Health Services chart “Wisconsin Childhood Communicable Diseases” available at (<https://www.dhs.wisconsin.gov/publications/p4/p44397.pdf>) will serve as a reference for the District’s response to communicable diseases. The chart will be available in all school health offices.

For purposes of the District’s communicable disease policy, communicable diseases include, but are not limited to, the following:

Ameobiasis	Lice
Campylobacter	Measles
Chicken pox (varicella)	Meningitis
Chlamydia	Mononucleosis virus
Cytomegalovirus	Mumps
Gastrointestinal viruses	Pertussis
Giardiasis	Rotavirus
Gonorrhea	Salmonella bacteria
Hepatitis B virus	Scabies
HIV/AIDS	Shigella bacteria
Impetigo	Syphilis
Influenza virus	Tuberculosis

Each case shall be assessed on an individual basis, using current literature, state and local recommendations and policies, state statutes and administrative codes. A team effort including the school nurse, health clerk, school staff, health department staff and any appropriate medical consultants shall be utilized to prevent the transmission of communicable diseases.

Students and staff may be excluded from school and/or school-related activities if they are suspected of or diagnosed as having a communicable disease, as defined by the Wisconsin Department of Health Services, that poses a significant health risk to others or that renders them unable to adequately pursue their studies or perform their jobs. Students and staff who are excluded shall be excluded until a physician allows them to return to school. Students and staff



excluded from school pursuant to this policy may appeal their exclusion in accordance with established procedures.

Employees who provide services or perform duties that expose them to a significant health risk, may be excused by the District, from providing such duties until such time as they are no longer exposed to a significant health risk. During the excused time, the employee will be reassigned to other duties. No employee shall refuse to perform his/her duties or refuse to work with, or provide services to students or staff because they have (or may have) a communicable disease if the communicable disease does not pose a significant health risk to others.

In recognition that an individual's health status is personal and private, all information reported under this policy shall remain confidential in accordance with state and federal law.

#### Appeal Process

In situations where there is a disagreement with the District's decision or recommendation, an appeal may be made within five days to the district administrator, or designee. The appeal shall be in writing and shall include the following:

- Statement of facts
- Statement of relief requested
- Any necessary medical information required

The district administrator, or designee, shall render a decision in writing within five days of receipt of the appeal. In the event there is disagreement with the district administrator's decision, the matter may be appealed within five days to the school board. For purposes of this process, a "day" shall be defined as regular working days excluding Saturdays, Sundays and days school is not in session during the school year. During summers, paid holidays are excluded.

Legal Ref.: Sections: 103.15 Wisconsin Statutes (Restrictions on Use of an HIV Test)  
111.34 (Disability: Exceptions and Special Cases)  
118.01(2)(d)2c (Educational Goals and Expectations)  
118.125 (Pupil Records)  
118.13 (Pupil Discrimination Prohibited)  
118.25 (Health Examinations)  
121.02(1)(i) (School District Standards)  
146.82-146.83 (Confidentiality of Patient Health Care Records)

Local Ref.: Policy #453 – School Health Services

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**  
Employee Handbook Committee Minutes

The Employee Handbook Committee meeting was held Monday, March 13, 2017, at 4:30 pm in the District Board and Training Center.

**Attendance**

Members in attendance: John Rasmussen, Brian Benson, Keith Hennig, Michelle Klopp, Jerry Roth and Mark Schwartz. Absent: Melissa Hammann, Steve Scherber and Catherine Schuett.

**Appoint Someone to Take the Minutes**

Mr. Schwartz volunteered to take the minutes.

**Approve January 9, 2017, Minutes**

Motion by Mr. Hennig, seconded by Mr. Roth, moved to approve the January 9, 2017, minutes as presented. Motion carried, voice vote.

**Review**

Policy #152 – Employee Handbook, Appendix A, Employee Handbook Proposed Change Form, and Employee Handbook Clerical Items guide sheet. Same as in previous meeting.

**Review Suggested Employee Handbook Changes From Each Employee Group Representative, District Office, and Policy Committee**

#1 – Part II, Certified Staff, Pg. 40, Section 1, 1.02-Administratively Called Meetings.

*Michelle Klopp suggested adjusting the language from “(IEP) meeting which may be held any day of the week at any time” to be more specific. Mr. Hennig commented that Monday through Friday may be an appropriate adjustment to the language.*

*Mr. Benson expressed concern of the language regarding teacher notification before 3:15 as plans and schedules may already be in place. Mr. Hennig suggested “48 hours notice whenever possible” was a potential wording to consider.*

#2 – Part II, Certified Staff, Pg. 40, Section 1, 1.04 and 1.05 – Add Supervision of Co/Extra Curricular Events.

*Michelle Klopp expressed concern over legal and contractual issues in regard to assigning teachers hours outside the school day.*

#3 – Part II, Certified Staff, Pg. 48 and 49, Section 6, 6.01, B – Add New #3-Co-and/or Extra-Curricular Service in the District.

*The Committee voted 5-0 (Michelle Klopp abstained) to change #3 and #4 around in the order of proposed factors with consideration to the determination of potential teacher lay-offs.*

Clerical Items – None.

**Adjourn**

Motion by Mr. Hennig, seconded by Mr. Schwartz, moved to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 4:55 pm.

Approved: \_\_\_\_\_

<b>EMPLOYEE HANDBOOK (EHB) PROPOSED CHANGES FROM MARCH 13, 2017, COMMITTEE MEETING</b>						
#	Name on Form	EHB Part	EHB Page/Section/Section #	Employee HB Com Recommendation to Make Change	Approved Board Action	Date
					YES NO	
1	Janessa Katzenberger	Part II - Certified Staff	Pg. 40, Section 1, 1.02 - Administratively Called Meetings	X		
2	Jerry Roth	Part II - Certified Staff	Pg. 40, Section 1, 1.04 and 1.05 - add Supervision of Co/Extra Curricular Events	X		
3	Scott Everson	Part II - Certified Staff	Pg. 48 and 49, Section 6, 6.01, B - add new #3 - co- and/or extra-curricular service in the District	X		

**Clerical Items - None**

3/6/17

March 13 proposed changes for committee

1st Reading: March 22, 2017

2nd Reading:

3rd Reading:

Board Approved/Denied

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the Board of Education. The Board of Education will approve suggested changes quarterly, with implementation July 1 of each year.

Employee/School Board Member Name: Janessa Katzenberger

Employee Handbook Part: II: Certified Staff

Employee Handbook Page/Section/Section #: Pg. 40, Section 1, Section #1.02

**Suggested Revision:**

**How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph, last sentence):**

All required meetings will be held on Mondays and Wednesdays and last no later than 4:15 pm with the exception of Individual Educational Plan (IEP) meetings which may be held any day of the week at any time that works best for the IEP team. Teachers will be notified of their professional responsibility to participate in individual or group meetings before 3:15 pm. Teachers can be excused from such duty at the principal's or designee's discretion. Coaches and advisors will be excused at 3:15 pm on each school day during their season.

\*\*\*\*\*

**DISTRICT OFFICE USE ONLY**

Form received: 3-6-17

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: Reduces IEP Meeting costs by \$2267

Legal Impact: None

**Certified Staff – Pg. 40, Section 1, Section 1.02 –**

**Current –**

**1.02 Administratively Called Meetings**

All required meetings, except IEP (individual educational plans) meetings, will be held on Monday and Wednesdays only and last no later than 4:15 pm. IEP meetings may be held Monday through Thursday and teachers will be paid for time spent after 4:00 pm for IEP meetings. Teachers will be notified of their obligation to participate in individual or group meetings before 3:15 pm. Teachers can be excused from such duty at the principal's or designee's discretion. Coaches and advisors will be excused at 3:15 pm on each school day during their season.

**Proposed –**

**1.02 Administratively Called Meetings**

All required meetings will be held on Mondays and Wednesdays and last no later than 4:15 pm with the exception of Individual Educational Plan (IEP) meetings which may be held any day of the week at any time that works best for the IEP team. Teachers will be notified of their professional responsibility to participate in individual or group meetings before 3:15 pm. Teachers can be excused from such duty at the principal's or designee's discretion. Coaches and advisors will be excused at 3:15 pm on each school day during their season.

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the Board of Education. The Board of Education will approve suggested changes quarterly, with implementation July 1 of each year.

Employee/School Board Member Name: Jerry Roth

Employee Handbook Part: Certified Staff

Employee Handbook Page/Section/Section #: Pg. 40, Section 1, 1.04 and 1.05

**Suggested Revision:**

How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph, last sentence):

Change section 1.04 to 1.05 and add a new 1.04  
New 1.04 Supervision of Co/Extra Curricular Events  
Certified teaching staff shall supervise up to three co/extra curricular events each school year. Individual will sign up for events until the events are filled. If events are not filled or if staff do not sign up by a date pre-determined date, events will be assigned.

\*\*\*\*\*

**DISTRICT OFFICE USE ONLY**

Form received: 3-2-17 kw

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: Eliminates Event Supervisor Costs - \$6,000

Legal Impact: None

**Certified Staff – Pg. 40, Section 1, 1.04 and 1.05**

Current –

**1.04 Emergency School Closures**

*Refer to Policy 723.3 – Emergency Closings*

In the event the District is closed or an individual building(s) is closed, on a full or partial day basis for emergency reasons, closures may be made up at the discretion of the District. The District shall, at a minimum make up all days/hours necessary to guarantee the receipt of state aids and/or necessary to meet the minimum annual school year requirements (days and hours) of the State of Wisconsin.

Proposed –

**New 1.04 Supervision of Co/Extra Curricular Events**

**Certified teaching staff shall supervise up to three co/extra curricular events each school year. Individuals will sign up for events until the events are filled. If events are not filled or if staff do not sign up by a date pre-determined date, events will be assigned.**

**1.05 Emergency School Closures**

*Refer to Policy 723.3 – Emergency Closings*

In the event the District is closed or an individual building(s) is closed, on a full or partial day basis for emergency reasons, closures may be made up at the discretion of the District. The District shall, at a minimum make up all days/hours necessary to guarantee the receipt of state aids and/or necessary to meet the minimum annual school year requirements (days and hours) of the State of Wisconsin.

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the Board of Education. The Board of Education will approve suggested changes quarterly, with implementation July 1 of each year.

Employee/School Board Member Name: Scott Everson

Employee Handbook Part: 6.0 Reduction in Force, Positions, and Hours

Employee Handbook Page/Section/Section #: Page 48-49; Section 6.01, part B

Suggested Revision: Add factor #3: "co- and/or extra-curricular service in the district"  
How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph, last sentence):

To better provide our students with opportunities to pursue the arts, athletics, and other activities.

\*\*\*\*\*

### DISTRICT OFFICE USE ONLY

Form received: 3-17-15

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: None

Legal Impact: None



Certified Staff – Pg. 48 and 49, Section 6, 6.01, B –

**Current –**

- B. In determining which teachers shall be laid-off, the Board shall take into account the following factors respectively:
1. volunteers,
  2. academic training and certification as determined by the Department of Public Instruction,
  3. ability and performance as a teacher in the District per documented evaluation and letters of discipline by supervisory personnel,
  4. length of service in the District, and
  5. years of teaching experience.

**Proposed –**

- B. In determining which teachers shall be laid-off, the Board shall take into account the following factors respectively:
1. volunteers,
  2. academic training and certification as determined by the Department of Public Instruction,
  3. **co-and/or extra-curricular service in the District,**
  4. ability and performance as a teacher in the District per documented evaluation and letters of discipline by supervisory personnel,
  5. length of service in the District, and
  5. years of teaching experience.

# June 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 Flag Day	15	16	17
18 Father's Day	19	20	21 Summer Begins	22	23	24
25	26	27	28	29	30	

# July 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Independence Day	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
	30		31			

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, April 12, 2017**

**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](http://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              HS Board Rep Emmeline Roth  
                 John Rasmussen                              Keith Hennig              HS Board Rep Ava Parker
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Week of the Young Child -
  - Back To School Days - August 8, 3:00-7:00 pm and August 16, 10:00-2:00 pm
- IV. Public Presentations.
- V. Information & Discussion:
- A. McKenna Mentors/Functional Skills – Community Outreach Presentation.
  - B. High School Student Board Representatives Report.
  - C. 2017-2018 Preliminary Budget.
  - D. 2018 Potential Referendum Update.
  - E. School Board Election Results.
  - F. First Reading of Policies:
  - G. Second Reading of Proposed Employee Handbook Changes.
- VI. Public Presentations.
- VII. Business (Action Items):
- A. Approval of Staff Changes:
  - B. Approval of Insurance Committee Recommendations.
  - C. Approval of Construction Manager Firm.
- VIII. Consent (Action Items):
- A. Approval of Policies:
    - 1. #341.31-Human Growth and Development.
    - 2. #350-Extended Instructional Programs.
    - 3. #440-Student Rights and Responsibilities.
    - 4. #453-School Health Services.
    - 5. #453.1-Emergency Nursing Services.
    - 6. #453.2-Student Immunizations.
    - 7. #453.3-Communicable Diseases.
  - B. Approval of March 22, 2017, Regular Meeting Minutes.
  - C. Approval of March Bills.
- IX. Future Agenda – April 26, 2017, Regular Meeting Agenda.
- X. Adjourn.

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
EVANSVILLE, WISCONSIN  
Bray Project No. 3318



Bray Associates Architects, Inc.  
Milwaukee & Sheboygan, Wisconsin

March 8 and 22, 2017

## POTENTIAL CONSTRUCTION MANAGER INTERVIEW QUESTIONS

1. Given that construction will be commencing well over a year from now how do you ensure your cost estimates account for fluctuations in market conditions that may occur?
2. Please talk about a project that did not go as well as you had hoped. This could be a schedule missed, a budget struggle or any other type of challenge you experienced. Explain how you resolved the challenge to the satisfaction of the client.
3. Please explain a differentiating characteristic, skill or unique area of expertise that sets you apart from the other to construction managers being considered this evening.
4. What are the two most important things you can support the citizen's committee, the school district and/or the administration with during the committee facilities assessment / master planning process?
5. What are the two most important things you can support the school district, the administration, and the community with during the referendum support phase?
6. Please describe the one K-12 educational project in your portfolio that is most similar to ours. What worked best about that process/project? What would you do differently?
7. Given what you know about the Evansville Community School District what do you envision as the greatest opportunity for success? What is the biggest hurdle we face?

R:\1- Current Projects\3318 - Evansville Community School District\6 Bidding & Negotiation\Construction Manager Selection\Interview\EvansvilleCSD\_CM\_PotentialInterviewQuestions\_03-08 & 22-17.doc

