

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Amended Board of Education Regular Meeting Agenda

Wednesday, September 14, 2016

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

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

- I. Roll Call: Mason Braunschweig Melissa Hammann Sandra Spanton Nelson
 Eric Busse Jane Oberdorf HS Board Rep Emmeline Roth
 John Rasmussen Keith Hennig HS Board Rep Ava Parker
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Annual School Board Meeting – September 28, 7:00 pm
 - Welcome High School Student Board Representatives – Emmeline Roth and Ava Parker
 - Introduction of K-5 New Staff
- IV. Public Presentations.
- V. Information & Discussion:
- A. High School Student Board Representatives Report.
 - B. June 2017 Panama Trip.
 - C. Continuous System Improvement (CSI) 2016-2017 CSI/District Goals.
 - D. 2018 Referendum Timeline.
 - E. First Reading of Policies:
 - 1. #512 – Employee Harassment.
 - 2. #512 Rule – Employee harassment Complaint Procedure.
 - 3. #512 Form (#512.1 Form) – Employee Harassment Report Form.
 - F. Second Reading of Policies:
 - 1. #420 – School Admissions.
 - 2. #423 – Residency, Non-Residency, Tuition and Tuition Waiver.
 - 3. #423 Form – Enrollment Form.
 - 4. #423 Form 1 – Confidential Information Form.
 - 5. #420 Form (#423 Form 2) – Residency Determination Form.
 - 6. #420 Form 1 (#423 Form 3) – Tuition Agreement.
 - 7. #423.1 – Enrollment of Students Expelled From Another District.
 - 8. #423 (#423.2) – Admission of Foreign Exchange Students.
- VI. Public Presentations.

- VII. Business (Action Items):
 - A. Approval of Salary Increase for Technology Manager.
 - B. Approval of Staff Changes: Resignation of Special Education Educational Assistant and Hiring of Special Education Educational Assistant and PM Cleaner.
 - C. Approval of Donation From Evansville Youth Basketball Program of \$6,274.99 Towards Rebounding Machine.

- VIII. Consent (Action Items):
 - A. Approval of Policies:
 - 1. #151 – Board Policy Adoption, Review and Implementation.
 - 2. #343.3 Rule (#343.31) – Online Learning/Virtual School Program-Administrative Rule.
 - 3. #345.62 – Graduation Exercises.
 - 4. #457 Rule (#457.1) – Suicide Prevention Procedures-Administrative Rule.
 - 5. #733 Rule (#733.1) – Energy Conservation-Administrative Rule.
 - B. Approval of August 31, 2016, Regular and September 6, 2016, Special Meeting Minutes.
 - C. Approval of August Bills and Reconciliation.

- IX. Future Agenda – September 28, 2016, Regular Meeting Agenda and Annual Meeting.

- X. Five Minute Break

- XI. Executive Session –
 - a. Under Wisconsin State Statute 19.85(1)(f) considering social or personal histories or disciplinary data of specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of the involved in such problems and Wis. Stat. Sec. 19.85(1)(a) deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before the Board; for the purpose of hearing an appeal to the Board on an athletic code violation decision, and deliberation of the Board of the case presented in the appeal.
 - b. 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.

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

- XIII. Adjourn.

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

Upon reasonable notice, 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: 9/8/16; Re-Posted: 9/12/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, September 14, 2016

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

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

- I. Roll Call: Mason Braunschweig Melissa Hammann Sandra Spanton Nelson
 Eric Busse Jane Oberdorf HS Board Rep Emmeline Roth
 John Rasmussen Keith Hennig HS Board Rep Ava Parker
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Annual School Board Meeting – September 28, 7:00 pm
 - Welcome High School Student Board Representatives – Emmeline Roth and Ava Parker
 - Introduction of K-5 New Staff
- IV. Public Presentations.
- V. Information & Discussion:
- A. High School Student Board Representatives Report.
- B. June 2017 Panama Trip.
- C. Continuous System Improvement (CSI) 2016-2017 CSI/District Goals.
- D. 2018 Referendum Timeline.
- E. First Reading of Policies:
1. #512 – Employee Harassment.
 2. #512 Rule – Employee harassment Complaint Procedure.
 3. #512 Form (#512.1 Form) – Employee Harassment Report Form.
- F. Second Reading of Policies:
1. #420 – School Admissions.
 2. #423 – Residency, Non-Residency, Tuition and Tuition Waiver.
 3. #423 Form – Enrollment Form.
 4. #423 Form 1 – Confidential Information Form.
 5. #420 Form (#423 Form 2) – Residency Determination Form.
 6. #420 Form 1 (#423 Form 3) – Tuition Agreement.
 7. #423.1 – Enrollment of Students Expelled From Another District.
 8. #423 (#423.2) – Admission of Foreign Exchange Students.
- VI. Public Presentations.

- VII. Business (Action Items):
 - A. Approval of Salary Increase for Technology Manager.
 - B. Approval of Staff Changes: Resignation of Special Education Educational Assistant and Hiring of Special Education Educational Assistant and PM Cleaner.
 - C. Approval of Donation From Evansville Youth Basketball Program of \$6,274.99 Towards Rebounding Machine.

- VIII. Consent (Action Items):
 - A. Approval of Policies:
 - 1. #151 – Board Policy Adoption, Review and Implementation.
 - 2. #343.3 Rule (#343.31) – Online Learning/Virtual School Program-Administrative Rule.
 - 3. #345.62 – Graduation Exercises.
 - 4. #457 Rule (#457.1) – Suicide Prevention Procedures-Administrative Rule.
 - 5. #733 Rule (#733.1) – Energy Conservation-Administrative Rule.
 - B. Approval of August 31, 2016, Regular and September 6, 2016, Special Meeting Minutes.
 - C. Approval of August Bills and Reconciliation.

- IX. Future Agenda – September 28, 2016, Regular Meeting Agenda and Annual Meeting.

- X. Five Minute Break

- XI. 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.

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

- XIII. Adjourn.

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

Upon reasonable notice, 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: 9/8/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

Wednesday, September 14, 2016

6:00 p.m.

District Board and Training Center
340 Fair Street (Door 36)

- I. **Roll Call:** Mason Braunschweig Melissa Hammann Sandra Spanton Nelson
Eric Busse Jane Oberdorf 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 (OR add or remove items).

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

- Annual School Board Meeting – September 28, 7:00 pm
- Welcome High School Student Board Representatives – Emmeline Roth and Ava Parker
- Introduction of K-5 New Staff

IV. **Public Presentations.**

V. **Information & Discussion:**

- A. High School Student Board Representatives Report – *The High School Representatives will give an oral report.*
- B. June 2017 Panama Trip – *High School Science Teacher, Ms. Stalder, has enclosed information on a proposed trip to Panama in June-July 2017. Board will act on this at the September 28, 2016, meeting.*
- C. Continuous System Improvement (CSI) 2016-2017 CSI/District Goals – *The CSI Sub-Committees upcoming meetings of:*
- *Teaching and Learning (includes Workforce Engagement and Development) – October 4, 4:30 pm*
 - *Communication and Community Engagement – September 26, 6:00 pm*
 - *Technology – September 12, 3:30 pm*
 - *Facilities and Operations – September 21, 6:00 pm*
 - *Climate and Culture – September 8, 3:30 pm*

2016-2017 Board Goals:

- The Board will support the implementation of the Continuous System Improvement Plan to ensure high student achievement and a high quality workforce.
- The Board will support the implementation of the Continuous System Improvement Plan to foster positive climate and culture.
- The Board will support the implementation of the Continuous System Improvement Plan to optimize communication and community engagement.
- The Board will support the implementation of the Continuous System Improvement Plan to maximize operations and efficient use of infrastructure.
- The Board will support the implementation of the Continuous System Improvement Plan to promote appropriate use of Technology.

D. 2018 Referendum Timeline – *District Administrator, Mr. Roth, has enclosed a proposed timeline.*

E. First Reading of Policies:

Enclosed are the unapproved minutes of the Policy Committee's meeting of August 23rd.

1. #512 – *Employee Harassment.*
2. #512 Rule – *Employee harassment Complaint Procedure.*
3. #512 Form (#512.1 Form) – *Employee Harassment Report Form.*

F. Second Reading of Policies:

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

VI. Public Presentations.

VII. Business (Action Items):

- A. Approval of Salary Increase for Technology Manager – *Please approve a \$5,000 salary increase for Technology Manager, Larry Martin, effective July 1, 2016. His total salary with this increase will be \$64,135.*

Suggested Motion: I move we approve the salary for Technology Manager, Larry Martin, in the amount of \$64,135, effective July 1, 2016.

B. Approval of Staff Changes: Resignation of Special Education Educational Assistant and Hiring of Special Education Educational Assistant and PM Cleaner –

1. *Resignation of Tricia Jordan, Special Education Educational Assistant, effective September 6, 2016.*

Suggested Motion: I move we approve the resignation of Special Education Educational Assistant, Tricia Jordan, effective September 6, 2016.

2. *Hiring of _____, Special Education Educational Assistant. _____ will be paid \$____/hour.*
3. *Hiring of Nicholas Carter, PM Cleaner at Levi Leonard Elementary School. Nick has been in a contract position with the Rockford Public Schools for several years and has taken care of a larger middle school building with a pool on first shift there. He has subbed for ECSD at all buildings for the last couple of months for the 2015-2016 school year and received very good recommendations from some of our more senior folks in the custodial group. Nick will be paid \$13.50/hour.*

Suggested Motion: I move we approve the hiring of _____, Special Education Educational Assistant, at a rate of \$____/hour; and Nicholas Carter, PM Cleaner at a rate of \$13.50/hour.

C. Approval of Donation From Evansville Youth Basketball Program of \$6,274.99 Towards Rebounding Machine – Evansville Youth Basketball Program would like to donate a rebounding machine to the Evansville School District valued at \$6,274.99.

Suggested Motion: I move we approve the generous donation from the Evansville Youth Basketball Program in the amount of \$6,274.99, toward a rebounding machine.

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

A. Approval of Policies:

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

B. Approval of August 31, 2016, Regular and September 6, 2016, Special Meeting Minutes.

C. Approval of August Bills and Reconciliation.

Suggested Motion: I move we approve the consent agenda items: Policies, #151-Board Policy Adoption, Review and Implementation; #343.3 Rule (#343.31)-Online Learning/Virtual School Program-Administrative Rule; #345.62-Graduation Exercises; #457 Rule (#457.1)-Suicide Prevention Procedures-Administrative Rule; #733 Rule (#733.1)-Energy Conservation-Administrative Rule; August 31, 2016, Regular and September 6, 2016, Special Meeting Minutes; and the August Bills and Reconciliation, as presented.

Roll Call Vote.

IX. Future Agenda – September 28, 2016, Regular Meeting Agenda and Annual Meeting –
Enclosed are drafts of the agendas.

X. Five Minute Break

XI. Executive Session –

- a. Under Wisconsin State Statute 19.85(1)(f) considering social or personal histories or disciplinary data of specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of the involved in such problems and Wis. Stat. Sec. 19.85(1)(a) deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before the Board; for the purpose of hearing an appeal to the Board on an athletic code violation decision, and deliberation of the Board of the case presented in the appeal.
- b. 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:

- a. **Under Wisconsin State Statute 19.85(1)(f) considering social or personal histories or disciplinary data of specific persons which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of the involved in such problems and Wis. Stat. Sec. 19.85(1)(a) deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before the Board; for the purpose of hearing an appeal to the Board on an athletic code violation decision, and deliberation of the Board of the case presented in the appeal.**
- b. **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.**

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

XIII. Adjourn.

Suggested Motion: I move we adjourn the meeting.

For Your Information:

Upcoming Meetings:

- September 28, Regular Board Meeting and Annual Meeting of the Electors
- October 12, Regular Board Meeting
- October 26, Regular Board Meeting
- November 9, Regular Board Meeting
- November 30, Regular Board Meeting

Proposal for a trip to Panama

June 16- July 27, 2017

Evansville Board of Education

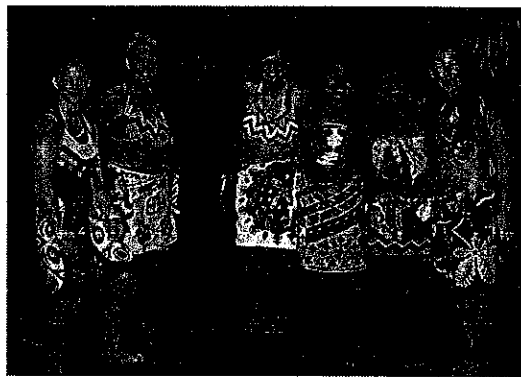
Since 2000, the Evansville School Board has approved a student trip to Panama. Over 130 students have participated so far. The trip proved to be the journey of a lifetime for our students as well as an exceptional educational experience. We would like to propose that the District again offer a trip to Panama for June, 2017. Students will have a first hand learning experience that will teach them the complexities of the rain forest, marine biodiversity and the cultures of the surrounding people. For our last international field experience, we had 8 students and 2 school personal.



The trip is offered with a ¼ science credit. From past experience, this makes the trip even better for the students because of the preparation they must put in and it gives the students a unique opportunity to use this class as a sounding board for college admissions. Previously during the school year, at least one evening a month was spent preparing the students with a seminar. Besides the required readings, each student will be required to write three papers, attend seminars, participate in the learning opportunities in Panama, and keep a journal for their 1/4 credit. Our Panamanian guides have informed us that our students are the best prepared and behaved of any group they have.



In 2015, we left from Madison and flew to Panama City where we spent one week at an eco-lodge exploring the rainforest in the Panama Canal Zone at Soberania National Park. The wildlife was abundant and the forest was excellent. We spent one very exciting evening staying with an Embera Indian village in a traditional hut in the Chagres National Park. We took a tour of the Panama Canal and visited the locks. We also explored historic colonial Panama City and World Heritage forts of Porto Bello. The second week was spent on the tropical island of Bocas del Toro. Here, the students were able to snorkel the coral reefs, hike the forests, and learn about Caribbean culture. We were able to visit a Ngobe Indian village and meet their students.



Save The Rainforest, Inc., a non-profit rainforest education organization, organizes the trip and has taken thousands of students on educational rainforest trips in the past two decades. Butch Beedle has spent years volunteering on their Board of Directors and can vouch for their qualifications. The attention paid to our students by the Panamanian tour group, ANCON

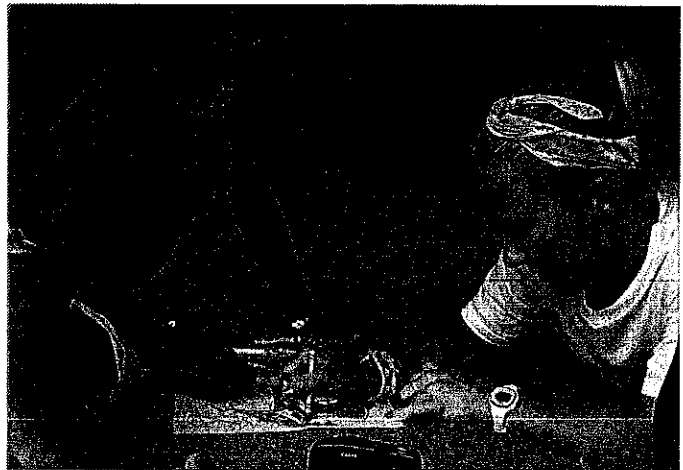
Expeditions, is fantastic. They provide the instructors, guides, lodging, transportation and food once we are there. Our guides are recognized as some of the best in Panama.

Betsy Stalder and Dee Jay Redders will co-chaperone the trip with Betsy Stalder acting as lead contact/facilitator. The cost to the district will be \$4950. This number includes the cost of sending Dee Jay as co-chaperone for the trip and a teaching stipend for the ¼ science credit awarded to students by Betsy Stalder.

Our schools are considered a national leader in rainforest education. Because our students have already had unique experiences with the topic, a program like this becomes an opportunity for them to enrich their academic and personal horizons in a way that many others will never be able to do. Thank you.

Sincerely,

Betsy Stalder



Some quotes from Evansville student participants

“When people think of top travel destinations, or the best tourist spots, Panama is not usually on the top of the list, or anywhere on the list, for that matter. It just is not a very popular tourist destination. However, that does not make it any less desirable. On this trip, I learned that the road less traveled is actually the much more exciting road to take. Taking the road less traveled allows a traveler to have a more unique experience that only that traveler can understand, people and places can be seen more in their natural states, and it can teach a traveler to have an open mind, and a new outlook on life.” Boy, grade 11



“Granted the opportunity of a lifetime, I ventured deep within the rainforest of Panama; eyes open, eager, and willing to take on any challenge before me. This attitude aided in achieving the upmost fulfilling experience, attributed to words by John Steinbeck, “A journey is a person in itself; no two are alike. And all plans, safeguards, policies, and coercion are fruitless. We find after years of struggle that we do not take a trip; a trip takes us.” My adventure shaped who I am today, an evolution

over a fortnight. I grew in the expansion of knowledge, fearlessness, and appreciation and humility.” Girl, grade 11

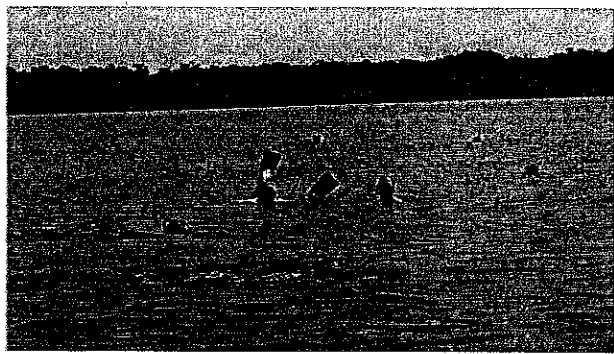
“It can become nearly impossible to explain what one personally gained from a trip when they are flooded with emotions that cannot be put into words. I left Panama having discovered more in two weeks than I felt I learned in the entire school year. I now have a broader knowledge of the incredible and fragile biodiversity of the world. I understand implications of pollution and invasive species. I have more confidence in my Spanish.” Girl, grade 11

“Interacting with the Embera people changed my outlook on life and profoundly affected me. I have always been fascinated by other cultures and so the chance to live amongst these natives, even for just one day, was a highlight of the trip. I gained even more respect for the culture and heritage I had been reading about after seeing it first hand. Their extensive knowledge of the plants and animals astounded me. It was almost as if their was a separate forest reserved for those that understood it best. This was best illustrated by the local medicine man. We ventured into the forest to see their botanical gardens. I could not tell one plant from another, but the man before us explained the plants that cured stomach aches, the roots for stopping tooth pain and the leaves that, when



brewed, relieved cramps. The way the Embera managed to get everything they needed from the forest was amazing.” Girl, grade 11

“Panama was no mere trip. It was a journey for each and everyone of us. Each individual joined for his or her own reasons, but as a whole we shared the desire for an adventure. Before we could open ourselves up to the world, we had to look deep inside and find the courage to take the road less traveled and leave the safety of Evansville. We indeed all went on the same trip, but for everyone the experience and memories will be different. Each memory is as unique and fantastic as the person who beholds it, and their experience is different from what any other person will undergo. The trip is what you make it, but in the end you benefit from what the trip makes you.” Girl, grade 10



Panama Trip – 12 Days

Objective: The Panama trip through Save The Rainforest, Inc. is not only a study of the rainforest, but an opportunity to learn about marine biology on a Caribbean Island, undergo cultural studies by staying in an Embera Indian village and a chance to see conservation at work with ANCON (National Association for the Conservation of Nature). During this trip, the students will be able to enhance their knowledge about the dynamics of an entire ecosystem, experience biodiversity up close and enhance their knowledge about various plant/animal structures and their adaptations necessary for survival in this particular biome. By staying with the Embera Indians and seeing the villages of other tribes, like the Ngobe, the trip will offer a multicultural learning experience in a country that speaks mainly Spanish. The students will be able to see the economic climate and learn about what potential solutions are being attempted to ease the economic pressures and deforestation of the rainforest.



Sample Itinerary of the trip:

Day 1: Arrive Panama City. Transfer by bus to Gamboa Research Station

Day 2: Pipeline Trail in Soberania National Park

Day 3: Jungle Boat Adventure – Chagres River and Panama Canal

Day 4: Portobelo-Spanish Forts to protect Inca Gold. (World Heritage Site)
Zipline adventure.

Day 5: Embera Drua Indian Village – Overnight (Chagres National Park)

Day 6: Depart Indian Village
Visit Summit Gardens to see Harpy Eagle and Tapir Exhibit
Jungle Night Hike

Day 7: Visit Miraflores Locks
Flight to Bocas Del Toro
Walking Tour Bocas

Day 8: Snorkel in Bastiamentos Marine National Park

Day 9: Visit Salt Creek Ngobe Indian Village and Red Frog Beach

Day 10: Snorkel in Bastiamentos Marine National Park

Day 11: Flight to Panama City
Tour colonial city and shop.
Stay night at Country Inn Hotel

Day 12: Travel to airport to depart for U.S

*Itinerary can change due to weather, availability, guide's expertise, or for reasons not known to man.



Costs and Financing:

•**Cost is \$2950 (this INCLUDES airfare)** for the 12 day Panama trip.

The costs include everything except spending money. All the food, transportation, guides and lodging is included in this cost.

•**Financial support:** We will write to local businesses and civic groups to ask for donations to assist all students.

•**Fundraising:** We will look at options with the participants. Any funds raised would be credited directly to the individual earning them.

The students wanting to attend this trip are responsible for covering the cost required for the trip that is not covered through fundraising.

Chaperoning arrangements: Trip costs for Betsy Stalder are paid for by Save the Rainforest. Dee Jay Redders has agreed to be the male chaperone and his trip will be paid for by the district.

Costs to the District:

•**Instructor cost to the District:** The instructor's travel expenses are paid for by Save The Rainforest. In the past, the instructor has been compensated for teaching a seminar class pre and post trip, being paid for as a summer school teacher. This cost was \$1680 plus \$320 in benefits, for a total of \$2000.

•**Extra Chaperone:** The cost for the male chaperone will be the cost of the trip, \$2950.

Total Costs: \$4950

Eligibility:

Anyone interested will be allowed to attend unless: 1) There are more that want to go than would make the group a manageable size. 2) Through the process of reviewing the letter of recommendation, essay and school record with a team of teachers and administrators, it is decided that going on a trip would not be in the best interest of the individual or the group.

Review team: Will include myself, a high school principal, and possibly a guidance counselor. This team will be responsible for the final decision on who can participate. They will be considering: 1) Age/grade. If there are too many applicants, upper classmen would get first priority. 2) The strength of the letter of recommendation from a staff member. 3) The student's essay. The team will be looking for appropriate interest, future plans, and enthusiasm. 4) Student school record/history shows that the student is advancing appropriate with class, their academic status in good standing, and they have no history of inappropriate behavior (criminal/community or school).

Student Conduct:

Students must **abstain** from alcohol, drugs, tobacco and promiscuity or *they will be returned to the United States at the student's expense*. Student must be a model citizen. That means being cooperative and flexible as part of the team. Student must have a positive mental attitude during the duration of the trip.

Credit:

Students will earn 1/4 science credit in a course called Environmental Ecology: A case study in the rainforests of Panama, for their participation in the trip by meeting the requirements. Graduated seniors will be expected to maintain the same study requirements with the exception of the final paper (all seminars/journals must be maintained).

Environmental Ecology: A case study in the rainforests of Panama

Course Description:

This course is intended as a broad overview of both ecological and social aspects related to tropical rainforests. The class will be seminar discussion class based on the assigned readings and will combine classroom preparation and a 12-day field study trip to the tropical rainforests of Panama. Much of the discussions will center on the ecology of rain forests, causes and effects of their destruction, and possible management options to facilitate their conservation as well as orientation to Latin America, Panama, and to foreign travel. Specific case studies will be presented showing conservation efforts. The field study in Panama will consist of one week in and around the Canal Zone watershed and a second week exploring the rainforest covered islands and coral reefs of Bocas del Toro. Students will study the dynamics of tropical rainforest ecology by observing the structure of rainforests, comparing different forest types, identifying plants and animals and discovering their role in the natural system. Students will have a rare opportunity to stay and learn from some of the few remaining indigenous people of the world and explore their role in protecting the rainforest. Students will see environmental problems facing the ecosystems in Panama and potential solutions to the crisis.

Goal:

The primary goal of the course is to introduce participants to rainforest ecology, reasons for its demise and ways people are attempting to conserve the remaining forest by combining class work and actual field experiences in Panama to create a powerful and educationally motivating learning experience that will change the way they think about rainforests and global conservation issues.

Learning Objectives:

1. To gain an understanding of the ecology of rainforests and coral reefs.
2. To develop an understanding for the consequences of the rapid depletion of tropical rainforest
3. To develop an appreciation of the factors in the conservation and management of rainforests and reefs.
4. To observe human interaction and impacts on tropical ecosystems, including tourism.

Rainforest Ecology Topics include:

1. Introduction to geography, history, economics and politics of Panama
2. Basic Principles of Tropical Ecology
 - Definition of Tropical Rainforest
 - Types of Tropical Forests and Locations
 - Tropical Forest Dynamics
 - Community Structure and Competition
 - Biodiversity - why the tropics are so special
 - Components of Diversity
 - Threats to Biodiversity
 - Tropical Botany: plant morphology and forest characteristics
 - Introduction to selected Neotropical Fauna
 - Evolutionary Patterns
 - Survival Skills
 - Pollination Ecology
 - Seed Dispersal
 - Principles of Predation and Anti-Predator Behavior
 - Comparison of temperate versus tropical forests

Animals Influencing Plant Communities

3. Marine and Coral Biology
4. Deforestation and its Impact
5. Introduction to Conservation
6. Theories and Examples of Rainforest Conservation Strategies
7. Indigenous People
 - General characteristics of Indigenous life
 - Enculturation
 - People of Panama
 - Embera
 - Guaymi-Ngobe
 - Kuna
8. Panama Canal
9. Rainforests and the Global Connection
10. Preparation to Travel-Culture Shock

Main Texts:

- *A Neotropical Companion*, John Kircher
- *Tropical Nature*, Adrian Forsyth and Ken Miyata

Reference material:

- *Tropical Rainforest: A world survey of our most valuable and endangered habitat with a blueprint for its survival*, Arnold Newman
- *The Primary Source: Tropical Forests and Our Future*, Norman Myers
- *Diversity and the Tropical Rain Forest*, John Terborgh
- *Conditions not of their Choosing- The Guaymi Indians and the Mining Multinationals in Panama*, Chris Gjording
- *The Phantom Gringo Boat-Shamanic Discourse and Development in Panama*, Stephanie Kane
- *A Belizean Rain Forest*, Robert Horwich and Jonathan Lyon
- *Amazon Crude*, Judy Kimerling
- *Tropical Forest Ecology-A View from Barro Colorado Island*, Egbert Giles Leigh
- *Monteverde: Ecology and Conservation of a Tropical Cloud Forest*, Nalini M. Nadkarni, Nathaniel T. Wheelwright
- *Costa Rican Natural History*, Daniel H. Janzen
- *Tales of a Shamans' Apprentice*, Mark Plotkin
- *Jungles*, edited by Edward Ayensu

- *Sustainable Harvest and Marketing of Rain Forest Products*, edited by Mark Plotkin and Lisa Famolare
- *Savages*, Joe Kane
- *Portraits of the Rainforest*, Adrain Forsyth, Michael Fogden and Patricia Fogden
- *Lessons of the Rainforest*, essays edited by Suzanne Head and Robert Heinzman (Sierra Book Club)
- *Medicine Quest: In Search of Nature's Healing Secrets*, Mark J. Plotkin
- *Earthly Goods: Medicine-Hunting in the Rainforest*, *Christopher Joyce*
- *Panama*, Lonely Planet
- *Adventures in Nature: Panama*, William Friar
- *Neotropical Rainforest Mammals-A field guide*, Louise H. Emmons
- *A Guide to the Birds of Panama*, Robert Ridgely and John Gwynne, Jr
- *A Primer of Conservation Biology*, Richard Primack
- *Race to Save the Tropics-Ecology and Economics for a Sustainable Future*
- *The Last Rainforests*, Edited by Collins
- *The Diversity of Life*, Edward O. Wilson
- *Tropical Rainforests*, Chris Parks
- *A Magic Web: The Tropical Forest of Barro Colorado Island*, Egbert Giles Leigh, Christian Ziegler

Website Resources:

- Forest Conservation Portal** (<http://forests.org/>) -Ecological Science Based Forest Conservation Advocacy Providing Vast Rainforest, Forest and Biodiversity Conservation News and Information
- An Internet Hotlist on the Panama Trip** (<http://www.kn.sbc.com/wired/fil/pages/listpanamatmr.html>)
-Collects all the best websites I've found to help research and prepare for a trip to the rainforests of Panama.

Academic and Travel Misconduct:

Students are expected to do their own work. Cheating or plagiarism will not be tolerated and will be dealt with according to the policies established by the Evansville Community School District. Students are expected to abide by the rules set forth by the instructor, Save the Rainforest and ANCON for the educational benefit and safety of all. Not doing so could cause the dismissal from the course and being returned to the United States at your own expense. Other sanctions may follow.

Assigned Papers:

There will be two position papers that are required. Students will state a position and support their argument with factual and documented information. A final essay will be required after the completion of the trip. Several possible essay questions will be offered before departure.

(Examples of position papers may include: How do humans balance their needs with protecting the environment? Should modern society expect indigenous people to be “the protectors” of the rainforest?)

Journal:

All participants will be required to keep a journal/notebook recording (1) personal observations, commentary, and conclusions, (2) natural history, cultural and conservation observations, and (3) notes documenting evidence for their chosen essay question. Sketches and diagrams may be part of this journal in addition to the facts, trip highlights, thoughts and observations. Rainforests are full of interesting and wonderful things, but they are quickly forgotten if not recorded. Students will be expected to devote some time each day to journal entries. Each journal entry will be titled with the date. A portion of the student’s grade will be based on the daily journal kept during the two-week period in Panama. The journal thoroughness, detail, and depth of conclusions drawn will account for the journal grade.

Grading:

Position papers	
@100 points each	200
Post trip essay	200
Journal	200
Seminar participation and	
class preparedness	200
Trip participation	200

Total 1000

Standards

*Instead of writing out each standard, please refer to the number in the Wisconsin’s Model Academic Standards booklet. These standards have since changed and will have to be adjusted.

English Language Arts

Reading
A.12.4

Writing
B.12.1

Oral Language
C. 12.2
C. 12.3

Media and Technology
E.12.1

Research and Inquiry
F. 12.1

Science

Science Connections
A.12.1

Nature of Science
B.12.1
B.12.5

Science Inquiry
C.12.1
C.12.2

Physical Science
D.12.11

Earth and Space Science
E.12.1

Life and Environmental Science

- F.12.5
- F.12.6
- F.12.7
- F.12.8
- F.12.9
- F.12.10
- F.12.11
- F.12.12

Science Applications

- G.12.1
- G.12.2
- G.12.5

Science in Social and Personal Perspectives

- H.12.3
- H.12.4
- H.12.5
- H.12.6
- H.12.7

Social Studies

Geography

- A.12.1
- A.12.4
- A.12.5
- A.12.6
- A.12.7
- A.12.8
- A.12.9
- A.12.10
- A.12.11
- A.12.12

History

- B.12.1
- B.12.2
- B.12.9
- B.12.16
- B.12.17

Political Science and Citizenship

- C.12.1
- C.12.8
- C.12.12

Economics

- D.12.1
- D.12.4
- D.12.10
- D.12.13

Behavioral Sciences

- E.12.3
- E.12.5
- E.12.9
- E.12.14

Environmental Education (a non-assessed area)

Questioning and Analysis

- A.12.1
- A.12.2
- A.12.5

Knowledge of Environmental Processes and Systems

- B.12.1
- B.12.2
- B.12.3
- B.12.4
- B.12.5
- B.12.6
- B.12.7
- B.12.8
- B.12.9
- B.12.10
- B.12.11
- B.12.12
- B.12.14
- B.12.15
- B.12.16
- B.12.19
- B.12.21
- B.12.22

Environmental Issue Investigation Skills

- C.12.1
- C.12.3

Decision and Action Skills

- D.12.1
- D.12.4
- D.12.6
- D.12.7

EVANSVILLE COMMUNITY SCHOOL DISTRICT
POLICY COMMITTEE MINUTES

The Policy Committee meeting was held Tuesday, August 23, 2016, at 6:00 pm in the District Office Conference Room.

Committee Members Present: Melissa Hammann and Jane Oberdorf.

Approve July 26, 2016, Minutes: Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to approve the July 26, 2016, minutes as presented. Motion carried, 2-0 (voice vote).

New Business – Policies to Review:

Policy #512 – Employee Harassment – Suggested by Administration, to replace our current policy with Pewaukee's and additional suggested changes. Policy discussed. Policy to go to Board for a first reading, using Pewaukee's. A Rule, #512 – Employee Harassment Complaint Procedure – Suggested by Administration to use Pewaukee's example. Policies discussed. Policies to go to Board for first reading.

Policy #512.1 Form – Complaint Procedures – Suggested by Administration, to replace our current policy with Pewaukee's example. Policy discussed and will be renumbered as #512 Form. Policy to go to Board for a first reading, using Pewaukee's.

Policy #731 – Buildings and Grounds Access and Security – Suggested changes by Administration shared. Policy discussed. Policy to go to Board for a first reading.

Policy #731.1 – Electronic Surveillance of Public Areas of School Buildings – Suggested changes by Administration shared. Policy discussed. Policy to go to Board for a first reading.

Policy #731.2 – Presence in School Buildings/On Grounds - Suggested changes by Administration shared. Policy discussed. Policy to go to Board for a first reading.

Policy #731.3 – Privacy in Locker Rooms – Administration reviewed and suggested no changes. Policy discussed. Policy to go to Board for a first reading with updates to legal references only.

Policy #551 – Staff Use of School Facilities - Suggested changes by Administration shared. Policy discussed. Policy to go to Board for a first reading.

Policy #933 – Waiver of Performance Bonds – Suggested by Administration, to replace our current policy with Verona's, including a Rule. A Rule, #933 – Performance Assurance Requirements and Waiver Procedures Applicable to Construction and Remodeling Contracts – Suggested by Administration to use Verona's example. Policies to go to the Board for first readings.

Set Next Meeting Date: Next meeting is Tuesday, September 20, at 6:00 pm in the District Office Conference Room.

Adjourn: Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to adjourn the meeting. Motion carried, 2-0 (voice vote). Meeting adjourned at 6:16 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved:

Melissa Hammann, Chair

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

Approved: January 11, 1988

Revised: January 11, 1993

Revised: March 22, 1999

Revised:

1st Reading: 9/14/16

512 Rule

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 tape 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

Approved: ~~January 11, 1988~~
Revised: January 11, 1993
Revised: March 22, 1999
Revised:
1st Reading: 9/14/16

512 Form

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: _____

CURRENT POLICY – SUGGESTED TO USE NEW ONE

EMPLOYEE HARASSMENT

The Evansville Community School District is committed to maintaining and ensuring a learning and working environment free of harassment or intimidation toward students and employees. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it, up to and including discipline of the offenders. The District will not tolerate harassment or bullying of any employee in the Schools or at any school-sponsored event or program.

Harassment or bullying based upon a protected group status is particularly prohibited in the District. No person shall be subject to harassment or bullying based on age, gender, race, color, religion, national origin, ancestry, creed, sexual orientation, pregnancy, marital status, disability or any other basis protected by state or federal law.

Harassment refers to physical or verbal conduct, or psychological abuse, by any person that disrupts or interferes with a person's work/school performance or that creates an intimidating, hostile or offensive work/learning environment, or adversely affects a person's employment opportunities. It may occur student to student, student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male.

Harassment may include, but is not limited to, the following:

- Verbal harassment, including epithets, kidding, derogatory comments, slurs or ethnic jokes.
- Physical interference with movement, activities or work.
- Visual harassment, including derogatory cartoons, drawings or posters.
- Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic or work performance. Sexual harassment can take the form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of harassment escalation, unsatisfactory academic/work evaluations, difference in academic/work treatment, sarcasm, or unwarranted comments to or by peers.
- Any form of harassment using electronic devices, commonly known as "cyber bullying", by students, staff or third parties is prohibited and will not be tolerated in the District. "Cyber bullying" is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. In addition, any

communication of this form that disrupts or prevents a safe and positive educational or working environment may also be considered cyber bullying.

- The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

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

Any individual who believes he/she has been subjected to harassment or bullying by any other person should present their concerns to the perceived harasser and request that the behavior cease. The employee may initiate inhouse complaint procedures if the employee is unable or unwilling to confront the identified offender, or if the harassment, bullying, discrimination, or intimidation persists.

INHOUSE PROCEDURES

- Step 1 The employee should file a written complaint using form 512.1 Form with the District Administrator to present the facts of the perceived discrimination, harassment or intimidation and discuss other alternatives that could resolve the issue.
- Step 2 The District Administrator or designee will meet with all persons involved to discuss the complaint and ascertain the facts of the case.
- Step 3 The District Administrator or designee will determine if the situation meets the legal definition of harassment, intimidation or discrimination and advise all parties of that determination. If it is verified that the behavior meets the legal definition, disciplinary actions up to and including dismissal will be taken.
- Step 4 If the problem persists, but does not meet the legal definition of harassment, intimidation or discrimination, the situation may be mediated through the District Administrator or Board of Education as necessary, with appropriate involvement and consent of both parties.

An employee always has the option to bypass the inhouse complaint options and initiate a legal complaint.

Because of the sensitive nature of harassment charges, and the need to protect the privacy of the parties, the confidentiality of the persons involved will be observed provided it does not interfere with the school district's ability to investigate or take corrective action.

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

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

The District forbids retaliation against anyone who reports or cooperates in a harassment investigation. However, the District requests that all complaints will be made in good faith and based on a reasonable belief that harassment has occurred.

This policy will be made available to all District employees on an annual basis.

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 – Student Nondiscrimination/Harassment

Policy - #512.1 Form – Complaint Procedures

CURRENT POLICY - TO BE REPLACED WITH NEW RULE AND FORM

COMPLAINT PROCEDURES

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

1. Any employee or resident of the district complaining of discrimination on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability in school programs or activities shall report the complaint to the district administrator.
2. A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district administrator. The district administrator or designee shall send written acknowledgment of receipt of the complaint within 10 days and then shall forward the complaint to the board within 45 days.
3. A written determination of the complaint under Title VII, Title IX or the Wisconsin Fair Employment Act (WFEA) shall be made by the board within 90 days of receipt of the complaint unless the parties agree to an extension of time. Complaints under 20 USC s. 1231e-3 and 34 CFR ss. 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applies to a program shall be referred directly to Wisconsin Division of Equal Rights, State Department of Labor, Industry and Human Relations.
4. If a complainant wishes to appeal a negative determination by the board, she/he has the right to appeal the decision within 30 days of the board's decision. In addition, the complainant may appeal if the board has not provided written acknowledgment within 45 days of receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to: Office of Civil Rights, Chicago Office, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204, (312)886-8434.
5. Discrimination complaints on some of the above bases may also be filed with the federal government at the Office for Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, Illinois 60606.

Copies of these complaint procedures shall be included in employee handbooks and work manuals.

DISCRIMINATION/HARASSMENT COMPLAINT FORM

Name _____ Date _____

Address _____
(Street) (City) (Zip)

Telephone _____
(Home) (School or work location)

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

Type of Complaint: _____ Title VI _____ Title IX
_____ S 118.13 WI STATS _____ Section 504
_____ Title VII _____ Other: _____

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

Signature of complaint: _____

Date complaint filed: _____

Signature of person receiving complaint: _____

Date received: _____ Complaint number: _____

Complaint authority:

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

Revised: April 13, 1998

420

Revised: April 9, 2014

Revised:

1st Reading: 8/31/16; 2nd Reading: 9/14/16

SCHOOL ADMISSIONS

Any student seeking entrance into the Evansville Community School District must meet the entrance age and reside within the establishment boundaries of the District, except for those whose enrollment is permitted under the Wisconsin Public School Open Enrollment Law and those accepted as nonresident tuition students.

Students seeking entrance to Evansville Schools under the Wisconsin Public School Open Enrollment program must do so by completing the Wisconsin Department of Public Instruction Application Form PI-9410.

It shall be the responsibility of a student's parent/guardian or a person of legal age entering the School District to complete official registration forms prior to assignment by the principal to a grade level or schedule of classes. Each building principal shall have authority to determine the grade level at which a student shall be placed. The district administrator, or designee, shall assign a student to a school.

Students transferring to Evansville from other public or private school systems must provide a transcript of academic accomplishments at the previous school, or the address from which this data may be secured. Students entering the District from a home-based private educational program must provide any available academic information and may be required to take appropriate academic tests to assist in making a placement. All students must satisfy minimum standard for admission to high school.

Parents/guardians of students admitted to the District's elementary and secondary schools shall present immunization records as required by law. In addition, students are encouraged to have a complete physical prior to entering school.

The District will not enroll any student who has been expelled from another district during the time period of this expulsion. If there is no firm date set on the length of the expulsion by the expelling district, this matter should be resolved between the student and the other district involved.

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

118.135 (Eye Examinations and Evaluations)

118.14 (Age of Pupils)

118.145 (Admission to High School)

118.51 (Full-Time Open Enrollment)

118.52 (Course Options)

118.53 (Attendance by Pupils Enrolled in a Home-Based Private Educational Program)

120.13(1)(f)(h) (School Board Powers)

121.77 (Admission of Nonresident Pupils)

121.84 (Tuition Waiver: Special Cases)

252.04 (Immunization Program)

Wisconsin Administrative Code – PI 9.03(1)

McKinney-Vento Homeless Education Assistance Act

Local Ref.: Policy #411 – Equal Educational Opportunities

Revised: May 10, 1993
Revised: April 13, 1998
Revised: May 12, 2003
1st Reading: 8/31/16; 2nd Reading: 9/14/16

423

FOR REMOVAL AS IS COVERED IN #420-SCHOOL ADMISSIONS

RESIDENCY, NON-RESIDENCY, TUITION AND TUITION WAIVER

A student who is a resident of the School District has the right to a tuition free education, provided that student has not been expelled from Evansville or other schools. Whenever there is a question of whether or not a student is a resident, an investigation must take place by the district administrator or designee, with the final determination to be made by the School Board. In establishing residency students applying for open enrollment will comply with the open enrollment policies. A student must meet both of the following guidelines:

1. A student's residency is defined by his or her physical presence, not that of the parent/guardian. For purposes of a student's physical presence, a student may live with parents/guardians, relatives, non-relatives or no one at all.
2. A student must reside in the District for a primary purpose other than the education program in order to receive free tuition.

Forms 423A and 423B should be used in determining residency.

If it is determined that the student is not a resident of the District, the student may attend schools of the District on a tuition basis with approval of the School Board. The Board shall make a written agreement with the student's parents/guardians or adult student for the payment of tuition (form 423C). Non-resident tuition for each semester shall be paid in advance at the time of registration.

Tuition waiver may be granted by the School Board under the following conditions:

1. A student who is a resident of the School District and is included in the third Friday in September enrollment count can complete the school year in the District without payment of tuition even though the student is no longer a resident of the School District. The parent/guardian or adult student is responsible for providing transportation. Said permission will be granted by the District Administrator.
2. A student who has gained 12th grade status and is a resident of the School District at the time of gaining such status can complete Grade 12 in the District even though the student is no longer a resident of the School District. Said permission will be granted by the District Administrator. The parent/guardian or adult student is responsible for providing transportation.
3. The District accepts students from programs recognized by WIAA or NASSP. Students from foreign countries who participate in recognized programs may attend

- the School District without payment of tuition and may be provided with hot lunch. Foreign students wishing to attend school in the District who possess an F-1 visa shall be required to pay tuition. The high school principal has the discretion to limit the number of foreign exchange students for any given school year.
4. A student whose parent/guardian demonstrates plans to become a resident of the District within an eighteen (18) week period may attend school in the District with the District Administrator's approval. The parent/guardian must indicate in writing that they will move into the District within the 18-week period. If residence is established within the 18 weeks, the matter is dropped and the family is considered to be in good standing. If residence is not established, the parent/guardian must again apply for permission to reside outside the District and have their student(s) continue to attend in Evansville. Another written application for enrollment may be filed for the next 18 weeks. This process can be repeated for a period of time not exceeding one school year. Any requests beyond the one school year will be accompanied by payment covering the entire period requested. None of this payment will be refunded unless the family establishes residency prior to the estimated date. The parent/guardian is responsible for transportation during any period of time that they live outside of the District.

Non-resident special education students may be accepted into the School District on a tuition basis or through a 66:03 consortium agreement.

Legal Ref.: Sections 121.77 Wisconsin Statutes
121.78
121.80-121.84

Local Policy: 428 and 428A

20__-20__ (School Year) EVANSVILLE COMMUNITY SCHOOL DISTRICT ENROLLMENT FORM

Student: _____ DOB: _____ Gender: _____ Grade: _____ Grad Yr: _____
(Please provide full middle name)

Race: _____ Place of Birth: _____ Home Phone: _____
(City/State/County)

Language: _____ E-Mail Address for contact purposes: _____

Address: _____ City: _____

Township: _____ County: _____

School Last Attended: _____ Bus Rider (Yes/No): _____
(For new students only)

Household #1	<input type="checkbox"/> Both Parents	<input type="checkbox"/> Father Only	<input type="checkbox"/> Foster Home	<input type="checkbox"/> Joint Custody	<input type="checkbox"/> Legal Guardian
(Primary Payor)	<input type="checkbox"/> Mother Only	<input type="checkbox"/> Parent	<input type="checkbox"/> Stepparent	<input type="checkbox"/> Relative	<input type="checkbox"/> Other _____
<input type="checkbox"/> Father	<input type="checkbox"/> Mother	<input type="checkbox"/> Stepfather	<input type="checkbox"/> Stepmother	<input type="checkbox"/> Guardian	
Name: _____	Second Phone: _____	Type: _____			
	Language: _____				
Employer: _____	Other Phone: _____	Type: _____			
<input type="checkbox"/> Father	<input type="checkbox"/> Mother	<input type="checkbox"/> Stepfather	<input type="checkbox"/> Stepmother	<input type="checkbox"/> Guardian	
Name: _____	Second Phone: _____	Type: _____			
Employer: _____	Other Phone: _____	Type: _____			

Household #2	<input type="checkbox"/> Both Parents	<input type="checkbox"/> Father Only	<input type="checkbox"/> Foster Home	<input type="checkbox"/> Joint Custody	<input type="checkbox"/> Legal Guardian
	<input type="checkbox"/> Mother	<input type="checkbox"/> Parent	<input type="checkbox"/> Stepparent	<input type="checkbox"/> Relative	<input type="checkbox"/> Other _____
<input type="checkbox"/> Father	<input type="checkbox"/> Mother	<input type="checkbox"/> Stepfather	<input type="checkbox"/> Stepmother	<input type="checkbox"/> Guardian	
Name: _____	Home Phone: _____	Receives Report Cards (Y/N) _____			
Address: _____	Receives Forms (Y/N) _____				
Township: _____	County: _____				
Second Phone: _____	Type: _____				
Employer: _____	Other Phone: _____	Type: _____			
<input type="checkbox"/> Father	<input type="checkbox"/> Mother	<input type="checkbox"/> Stepfather	<input type="checkbox"/> Stepmother	<input type="checkbox"/> Guardian	
Name: _____	Second Phone: _____	Type: _____			
Employer: _____	Other Phone: _____	Type: _____			

Siblings:			
Name	Birthdate	Grade	Gender

20__-20__ (School Year)
EVANSVILLE SCHOOL DISTRICT ENROLLMENT FORM

Student: _____ DOB: _____ Gender: _____ Grade: _____ Grad Yr: _____

EMERGENCY INFORMATION (Please do not list self)

Please list name of **LOCAL PERSON** to contact in case of emergency or illness and a parent cannot be reached.

Primary Contact: _____ Phone: _____

Relationship: _____

Secondary Contact: _____ Phone: _____

Relationship: _____

In case of emergency, clinic in Evansville: _____ Dean _____ Mercy _____

In case of emergency, dentist in Evansville: _____

In case of emergency, hospital: _____

Please indicate any known medical concerns of your child (i.e. seizures, diabetic, bee stings, food allergies, asthma, etc.)

If allergies, what reaction (i.e. breathing difficulty, rash, etc.) _____

Please list any medications your child takes during the school day _____

Please list any other medications your child takes _____

Please list any specific concerns/past injuries or disabilities your child has that the school should be aware of

Exceptional Education: Were you enrolled in any special program? _____ Yes _____ No _____ Special Education?

If yes, which program? _____ Gifted and Talented _____ Title 1 _____ Learning Disability _____ Emotional Behavior Disability
_____ Cognitive Disability _____ Speech/Language _____ Visually Impaired _____ 504 Plan
_____ Physically Handicapped _____ Hearing Impaired _____ English Language Learner
_____ Other _____

Consent is hereby given for my child

- (1) To go on any school sponsored field trip _____ Yes _____ No
(2) To be photographed/videotaped in school activities _____ Yes _____ No
(3) For medical treatment in case of an emergency _____ Yes _____ No

(4) Custodial/Non-Custodial Parent has equal rights to discuss child's progress with the educational staff, review student records, & receive copies of all reports _____ Yes _____ No (If No, please complete Confidential Info Form)

Privacy Information

_____ Check here if formally requesting that directory data for your child not be disclosed pursuant to the Family Educational Rights and Privacy Act and State Statute .118.125(1)(b) and (2)(J). (Example: child could not be in yearbooks, programs, or honor listings.)

_____ Check here if you do not want your child's information distributed to the military.

I certify that all information contained in this student enrollment form is true and complete, accurate, and not misleading to the best of my knowledge. I understand that any false statements, incomplete statements, or misrepresentations may subject me to any and all applicable civil and criminal penalties. A copy of this authorization shall be effective as the original.

Parent/Guardian Signature _____ Date _____

FOR REMOVAL – Will use as an internal document

Evansville Community School District
Confidential Information Form

Dear Parent(s)/Guardian(s):

Many school age children are members of families that have experienced divorce. If this is the situation in your family then you are aware of the fact that courts resolve custody issues in a variety of ways. Generally the custodial and non-custodial parents/guardians both continue to have certain parental/guardian rights (to discuss student progress with the educational staff, review student records, and receive copies of progress reports and report cards). Occasionally the court issues restraining orders against one of the parents/guardians in the custody agreement. Frequently the school gets caught in the middle and does not know what parental/guardian rights the custodial and non-custodial parents/guardians possess. The District will assume that both parents/guardians may continue to exercise parental/guardian rights, unless we have a copy of a court order that specifies restraints against the parental/guardian rights of the non-custodial parent/guardian.

IF APPLICABLE COMPLETE AND RETURN TO THE DISTRICT OFFICE

CONFIDENTIAL INFORMATION

Student _____ Grade _____

Custodial Parent/Guardian _____

(Parent with whom the student resides while attending school)

Address _____ Phone _____

Joint-Custodial () / Non-Custodial Parent () Place X in proper space.

Name _____ Phone Number _____

Address _____

Are there any court orders curtailing or restricting the rights and privileges of either parent with respect to either parent's right to be kept informed of the students' progress and activities or limiting the parental right to visit at school or have a child released in either parent's custody?

Yes _____ (Date of Court Order _____) No _____

Note: Please provide a certified copy of any applicable portions of court orders that limit these parental rights. Include the county (legal jurisdiction) in which the court order has been filed.

A copy of this policy and the questionnaire will be sent to the Joint Custodial/Non Custodial parent.

Signature: _____ Date _____
Parent/Guardian

**EVANSVILLE COMMUNITY SCHOOL DISTRICT
RESIDENCY DETERMINATION FORM**

Student's Name _____ Date of Birth _____

Present Address: _____

Name of individual with whom student will be living:

Address: _____ Phone # _____

Relationship to student: _____

Please state the specific reason for the student's request to attend the Evansville Community School District. Be as complete and specific as possible.

Is student's primary purpose to participate in the education programs of Evansville Community School District? yes no

If yes, are you requesting tuition be waived? yes no

If yes, provide explanation _____

Do parent(s)/guardian(s) and person(s) the student is residing with have permission to receive report cards and forms and have access to student records? Yes No

If answer is no, please provide explanation:

Do person(s) that student is living with have permission to give consent for medical treatment in case of an emergency? Yes No

If answer is no, please provide explanation:

Who will be responsible for school fees/food service monies and what name should be used as primary payor? _____

Does student receive special education services (i.e. IEP)? ___ Yes ___ No

If answer is yes, provide parent(s)/guardian(s) and person(s) the student is residing with the brochure entitled "Special Education Rights for Parents and Children".

Do WIAA requirements apply? ___ Yes ___ No

Will the student be participating in Athletics, Pom-Poms, Cheerleading? ___ Yes ___ No

If above two questions are answered yes, please provide information regarding WIAA Eligibility.

Parent(s)/Guardian(s) _____

Person(s) Student is residing with _____

Date _____

Approved: May 12, 2003
Revised:
1st Reading: 8/31/16; 2nd Reading: 9/14/16

423 Form 3 420 Form 1

**EVANSVILLE COMMUNITY SCHOOL DISTRICT
TUITION AGREEMENT**

Student's Name _____ Date of Birth _____

Parents/Guardians, Adult Student name: _____

Address: _____

Phone: _____

If tuition is required and student is admitted, I agree to pay tuition.

Signature of Parent/Guardian or Adult Student (Date)

District Administrator's Approval of recommendation: Yes ___ No ___

Board's decision: Yes ___ No ___

If application refused, explain:

Tuition Charged _____ Payment Due _____ Date Paid _____

(Signature of Business Manager) (Date)

(Signature of Board of Education Clerk) (Date)

Approved: May 13, 1996
1st Reading: 8/31/16; 2nd Reading: 9/14/16

423.1

FOR REMOVAL AS IS INCLUDED IN 420-SCHOOL ADMISSIONS

ENROLLMENT OF STUDENTS EXPELLED FROM ANOTHER DISTRICT

The Evansville Community School District will not enroll any student who has been expelled from another district during the time period of this expulsion.

If there is no firm date set on the length of the expulsion by the expelling district, this matter should be resolved between the student and the other district involved.

Ref.: Wis. Statute: 1995 Wis. Act 29

Revised:

1st Reading: 8/31/16; 2nd Reading: 9/14/16**PROPOSED POLICY****ADMISSION OF FOREIGN EXCHANGE STUDENTS**

A maximum of three foreign exchange students may be enrolled in the Evansville Community School District tuition free each school year. General instructional fees, classroom related charges and lunch monies are the responsibility of the foreign exchange student, his/her parents/guardians or sponsors. The Board may review and approve foreign exchange students in excess of the stated maximum as deemed appropriate.

Each foreign exchange student shall be represented by a bona fide organization recognized by the Board, and there shall be a reciprocal provision whereby a student of the District shall be able to enroll in a foreign school under essentially the same conditions as a foreign student may enroll in a District school. The District accepts students from AFS and Rotary International. Other program participants may be accepted with District Administrator approval using the list from the Council on Standards for International Educational Travel (CSIET). Ideally, all credentials and arrangements shall be completed by August 15. However, acknowledging the difficulty of securing host family commitments, the school will accept applications until school starts. (Note: The U.S. State Department federal J-visa regulations generally permit the placement of exchange program students up to August 31 for the upcoming academic year unless all slots are filled.)

Expectations/Responsibilities of Student Exchange Programs

1. Notification of student placement should be given to the school the student will be attending prior to the student's departure from the student's native country. Exceptions must have the approval of the building administrator.
2. The organization representing the foreign student shall establish to the satisfaction of the administration that an adult in this District has the authority to act in loco parentis. The adult supervisor must be financially and otherwise responsible.
3. The sponsoring organization will be responsible for arranging for payment of any required student fees and related costs such as school pictures and lunches.
4. All credentials or other data supporting the request of the proposed student shall be furnished the District prior to the time when the prospective student exits from his/her native country.
 - a. The administration reserves the right to examine the request and the credentials of the student for whom the application is being made.
 - b. All requests shall be submitted to and processed by the building principal.
5. Student academic records must precede or accompany the student's enrollment in the high school.
6. Failure of individual organizations to abide by these guidelines may result in future non-participation in exchange programs with that organization.

Expectations/Responsibilities of the District

1. No more than a total of three (3) foreign exchange students and no more than two (2) from the same nation may be placed in one high school by all participating organizations. Priority for available placements will be given to organizations with long-standing commitment for placing students in Evansville.
2. Foreign students accepted under this policy and procedure shall be treated as resident students, with all rights and responsibilities therein.

3. Foreign students living with their legal parent/guardian in the District shall not be considered under this policy.
4. A certificate of attendance will be issued to the student upon successful completion of the school year. Students meeting Evansville High School graduation standards will be issued a regular diploma.

Expectations/Responsibilities of the Student

1. Students participating in the programs should have sufficient knowledge of English to allow them to function adequately in the school environment with minimal need for special language instruction.
2. Students shall be at least 16 years old and less than 19 years old prior to the first day of school.
3. Students are subject to all rights and responsibilities of resident students.

Legal Ref.: Sections 120.13(1) Wisconsin Statutes (School Board Powers)
121.84(1)(c) (Tuition Waiver; Special Cases)

EYB is grateful for the generous use of facilities and wants to give back to the school programs. Attached is the invoice and I have included what the machine (Dr Dish) can do vs its competition.

Dr. Dish Basketball announced the unveiling of their new series of shooting machines with mobile app and away from the basket capabilities, which will enable coaches and players to instantly upload and analyze their shooting reps and work both the inside and outside game. This is the first of its kind for the basketball shooting machine industry.

The Dr. Dish app syncs with the new Dr. Dish Smart Series, and allows for players to instantly share detailed workout results with their coach. The data collected is saved to the Dr. Dish database, which enables coaches to analyze a player's shooting strengths and weaknesses. All of this comes standard with the new Dr. Dish Smart Series.

The new Dr. Dish app was created after a team of engineers at Airborne Athletics asked coaches from all over the world what they wanted the most in a shooting machine. "We found that coaches wanted a versatile system that not only could track a specific player's shots during practice, but how we could make it easier for a coach to analyze that data," stated Doug Campbell, the founder and CEO of Dr. Dish Basketball. Campbell further explained that, "It all boiled down to coaches wanting a system that was easy to use, held kids accountable during practice and could give them insight on how to win more games."

Dr. Dish can not only track your reps, it can work the inside game as well. With a patented net system, the Dr. Dish can be moved away from the basket to deliver entry passes and passes to work on finishing. "We speak to 1000's of coaches each year and they are all frustrated with the lack of game-like passes their players were getting during practice." Doug said. "A basketball shooting machine is a large investment for most programs, getting the most versatility for this investment is a must."

The Dr. Dish Smart Series was created by Airborne Athletics in Minnesota. The company is dedicated to creating products that enables coaches and athletes to dominate the competition and win more games.



www.airborneathletics.com

General Information

Company Address	1701 West 94th Street Suite 225 Bloomington, Minnesota 55431 United States	Created Date	9/6/2016
		Expiration Date	9/30/2016
		Quote Number	00003854
Phone	(888) 887-7453		
Fax	(952) 873-2687		

Contact Information

Prepared By	Nick Bonko	Name	Steve Krupke
Account Name	EVANSVILLE HIGH SCHOOL	Email	krupkes@evansville.k12.wi.us
Phone	(608) 882-3506	Phone	(608) 882-3506
		Shipping Contact	<input checked="" type="checkbox"/>

Address Information

Billing Address 640 S 5TH ST
EVANSVILLE, Wisconsin 53536-1362
United States

Product	List Price	Sales Price	Quantity	Total Price
Dr. Dish All-Star SMART	\$6,499.99	\$6,499.99	1.00	\$6,499.99
Discount	\$0.00	(\$500.00)	1.00	(\$500.00)

Totals

All Pricing in USD, does not include brokerage fees, duties or taxes.

Subtotal	\$5,999.99
Total Price	\$5,999.99
Shipping and Handling	\$275.00
Grand Total	\$6,274.99

Order Information (if purchasing by credit card)

Card Number _____ Exp Date _____
 Name on Card _____ CVC Code _____
 Signature _____

Revised: July 12, 2012
Revised: August 13, 2014

151

Revised:

1st Reading: 8/10/16; 2nd Reading: 8/31/16; 3rd Reading: 9/14/16

BOARD POLICY ADOPTION, REVIEW AND IMPLEMENTATION

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

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

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

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

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

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

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

Approved: June 14, 2010
Revised: April 9, 2014
Revised: March 9, 2016
Reviewed:

1st Reading: 8/10/16; 2nd Reading: 8/31/16; 3rd Reading: 9/14/16

ONLINE LEARNING/VIRTUAL SCHOOL PROGRAM – ADMINISTRATIVE RULE

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

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

I. JEDI Single Course Option:

A. Course Enrollment Approval:

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

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

B. Enrollment Procedures:

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

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

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

Revised: ~~October 13, 2003~~

Revised: June 27, 2011

345.62

Revised: March 11, 2015

Revised:

1st Reading: 8/10/16; 2nd Reading: 8/31/16; 3rd Reading: 9/14/16

GRADUATION EXERCISES

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

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

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

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

Approved: January 9, 1989

~~457.1~~ 457 Rule

Revised: August 9, 2010

Revised:

1st Reading: 8/10/16; 2nd Reading: 8/31/16; 3rd Reading: 9/14/16

SUICIDE PREVENTION PROCEDURES

Administrative Rule

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

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

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

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

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

118.295 (Suicide Intervention; Civil Liability Exemption)

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

Revised:

1st Reading: 8/10/16; 2nd Reading: 8/31/16; 3rd Reading: 9/14/16

ENERGY CONSERVATION Administrative Rule

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

Objectives:

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

Responsibilities:

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

General:

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

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

Cooling Season Occupied Set Points: 74° F Heating Season Occupied Set Points: 68° F
--

Modifications may be made in cooperation with Director of Buildings and Grounds to deal with unique situations.

Air Conditioning Equipment:

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

Heating Equipment:

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

Local Ref.: Policy #733 – Energy Conservation

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, August 31, 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, and Hennig. Absent: Spanton Nelson.

APPROVE AGENDA

Motion by Mr. Busse, seconded by Mr. Hennig, moved to approve the agenda as presented. Motion carried, 6-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- First Day of School, September 1, 2016

INFORMATION & DISCUSSION

Director of Instruction, Ms. Murphy, presented the student assessment events for the 2016-2017 school year.

District Administrator, Mr. Roth, discussed the forming of an Administrator Compensation Committee. Discussion.

BUDGET FINANCE

Business Manager, Mr. Swanson, gave an update on the 2016-2017 budget process. Discussion.

Ms. Hammann gave an update on the Evansville Education Foundation. Discussion.

Budget Finance agenda for September 28, 2016, meeting discussed.

BUSINESS (Action Items)

Motion by Mr. Busse, seconded by Mr. Hennig, moved to accept the resignations of Greg Vossekul, effective August 11, and Alison Marlin, effective August 9, as the Environmental Education Coordinators/Energy Fair; and Melissa Whitmore as the High School Drama Coach and Forensics Advisor, effective August 15. Discussion. Motion carried, 6-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the hiring of: Ellen Punzel, Food Service Worker at \$12.50/hour and Nicole Walters, Food Service Worker at \$13.50/hour. Motion carried, 6-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the hiring of: Tristan McKittrick, Educator Effectiveness Coach for a stipend of \$2,500; Troy Hinkle, 7th Grade Volleyball Coach for a stipend of \$1,476; and Jenny Katzenmeyer, 8th Grade Volleyball Coach for a stipend of \$1,907. Discussion. Motion carried, 6-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Hennig, moved to approve the stipend of \$7,791 FFA Advisor, and 40 days Extended Contract, \$9,060, for Jim Kvalheim. Motion carried, 6-0 (voice vote).

CONSENT (Action Items)

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the consent items: 2016-2017 FFA Overnight Field Trips and the August 10, 2016, Regular and August 22, 2016, Special Meeting Minutes, as presented. Motion carried, 6-0 (voice vote).

POLICIES

Ms. Hammann presented for a second reading, policies: #151-Board Policy Adoption, Review and Implementation; #343.3 Rule (#343.31)-Online Learning/Virtual School Program-Administrative Rule; #345.62-Graduation Exercises; #457 Rule (#457.1)-Suicide Prevention Procedures-Administrative Rule; and #733 Rule (#733.1)-Energy Conservation-Administrative Rule. Discussion.

Ms. Hammann presented for a first reading, 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. Discussion.

BOARD DEVELOPMENT

Mr. Roth discussed the 2016-2017 Continuous System Improvement (CSI) Plan of the five sub-committees of: Teaching and Learning (includes Workforce Engagement and Development); Communication and Community Engagement; Technology; Facilities and Operations; and Climate and Culture. Discussion.

Mr. Braunschweig asked Board members if they were interested in attending the 2016 WASB Fall Regional Meeting Workshop. Discussion.

Board Development agenda for September 28, 2016, meeting discussed.

FUTURE AGENDA

September 14, 2016, Regular meeting agenda discussed.

FIVE MINUTE BREAK

A five-minute break was taken.

EXECUTIVE SESSION

Motion by Mr. Hennig, seconded by Mr. Rasmussen, moved to move into executive session, under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employees over which the governmental body has jurisdiction or exercises responsibility and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss employees matters (promotion of current support staff member and District level staff); discuss negotiation strategy concerning the 2016-2017 contract with the Evansville Education Association covering teachers; and to discuss the District Administrator Evaluation. Motion carried, 6-0 (roll call vote).

ADJOURN

Meeting adjourned from executive session at 7:49 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____

Mason Braunschweig, President

Dated: _____

Approved: 9/14/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

The special meeting of the Board of Education of the Evansville Community School District was held Tuesday, September 6, 2016, at 8:31 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.

EXECUTIVE SESSION

Motion by Mr. Hennig, seconded by Mr. Rasmussen, moved to move into executive session, under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss strategy concerning the 2016-2017 contract with the Evansville Education Association covering teachers. Motion carried, 7-0 (roll call vote).

ADJOURN

Meeting adjourned from executive session at 8:44 pm.

Submitted by John Rasmussen, Clerk

Approved: _____ Dated: _____ Approved: 9/14/16
Mason Braunschweig, President

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, September 28, 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, 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:

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

IV. Information & Discussion:

- A. Summer School Update.
- B. Curriculum Review.

V. Budget Finance – Chair, Hammann:

- A. Discussion Items:
 - 1. 2016-2017 Budget Update.
 - 2. Evansville Education Foundation Update.
 - 3. Administrator Compensation Committee Update.
- B. Develop Budget Finance Agenda Items for October 26, 2016, Meeting.

VI. Business (Action Items):

- A. Approval of _____

VII. Consent (Action Items):

- A. Approval of June 2017 Panama Trip.
- B. Approval of September 14, 2016, Regular Meeting Minutes.
- C. Approval of Policies:
 - 1. #420 – School Admissions.
 - 2. #423 – Residency, Non-Residency, Tuition and Tuition Waiver.
 - 3. #423 Form – Enrollment Form.
 - 4. #423 Form 1 – Confidential Information Form.
 - 5. #420 Form (#423 Form 2) – Residency Determination Form.
 - 6. #420 Form 1 (#423 Form 3) – Tuition Agreement.
 - 7. #423.1 – Enrollment of Students Expelled From Another District.
 - 8. #423 (#423.2) – Admission of Foreign Exchange Students.

VIII. Policies – Chair, Hammann:

- A. Second Reading:
- B. First Reading:
 - 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 – Waiver of Performance Bonds.
- C. Second Reading:
 - 1. #512 – Employee Harassment.
 - 2. #512 Rule – Employee harassment Complaint Procedure.
 - 3. #512 Form (#512.1 Form) – Employee Harassment Report Form.

IX. Board Development – Chair, Braunschweig:

- A. 2016-2017 Continuous System Improvement (CSI) Plan
- B. Develop Board Development Agenda for October 26, 2016, Meeting.

X. Future Agenda – October 12, 2016, Regular Meeting Agenda.

XI. Adjourn.

Approximately 6:45 pm, Motion for Recess From This Meeting to Open the Annual Meeting.

Return From Recess at the Conclusion of the Annual Meeting.

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:

2016 Annual Meeting Agenda
Wednesday, September 28, 2016
District Board and Training Center - 7:00 P.M.

1. Mason Braunschweig, President

- (a) Call to Order
- (b) Election of a Chairperson.

2. John Rasmussen, Clerk

- (a) 2015 Minutes - for historical information only, no action to be taken (pg. 5).

3. Melissa Hammann, Treasurer

- (a) Review of District Debt Service Schedule (pg.).

4. Mason Braunschweig, President, and Steve Swanson, Business Manager

- (a) 2016-2017 Budget Presentation and Discussion (pg.).

2016-2017 BUDGETS:

- 1) General Fund 10 Budget (pg.).
- 2) Special Project Funds 21, 23, 27, and 29 Budgets (pg.).
- 3) Debt Service Funds 38 and 39 Budgets (pg.).
- 4) Capital Projects Funds 41, 46, 48, and 49 Budgets (pg.).
- 5) Food Service Fund 50 Budget (pg.).
- 6) Community Service Fund 80 Budget (pg.).
- 7) Package & Cooperative Program Funds 91, 93, and 99 Budgets (pg.).

5. Chairperson, RESOLUTIONS:

Resolution A - Adoption of Tax Levy

Be it resolved that there shall be levied upon the taxable property of the Evansville Community School District the sum of \$ _____ for the purpose of funding the operation and maintenance of the public schools as per fund 10, 39 and 80 presented for adoption.

Resolution B - Transportation

Be it resolved that the District be authorized to offer transportation to all students in grades K-8, in the morning only, who reside one half (1/2) mile to two (2) miles from school, from designated pick up points, for the purpose of alleviating traffic congestion around Levi Leonard Elementary, Theodore Robinson Intermediate and J.C. McKenna Middle School.

Resolution C - Salaries of Board Members

Be it resolved that the annual salaries of the school board members be: \$ _____ for offices and \$ _____ for members.

Resolution D - Selection Date of Annual Meeting

Be it resolved to grant the Board of Education the flexibility to set the date of the 2017 Annual Meeting between May 15, 2017, and October 31, 2017, at 7:00 pm. under the requirements of Wis Stat. 117.08, 117.09 or 117.27.

6. Chairperson

- a. Call of Other New Business or Discussion.
- b. Motion to Adjourn.

WHY? HIRE THE CONSTRUCTION MANAGER & ARCHITECT EARLY IN THE FACILITY PLANNING PROCESS

CULLEN
THE TOUGH JOB EXPERTS

The District completes your facility evaluation and planning team from the beginning to assure buy in to what the plan is, and expectations for division of responsibility are clearly established

Construction Manager and Architect will help generate graphics, fact sheets, videos, etc. and any other required community informational content for the District.

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

Up front cost to the District is minimal. Architect will have a pre-referendum fee. Construction Manager typically does not charge for services prior to a successful referendum.

Construction Manager and Architect both will be experienced from working with other local districts to lead the District through the process

Construction Manager and Architect, 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.

Construction Manager and Architect will both have a role in information gathering for the CAC to assure that group has all of the information they need to make an informed decision on what is best for the District and community.

Construction Manager and Architect will both help with pre-referendum support. Spreads the work load by having more resources available.

The District can also assure that you have a team that can work well together from the start, rather than creating a forced partnership



FACILITY PLANNING TIMELINE

FOR NOVEMBER 2018 REFERENDUM

BENEFIT
District Narrow
Down Potential
Construction
Methods from
representative
of construction
Addressing specific
questions

BENEFIT
The Architect RFP will be
written to allow the review
of all previous facilities
study recommendations
and will include the
opportunity to engage
or disengage in the selection
of the Architect

BENEFIT
An Architectural Methodology
will be created to include
all of the 30+ off of main study
projects for the study. All of the
opportunities and collaborative
processes will be implemented
to allow the District to make good
timely decisions

School Board and
Administration Interview
Construction Managers

Issue Architect RFP

Board Approves
Architectural Selection

Present Facility Study
Concept, Plan, and
Objectives to the
School Board

Present Facility Study
Results to the School
Board; Review and
Discussion on Data and
Priorities

CAC Presentation to
the School Board and
Administration

School Board Reviews
and Finalizes Facilities
Solution(s) to
Administration

Referendum
Engagement Process
with Community

12
2016

02
2017

04
2017

06
2017

10
2017

03
2018

05
TO 06
2018

07
TO 11
2018

11
2016

01
2017

03
2017

05
2017

FACILITIES STUDY
JUNE-SEPT

09
2017

11
TO 02
2018

04
2018

07
2018

11
2018

Issue Construction
Manager Requests
for Proposal (RFP)

Board Approves
Construction
Manager Selection

School Board and
Administration Interview
Architects

Kick Off Meeting/
Establish
Objectives,
Facility Study
Schedule, Division
of Responsibilities,
District
Representation,
etc.

Objective analysis of present
conditions and capabilities of the
School District schools and sites,
including a discussion on priorities
with District representatives

Form the Community Advisory
Committee (CAC), to Be
Supported by the District,
Construction Manager, and
Architect

Survey of
Community on
Facility Options

Board Passes
Resolution(s) to Go to
Referendum

REFERENDUM

BENEFIT
District Receive
Competitive
Proposals from
2-4 Construction
Managers

BENEFIT
The construction manager
bidding process is an
open and fair process and
construction team will review
site to create a sustainable
study recommendations that
can be organized to fit cost on
any previous facility study
can be related to previous
facility studies, including an
analysis of the existing
facility planning priorities

BENEFIT
The Architect will be
interviewed with the
benefit of having a
representative from the
Construction Managers
present, ensuring
positive beneficial
partnership between
the District, Construction
Manager and Architect

Educational Needs, Delivery
and Utilization
Community Analysis
Evaluation of Work-Related
Needs
Evaluation of Special Needs
Critical Information on
Academic Needs
Evaluation of Traffic Flow and
Improvement Needs
Evaluate City's existing Needs
09.2016 - Present Facility Study
Results to the Administration

Communicate CAC
Proposals - 12.01.17
Form CAC or present
State of the District - 12.01.17
Tour every facility to see
the challenge firsthand
01.2018
Brainstorm options for a
district wide facilities master
plan based on facility
study results - 01.02.2018
Compile a
recommendation to the
board - February 2018

