

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, October 12, 2016**

**6:00 p.m.**

**District Board and Training Center**

**340 Fair Street (Door 36)**

*Note, public notice of this meeting given by posting at the District Office, Levi Leonard Elementary School Office, Theodore Robinson Intermediate School Office, J.C. McKenna Middle School Office, High School Office, Evansville School District Web Site: [Evansville.k12.wi.us](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:
- Introduction of New Staff, K-5 and District Office
  - National School Lunch Week, October 10-14, 2016
  - Gifted Education Week, October 16-22, 2016
- IV. Public Presentations.
- V. Information & Discussion:
- A. High School Student Board Representatives Report.
  - B. Presentation From Talented and Gifted.
  - C. Presentation From S.A.D.D. (Students Against Destructive Decisions).
  - D. Summer School Update.
  - E. 2018 Referendum Update.
  - F. Continuous System Improvement (CSI) Plans and Goals Form.
  - G. First Reading of Policies:
    - 1. #230 – Administrative Team.
    - 2. #323.1 – Special Observance Days.
    - 3. #323.2 – Patriotic Exercises.
  - H. Second Reading of Policies:
    - 1. #551 – Staff Use of School Facilities.
    - 2. #731 – Buildings and Grounds Access and Security.
    - 3. #731.1 – Electronic Surveillance of Public Areas of School Buildings.
    - 4. #731.2 – Presence in School Buildings/On Grounds.
    - 5. #731.3 – Privacy in Locker Rooms.
    - 6. #933 – Construction and Remodeling Projects (Waiver of Performance Bonds).
    - 7. #933 Rule – Performance Assurance Requirements and Waiver Procedures Applicable to Construction and Remodeling Contracts.
- VI. Public Presentations.

- VII. Business (Action Items):
  - A. Approval of Ratification of 2016-2017 Teachers Contract.
  - B. Approval of the 2017-2018 School Year Calendar.
  - C. Approval of Staff Changes: Hiring of Special Education Educational Assistant.
  
- VIII. Consent (Action Items):
  - A. Approval of Policies:
    - 1. #512 – Employee Harassment.
    - 2. #512 Rule – Employee Harassment Complaint Procedure.
    - 3. #512 Form (#512.1 Form) – Employee Harassment Report Form.
  - B. Approval of September 28, 2016, Regular Meeting Minutes.
  - C. Approval of September Bills and Reconciliation.
  
- IX. Future Agenda – October 26, 2016, Regular Meeting Agenda.
  
- X. Executive Session - Under Wisconsin State Statute 19.85(1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss the District Administrator Evaluation.

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.

Posted: 10/6/17

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs  
Wednesday, October 12, 2016  
6:00 p.m.  
District Board and Training Center  
340 Fair Street (Door 36)

*REMINDER – Come at 5:45 pm to have group picture for the yearbook -*

- |   |                 |                            |
|---|-----------------|----------------------------|
| <b>I. Roll Call:</b> 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.**

**Suggested Motion:** I move we approve the agenda as presented.

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

- Introduction of New Staff, K-5 and District Office
- National School Lunch Week, October 10-14, 2016
- Gifted Education Week, October 16-22, 2016

**IV. Public Presentations.**

**V. Information & Discussion:**

- High School Student Board Representatives Report – HS Reps Ms. Roth and Ms. Parker have enclosed information.
- Presentation From Talented and Gifted – Levi Leonard Elementary Teacher, Ms. Schmoltdt, would like to share with the Board some of the exciting learning occurring with some of our young advanced learners. They will share a few projects and their impact on achieving the 1+ year of growth.
- Presentation From S.A.D.D. (Students Against Destructive Decisions) – S.A.D.D. Advisor, Ms. Miller, and students of the Executive Council will be making a presentation for an upcoming post prom event.
- Summer School Update – Director of Instruction, Ms. Murphy, has enclosed information.
- 2018 Referendum Update – District Administrator, Mr. Roth, and Business Manager, Mr. Swanson, are putting together Requests for Proposal (RFPs) for Architectural Firms and Construction Manager. Looking for available dates to interview architectural firms.

F. Continuous System Improvement (CSI) Plans and Goals Form – *Enclosed are the goals of the sub-committees:*

- *Staff and Student Teaching and Learning*
- *Communication and Community Engagement*
- *Technology*
- *Facilities and Operations*
- *Climate and Culture*

G. First Reading of Policies:

*Enclosed are the unapproved minutes of September 20, 2016 and the policies.*

1. #230 – Administrative Team.
2. #323.1 – Special Observance Days.
3. #323.2 – Patriotic Exercises.

H. Second Reading of Policies:

1. #551 – Staff Use of School Facilities.
2. #731 – Buildings and Grounds Access and Security.
3. #731.1 – Electronic Surveillance of Public Areas of School Buildings and District Property.
4. #731.2 – Presence in School Buildings/On Grounds.
5. #731.3 – Privacy in Locker Rooms.
6. #933 – Construction and Remodeling Projects (Waiver of Performance Bonds).
7. #933 Rule – Performance Assurance Requirements and Waiver Procedures Applicable to Construction and Remodeling Contracts.

**VI. Public Presentations.**

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

A. Approval of Ratification of 2016-2017 Teachers Contract –

**Suggested Motion: I move we approve the 2016-2017 Teachers Contract as presented.**

**Roll Call Vote.**

B. Approval of the 2017-2018 School Year Calendar – *Enclosed is the proposed 2017-2018 school year calendar. A Committee of staff reviewed several calendars and came up with this one. Administrative Team is fine with this calendar.*

**Suggested Motion:**

**I move we approve the 2017-2018 School Year Calendar, as presented.**

C. Approval of Staff Changes: Hiring of Special Education Educational Assistant – *Please approve:*

1. *Hiring of Dana Dowden, Special Education Educational Assistant. Dana is a familiar face in the Evansville Community School District due to her years of subbing as a special education assistant and as Levi Leonard's lunchroom supervisor for three years.*

*Now looking for full time employment, we are lucky to have her as our newest Special Education Assistant at JC McKenna Middle School. Dana will be paid \$12.50/hour.*

**Suggested Motion: I move we hire Dana Dowden, Special Education Educational Assistant, at a rate of \$12.50/hour.**

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

- A. Approval of Policies:
  - 1. #512 – Employee Harassment.
  - 2. #512 Rule – Employee Harassment Complaint Procedure.
  - 3. #512 Form (#512.1 Form) – Employee Harassment Report Form.
- B. Approval of September 28, 2016, Regular Meeting Minutes.
- C. Approval of September Bills and Reconciliation.

**Suggested Motion: I move we approve the consent agenda items: Policies: #512-Employee Harassment; Employee Harassment Complaint Procedure; #512 Form-Employee Harassment Report Form; September 28, 2016, Regular Meeting Minutes; and the September Bills and Reconciliation, as presented.**

**Roll Call Vote.**

**IX. Future Agenda – October 26, 2016, Regular Meeting – Enclosed is a draft of the agenda.**

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

**Suggested Motion: I move we move into executive session, under Wisconsin State Statute 19.85(1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss the District Administrator Evaluation.**

**Roll Call Vote.**

**For Your Information:**

Upcoming Meetings:

- October 26, Regular Board Meeting
- November 9, Regular Board Meeting
- November 30, Regular Board Meeting
- December 14, Regular Board Meeting

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

*A Proclamation*

*Whereas* The National School Lunch Program plays an important role in helping to ensure that every child in the nation starts school ready to learn, because a hungry or undernourished child is less likely to be an eager and attentive student; and

*Whereas* The National School Lunch Program has demonstrated a national commitment to the promotion of our children's health and well-being, allowing children to concentrate on graduating with the skills and knowledge they need to be successful in the workplace or toward further studies, a primary goal of Every Child a Graduate; and

*Whereas* In Wisconsin, over 2,400 public and private schools serve 479,000 lunches each school day; and

*Whereas* The success of this effort is due largely to resourceful and creative local food service administrators, managers, and staff working in cooperation with parents, teachers, community groups, government personnel, and students; and

*Whereas* In recognition of the contribution of the National School Lunch Program, Congress has designated the week beginning with the second Sunday in October of each year as National School Lunch Week and has requested the President to issue an annual proclamation calling for an appropriate observance;

*Therefore, be it resolved that* I, Tony Evers, State Superintendent of Public Instruction, do hereby proclaim October 10-14, 2016, as

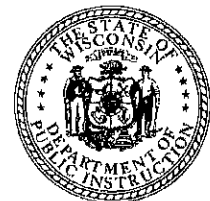
**NATIONAL SCHOOL LUNCH WEEK**

IN THE STATE OF WISCONSIN, AND I COMMEND THIS OBSERVATION TO ALL CITIZENS.



*Tony Evers*

State Superintendent of Public Instruction



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

*A Proclamation*

- Whereas* our children and youth are one of Wisconsin's greatest resources; and
- Whereas* it is important that students' abilities and potential in academics, creativity, leadership, and the visual and performing arts are recognized, valued, and supported; and
- Whereas* talent is exhibited across race, ethnicity, gender, income level, sexuality, religion, and exceptionality; and
- Whereas* a child's gifts and talents are fostered through the collaborative efforts of educators, families, organizations, and community members working to promote awareness of students' needs and develop opportunities that respond to these needs; and
- Whereas* the Wisconsin Department of Public Instruction celebrates the leadership and dedication of the Wisconsin Association for Talented and Gifted; and
- Whereas* the Wisconsin Department of Public Instruction also celebrates the leadership and commitment of the Wisconsin Center for Academically Talented Youth, the Wisconsin Association of School District Administrators, the Wisconsin Association of School Boards, the Association of Wisconsin School Administrators, the Wisconsin Association for Supervision and Curriculum Development, the Wisconsin RtI Center, and the Cooperative Educational Service Agencies as they support Wisconsin's children with gifts and talents;

*Therefore, be it resolved that* I, State Superintendent of Public Instruction, Tony Evers, do hereby proclaim October 16-22, 2016, as

**GIFTED EDUCATION WEEK**

in the State of Wisconsin, and I commend this observance to all citizens.



*Tony Evers*  
\_\_\_\_\_  
State Superintendent of Public Instruction



## **HS Board Report**

Emmeline Roth

Ava Parker

### ***Previous Events***

9/26 Fall Play kick off/rehearsals are starting

9/14 Football against Edgerton- high score to 3

9/23 Homecoming Football Game- Vs. Whitewater, 47 to 8

9/23-9/24 Homecoming Parade, Homecoming Dance.

9/?Varsity Soccer against Edgerton-

10/6Volleyball@ home against edgerton-

10/4 Volleyball @mcfarland

10/7Swim Meet @ janesville parker-

9/30Football @ brodhead juda-

9/31?Cross Country invitational @ bigfoot

10/11 Volleyball Senior Night against East Troy-

### ***Future Events***

10/14 Football against bigfoot @ home/senior night/kiddie cheer camp-

10/15 Varsity girls invitational @ craig High Schol

10/15 Poms and Cheer compitition at Mcfarland High school

10/22 Volleyball WIAA Regional

10/24 High School Choir Concert



1. I teach at a K-2 elementary school in a small rural town with a population of 5,124 people, in the Midwest. We service a sizable rural population of farm families and rural neighborhood communities from several townships. We are currently a Title I targeted school with a population of 362 students, of which 28 students qualify for free/reduced lunches. Approximately 10% of the student body is racially diverse. My position is to work with students, kindergarten through second grade, as a reading interventionist, math interventionist and accelerated learner teacher.

2. Students who work with me, either for Title I intervention or as accelerated learners, are determined by triangulating data across the grade level at curriculum data team meetings attended by classroom teachers, the reading specialist, the principal, the school psychologist and myself. We follow Title I guidelines and district criteria based on common assessments with additional teacher input. I have a number of tier II reading and math intervention groups, as well as accelerated learner groups for reading and math. My numbers fluctuate as the students' needs change, based on data. At this time, I am working with 37 students. At the upcoming end of the semester, upon reviewing and triangulating data, and meeting in Collaborative Data Teams at each grade level, some students will be dismissed from intervention, others will remain in intervention, some students will now qualify for intervention, and some students will qualify for further testing for accelerated learner services.

The student of focus in this study is a second grade boy who works with me for accelerated reading. He is seven years old and comes to my classroom for 35 minutes, twice a week as part of a group of three second grade students. This is his third year receiving services for accelerated learning in reading. According to district guidelines, to qualify for accelerated learning services in reading at this level, students must perform at the 95 percentile or higher on the STAR Reading assessment and must be at an instructional reading level two years or more beyond their current instructional grade level benchmark in Fountas and Pinnell Benchmark Assessment System. If students meet both of these qualifications, it is discussed at a grade level curriculum data team meeting, a letter of permission to test is sent home to parents/guardians and the GORT-5 (Grays Oral Reading Test, 5<sup>th</sup> edition) will be administered. If the students score at the 95 percentile or higher on the GORT-5, then they will receive tier II intervention as a pull-out program, which is in addition to the differentiation done by their classroom teachers. Progress monitoring is conducted monthly using the STAR Reading assessment. Most everything students do, from work samples to conversations, can be construed as formative assessments all of which are used to differentiate lessons to meet student needs. All of this is in an effort to support every student to excel to his/her greatest potential.

3. This group of three second grade accelerated readers have spent time participating in book talks based on fractured fairy tales. The book talks are based on the work of Regie Routman in READ, WRITE, LEAD. Time has been spent in close reading to explore and discuss several traditional fairy/folk tales, as well as a variety of versions of those traditional tales. This has been done in small group as a read aloud with much oral discussion, as well as in the jigsaw format, with each child being the expert in one version of that fairy tale. The students have used post-its to mark parts in the books they wished to use as evidence in an oral discussion. The students studied what made it a different version of the same story. The project highlighted in this component is the next step where each student wrote their own version of a fractured fairy tale.

Our district and grade level goals are based on the Common Core State Standards. The Writing standards covered in this project include W.2.3, W.2.5, W.2.6 and W.2.7.

September 2015 → January 2016

Testing Data for students currently in intervention with me

	PALS	STAR Reading %	STAR Early Literacy %	F&P	STAR MATH %
<b>8:00-8:30 2<sup>nd</sup> Gr. Tier II Rdg.</b>					
	Not ID'd	6% → 33%	78% → 84%	C → K	
	Not ID'd	8% → 48%	51% → 77%	E → J	
	Not ID'd	13% → 30%	54% → 39%	G → J	
	Not ID'd	15% → 38%	32% → 37%	G → J	
<b>8:30-9:00 1<sup>st</sup> Gr. Tier II Rdg.</b>					
	Not ID'd	n/a → 59%	68% → 79%	A → F	
	Not ID'd	n/a → 36%	25% → 48%	A → D	
	Not ID'd	n/a → 36%	1% → 76%	A → D	
<b>9:35-10:05 1<sup>st</sup> Gr. Tier II Math</b>					
					4% → 88%
					6% → 36%
					9% → 55%
					13% → 17%
					23% → 62%
<b>10:05-10:35 2<sup>nd</sup> Gr. Tier II Math</b>					
					2% → 17%
					5% → 34%
<b>10:35-11:00 2<sup>nd</sup> Gr. Tier II Rdg.</b>					
	Not ID'd	12% → 40%	87% → 61%	G → J	
	Not ID'd	44% → 63%	84% → 89%	G → L	
	ID'd	20% → 58%	74% → 80%	L → L	
	ID'd	52% → 78%	74% → 92%	H → J	
<b>11:00-11:30 K-Tier II Math (Days 1,2,5)</b>					
					n/a
					n/a
					n/a

Green names – no longer qualify  
 Black names – will stay in my groups

	PALS	STAR Reading %	STAR Early Literacy %	F&P	STAR MATH %
<b>1:05-1:25 K-Tier II Math</b>					
					n/a
					n/a
					n/a
<b>1:25-1:45 1<sup>st</sup> Gr. Tier II Math</b>					
					3% → 36%
<b>1:50-2:15 2<sup>nd</sup> Gr. GT Math Days 1&amp;4</b>					
					97% → 98%
					97% → 99%
					98% → 98%
					98% → 98%
					99% → 99%
<b>1:50-2:15 2<sup>nd</sup> Gr. GT Rdg. Days 2&amp;5</b>					
	Not ID'd	98% → 99%	n/a	R → S	
	Not ID'd	98% → 98%	n/a	N → Q	
	Not ID'd	96% → 97%	n/a	P → Q	
<b>2:15-2:50 1<sup>st</sup> Gr. GT Math Days 1&amp;4</b>					
					95% → 99%
					95% → 97%
					98% → 99%
					98% → 98%
					97% → 99%

January 2016 → May 2016  
Testing Data for students currently in intervention with me

	PALS	STAR Reading %	STAR Early Literacy %	F&P	STAR MATH %
<b>K Tier II Reading (Days 2 &amp; 5)</b>					
	Not ID'd	n/a	59% → 75%	B → C	
<b>2<sup>nd</sup> Grade Math (Days 2 &amp; 5)</b>					
					98% → 91%
					99% → 99%
					98% → 98%
					94% → 94%
					97% → 92%
<b>2<sup>nd</sup> Grade Math (Days 1 &amp; 4)</b>					
					98% → 97%
					99% → 99%
					98% → 98%
					98% → 99%
					96% → 95%
					94% → 98%
					97% → 97%
					96% → 97%
					98% → 97%
					99% → 92%
					97% → 97%
<b>1<sup>st</sup> Grade GT Math (Days 1 &amp; 4)</b>					
					99% → 99%
					97% → 99%
					99% → 99%
					99% → 98%
					99% → 98%
					96% → 93%
					97% → 90%
					95% → 97%
					96% → 96%
					98% → 97%
					99% → 89%
<b>2:15 - 2:50 1<sup>st</sup> Grade GT Reading (Days 2 &amp; 5)</b>					
	Not ID'd	99% → 99%	94% → 96%	T → U	
	Not ID'd	98% → 94%	99% → 87%	P → T	
	Not ID'd	96% → 98%	86% → 97%	N → P	
	Not ID'd	98% → 99%	99% → 99%	U → W	
	Not ID'd	98% → 99%	95% → 91%	Q → T	
	Not ID'd	99% → 96%	99% → 96%	P → S	
	Not ID'd	95% → 98%	91% → 64%	N → R	

\*Receives Special Education services, \*\* Receives ELL services

January 2016 → May 2016  
Testing Data for students currently in intervention with me

	PALS	STAR Reading %	STAR Early Literacy %	F&P	STAR MATH %
<b>2<sup>nd</sup> Gr. Tier II Rdg</b>					
	ID'd	58% → 83%	80% → 78%	L → M	
	ID'd	78% → 85%	92% → 95%	J → M	
	Not ID'd	17% → 64%	16% → 49%	I → J	
	Not ID'd	19% → 29%	43% → 36%	J → L	
	Not ID'd	21% → 5%	56% → 68%	I → K	Test anxiety for E.L. she used the projector in the afternoon
<b>K Tier II Rdg</b>					
	Not ID'd	n/a	39% → 77%	A → D	
	Not ID'd	n/a	57% → 95%	A → D	
	Not ID'd	n/a	25% → 46%	A → E	
	Not ID'd	n/a	19% → 36%	A → D	
**	Not ID'd	n/a	77% → 74%	A → D	
<b>1<sup>st</sup> Gr. Tier II Math</b>					
*					13% → 70%
					17% → 85%
*					18% → 24%
<b>2<sup>nd</sup> Gr. Tier II Math</b>					
*					17% → 65%
					17% → 55%
<b>2<sup>nd</sup> Gr. Tier II Math</b>					
*					2% → 1% SS 206 → 266
*					2% → 4% SS 155 → 351
*					2% → 2% SS 184 → 315
*					n/a → 1%
<b>K Tier II Math (Days 1,2,5)</b>					
					n/a
					n/a
					n/a
					n/a
*					n/a
<b>2<sup>nd</sup> Grade GI Rdg</b>					
	Not ID'd	98% → 98% SS 564 → 795, +231	n/a	S → U	
	Not ID'd	98% → 99% SS 579 → 827, +248	n/a	Q → T	
	Not ID'd	96% → 98% SS 493 → 761, +268	n/a	Q → S	
	Not ID'd	97% → 95% SS 455 → 603, +148	n/a	V → W	

\*Receives Special Education services, \*\* Receives ELL services

## 2015-2016 Tier II – Students Serviced by Schmoltdt

1 <sup>st</sup> Semester		2 <sup>nd</sup> Semester	
K Reading	0	K Reading	6
K Math	6	K Math	5
1 <sup>st</sup> Grade Reading	3	1 <sup>st</sup> Grade Reading	0
1 <sup>st</sup> Grade Math	5	1 <sup>st</sup> Grade Math	3
1 <sup>st</sup> Grade Advanced Reading	0	1 <sup>st</sup> Grade Advanced Reading	7
1 <sup>st</sup> Grade Advanced Math	5	1 <sup>st</sup> Grade Advanced Math	11
2 <sup>nd</sup> Grade Reading	8	2 <sup>nd</sup> Grade Reading	5
2 <sup>nd</sup> Grade Math	2	2 <sup>nd</sup> Grade Math	6 ( 1 move in, 3 should have been serviced 1 <sup>st</sup> semester but due to scheduling conflicts weren't)
2 <sup>nd</sup> Grade Advanced Reading	3	2 <sup>nd</sup> Grade Advanced Reading	4
2 <sup>nd</sup> Grade Advanced Math	5	2 <sup>nd</sup> Grade Advanced Math	16
Total	37	Total	63

**1<sup>st</sup> Grade 2015-2016 - Advanced Math Learners Data**  
**Criteria for Advanced Learner Criteria: STAR Math - 95<sup>th</sup>ile or higher and TOMAGS – 90<sup>th</sup>ile or higher**  
**Days 1 & 4, 2:15-2:50**

Student	STAR Math	TOMAGS	Previously Serviced	Parent Permission	Recommendation	Other Information
	Fall 2015 95 <sup>th</sup> ile Winter 2016 99 <sup>th</sup> ile Spring 2016 99 <sup>th</sup> ile	98 <sup>th</sup> ile	no	9/22/2015	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 9/30/2015
	Fall 2015 95 <sup>th</sup> ile Winter 2016 97 <sup>th</sup> ile Spring 2016 99 <sup>th</sup> ile	92 <sup>nd</sup> ile	no	9/22/2015	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 9/30/2015
	Fall 2015 98 <sup>th</sup> ile Winter 2016 99 <sup>th</sup> ile Spring 2016 99 <sup>th</sup> ile	94 <sup>th</sup> ile	no	9/22/2015	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 9/30/2015
	Fall 2015 98 <sup>th</sup> ile Winter 2016 99 <sup>th</sup> ile Spring 2016 99 <sup>th</sup> ile	94 <sup>th</sup> ile	no	9/22/2015	Tier II – pull-out twice a week, 30 minutes each	504 Sensory Parent letters and phone calls 9/30/2015
	Fall 2015 97 <sup>th</sup> ile Winter 2016 99 <sup>th</sup> ile Spring 2016 98 <sup>th</sup> ile	89 <sup>th</sup> ile	no	9/22/2015	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 10/1/2015
	Winter 2016 96 <sup>th</sup> ile Spring 2016 93 <sup>rd</sup> ile	>99 <sup>th</sup> ile	no	2/3/2016	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 2/15/2016
	Winter 2016 97 <sup>th</sup> ile Spring 2016 90 <sup>th</sup> ile	92 <sup>nd</sup> ile	no	2/3/2016	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 2/15/2016
	Fall 2015 95 <sup>th</sup> ile Winter 2016 95 <sup>th</sup> ile Spring 2016 97 <sup>th</sup> ile	84 <sup>th</sup> ile 94 <sup>th</sup> ile	no	9/22/2015 2/3/2016	Tier I – differentiation in the classroom Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 9/30/2015 Parent letters and phone calls 2/15/2016
	Winter 2016 96 <sup>th</sup> ile Spring 2016 96 <sup>th</sup> ile	95 <sup>th</sup> ile	no	2/3/2016	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 2/15/2016
	Winter 2016 98 <sup>th</sup> ile Spring 2016 97 <sup>th</sup> ile	89 <sup>th</sup> ile	no	2/3/2016	Tier II – pull-out twice a week, 30 minutes each	Parent letters and phone calls 2/15/2016
	Winter 2016 99 <sup>th</sup> ile Spring 2016 89 <sup>th</sup> ile	94 <sup>th</sup> ile	No	2/17/2016	Tier II – pull-out twice a week, 30 minutes each	Parent Letter and phone call 2/17/2016

Student	STAR Math	TOMAGS	Previously Serviced	Parent Permission	Recommendation	Other Information
	Fall 2015 96 <sup>th</sup> %ile	79 <sup>th</sup> %ile	no	9/22/2015	Tier I – differentiation in the classroom	Parent letters and phone calls 9/30/2015
	Fall 2015 97 <sup>th</sup> %ile	84 <sup>th</sup> %ile	no	9/22/2015	Tier I – differentiation in the classroom	Parent letters and phone calls 9/30/2015
	Winter 2016 97 <sup>th</sup> %ile	77 <sup>th</sup> %ile		2/3/2016	Tier I – differentiation in the classroom	Parent letters and phone calls 2/15/2016
	Fall 2015 95 <sup>th</sup> %ile	58 <sup>th</sup> %ile	no	9/22/2015	Tier I – differentiation in the classroom	Parent letters and phone calls 9/30/2015
	Winter 2016 95 <sup>th</sup> %ile	50 <sup>th</sup> %ile	no	2/3/2016	Tier I – differentiation in the classroom	Parent letters and phone calls 2/15/2016
	Winter 2016 99 <sup>th</sup> %ile	32 <sup>nd</sup> %ile	no	2/3/2016	Tier I – differentiation in the classroom	Parent letters and phone calls 2/15/2016
	Winter 2016 97 <sup>th</sup> %ile	79 <sup>th</sup> %ile	no	2/3/2016	Tier I – differentiation in the classroom	Parent letters and phone calls 2/15/2016
	Winter 2016 96 <sup>th</sup> %ile	73 <sup>rd</sup> %ile	no	2/3/2016	Tier I – differentiation in the classroom	Parent letters and phone calls 2/15/2016
	Winter 2016 96 <sup>th</sup> %ile	84%ile	no	2/3/2016	Tier I – differentiation in the classroom	Parent letters and phone calls 2/15/2016
	Winter 2016 95 <sup>th</sup> %ile	65 <sup>th</sup> %ile	no	2/3/2016	Tier I – differentiation in the classroom	Parent letters and phone calls 2/15/2016

2<sup>nd</sup> Grade 2015-2016 - Advanced Math Learners Data  
 Criteria for Advanced Learner Criteria: STAR Math - 95% or higher, TOMAGS – 90% or higher

Student	STAR Math	TOMAGS	Previously Serviced	Parent Permission	Recommendation	Other Information
	Fall 2015 97 <sup>th</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 2016 97 <sup>th</sup> %ile	92 <sup>nd</sup> %ile	no	9/22/2015	Tier II – small group pull out, 25 minutes, twice a week	Phone call and letter to parents 10/2/2015
	Fall 97 <sup>th</sup> %ile Winter 2016 99 <sup>th</sup> %ile Spring 2016 99 <sup>th</sup> %ile	97 <sup>th</sup> %ile	yes	9/22/2015	Tier II – small group pull out, 25 minutes, twice a week	Phone call and letter to parents 10/2/2015
	Fall 2014 99 <sup>th</sup> %ile Spring 2015 98 <sup>th</sup> %ile	>99 <sup>th</sup> %ile		10/31/2014	Tier II – small group pull out, 25 minutes, twice a week	Called parents 10/31/2014, 11/7/2014 called parents and sent letter
	Fall 2015 98 <sup>th</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 2016 98 <sup>th</sup> %ile	>99 <sup>th</sup> %ile	yes	9/22/2015	Tier II – small group pull out, 25 minutes, twice a week	Phone call and letter to parents 10/2/2015
	Fall 2014 98 <sup>th</sup> %ile Spring 2015 91 <sup>st</sup> %ile	92 <sup>nd</sup> %ile		11/1/2014	Tier II – small group pull out, 25 minutes, twice a week	Called parents 10/31/2014, 11/7/2014 called parents and sent letter
	Fall 2015 98 <sup>th</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 2016 99 <sup>th</sup> %ile	>99 <sup>th</sup> %ile	no	9/22/2015	Tier II – small group pull out, 25 minutes, twice a week	Phone call and letter to parents 10/2/2015
	Fall 2014 95 <sup>th</sup> %ile	79 <sup>th</sup> %ile		10/31/2014	Tier I - differentiation	Called parents 10/31/2014, 11/7/2014 called parents and sent letter
	Fall 2015 99 <sup>th</sup> %ile Winter 2016 99 <sup>th</sup> %ile Spring 2016 99 <sup>th</sup> %ile	99 <sup>th</sup> %ile	yes	9/22/2015	Tier II – small group pull out, 25 minutes, twice a week	Phone call and letter to parents 10/2/2015
	2014 94 <sup>th</sup> %ile Spring 2015 99 <sup>th</sup> %ile	90 <sup>th</sup> %ile		11/2014	Tier II – small group pull out, 25 minutes, twice a week	Called parents & sent letter 11/7/2014



Student	STAR Math	TOMAGS	Previously Serviced	Parent Permission	Recommendation	Other Information
	Fall 2015 99 <sup>th</sup> %ile Winter 2016 97 <sup>th</sup> %ile Spring 2016 97 <sup>th</sup> %ile	42 <sup>nd</sup> %ile >90 <sup>th</sup> %ile		9/22/2015 1/26/2016	Tier I – differentiation in the classroom Tier II small group pull out, 30 minutes, twice a week	Phone call and letter to parents 10/2/2015 Phone call and letter to parents 2/3/2016
	Fall 2015 97%ile Winter 2016 96 <sup>th</sup> %ile Spring 2016 95 <sup>th</sup> %ile	84 <sup>th</sup> %ile 91 <sup>st</sup> %ile	no	9/22/2015 1/26/2016	Tier I – differentiation in the classroom Tier II small group pull out, 30 minutes, twice a week	Phone call and letter to parents 10/2/2015
	Fall 2015 97 <sup>th</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 2016 91 <sup>st</sup> %ile	65 <sup>th</sup> %ile 89 <sup>th</sup> %ile	no	9/22/2015 1/26/2016	Tier I – differentiation in the classroom Tier II small group pull out, 30 minutes, twice a week	Phone call and letter to parents 10/2/2015
	Fall 2015 97 <sup>th</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 2016 98 <sup>th</sup> %ile	58 <sup>th</sup> %ile 95 <sup>th</sup> %ile	no	9/22/2015 1/26/2016	Tier I – differentiation in the classroom Tier II small group pull out, 30 minutes, twice a week	Phone call and letter to parents 10/2/2015
	Fall 2014 96 <sup>th</sup> %ile	58 <sup>th</sup> %ile		11/2/2014	Tier I - differentiation	Called parents 10/31/2014, 11/7/2014 sent letter
	Winter 2016 94 <sup>th</sup> %ile Spring 2016 98 <sup>th</sup> %ile	98 <sup>th</sup> %ile	Reading	1/26/2016	Tier II small group pull out, 30 minutes, twice a week	Voice mail and letter 2/3/2016
	Winter 2016 98 <sup>th</sup> %ile Spring 2016 97 <sup>th</sup> %ile	97 <sup>th</sup> %ile	No	1/26/2016	Tier II small group pull out, 30 minutes, twice a week	Phone call and letter 2/3/2016
	Winter 2016 99 <sup>th</sup> %ile Spring 2016 92 <sup>nd</sup> %ile	99 <sup>th</sup> %ile	Yes	1/26/2016	Tier 2 Intervention, 2X week, 30 min each	Voice mail and letter 2/3/2016
	Winter 2016 94 <sup>th</sup> %ile Spring 2016 94 <sup>th</sup> %ile	99 <sup>th</sup> %ile	no	1/26/2016	Tier 2 Intervention, 2X week, 30 min each	Phone call and letter 2/3/2016
	Winter 2016 97 <sup>th</sup> %ile Spring 2016 97 <sup>th</sup> %ile	91 <sup>st</sup> %ile	No	1/26/2016	Tier 2 Intervention, 2X week, 30 min each	Phone call and letter 2/3/2016
	Winter 2016 97 <sup>th</sup> %ile Spring 2016 92 <sup>nd</sup> %ile	89 <sup>th</sup> %ile	No	1/26/2016	Tier 2 Intervention, 2X week, 30 min each	Voice mail and letter 2/3/2016
	Winter 2016 96 <sup>th</sup> %ile Spring 2016 97 <sup>th</sup> %ile	89 <sup>th</sup> %ile	No	1/26/2016	Tier 2 Intervention, 2X week, 30 min each	Phone call and letter 2/3/2016

Student	STAR Math	TOMAGS	Previously Served	Parent Permission	Recommendation	Other Information
	Fall 2015 97 <sup>th</sup> %ile	79 <sup>th</sup> %ile	yes	9/22/2015	Tier I – differentiation in the classroom	Phone call and letter to Grandma 10/2/2015
	Fall 2014 94 <sup>th</sup> %ile Spring 2015 86 <sup>th</sup> %ile	98 <sup>th</sup> %ile		11/2014	Tier II – small group pull out, 25 minutes, twice a week in afternoons – <i>worked with briefly, then in day treatment</i>	Called grandma, left msg. & sent letter 11/7/2014,
	Winter 2016 95 <sup>th</sup> %ile	73 <sup>rd</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	email and letter 2/3/2016
	Winter 2016 96 <sup>th</sup> %ile	84 <sup>th</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Phone call and letter 2/3/2016
	Winter 2016 95 <sup>th</sup> %ile	79 <sup>th</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Voicemail and letter 2/3/2016
	Winter 2016 96 <sup>th</sup> %ile	65 <sup>th</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Voicemail and letter 2/3/2016
	Winter 2016 95 <sup>th</sup> %ile	73 <sup>rd</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Voicemail and letter 2/3/2016
	Winter 2016 96 <sup>th</sup> %ile	58 <sup>th</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Phone call and letter 2/3/2016
	Winter 2016 96 <sup>th</sup> %ile	73 <sup>rd</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Voicemail and letter 2/3/2016
	Winter 2016 98 <sup>th</sup> %ile	65 <sup>th</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Phone call and letter 2/3/2016
	Winter 2016 97 <sup>th</sup> %ile	84 <sup>th</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Phone call and letter 2/3/2016
	Winter 2016 97 <sup>th</sup> %ile	73 <sup>rd</sup> %ile	No	1/26/2016	Tier I – differentiation in the classroom	Phone call and letter 2/3/2016

## 1<sup>st</sup> Grade 2015-2016 - Advanced Reading Learners Data

**Criteria for Advanced Learner Criteria:**

- STAR Reading- 95% or higher,
- two or more grade levels above current instructional reading level (F&P),
- GORT-5 – 95% or higher

Student	F & P Gd. Rdg Level	STAR Reading	GORT-5	Previously Serviced	Parent Permission	Parent Contact	Recommendation
	P Q T	Fall 2015 93 <sup>rd</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 2016 99 <sup>th</sup> %ile	88 <sup>th</sup> %ile 97 <sup>th</sup> %ile	No	10/14/15  2/2/2016	11/2015 letter and phone call 2/15/2016 letter and phone call	Tier I – differentiation  Tier II intervention, twice a week 30 minutes
	L N P	Fall 2015 95 <sup>th</sup> %ile Winter 2016 95 <sup>th</sup> %ile Spring 2016 98 <sup>th</sup> %ile	63 <sup>rd</sup> %ile 96 <sup>th</sup> %ile	No	10/14/15  2/2/2016	11/2015 letter and phone call 2/15/2016 letter and phone call	Tier I – differentiation  Tier II intervention, twice a week 30 minutes
	L P T	Fall 2015 95 <sup>th</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 94 <sup>th</sup> %ile	81 <sup>st</sup> %ile 96%ile	No	10/14/15  2/2/2016	11/2015 letter and phone call 2/15/2016 letter and phone call	Tier I – differentiation  Tier II intervention, twice a week 30 minutes
	L T U	Fall 2015 97 <sup>th</sup> %ile Winter 2016 99 <sup>th</sup> %ile Spring 2016 99 <sup>th</sup> %ile	94 <sup>th</sup> %ile 99 <sup>th</sup> %ile	No	10/14/15  2/2/2016	11/2015 letter and phone call 2/15/2016 letter and phone call	Tier I – differentiation  Tier II intervention, twice a week 30 minutes
	R U W	Fall 2015 98 <sup>th</sup> %ile Winter 2016 98 <sup>th</sup> %ile Spring 2016 99 <sup>th</sup> %ile	92 <sup>nd</sup> %ile 96 <sup>th</sup> %ile	No	10/14/15  2/2/2016	11/2015 letter and phone call 2/15/2016 letter and phone call	Tier I – differentiation  Tier II intervention, twice a week 30 minutes
	N Q S	Fall 2105 99 <sup>th</sup> %ile Winter 2016 99 <sup>th</sup> %ile Spring 2016 96 <sup>th</sup> %ile	92 <sup>nd</sup> %ile 98 <sup>th</sup> %ile	No	10/14/15  2/2/2016	11/2015 letter and phone call 2/15/2016 letter and phone call	Tier I – differentiation  Tier II intervention, twice a week 30 minutes
	N R	Winter 2016 95 <sup>th</sup> %ile Spring 2016 98 <sup>th</sup> %ile	94 <sup>th</sup> %ile	no	2/2/2016	2/17/2016 letter and phone call	Tier II intervention, twice a week 30 minutes

	P	Fall 2015	97 <sup>th</sup> %ile	92 <sup>nd</sup> %ile	No	10/14/15	11/2015 letter and phone call	Tier I - differentiation
	M	Winter 2016	97 <sup>th</sup> %ile	81 <sup>st</sup> %ile	No	2/2/2016	2/15/2016 letter and phone call	Tier I - differentiation
	M	Winter 2016	94 <sup>th</sup> %ile	81 <sup>st</sup> %ile	No	2/2/2016	2/15/2016 letter and phone call	Tier I - differentiation
	M	Winter 2016	96 <sup>th</sup> %ile	84%ile	No	2/2/2016	2/15/2016 letter and phone call	Tier I - differentiation
	O	Winter 2016	96 <sup>th</sup> %ile	92%ile	No	2/2/2016	2/15/2016 letter and phone call	Tier I - differentiation
	Q	Fall 2015	98 <sup>th</sup> %ile	88 <sup>th</sup> %ile	No	10/14/15	11/2015 letter and phone call	Tier I - differentiation
	Q	Winter 2016	99 <sup>th</sup> %ile	92%ile		2/2/2016	2/15/2016 letter and phone call	Tier I - differentiation
	N	Fall 2105	99 <sup>th</sup> %ile	63 <sup>rd</sup> %ile	No	10/14/15	11/2015 letter and phone call	Tier I - differentiation
	O	Winter 2016	99 <sup>th</sup> %ile	92 <sup>nd</sup> %ile		2/2/2016	2/15/2016 letter and phone call	Tier I - differentiation
	Q	Fall 2015	95 <sup>th</sup> %ile	92 <sup>nd</sup> %ile	No	10/14/15	11/2015 letter and phone call	Tier I - differentiation
	Q	Winter 2016	96 <sup>th</sup> %ile	92 <sup>nd</sup> %ile		2/2/2016	2/15/2016 letter and phone call	Tier I - differentiation

## 2<sup>nd</sup> Grade 2015-2016 - Advanced Reading Learners Data

**Criteria for Advanced Learner Criteria:**

- STAR Reading- 95% or higher,
- two or more grade levels above current placement for instructional reading level (F&P), and
- GORT-5 – 95% or higher

Student	F & P Gd. Rdg Level	STAR Reading	GORT-5	Previously Serviced	Parent Permission	Parent Contact	Recommendation
	R	Fall 2015 98 <sup>th</sup> %ile	96 <sup>th</sup> %ile	yes	10/14/15	10/30/2015 letter and phone call	Tier 2 Intervention, 2X week, 30 min each
	S	Winter 2016 98 <sup>th</sup> %ile	>99 <sup>th</sup> %ile		2-2-15	2/23/2015 letter and phone call	Tier 2 intervention, twice a week 30 minutes
	U	Spring 2016 98 <sup>th</sup> %ile					
	R	Fall 2014 99 <sup>th</sup> %ile	98 <sup>th</sup> %ile	yes	10/14/15	10/30/2015 letter and phone call	Tier 2 Intervention, 2X week, 30 min each
	S	Winter 2015 99 <sup>th</sup> %ile					
	T	Spring 2015 99 <sup>th</sup> %ile					
	N	Fall 2015 98 <sup>th</sup> %ile	>99%ile		2-3-15	2/23/2015 letter and phone call	Tier 2 intervention, twice a week 30 minutes
	Q	Winter 2016 98 <sup>th</sup> %ile					
	N	Fall 2014 99 <sup>th</sup> %ile	96 <sup>th</sup> %ile	yes		10/30/2015 letter and phone call	Tier 2 Intervention, 2X week, 30 min each
	O	Winter 2015 99 <sup>th</sup> %ile					
	P	Spring 2015 99 <sup>th</sup> %ile					
		Q	Fall 2015 96 <sup>th</sup> %ile	99 <sup>th</sup> %ile		2-3-15	2/23/2015 letter and phone call
S		Winter 2016 96 <sup>th</sup> %ile					
Q		Fall 2014 96 <sup>th</sup> %ile	68 <sup>th</sup> %ile	no	10/14/15	11/2015 letter and phone call	Tier 1 – differentiation
R		Winter 2015 98 <sup>th</sup> %ile					
V		Spring 2015 99 <sup>th</sup> %ile					
		S	Fall 2015 93 <sup>rd</sup> %ile	96 <sup>th</sup> %ile		1/26/2016	
	W	Winter 2016 97 <sup>th</sup> %ile					
		Spring 2016 95 <sup>th</sup> %ile					

## 2<sup>nd</sup> Grade 2015-2016 - Accelerated Reading Learners Data

**Criteria for Accelerated Learner Criteria:**

- STAR Reading- 95% or higher,
- two or more grade levels above current placement for instructional reading level (F&P), and
- GORT-5 – 95% or higher

Student	F & P Gd. Rdg Level	STAR Reading	GORT-5	Previously Serviced	Parent Permission	Parent Contact	Recommendation
	M	Fall 2015 99 <sup>th</sup> %ile	94 <sup>th</sup> %ile	No	10/14/15	11/2015 letter and phone call	Tier 1 - differentiation
	R	Fall 2015 93 <sup>rd</sup> %ile	88 <sup>th</sup> %ile	No	10/14/15	11/2015 letter and phone call	Tier 1 - differentiation
	S	Fall 2015 92 <sup>nd</sup> %ile	81 <sup>st</sup> %ile	No	10/14/15	11/2015 letter and phone call	Tier 1 - differentiation
	P	Fall 2015 95 <sup>th</sup> %ile	63 <sup>rd</sup> %ile	no	10/14/15	11/2015 letter and phone call	Tier 1 - differentiation
	N	Fall 2014 97 <sup>th</sup> %ile Winter 2015 98 <sup>th</sup> %ile	92%ile		2-2-15	2/23/2015 letter and phone call	Tier 1 - differentiation
	R	Fall 2015 80 <sup>th</sup> %ile	81 <sup>st</sup> %ile	no	10/14/15	11/2015 letter and phone call	Tier 1 - differentiation
	P	Winter 2015 96 <sup>th</sup> %ile	58 <sup>th</sup> %ile		2-2-15	3/3/2015 letter and phone call	Tier 1 - differentiation
	K	Fall 2015 95 <sup>th</sup> %ile	94 <sup>th</sup> %ile	no	10/14/15	11/2015 letter and phone call	Tier 1 - differentiation
	R	Fall 2015 96 <sup>th</sup> %ile	84 <sup>th</sup> %ile	No	10/14/15	10/202015 letter and phone call	Tier 1 - differentiation
	O	Fall 2014 96 <sup>th</sup> %ile	95 <sup>th</sup> %ile	yes	2-2-15	2/23/2015 letter and phone call	Tier 2 intervention twice a week 30 minutes
	R	Winter 2015 95 <sup>th</sup> %ile Spring 2015 99 <sup>th</sup> %ile					
	N	Fall 2014 99 <sup>th</sup> %ile Winter 2015 93 <sup>rd</sup> %ile	88 <sup>th</sup> %ile	no	2-2-15	2/23/2015 letter and phone call	Tier 1 - differentiation
	M	Winter 2015 95 <sup>th</sup> %ile	88 <sup>th</sup> %ile	no	2-4-15	2/23/2015 letter and phone call	Tier 1 - differentiation

## MEMO

TO: School Board  
FR: Deb Miller, S.A.D.D. Advisor  
RE: Post Prom Event  
Date: October 2, 2016

The Evansville High School and student organization S.A.D.D., Students Against Destructive Decisions, will be planning the 1st Annual Post Prom event this spring. S.A.D.D. is a student leadership organization that advocates for activities that are free from alcohol and drug use. Teenagers need fun and safe activities that promote healthy celebration, without the social pressure of using alcohol and other drugs.

SADD students are working hard to provide drug education and promote healthy decision making in our school and community. Each year, the Evansville Police Department has an increase of service calls pertaining to underage substance use during these weekend celebrations. As a community, we can change this.

### Presentation to the Board:

1. Introduction of SADD Executive Council
2. Why is a Post Prom Important for Evansville High School?
3. Activities and Entertainment Ideas
4. Sponsorship



# EHS SADD

## Students Against Destructive Decisions

September 21, 2016

Dear ,

The Evansville High School and student organization S.A.D.D., Students Against Destructive Decisions will be planning the 1st Annual Post Prom event this spring. S.A.D.D. is a student leadership organization that advocates for activities that are free from alcohol and drug use. Teenagers need fun and safe activities that promote healthy celebration, without the social pressure of using alcohol and other drugs.

SADD students are working hard to provide drug education and promote healthy decision making in our school and community. Each year, the Evansville Police Department has an increase of service calls pertaining to underage substance use during these weekend celebrations. As a community, we can change this.

Please consider becoming a sponsor for this Post Prom event. Partnering with you and other community businesses and organizations will assist us in providing a way for our Evansville youth to celebrate in a safe and healthy way. The budget for this year's Post Prom is \$10,000. This money will go toward food, activities, entertainment, prizes and alcohol/drug education.

If you are interested in being a sponsor for this youth event, please fill out the pledge form below and return to:

Deb Miller – EHS S.A.D.D. Advisor  
640 South Fifth Street  
Evansville, WI 53536

If you choose to sponsor the event at \$100 or more, your name will be featured on all media material that is distributed, starting from the date you send us your sponsorship check. Media material will include: signs and banners at the event, press releases, advertisements and social media.

If you would like more information or have questions about the sponsorship process, you may contact me directly at [millerd@evansville.k12.wi.us](mailto:millerd@evansville.k12.wi.us) or (608) 289-2718. Thank you for considering this opportunity.

Sincerely,

Deb Miller





# EHS SADD

**Students Against Destructive Decisions**

## EVANSVILLE HIGH SCHOOL POST PROM

SPONSOR FORM

Please fill out the information below and return to:

- **E-Mail** – [millerd@evansville.k12.wi.us](mailto:millerd@evansville.k12.wi.us)
- **Mail** – Deb Miller – EHS SADD Advisor, 640 South Fifth Street, Evansville, WI 53536

Business/Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Web Address: \_\_\_\_\_

- I would like to be a Gold Level (\$2000) sponsor to help make the event a success.
- I would like to be a Silver Level (\$1,000) sponsor to help make the event a success.
- I would like to be a Bronze Level (\$500) sponsor to help make the event a success.
- I would like to be another monetary amount to help make the event a success.
  - Other: \_\_\_\_\_
- I would like to make an in-kind donation of raffle items or gift certificates to help make the event a success.

Please send your logo, in PNG or JPEG format, to [millerd@evansville.k12.wi.us](mailto:millerd@evansville.k12.wi.us).

*\* Please check all boxes that apply. \**

**Checks can be made out to EHS SADD.**

## M E M O R A N D U M

TO: Evansville Community School District School Board  
 FROM: Alice A. Murphy, Director of Instruction  
 RE: **Summer School 2016 - Report**  
 DATE: October 12, 2016

Administrators, teachers and parents agreed that there was a need for students to be engaged in programs and activities that extend beyond the school year. With this high level of interest in offering enrichment learning experiences, Summer School 2016 was planned to take place in July. Teachers were called upon to submit proposals for courses which would expand upon the learning which took place during the regular school year.

<b>Summer School 2016 SESSION #1</b> July 11 – July 29, 2016 Monday-Friday 8:00 a.m. – 12:00 p.m. Theodore Robinson Intermediate School and JC McKenna Middle School				
Level	Teacher	Course	Enrollment	Sections
K-2nd	Doug Schwenn & C.Zblewski	Board Silly	36	2
K-2nd	Doug Schwenn	Gym Games and Sports	26	1
K-2nd	Rin Kundert	Gym Games and Sports	55	3
K-2nd	Stephanie Johnson	Books, Books, Books!	44	2
K-2nd	Carrie Wahl	Crafty Kids	18	1
K-2nd	Chrissy Humberg	Crafty Kids	62	3
K-5th	Rya Counes	Around the World in 15 Days	61	3
K-5th	Mark Simonson	Sportsmanship: Win or Lose	29	2
K-5th	Carrie Wahl	Stirring Up Science K-2 and 3-5	18	1
K-5th	Paige Baxter	Stirring Up Science K-2 and 3-5	64	3
K-5th	JoAnn Mumm	Coding for Kids 2-3, 3-4, 4-5	53	3
1st - 5th	Carrie Wahl	Scrappin' Kids	14	1
3rd - 5th	Sarah Traut-Ebert	Stress Management	14	1
3rd - 5th	Kelly Fanta	Beginning Spanish	38	3
3rd - 5th	Katie Horgen	Games Galore	21	1
3rd - 5th	Jolene Hammond	Theater Workshop	34	2
3rd - 5th	Jolene Hammond	We Love to Write!	14	1
3rd - 5th	Katie Horgen	Diary of a...Kid!	16	1
3rd - 5th	Stephanie Johnson	Everything VIKING! Gods, Explorers, Artists, and MORE	13	1
3rd - 5th	Kim Marshall	Cartooning	47	3
3rd - 5th	Sarah Traut-Ebert	From Trash to Treasures: Recycled Art	24	2
3rd - 5th	Doug Schwenn	Backyard/Outdoor Games	22	1
3rd - 5th	Mark Simonson	Backyard/Outdoor Games	22	1
3rd - 5th	Judy Strieker	Cooking With Children's Literature	37	2
3rd - 5th	Judy Strieker	Bringing Nature Alive Through Children's Literature	11	1
3rd - 5th	Katie Horgen	Mastering Math Through Card and Dice Games	15	1
3rd - 5th	Kim Wollinger	Professor Wolly's Science Extravaganza	63	3
3rd - 5th	Cindy Zblewski	African Drumming, Xylophone, Recorders and Singing- Putting It All Together	10	1
<b>K – 5<sup>TH</sup> TOTAL ENROLLMENT</b>			<b>938</b>	<b>50</b>

6th - 8th	Brittany Deaver	Blue Devil Tank (Shark Tank Kids)	19	1
6th - 8th	Katelyn Demrow	Creative Writing	14	1
6th - 8th	Meghann Proper	Blue Notes Camp (Advanced Chorus)	14	1
6th - 8th	Tony Riel	Photography	29	2
6th - 8th	Trent Schmick	Art-Crazed!	16	1
6th - 8th	Rich Fanning	The Art of Science	14	1
<b>6<sup>TH</sup> – 8<sup>TH</sup> TOTAL ENROLLMENT</b>			<b>106</b>	<b>7</b>
<b>K-12 TOTAL ENROLLMENT</b>			<b>1,072</b>	
Unduplicated Student Count			<b>383</b>	
Unduplicated Teacher Count			<b>24</b>	

### Summer School 2016 SESSION #2

August 17, 2016

Wednesday

3:00 – 5:00 and 6:00 – 8:00 p.m.

JC McKenna Middle School

Level	Teacher	Course	Enrollment
Entering 6 <sup>th</sup> Grade	Paige Baxter	6 <sup>th</sup> Grade Orientation	124
	Tom Bethke		
	Darren Demmin		
	Leslie Ferrell		
	Deb Herbers		
	Colin Langan		
	Tristan McKittrick		
	Renae Smith		
Greg Vossekuil			

#### Feedback from Parents: 75 Responses

Topic	Rating: 1=Fair, 2=Good, 3=Great
Dates: July 11- 29	2.50
Days: Monday-Friday	2.64
Times: 8:00 – 12:00	2.73
Courses:	
Variety of Courses	2.46
Quality of the Experience	2.72
Registration:	
Process in Skyward	2.60
Paper forms available	2.50
Overall Communication	2.38

#### Expense:

Teachers	34,820.47
Assistants	4,103.90
Supplies	7,481.05
<b>TOTAL</b>	<b>\$46,405.42</b>

# Facility Planning Timeline for a Possible November 2018 Referendum

(Information contained in this document was created by JP Cullen)

- November 2016**
  - Issue Architectural (AF) Firm RFP
- December 2016**
  - Board and Administration Interview Potential Architectural Firms
- January 2017**
  - Board Approves AF
- February 2017**
  - Issue Construction Manager (CM) Requests for Proposals (RFP)
- March 2017**
  - Board and Administration Interview Potential CM. (Request AF to be present during interviews)
- April 2017**
  - Board Approves the CM
- May 2017**
  - Kick Off Meeting to Establish Objectives, Facility Study Schedule, Division of Responsibilities, District Representation, etc.
- June 2017**
  - Present Facility Study Concept, Plan and Objectives to the Board (CM)
- June to September 2017**
  - Conduct Facilities Study
- September/October 2017**
  - Form the Citizens Advisory Committee (CAC) and Hire a Public Opinion Research Firm (Ex. School Perceptions)
- October 2017**
  - Present Facilities Study to the Board
- October 2017 to February 2018**
  - CAC Work (Develop CAC objectives; educate CAC on current State of the District; tour facilities; develop options for a district wide facilities master plan, based on facilities study results; formulate recommendations to the Board)
- March 2018**
  - CAC Presentation to the Board and Administration
- April 2018**
  - Survey Community on Facilities Options
- May/June 2018**
  - Board Reviews and Finalizes Facilities Solutions
- July 2018**
  - Board Passes Resolution(s) to Go to Referendum
- July to November 2018**
  - Referendum Engagement Process with Community
- November 2018**
  - Community Votes on Referendum

### Why Hire the Construction Manager and Architectural Firm Early in the Planning Process?

1. The District completes the facility evaluation and planning team from the beginning of the referendum process to assure buy-in to what the plan is, and expectations for division of responsibility are clearly established.
2. Upfront cost to the District is minimal. The CM typically does not charge for services prior to a successful referendum. The AF will have a pre-referendum fee.
3. The CM and the AF will both have a role in the gathering of information for the CAC and the Board to assure that all necessary information is included for making informed decisions on what is best for the District and the community.
4. The CM and the AF will help generate graphics, fact sheets, videos, etc., along with any other required community information content for the District.
5. The CM and AF will both help with pre-referendum support to help share the workload by having available resources.
6. The CM and AF bring experience from working with other local school districts.
7. The District ensures the pre-design and budget going into the referendum are in alignment and reliable, and based on real-world construction costs of similar local facilities through a system of checks and balances.
8. The CM and AF, as well as other suppliers and subcontractors that may be consulted throughout the process will help carry the work load to ease the burden on the School Board and Administration.
9. The District can also assure that you have we have a team that can work well together from the start, rather than creating a forced partnership between the CM and AF.

10/5/2016

# Evansville School District 2016-2017 School Year

Month	1	2	3	4	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
July																															
August 2016																															
September 2016																															
October 2016																															
November 2016																															
December 2016																															
January 2017																															
February 2017																															
March 2017																															
April 2017																															
May 2017																															
June 2017																															
July 2017																															

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

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

Days Per Quarter	3rd	4th
1st	44.5	41.5
2nd	43.5	45.5
<b>TOTAL</b>	<b>175</b>	

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

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

- 4 Snow Days Built In  
 - Board Approved 12/9/15  
 - Board Approved 8/10/16 (HS Graduation Date)  
 Calendar #1 - 10/20/15

## 2016-2017 Continuous System Improvement Plan - Volunteers

<u>Name</u>	<u>Address</u>	<u>Telephone</u>	<u>Email</u>
<b><u>Staff and Student Teaching and Learning - Melissa Hammann, Keith Hennig, Scott Everson, Joanie Dobbs,</u></b>			
<b><u>Barb Dorn, Janessa Katzenberger, Jason Knott &amp; Alice Murphy</u></b>			
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608-490-2015


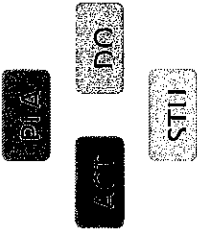
608-290-0223

**Climate and Culture - Sandi Spanton Nelson, Janessa Katzenberger & Jason Knott**

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 <p>Evansville Community School District</p>	<p>Continuous Improvement Plan Staff and Student Teaching and Learning Committee 2016-17</p>																
<p>Priority Area</p> <p>Literacy</p> <p>English Language Arts (ELA)</p>	<p>Strategic Objective</p> <p><i>The Evansville Community School District will provide a rigorous and relevant curriculum delivered by highly effective staff who use innovative, research-based strategies to prepare students to compete/succeed in a 21<sup>st</sup> Century Global environment</i></p>	<p>Strategic Focus</p> <p>Proficient ELA Literacy Achievement for All Students</p>															
<p><b>Strategic Plan Aligned Goal</b></p> <p><i>The Goal of the Evansville Community School District is to achieve exceptional Literacy growth for all students by steadily increasing the number of students meeting state proficiency targets for English Language Arts in Grades 3 through Grade 11, as measured annually by the respective state assessments.</i></p> <p>2015 Grades 3-8 BADGER EXAM, Grades 9 &amp; 10 ACT ASPIRE, Grade 11 ACT</p> <p>2016 - 2020 Grades 3-8 FORWARD EXAM, Grades 9 &amp; 10 ACT ASPIRE, Grade 11 ACT</p> <p><b>Growth targets begin with the baseline in 2015-16: 50.0% (approximate) of Grades 3-11 students reaching proficiency in English Language Arts.</b></p> <p>To meet expectations with continuous improvement results, growth targets increase as follows:</p> <table border="1" data-bbox="1068 1276 1247 1969"> <thead> <tr> <th>School year</th> <th>% of increase</th> <th>% Proficient or Advanced</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>1%</td> <td>51.0%</td> </tr> <tr> <td>2017-18</td> <td>2%</td> <td>53.0%</td> </tr> <tr> <td>2018-19</td> <td>3%</td> <td>56.0%</td> </tr> <tr> <td>2019-20</td> <td>3%</td> <td>59.0%</td> </tr> </tbody> </table>			School year	% of increase	% Proficient or Advanced	2016-17	1%	51.0%	2017-18	2%	53.0%	2018-19	3%	56.0%	2019-20	3%	59.0%
School year	% of increase	% Proficient or Advanced															
2016-17	1%	51.0%															
2017-18	2%	53.0%															
2018-19	3%	56.0%															
2019-20	3%	59.0%															
<p><b>Timeline for Completion</b></p> <p>The goal of reaching the targeted growth in English Language Arts will be accomplished by the end of the 2019-20 school year.</p>																	

DATE	ACTION STEP	MEASURE/INDICATOR What data will be collected and analyzed? How will you know when the step is complete/successful? By when?	LEADER	STATUS/OUTCOME
Beginning of Year				
	(add rows as needed for additional actions)			
Middle of Year				
End of Year				

**Summary Report of Progress in 2016-17**

**Focus for 2017-18**

 <p>Evansville Community School District</p>	<h2>Continuous Improvement Plan 2016-2017</h2>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> </div>
<p><b>Priority Area:</b> Communication and Community Engagement</p>	<p><b>Strategic Objective:</b> The ECSD will communicate, engage and develop partnerships with students, parents, staff and citizens to achieve academic excellence and positive citizenship for all students</p>	<p><b>Strategic Focus:</b> Develop and Implement a Comprehensive Communication Plan</p>
<p><b>PLAN: Identify the Data Measures and Performance Gap</b></p>		
<p><b>Strategic Focus Goal:</b> By May 2017, internal communication will improve by .10 on a 4.0 (2016 composite score = 2.79) scale as measured by the District Communication Survey.</p>		
<p><b>Timeline For Completion:</b> May 2017</p>		
<p><b>DATA ANALYSIS – IDENTIFY GAP/NEED:</b> Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> <li>1. What work has already been completed to meet the long term goal in this strategic focus area?             <ul style="list-style-type: none"> <li>• Principals share agendas minutes of school meetings with staff</li> <li>• A staff communication survey is conducted</li> <li>• District meeting minutes are available to staff on the District website</li> <li>• District Newsletter</li> <li>• Transition meetings between grade levels and between schools are conducted</li> <li>• Collaboration time is provided each week and during professional development days</li> </ul> </li> <li>2. What gaps or needs still exist in this strategic focus area?             <ul style="list-style-type: none"> <li>• Refer to pages 6-8 of the District Communication Plan.</li> </ul> </li> <li>3. Which data points identify the gaps or needs identified in question 2?             <ul style="list-style-type: none"> <li>• The District Communication Plan identifies methods to improve communication.</li> </ul> </li> <li>4. Which strategies will we use to reduce the gap or improve the need identified in question 2?             <ul style="list-style-type: none"> <li>• Communicate organizational charts to all staff showing decision making process, reporting and accountability.</li> </ul> </li> </ol>		

CSI Action Plan Template

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

CSI Action Plan Template

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

CSI Action Plan Template

<p>7. Share District communication information with community leaders</p> <p>8. Provide administrators with PR fact sheets and communication tools as needed</p>	<p>Was District communication information shared with community leaders</p> <p>Were administrators provided with PR fact sheets and communication tools</p>	<p>May 2017</p> <p>May 2017</p>	<p>District Administrator</p> <p>District Administrator</p>
<p><b>Study:</b> Analyze Data After Implementing Action Plan Steps To be completed by <b>November</b>.</p>			
<p>MEASURE/INDICATOR (from Do step above)</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p> <p>8.</p>	<p>Evidence of Progress/Effectiveness (include data)</p>	<p>Analysis of Evidence (Describe why this evidence shows the action step was effective)</p>	
<p><b>Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2</b></p>			
<p><b>ACTION STEP</b></p> <p>What steps will you and your team take?</p> <p>1.</p> <p>2.</p>	<p><b>MEASURE/INDICATOR</b></p> <p>What data will be collected? How will you know when the step is completed?</p>	<p><b>END DATE</b></p> <p>When will the work be completed?</p>	<p><b>PERSON(S) RESPONSIBLE</b></p>
<p><b>Study:</b> Analyze Data After Implementing Action Plan Steps To be completed by <b>February</b>.</p>			
<p>MEASURE/INDICATOR (from Act step Plan #2 above)</p> <p>1.</p> <p>2.</p>	<p>Evidence of Progress/Effectiveness (include data)</p>	<p>Analysis of Evidence (Describe why this evidence shows the action step was effective)</p>	
<p><b>Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #3</b></p>			

CSI Action Plan Template

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





Evansville Community School District

Continuous Improvement Plan: Technology 2016-17



Priority Area

Providing high quality job- embedded professional development to District employees.

Strategic Objective

To develop a list of professional development knowledge and skills needed by staff, design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement, and to provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students.

Strategic Focus

To develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.

Goal: Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.






- Objective 1.1: Develop a list of professional development knowledge and skills needed by staff.
- Objective 1.2: Design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement.
- Objective 1.3: Provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students.

Timeline for Completion: May 2016

DATE	ACTION STEP	MEASURE/INDICATOR <small>What data will be collected and analyzed? How will you know when the step is complete/successful? By when?</small>	LEADER	STATUS/OUTCOME
Beginning of Year				
	(add rows as needed for additional actions)			
Middle of Year				
End of Year				

**Summary Report of Progress in 2016-17**

**Focus for 2017-18**

 <b>Evansville Community School District</b>	<h2 style="margin: 0;">Continuous Improvement Plan</h2> <h3 style="margin: 0;">2016-2017</h3> <h2 style="margin: 0;">Facilities &amp; Operations</h2>	   
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**PLAN: Identify the Data Measures and Performance Gap**

Goal #1 – Reduce energy consumption district – wide by 3% during the 2016-2017 Fiscal Year  
 Goal #2 – Begin assessing current and future needs of the facilities & operations area, and start to produce a 5 – year plan to address those needs

<b>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</b>			
Review policies	Evidence of Progress/Effectiveness (include data)		
1. Update Energystar.gov			
2. Investigate Focus on Energy			
3. Develop 5 year plan			
<b>Act: Continue or Revise Action Implementation Based Upon Data Analysis for the Next check-in date – ACTION PLAN</b>			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
1. Update Energystar	Energy usage	October, 2017	Steve Shulta
2. Research Focus on Energy	School Funds Available	January 2017	Steve Swanson
3. Begin assessment for 5 year plan	On going	Ongoing	CSI Group



Evansville Community School District

# Continuous Improvement Plan 2016-2017



Priority Area

Culture and Climate

Strategic Objective

*The Evansville Community School District will provide a rigorous and relevant curriculum delivered by highly effective staff who use innovative, research-based strategies to prepare students to compete/succeed in a 21<sup>st</sup> Century Global environment*

Strategic Focus

Culture and Climate

## PLAN: Identify the Data Measures and Performance Gap

### Strategic Plan Aligned Goal

To build a sustainable positive school climate through a supportive environment in which staff model attitudes and value expectations fostered by respect, effective communication, positive relationships, involvement, and collaborative decision-making. This will be achieved through the implementation of focus groups that gather data through guided conversations with staff in their buildings.

### Timeline for Completion

#### Data Analysis

1. What work has already been completed to meet the long term goal in this strategic focus area? To be discussed and entered at next meeting
2. What gaps or needs still exist in this strategic focus area? Which data points identify the gaps or needs identified? To be discussed and entered at next meeting
3. Which strategy will we use to reduce the gap and improve student performance? To be discussed and entered at next meeting

Data that identifies Gap:

Beginning/ Date:

Ending Measure/Date:

Analysis of Change in Data:

Data that Determines if Strategy Was Completed: Beginning/ Date: Ending Measure/Date: Analysis of Change in Data:

Measures that Determine Fidelity of Strategy Implementation: Beginning/ Date: Ending Measure/Date: Analysis of Change in Data:

Measures that Determine if the Goal Was Met: Beginning/ Date: Ending Measure/Date: Analysis of Change in Data:

**DO:** Create an action plan based upon Data Analysis  
**ACTION PLAN #1** What action steps will need to be taken to reach the goal?

ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
-------------	-------------------	----------	-----------------------

1.

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

MEASURE/INDICATOR	EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
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ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
<b>STUDY:</b> Analyze Data After Implementing Action Plan Steps To be completed by <b>February</b> .	MEASURE/INDICATOR EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)		ANALYSIS OF EVIDENCE
<b>STUDY:</b> Analyze Data After Implementing Action Plan Approach To be completed by <b>May</b> .	MEASURE/INDICATOR 2015-16 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)		ANALYSIS OF EVIDENCE
	MEASURE/INDICATOR	2016-17 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
	MEASURE/INDICATOR	2017-18 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
	MEASURE/INDICATOR	2018-19 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
	MEASURE/INDICATOR	2019-20 EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
<b>ACT: Year-End Conclusion:</b> At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area.			
	2015-16 PROGRESS		
	2016-17 FOCUS		
<p>With this in mind, the <u>CSI Teaching &amp; Learning and Workforce Engagement Committees</u> recommend that these teams be joined and the target goals be merged. The new committee will continue to be entitled <u>CSI Teaching &amp; Learning</u>. (The CSI Workforce Engagement focus has been entirely upon professional teaching and learning.) The newly formed group will plan to meet monthly to expand the STRATEGIC PLAN and to incorporate additional ACTION STEPS, MEASURES/INDICATORS and EVIDENCE.</p>			
	2016-17 PROGRESS		
	2017-18 PROGRESS		
	2018-19 PROGRESS		
	2019-20 PROGRESS		
	2016-17 FOCUS		
	2017-18 FOCUS		

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
POLICY COMMITTEE MINUTES

The Policy Committee meeting was held Tuesday, September 20, 2016, at 6:00 pm in the District Office Conference Room.

**Committee Members Present:** Melissa Hammann and Jane Oberdorf.

**Approve August 23, 2016, Minutes:** Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to approve the August 23, 2016, minutes as presented. Motion carried, 2-0 (voice vote).

**New Business – Policies to Review:**

Policy #230 – Administrative Team – Suggested by Administration, to remove policy. Policy discussed. Policy to go to Board for a first reading for removal.

Policy #323.1 – Special Observance Days – Suggested by Administration, to remove policy. Policy discussed. Committee ok to remove if get reassurance that we are observing the Special Observance Days. Policy to go to Board for a first reading for removal, along with the listing of Special Observance Days from Owen-Withee.

Policy #323.2 – Patriotic Exercises – Suggested by Administration, to remove policy. Policy discussed. Policy to go to Board for a first reading for removal.

**Hard to Fill Positions:** Committee had long conversation on this topic. They will continue to discuss at future meetings.

**Set Next Meeting Date:** Next meeting is Wednesday, October 19, at 6:00 pm in the District Office Conference Room.

**Adjourn:** Motion by Ms. Oberdorf, seconded by Ms. Hammann, to adjourn the meeting. Motion carried, 2-0 (voice vote). Meeting adjourned at 7:09 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved:  
Melissa Hammann, Chair



**SUGGESTION: TO REMOVE AS IS NOT REQUIRED**

THE ADMINISTRATIVE TEAM

The Evansville Board of Education supports the concepts and application of team management in the administration of the school district. Team management in a school district demands that individuals who are members of the administrative team work together as managers and leaders. The administrators within the Evansville Community School District functioning as individuals within a team should manage the District in order that its purposes shall be carried out effectively and efficiently, by taking action to insure that both the organization and the personnel within the organization achieve success.

The district administrator shall lead and determine the structure for the administrative team. The team members are responsible to the district administrator, who, is responsible to the Board. The following goals shall serve as guidelines for administrators as they function in their leadership and managerial roles.

The administrative team will:

1. Develop, maintain, and evaluate a positive educational program designed to meet the needs of the students and community.
2. Seek to develop and maintain a high level of staff and student morale.
3. Prepare and regularly communicate short and long-range plans, which are based upon a continuous evaluation of school district programs.
4. Work cooperatively with the Board in drafting, supporting and implementing Board policy.
5. Encourage good community relations by working with the staff to achieve community understanding, acceptance, and active participation in the educational program.
6. Seek to develop, utilize and upgrade relations and managerial skills through participation in professional growth activities.
7. Be responsible for the supervision of all school personnel, pupils, buildings, grounds, and policies and to recommend policies on organization, finance, instruction, school facilities, and other functions of the school program.

**SUGGESTION TO REMOVE – NOT REQUIRED**

**SPECIAL OBSERVANCE DAYS**

The Evansville Community School District shall provide for proper observance of the following special observance days in accordance with law. When an observance day falls on a Saturday or Sunday, it should be observed on the preceding Friday or the following Monday. The day shall be observed by administration providing a synopsis to students and staff of the individual or events significant to our history.

September 16	Mildred Fish Harnack Day
September 17	U.S. Constitution Day
Third Friday in September	POW-MIA Recognition Day
Wednesday, 3 <sup>rd</sup> full week in September	Wisconsin Day
Wednesday, 4 <sup>th</sup> week In September	Bullying Awareness Day
September 28	Frances Willard Day
October 9	Leif Ericson Day
October 12	Christopher Columbus' Birthday
November 11	Veterans Day
January 15	Dr. Martin Luther King, Jr. Day
February 12	Abraham Lincoln's Birthday
February 15	Susan B. Anthony's Birthday
February 22	George Washington's Birthday
March 4	Casimir Pulaski Day
March 17	"The Great Hunger" in Ireland from 1845 to 1850
April 9	Prisoners of War Remembrance Day
April 13	American Creed Day
April 19	Patriots' Day
April 22	Environmental Awareness Day
The last Friday in April	Arbor Day
June 14	Robert La Follette Sr. Day/Flag Day

The last Friday in April shall be observed as Arbor Day, except that if the governor by proclamation sets apart one day to be designated as Arbor and Bird Day, that day shall be appropriately observed. Also, if school is held on June 14, the day shall be appropriately observed as Robert M. La Follette, Sr. Day. The Wednesday of the third week in September shall be observed as part of Wonderful Wisconsin Week.

## SCHOOL DISTRICT OF OWEN-WITHEE

### Board Policy Manual

323.1-Exhibit

#### SPECIAL OBSERVANCE DAYS

The following days shall be appropriately observed in the District as required by state law:

##### September 16 - Mildred Fish Harnack Day

Mildred Fish was born in Milwaukee, Wisconsin in 1902. In 1926, she married German lawyer Arid Harnack. They returned to his native Germany in 1930, where she worked as an editor and writer and he was a member of the German government. They were leaders of the resistance group "Red Orchestra." After their arrests by the Gestapo in 1942, she was sentenced to a six-year prison term, and he was executed. Adolf Hitler personally ordered her case reopened and she was beheaded on February 16, 1943. She was the only native-born American known to have been executed by the Gestapo.

##### September 17 - U.S. Constitution and Citizenship Day

Representatives of 12 of the 13 original states signed the U.S. Constitution on September 17, 1787. The Constitution, with its 26 amendments, defines the federal system of government and embodies the principles on which this country was founded.

##### September 28 - Frances Willard Day

Frances Willard, a teacher and lecturer, grew up in Janesville, Wisconsin. She was influential in the early women's movement and was president of the Women's Christian Temperance Union (WCTU) from 1879 until her death in 1898. Under her leadership, the WCTU became a prestigious world organization, with a membership of two million women.

##### September – Wisconsin Day (Wednesday of 3<sup>rd</sup> full week in September)

In celebration of the assets that make Wisconsin a desirable place to live and work and in observance of the May 29, 1848 bill making the Wisconsin Territory the 30<sup>th</sup> state of the United States of America, the Wednesday of the third full week in September is Wisconsin Day. The day falls during Wonderful Wisconsin Week, which by gubernatorial proclamation salutes "every important activity in the state from agriculture to industry to tourism, from business to labor to recreation, and from education to good government to the state's varied products."

##### September – POW-MIA Recognition Day (Friday of the 3<sup>rd</sup> week in September)

An estimated 50,000 former Prisoners of War live among us, including those held captive during World War II, the Korean War, the Vietnam War, throughout the Cold War era, and during Operation Desert Storm. Additionally, the fate of about 10,000 Americans is unknown because they are missing in action. POW-MIA Recognition Day was established to recognize those who suffered or suffer captivity in foreign countries while in active service with the U.S. armed forces.

##### September – Bullying Awareness Day (Wednesday of 4<sup>th</sup> week in September)

Bullying behavior has been identified as one of the major concerns in schools throughout the United States. Bullying can negatively affect a student's connection with school, engagement with the curriculum and overall academic performance. Bullying as a barrier to student success during school-aged years is only part of the picture. Researchers and clinicians are increasingly discovering connections between bullying and physical, social and emotional problems extending,

into adulthood, for the victim, the bully and even the bystanders. In Wisconsin, 22.5 % of high school students reported being bullied over the last year (2009 Youth Risk Behavior Survey). The total prevalence of students affected is much higher when you include the bullies who need help to prevent the expansion of anti-social behavior and the bystanders who may feel unsafe or fearful.

#### **October 9 - Leif Erikson Day**

Leif Erikson was born in Iceland and raised in Greenland. Norse sagas written 300 years after his death describe his explorations, around 1000 A.D., of a land he called "Vinland." The location of Vinland remains unknown, but is widely believed to be on the North American continent.

#### **October 12 - Christopher Columbus Day**

Christopher Columbus was an Italian explorer. In 1492, in the service of the Spanish king and queen, he sailed across the Atlantic Ocean and landed in the Bahamas. He is acclaimed for "discovering" the New World. His voyages led to widespread exploration and permanent settlement of the Americas.

#### **November 11 - Veterans Day**

This observance day began in 1919 as Armistice Day to commemorate the end of World War I. In 1954, President Dwight D. Eisenhower signed legislation changing Armistice Day to Veterans Day, "a day dedicated to world peace." The day honors all veterans of the U.S. armed services.

#### **January 15 - Martin Luther King Jr. Day**

Martin Luther King Jr. was a leader of the American civil rights movement in the 1950s and 1960s. Before his assassination in 1968, he received the Nobel Peace Prize for his efforts to achieve equality for African Americans using nonviolent resistance. His efforts contributed to passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

#### **February 12 - Abraham Lincoln Day**

Elected president in 1860, Abraham Lincoln was commander-in-chief during the Civil War. In 1863, he signed the Emancipation Proclamation which declared that all slaves "shall be forever free." Four months before his assassination, the 13th Amendment to the Constitution, which abolished slavery, was adopted.

#### **February 15 - Susan B. Anthony Day**

Susan B. Anthony, an early suffragist, organized campaigns across the United States advocating the rights of women to vote, to get an education and to own property. In 1872, she voted in a federal election and was arrested, tried and fined for her action. In 1920, 14 years after her death, the 19th Amendment to the Constitution granting women the right to vote was adopted.

#### **February 22 - George Washington Day**

George Washington is honored for his efforts to create a new nation dedicated to the rights of the people. He was commander of the Continental Army during the Revolutionary War. In 1789, he was inaugurated as the first president of the United States.

#### **March 4 - Casimir Pulaski Day**

Casimir Pulaski was born in Poland in 1747. He came to America in 1777, after fighting for Poland's independence, and joined forces with General Washington. After saving Washington's life, Pulaski was made brigadier general of the American Cavalry. Wounded in battle, Pulaski died on October 1, 1779.

### March 17 - "The Great Hunger" in Ireland Day

Because the potato was easy to grow under a variety of conditions and a good source of food, it became the dominant crop in Ireland. By 1845, approximately one-third of Ireland's 8.1 million people ate only potatoes for their diet. An adult would consume between 11 and 14 pounds of potatoes per day; children under age 11 averaged not quite 5 pounds of potatoes per day. When a fungus ruined the potato crop in three out of four seasons between 1845 and 1849, an estimated 750,000 Irish people, weakened by hunger, died from disease and starvation and another 2 million emigrated to Britain, Canada, Australia, and the United States. "The Great Hunger," also known as the Great Famine or Irish Potato Famine, is considered by many to be the most tragic event in Irish history.

### April 9 - Prisoners of War Remembrance Day

Commemorates the date during World War II when the largest number of Americans were captured in the Conquest of Bataan. The day is intended to recognize those who suffered captivity in foreign countries while in active service with the U.S. armed forces and to allow for solemn contemplation on the plight of those who have been held prisoners of war.

### April 13 - American Creed Day

William Tyler Page, a messenger in the U.S. House of Representatives, wrote the American's Creed in 1917. His essay was the winning entry in a national contest for the "best summary of American political faith." The House of Representatives adopted the 100-word statement in April 1918.

### April 19 - Patriot's Day

Patriots were colonists who wanted independence from British rule. Most hoped to find peaceful ways to settle their differences with England. When the British decided to look for Samuel Adams and John Hancock, who were hiding in Concord, Paul Revere and Billy Dawes rode through the night warning other Patriots in New England. The American Revolution began when the first shots were fired at Lexington on April 19, 1775. Each side said the other fired first. Patriot's Day was established to mark the beginning of the Revolutionary War.

### April 22 - Environmental Awareness Day

Former Wisconsin governor and U.S. senator, Gaylord Nelson, founded Earth Day in 1970 to organize a national public demonstration that would bring attention to the environment. His efforts made environmental issues an integral part of political debate. Environmental Awareness Day marks the anniversary of Earth Day. The legislature encourages schools to conduct a day-long program, using all educational subjects, to enhance the student's understanding of the environment and to promote an ethic of environmental stewardship.

### April - Arbor Day (last Friday, except as otherwise provided)

The Arbor Day movement began in the 1800s to promote conservation and beautification of the environment. All 50 states, the District of Columbia, Guam and Puerto Rico observe Arbor Day with annual tree planting ceremonies.

### June 14 - Robert LaFollette Sr. Day (This day is observed if school is in session.)

Robert M. LaFollette Sr. is widely regarded as Wisconsin's most distinguished political leader. He served in the U.S. House of Representatives from 1885 to 1891, as Wisconsin Governor from 1900 to 1906, and in the U.S. Senate from 1906 until his death in 1925. He was one of the founders of the national Progressive Party and was that party's candidate for president in 1924. A national poll of historians and senators in 1957 named LaFollette one of five most distinguished non-living senators.

Reviewed December 10, 2012

Approved: May 11, 1987  
Revised: May 14, 2001  
Revised: November 12, 2001  
Reviewed: October 13, 2003  
1<sup>ST</sup> Reading: 10/12/16

323.2

**SUGGESTION TO REMOVE – NOT REQUIRED**

**PATRIOTIC EXERCISES**

The building principal shall be responsible for having the United States flag displayed from the flagstaff on school grounds during the hours of the school day.

The pledge of allegiance or the national anthem shall be offered in accordance with state law. No student shall be compelled against his/her objections or those of his/her parents or guardian, to recite the pledge of allegiance or to sing the anthem.

Legal Ref.: Section 118.06 Wisconsin Statutes

Approved: June 13, 1988  
Revised: October 10, 2005  
Revised:  
1<sup>st</sup> Reading: 9/28/16; 2<sup>nd</sup> Reading: 10/12/16

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## STAFF USE OF SCHOOL FACILITIES

Use of school facilities by Evansville Community School District staff members for personal or family activities or any other unauthorized function shall be subject to policy. School personnel with special access capabilities shall not permit other persons to use school buildings or facilities.

The Board of Education permits the use of District facilities by school personnel when such use does not interfere with the District educational programs. User fees, if applicable, must be paid in advance to cover actual costs, depreciation and insurance, in accordance with policy. Users are responsible for reimbursing the District for damaged property. The Board reserves the right to deny use of facilities for non-school use.

Legal Ref.: Sections 120.12(1) and (9) Wisconsin Statutes (School Board Duties)  
120.13(17), (19), (21) (School Board Powers)  
121.02(1)(I) (School District Standards)  
895.523 (Recreational Activities in a School Building or on Schools  
Grounds: Limitations of Liability)  
895.525 (Participation in Recreational Activities: Restrictions on Civil  
Liability, Assumption of Risk)  
Equal Access Act  
Boys Scouts of America Equal Access Act of 2001

Local Ref.: #830 - Use of School Facilities  
#860 - Visitors During the School Day  
#860 Form – Visitors Request Form

## BUILDINGS AND GROUNDS ACCESS AND SECURITY

The Buildings & Grounds Director is responsible for facility accessibility and security in all schools of the District.

When school is in session and during school sponsored activities and events, the principal or designee shall supervise the security of his/her building and grounds. All use of school facilities must be reported to the building principal. Custodians reporting for duty shall open buildings and make them ready for the school day. At the end of daily school activities, custodians have the responsibility to close and lock all exit doors. Instructional personnel or any authorized building user who conducts activities after school hours have the responsibility for turning off lights, locking doors, and leaving the building.

Key/fob distribution and management shall be the responsibility of the building principal. Teachers shall be provided with their own classroom and building swipe fobs. When it is necessary to be admitted to additional areas of the building, teachers may secure a key from the building principal. When a key/fob is lost the building principal should be notified immediately.

Facility access is limited to:

1. Coaches, advisors and supervisors of school sponsored activities.
2. Non-employees who are renting school facilities consistent with the District's school facility use policy.
3. Non-employees who are key/fob holders and using school facilities consistent with the District's school facility use policy.
4. Permanent employees who are key/fob holders.

Keys/fobs will only be issued to those individuals or groups on an as needed basis. Non-employee key/fob holders are expected to complete a key and fob checkout form. **Fobs have a \$20 refundable deposit and keys** and will be assessed **up to a \$50 charge for** if replacement ~~keys/fobs are issued~~ **being** lost or stolen ~~keys/fobs~~. Furthermore, the costs of rekeying locks will be charged to the keyholder if it is proven that he/she inappropriately loaned or duplicated keys. Employees who inappropriately loan out or make duplicated keys will be disciplined up to and including dismissal. Those employees who receive non authorized duplicated keys may be disciplined up to and including dismissal.

School custodians are responsible for facility security when they are assigned to accommodate renters and sanctioned users.



Key/fob holders shall assume responsibility for facility security when they use school facilities at times when the facility is not otherwise open and no custodian has been assigned. Key/fob holder responsibility for facility security includes:

1. Monitoring the entrance door when it is open.
2. Locking the entrance door when a monitor is not available.
3. Inspecting all accessible portions of the building after the group's usage.
4. Reporting any damage to the building to the principal, district administrator or the police department.
5. Reporting the presence of any strangers or intruders in the building to the principal, district administrator or police department.

District scheduler and high school administrative assistant maintains a monthly calendar of building use that records all school and community activities at the building site. All events on school property must be scheduled with the District scheduler (for any K-8 space) or high school administrative assistant (for any high school space).

Any exceptions to the above guidelines must be approved by the district administrator or designee.

Legal Reference: Sections 120.13(35) Wisconsin Statutes (School Board Powers)  
121.02(1)(i) School District Standards  
PI 8.01(2)(i) – Wisconsin Administrative Code

Local Reference: Policy #830 – Use of School Facilities  
Policy #860 – Visitors During the School Day

## ELECTRONIC SURVEILLANCE OF PUBLIC AREAS OF SCHOOL BUILDINGS AND DISTRICT PROPERTY

The Evansville Community School District Board of Education has authorized installation of a video camera system in Evansville Schools. This system will be used exclusively for the purpose of maintaining a safe and orderly educational environment, for identifying disciplinary issues, for minimizing theft and vandalism and for enforcing school policies and rules.

The video camera system installed in Evansville schools shall be used according to the following guidelines:

1. The cameras will not be continuously monitored except when specifically authorized by the district administrator in an emergency situation and only in compliance with state or federal law.
2. Only individuals authorized by the district administrator or principal may view recordings.
3. The video camera system is to be used as a resource only for investigations. Should a video recording become part of a student disciplinary action, the recording will become part of the student's behavioral record consistent with the District's records policy and procedures. The District reserves the right to provide copies of recordings to law enforcement agencies as deemed appropriate by the district administrator and in compliance with appropriate federal and state laws.
4. Except as provided in item (3), video recordings will be kept no longer than 30 days.
5. Cameras are authorized for use in the following areas where the public, students and staff have no reasonable expectation of privacy: entrances, hallways, commons, gymnasiums, parking lots, athletic fields and the exterior of buildings. Under no circumstances will video cameras be used in any area where the public, students or staff have a reasonable expectation of privacy, including restrooms, locker rooms, changing areas, and health rooms.
6. No "dummy" cameras will be permitted, and all cameras will be consistently operational.
7. The District will post signs at all main entrances to the buildings stating that video surveillance cameras are in use but not continuously monitored.

Other public areas of District buildings and grounds may be subject to limited term surveillance with the written authorization of the district administrator. Such approval will be granted only in situations where the district administrator has reason to believe that a safe and orderly educational environment is at risk or to monitor areas where theft and vandalism are believed to be occurring. Video surveillance will be used in accordance with guidelines (1) through (6) listed above.

This policy shall be distributed through student and employee handbooks, district newsletters, on facility use request forms and by other reasonable means.

118.125 (Pupil Records)  
175.22 (Policy on Privacy in Locker Rooms)  
942.08 (Invasion of Privacy)  
995.50 (Right of Privacy)

Federal Laws: FERPA Regulations

Local Ref.: Policy #492 – Imaging or Recording of Students  
Policy #731.1 – Buildings and Grounds Access Security  
Policy #830 – Use of School Facilities

Approved: March 13, 1995  
Reviewed: By Policy Committee 7/26/07  
Revised:  
1<sup>st</sup> Reading: 9/28/16; 2<sup>nd</sup> Reading: 10/12/16

731.2

## PRESENCE IN SCHOOL BUILDINGS/ON GROUNDS

The Evansville Community School District Board of Education recognizes that school buildings and grounds should be accessible for public use and that a variety of persons may want to use school facilities for a variety of reasons. At the same time, the Board recognizes that it has a responsibility to protect the safety of students, staff and others while they are using school buildings and grounds and to make sure the educational process is not disrupted.

Therefore, only the following individuals will be authorized to be present in a school building or on school grounds:

- school district employees and school board members when performing school district related responsibilities;
- students who are enrolled in the school when participating in school-related activities;
- parents/guardians of students enrolled in the school when observing or participating in activities related to their child's educational program or when requested by school officials;
- individuals specifically authorized by Board policy to be in the school building;
- individuals attending or participating in events or activities open to the public;
- other individuals with permission of the building principal or district administrator;
- members of the community using school playground equipment or athletic facilities or equipment for individual, family or small group play or recreation; and
- all visitors need to utilize visitor management protocol in offices.

Such authorization is in effect as long as the individuals are using district buildings and grounds for the reasons specified and their conduct is in line with appropriate behavior standards.

State law specifically prohibits registered sex offenders from being on public school premises unless they have provided the required prior notification to school officials or fall under one of the exceptions provided by law. It is the responsibility of a registered sex offender to provide the required school notification in writing. After receiving the required prior notification, the building principal shall determine whether the registered sex offender will be allowed to be present on school premises for the proposed purpose or event and determine any conditions that may be placed on such permission for the safety of other persons present in the school environment.

Legal Ref.: Sections 118.07(4) Wisconsin Statutes (Health and Safety Requirements)  
120.12(1) (School Board Duties)  
120.13(35) (School Board Powers)

121.02(1)(i) (School District Standards)  
301.475 (Sex Offenders to Notify Schools)

Local Ref: Policy #830 – Use of School Facilities  
#860 – Visitors to the School  
#860 Form – Visitors Request Form

Approved: August 11, 2008

731.3

Revised:

1<sup>st</sup> Reading: 9/28/16; 2<sup>nd</sup> Reading: 10/12/16

## PRIVACY IN LOCKER ROOMS

The Evansville Community School District shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided:

1. Locker rooms are provided for the use of physical education students, athletes and other activity groups and individuals authorized by the building principal or by District policy. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.
2. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time.
3. No person may use a cell phone to capture, record or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating the policy may be subject to penalties outlined in state law. The building principal or his/her designee shall be responsible for enforcing this policy.

This policy shall be publicized annually and posted in each locker room in the District.

Legal Ref.: Sections 120.13 Wisconsin Statutes (School Board Powers)  
175.22 (Policy on Privacy in Locker Rooms)  
942.08(2) (Invasion of Privacy)  
942.09 (Representations Depicting Nudity)  
995.50 (Right of Privacy)

Local Ref.: Policy #731.2 – Presence in School Buildings

~~WAIVER OF PERFORMANCE BONDS~~

CONSTRUCTION AND REMODELING PROJECTS  
(Performance Bond and Assurance Requirements)

All Evansville Community School District contracts for the performance of labor or furnishing of materials for District construction and remodeling projects shall meet the payment and performance assurance requirements outlined in state law and District procedures. The purpose of the requirements is to provide reasonable assurance to subcontractors of a prime contractor that the subcontractors will be paid for their labor and materials provided in connection with the project.

The level and type of assurances required are dependent on the amount of the contract entered into with a prime contractor, other than a contract with the State of Wisconsin. The requirements do not apply to a contract for the direct purchase of materials by the District.

The District may waive the requirements for payment and performance assurances and/or may accept alternative forms of assurances when such action is deemed to be in the interest of the District. Written standards for waiving payment of performance bonds and accepting alternative forms of assurance shall be established and utilized in the District. The District shall retain full discretion and authority to determine whether or not to waive performance or payment assurances or to accept alternative forms of assurances. Nothing in this policy, or the procedures implementing this policy, shall obligate the District to grant any waiver, to accept any alternative form of assurance, or to take any action whatsoever.

Legal Ref.: Section 779.14 Wisconsin Statutes (Public Works, Form of Contract, Bond, Remedy)

Local Ref.: Policy #672 - Purchasing

Policy #933 Rule -- Performance Assurance Requirements and Waiver Procedures  
Applicable to Construction and Remodeling Contracts

PERFORMANCE ASSURANCE REQUIREMENTS AND WAIVER PROCEDURES  
APPLICABLE TO CONSTRUCTION AND REMODELING CONTRACTS

The performance and payment assurance requirements and waiver standards set forth below apply to contracts with the Evansville Community School District for the performance of labor or furnishing of materials for public improvement or public work (construction and remodeling) projects. They shall be administered in accordance with state law. The Business Manager, in consultation with the District Administrator, has the authority to waive payment and performance bonds in applicable situations. The Board of Education will be notified in a timely manner when this occurs.

In the event of any conflict between the requirements and standards set forth below and state law, state law provisions shall control.

A. Performance and Payment Assurance Requirements

The following dollar limitations on contract thresholds became effective February 1, 2011. Adjustments to these dollar limitations are promulgated from time to time by the Wisconsin Department of Workforce Development (WDW). When such adjustments are made by the WDW, the District shall strive to comply with the adjusted dollar limitations on contract thresholds.

1. For a contract price of \$16,000 or less, the prime contractor shall not be required to provide any performance or payment assurances unless the District specifies otherwise.
2. For a contract price in excess of \$16,000, but not exceeding \$74,000, the contract with the prime contractor shall:
  - a. Allow the District to make direct payments to subcontractors or to pay the prime contractor with checks that are payable to the prime contractor and to one or more subcontractors, subject to the exceptions for contracts with other municipalities set forth in state law (e.g., for construction, extension, repair, replacement or removal of a bikeway or parking lot); and
  - b. Require that the prime contractor provide to the District payment and performance assurances, such as payment and performance bonds, an irrevocable letter or credit, a bond, or an escrow account, unless such assurances are waived by the District in accordance with the standards outlined below.
3. For a contract price exceeding \$74,000, but not exceeding \$148,000, the contract with the prime contractor shall:
  - a. Allow the District to make direct payments to subcontractors or pay the prime contractor with checks that are payable to the prime contractor and to one or more subcontractors, subject to the exceptions for contracts with other municipalities set forth in state law; and
  - b. Require that the prime contractor provide to the District payment and performance bonds, except as otherwise provided. The District may allow the prime contractor to



provide different form of payment assurance, such as an irrevocable letter of credit, a bond, or an escrow account, in accordance with the standards outlined below for accepting alternative forms of assurance. In such instances, the alternative form of payment and performance assurance(s) must be for an amount at least equal to the contract price.

4. For a contract price exceeding \$148,000, the contract with the prime contractor shall require payment and performance bonds that satisfy state law requirements, as amended from time to time.

**B. Standards for Waiving Payment of Performance Bonds and Accepting Alternative Forms of Assurance**

In the circumstances identified above, the District may waive the requirement for payment and performance assurances and/or may accept alternative forms of assurances when such action is deemed to be in the interest of the District. In making such determinations, some or all of the following factors will be considered, in addition to any other relevant factors as determined by the Board in its discretion:

1. Whether the prime contractor has a bonding capacity of at least three times the amount of the proposed contract;
2. Whether the prime contractor has at least five years experience as a prime contractor in the construction industry;
3. Whether any meritorious claims for nonpayment for labor performed or materials furnished have been asserted or liens filed against the prime contractor within the prior three years with respect to any contract;
4. Whether any meritorious claims have been asserted against any performance bond or payment bond furnished by the prime contractor in the last three years with respect to any contract;
5. Whether the prime contractor is a party to any litigation or administrative proceeding, or so far as is known to the prime contractor, has been threatened with any litigation or administrative proceeding, which would, if adversely determined, cause any material adverse change in its assets, financial condition, or the conduct of its business;
6. Whether the prime contractor is a party to or is bound by any agreement, instrument, or undertaking, or subject to any other restriction which would materially adversely affect or may in the future so affect the assets, financial condition, or business operations of the prime contractor;
7. Whether the prime contractor is presently and has been authorized to do business in the State of Wisconsin for at least the prior three years, and if the prime contractor is a corporation of similar entity, whether the prime contractor is in good standing under the laws of the State of Wisconsin and has complied with all certifications, filings, and other requirements necessary to continue doing construction work with the District and in Wisconsin; and

8. Whether the prime contractor is financially able to meet the terms of the contract, as verified by the current financial statement of the contractor submitted to the District, and has evidence of available credit limits from a lender acceptable to the District.

The District may require the prime contractor to provide contract warranties, written representations, current financial statements, evidence of the prime contractor's available credit from a lender and/or other relevant information in connection with any or all of the considerations set forth above.

As noted in Board policy, the District shall retain its full discretion and authority to determine whether or not to waive performance or payment assurances or to accept alternative forms of assurances. Nothing contained in Board policy or these procedures shall obligate the District to grant any waiver, to accept any alternative form of assurance, or to take any action whatsoever.

Local Ref.: Policy #933 – Construction and Remodeling Projects



## SUGGESTED NEW LANGUAGE

### EMPLOYEE HARASSMENT

The Evansville Community School District is committed to providing a professional work environment. The Board of Education shall strive to maintain a work environment free from all forms of discrimination and harassment, including sexual harassment, and shall insist that all employees and others acting on the District's behalf be treated with dignity, respect and courtesy. The District shall not tolerate harassment or similar unacceptable activities that affect an employee's terms and conditions of employment or that interfere unreasonably with an employee's work performance, or that create an intimidating, hostile, or offensive working environment. The workplace is to be free from harassment. Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based on a person's protected status, such as race, color, creed, sex, age, disability, religion, national origin, marital status, sexual orientation, ancestry, military or veteran status, arrest or conviction record, or any other characteristic protected by state, federal or local law. This policy applies to all District employees, vendors and visitors.

Harassment can arise from a broad range of unwelcome physical, psychological or verbal behavior which can include, but is not limited to, the following:

- Bullying of co-workers
- Physical or mental abuse
- Racial, ethnic or religious insults or slurs
- Unwelcome sexual advances or requests for sexual favors
- The display of derogatory posters, cartoons or drawings
- Uninvited letters, telephone calls, looks, gestures, touching, teasing, jokes, remarks or questions of a sexual nature, or
- Other inappropriate verbal or physical conduct

This policy applies not only to the workplace during normal business hours, but also to all work-related functions, whether on or off the District premises, and to business-related travel as well as cyber workplace. The following misuses of technology include, but are not limited to: harassing, teasing, intimidating, threatening, or terrorizing another staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs) are prohibited. Such conduct can be the basis for disciplinary actions up to and including discharge.

Sexual harassment, unwelcome sexual advances, requests for sexual favors, or other physical, verbal or visual conduct based on sex constitute sexual harassment when:

1. Submission to such conduct is or is threatened to be a condition of employment;
2. Submission to or rejection of such conduct is used or is threatened to be used as the basis for employment decisions; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include, but is not limited to, explicit propositions, sexual innuendo, suggestive comments, sexually-oriented "kidding" or "teasing," "practical jokes," jokes about gender-specific traits, foul or obscene language or gestures, the display of foul or obscene printed or visual material, and physical contact such as patting, pinching or brushing against another person's body.

Bullying may be intentional or unintentional, however, when an allegation is made, the intention is irrelevant when issuing discipline. The effect the behavior has on an individual is of importance.

The District considers the following types of behavior to be examples of bullying:

- Verbal – slandering, ridiculing or being malicious to a person. Persistent name calling, using a person as the focal point of jokes, offensive comments/remarks.
- Exclusion – physically or socially excluding a person in work related activities.
- Physical – pushing, poking, tripping, assaulting or the threat of physical assault and damage to a person's property or work area.
- Gestures – nonverbal threats such as glances that convey threatening messages.

These are just some examples of bullying that will not be tolerated by the District. Other forms of bullying, that are not listed, will be addressed in the same manner as harassment.

All supervisors are responsible for the implementation of this policy and for ensuring that employees know and understand this policy and accompanying complaint procedures. A copy shall be posted on the website, on all District work room bulletin boards, given to all individuals hired by the District, and distributed annually to all District employees.

The District is committed to a policy of equal opportunity and non-discrimination in the educational programs and activities it operates and in related employment practices. No one may be denied admission to any public school or be denied participation in, be denied benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or any other characteristics protected by law.

Legal Ref.: Sections 111.31 Wisconsin Statutes (Declaration of Policy)  
111.32(13) (Definitions)  
111.321 (Prohibited Bases of Discrimination)  
111.322 (Discriminatory Actions Prohibited)  
111.36 (Sex, Sexual Orientation: Exceptions and Special Cases)  
118.20 (Teacher Discrimination Prohibited)  
120.13(1) (School Board Powers)  
947.0125 (Unlawful Use of Computerized Communication Systems)  
947.013 (Harassment)

Title VII of the Civil Rights Act of 1964

Regulations Implementing Title VII of the Civil Rights Act (29 C.F.R.-Part 1604.11)  
Regulations Implementing Title IX of the Education Amendments of 1972 (34  
C.F.R.-Part 106.51)

Local Policies: Policy #411.1 – Prohibition of Student Discrimination and/Harassment  
Policy #512 Rule – Complaint Procedures  
Policy #512 Form – Employee Harassment Report Form

Revised: January 11, 1993

512 Rule

Revised: March 22, 1999

Revised:

1<sup>st</sup> Reading: 9/14/16; 2<sup>nd</sup> Reading: 9/28/16; 3<sup>rd</sup> Reading: 10/12/16

## SUGGESTED NEW LANGUAGE

### EMPLOYEE HARASSMENT COMPLAINT PROCEDURE

The Evansville Community School District Administrator is designated by the Board of Education as the Complaint Officer, and is responsible for coordinating federal regulation, state law, and District policy concerning employee harassment. If the subject of the complaint is the District Administrator, the complaint shall be filed with the Board President.

Any employee or other person acting in the District's behalf who believes he or she has been the victim of harassment by a student, District employee or any third person, shall report the alleged acts immediately to the appropriate person(s) designated by Board policy and these procedures. The District encourage the reporting party or complainant to use the report form available from the principal of each building or available from the District Administrator. Use of formal reporting forms is not mandatory.

Any employee or other person acting in the District's behalf who believes that he/she has been the subject of harassment shall report the matter immediately to the District Administrator in accordance with the District's employee harassment complaint procedures. If the subject of the complaint is the District Administrator, the employee or other person acting in the District's behalf should report the matter immediately to the Board of Education President.

The District shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations, and the necessity to investigate allegations of harassment and take disciplinary actions when the conduct has occurred.

The following steps shall be taken in the course of handling any complaint and employee harassment:

Step 1: Any complaint shall be presented in writing or orally to the District Administrator. If the complaint is submitted in writing, it should include the specific nature of the harassment and corresponding dates, and also include the name, address and the phone number of the complainant.

If the complaint is submitted orally, the District Administrator shall take down the facts as presented, with a witness present, and read them back to the complainant who shall sign as verification.

If agreed to by the complainant, the complainant may be audio recorded.

The District Administrator or complainant shall reduce the complaint to a written statement (The employee harassment report form may be used for this purpose).

Step 2: The District Administrator shall:

- a. Notify the person who has been accused of harassment
- b. Thoroughly investigate
- c. Permit a response to the allegation
- d. Arrange a meeting to discuss the complaint with all concerned parties within ten (10) school calendar working days after receipt of the written complaint.

The results of the investigation of each complaint filed under these procedures shall be reported in writing to all the parties involved. (If the District Administrator is the subject of the complaint, the Board President shall report the results of the investigation directly to the Board for review and action.) Upon receipt of the report, the District Administrator shall take such action as appropriate within fifteen (15) working days, based upon the results of the investigation. All parties involved shall be notified in writing of any action taken as a result of the complaint.

Step 3: If the complainant is not satisfied with the action taken by the District Administrator, the party may file a request for formal review with the Board within ten (10) working days after receipt of the Step 2 answer. The Board shall, within thirty (30) working days, conduct a private conference at which the complainant shall be given an opportunity to present the complaint. The Board shall give a written answer to the complaint within ten (10) working days following completion of the review.

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Wisconsin Equal Rights Division or the State Superintendent of Public Schools, initiating civil action or seeking redress under state criminal statutes and/or federal law.

Any District action taken pursuant to this Board policy and these procedures shall be consistent with the requirements of any applicable collective bargaining agreements, Wisconsin statutes, District policies, and the Employee Handbook. The District shall take such disciplinary action as deemed necessary and appropriate, including warning, suspension, expulsion or immediate discharge to end the employee harassment and/or prevent its reoccurrence.

In the event that the identity of the alleged harasser prevents adherence to this procedure, it shall be the responsibility of the District Administrator to determine the appropriate Step 2 or Step 3 action to be taken as a part of this procedure.

Local Ref.: Policy #512 – Employee Harassment  
Policy #512 Form – Employee Harassment Report Form



Revised: January 11, 1993

512 Form

Revised: March 22, 1999

Revised:

1<sup>st</sup> Reading: 9/14/16; 2<sup>nd</sup> Reading: 9/28/16; 3<sup>rd</sup> Reading: 10/12/16

**SUGGESTED NEW LANGUAGE**

**EMPLOYEE HARASSMENT REPORT FORM**

General Statement of Policy Prohibiting Employee Harassment:

The Evansville Community School District values and respects the human diversity of members of the school community. In order to maintain a school environment which encourages optimum human growth and development for students, employees and others acting in the District's behalf, it is the policy of the Board of Education to maintain and ensure a learning and working environment free of any form of employee harassment, intimidation, or bullying.

Complainant Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Work Location: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_

Date of alleged incident (s): \_\_\_\_\_

Name of alleged harasser(s): \_\_\_\_\_

Describe the incident(s) as clearly as possible:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This complaint is filed based on my honest belief that \_\_\_\_\_ has personally harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

\_\_\_\_\_  
(Complainant Signature) Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, September 28, 2016, at 6:00 pm in the District Board and Training Center.

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

**APPROVE AGENDA**

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

**PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS**

- Wisconsin School Board Appreciation Week, October 2-8, 2016
- Introduction of New Staff Grades 6-12

**INFORMATION & DISCUSSION**

Mr. Braunschweig presented from the Director of Instruction, Ms. Murphy, the curriculum renewal process. Discussion.

District Administrator, Mr. Roth, presented a proposed 2018 referendum timeline and a possible master plan approach. Discussion. Thumbs up for Mr. Roth to move forward with the proposed referendum timeline, starting with issuing construction Manager Requests for Proposals (RFPs).

**BUDGET FINANCE**

Mr. Roth shared an update on the Evansville Education Foundation. Discussion.

Budget Finance agenda for October 26, 2016, meeting discussed.

**BUSINESS (Action Items)**

Motion by Mr. Rasmussen, seconded by Mr. Hennig, moved to approve the Senior Graduation Project Coordinator extended contract in the amount of \$4,000, for Heather Buttchen. Discussion. Motion carried, 7-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve an addition of a 1.0 FTE special education educational assistant position, as presented. Discussion. Motion carried, 7-0 (voice vote).

**CONSENT (Action Items)**

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the consent agenda items: June 2017 Panama Trip; 2016-2017 Continuous System Improvement (CSI) Goals; September 14, 2016, Regular Meeting Minutes; and Policies: #420-School Admissions; #423-Residency, Non-Residency, Tuition and Tuition Waiver; #423 Form-Enrollment Form; #423 Form 1-Confidential Information Form; #420 Form (#423 Form 2)-Residency Determination Form; #420

Form 1 (#423 Form 3)-Tuition Agreement; #423.1-Enrollment of Students Expelled From Another District; and #423 (#423.2)-Admission of Foreign Exchange Students, as presented. Motion carried, 7-0 (voice vote).

#### **POLICIES**

Ms. Hammann presented for a second reading, policies: #512-Employee Harassment; #512 Rule-Employee Harassment Complaint Procedure; and #512 Form (#512.1 Form)-Employee Harassment Report Form.

Ms. Hammann presented for a first reading, policies: #551-Use of School Facilities; #731-Buildings and Grounds Access and Security; #731.1-Electronic Surveillance of Public Areas of School Buildings and District Property; #731.2-Presence in School Buildings/On Grounds; #731.3-Privacy in Locker Rooms; #933-Waiver of Performance Bonds (Construction and Remodeling Projects); #933 Rule-Performance Assurance Requirements and Waiver Procedures Applicable to Construction and Remodeling Contracts. Discussion.

#### **BOARD DEVELOPMENT**

Mr. Braunschweig led discussion of the 2016-2017 Continuous System Improvement (CSI) Plan of the sub-committees of: Staff and Students Teaching and Learning; Communication and Community Engagement; Technology; Facilities and Operations; and Climate and Culture. Discussion.

Board Development agenda for October 26, 2016, meeting discussed.

#### **FUTURE AGENDA**

October 12, 2016, regular meeting agenda discussed.

#### **EXECUTIVE SESSION**

Motion by Mr. Hennig, seconded by Ms. Spanton Nelson, moved to move into executive session, under Wisconsin State Statute 19.85(1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss the District Administrator Evaluation. Motion carried, 7-0 (roll call vote).

A recess from executive session to hold Annual Meeting at 6:59 pm. Returned from recess to executive session at 7:22 pm.

#### **ADJOURN**

Meeting adjourned from executive session at 7:47 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved: 10/12/16  
Mason Braunschweig, President

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, October 26, 2016**

**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:
- American Education Week – November 13-19, 2016
- IV. Information & Discussion:
- A. 2018 Referendum Update.
- V. Budget Finance – Chair, Hammann:
- A. Discussion Items:
1. 2016-2017 Final Budget.
  2. Third Friday Attendance/Open Enrollment/Home-Schooled/JEDI/Alternative Education, and 4K Student Reports.
  3. Evansville Education Foundation Update.
  4. Administrators Compensation Committee Update.
  5. Insurance Committee Update.
- B. Develop Budget Finance Agenda Items for November 30, 2016, Meeting.
- VI. Business (Action Item):
- A. Approval of 2016-2017 Tax Levy Amount and Final Budgets.
- B. Approval of Fund 10 Balance to meet the 2016-2017 Budget.
- C. Approval of Use of Fund Balance to Offset General Fund 10 Budget Expenses.
- VII. Consent (Action Items):
- A. Approval of October 12, 2016, Regular Meeting Minutes.
- B. Approval of Policies:
1. #551 – Staff Use of School Facilities.
  2. #731 – Buildings and Grounds Access and Security.
  3. #731.1 – Electronic Surveillance of Public Areas of School Buildings and District Property.
  4. #731.2 – Presence in School Buildings/On Grounds.
  5. #731.3 – Privacy in Locker Rooms.

6. #933 – Construction and Remodeling Projects (Waiver of Performance Bonds).
7. #933 Rule – Performance Assurance Requirements and Waiver Procedures Applicable to Construction and Remodeling Contracts.

VIII. Policies – Chair, Hammann:

- A. First Reading:
  1. #
- B. Second Reading:
  1. #230 – Administrative Team.
  2. #323.1 – Special Observance Days.
  3. #323.2 – Patriotic Exercises.

IX. Employee Handbook Committee Suggested Changes, First Reading – Chair, Rasmussen:

- A. #1 – Part 3, Support Staff, Pg. 61-62, Section 7, Vacation.
- B. #2 – Part 3, Support Staff, Pg. 65, Section 9, Sick and Personal Leave Benefits.

X. Board Development – Chair, Braunschweig:

- A. 2016-2017 Continuous System Improvement (CSI) Plan.
- B. Wisconsin Association of School Board January Convention.
- C. Discussion of December, January, March and May Board Meetings.
- D. Develop Board Development Agenda for November 30, 2016, Meeting.

XI. Future Agenda – November 9, 2016, Regular Meeting Agenda.

XII. Adjourn.

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

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

Posted: