

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Amended 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](http://Evansville.k12.wi.us), and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.*

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

II. Approve Agenda.

III. Public Announcements/Recognition/Upcoming Events:

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

IV. Information & Discussion:

- A. Curriculum Review.
- B. 2018 Referendum Timeline.

V. Budget Finance – Chair, Hammann:

- A. Discussion Items:
  - 1. Evansville Education Foundation Update.
- B. Develop Budget Finance Agenda Items for October 26, 2016, Meeting.

VI. Business (Action Item):

- A. Approval of Senior Graduation Project Coordinator Extended Contract.
- B. Approval of an Additional Special Education Educational Assistant Position.

VII. Consent (Action Items):

- A. Approval of June 2017 Panama Trip.
- B. Approval of 2016-2017 Continuous System Improvement (CSI) Goals.
- C. Approval of September 14, 2016, Regular Meeting Minutes.
- D. 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:

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

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.

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. Five Minute Break.

XII. 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.

Approximately 6:50 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: 9/22/16  
Reposted: 9/27/16

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- 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 New Staff, Grades 6-12 and District Office
- IV. Information & Discussion:
- A. Curriculum Review.
- B. 2018 Referendum Timeline.
- V. Budget Finance – Chair, Hammann:
- A. Discussion Items:
1. Evansville Education Foundation Update.
- B. Develop Budget Finance Agenda Items for October 26, 2016, Meeting.
- VI. Business (Action Item):
- A. Approval of Senior Graduation Project Coordinator Extended Contract.
- VII. Consent (Action Items):
- A. Approval of June 2017 Panama Trip.
- B. Approval of 2016-2017 Continuous System Improvement (CSI) Goals.
- C. Approval of September 14, 2016, Regular Meeting Minutes.
- D. Approval of Policies:
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IX. Board Development – Chair, Braunschweig:

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

XI. Five Minute Break.

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Approximately 6:50 pm, Motion for Recess From This Meeting to Open the Annual Meeting.

Return From Recess at the Conclusion of the Annual Meeting.

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Posted: 9/22/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs  
Wednesday, September 28, 2016  
6:00 pm  
District Board and Training Center  
340 Fair Street (Door 36)

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

II. **Approve Agenda.**

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

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

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

IV. **Information & Discussion:**

- A. Curriculum Review – Ms. Murphy has enclosed information.
- B. 2018 Referendum Timeline – District Administrator, Mr. Roth, is looking for direction on changes to the enclosed draft referendum timeline. The Board may want to consider investigation of a possible building site if needed.

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

- A. Discussion Items:
1. Evansville Education Foundation Update – Ms. Hammann will report on this.
- B. Develop Budget Finance Agenda Items for October 26, 2016, Meeting.

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

- A. Approval of Senior Graduation Project Coordinator Extended Contract – High School Principal, Mr. Everson, has enclosed information.

**Suggested Motion:** I move we approve the Senior Graduation Project Coordinator Extended Contract in the amount of \$4,000, for Heather Buttchen.

- B. Approval of an Additional Special Education Educational Assistant Position - Director of Student Services, Ms. Katzenberger, is asking for an additional staff member, due to the

*requirement of additional adult supervision, per a student's revised Individual Education Plan (IEP), an addition of 1.0 FTE for a Special Education Assistant is required for the remainder of the 2016-2017 school year.*

**Suggested Motion: I move we approve an addition of a 1.0 FTE Special Education Educational Assistant position, as presented.**

**VII. Consent (Action Items): Do you want to remove any item?**

- A. Approval of June 2017 Panama Trip.
- B. Approval of 2016-2017 Continuous System Improvement (CSI) Goals.
- C. Approval of September 14, 2016, Regular Meeting Minutes.
- D. Approval of Policies:
  - 1. #420 – School Admissions.
  - 2. #423 – Residency, Non-Residency, Tuition and Tuition Waiver.
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  - 8. #423 (#423.2) – Admission of Foreign Exchange Students.

**Suggested Motion: I move we approve the consent agenda items: June 2017 Panama Trip; 2016-2017 Continuous System Improvement (CSI) Goals; September 14, 2016, Regular Meeting Minutes; and Policies: #420-School Admissions; #423-Residency, Non-Residency, Tuition and Tuition Waiver; #423 Form-Enrollment Form; #423 Form 1-Confidential Information Form; #420 Form (#423 Form 2)-Residency Determination Form; #420 Form 1 (#423 Form 3)-Tuition Agreement; #423.1-Enrollment of Students Expelled From Another District; and #423 (#423.2)-Admission of Foreign Exchange Students, as presented.**

**VIII. Policies – Chair, Hammann:**

- A. Second Reading:
  - 1. #512 – Employee Harassment.
  - 2. #512 Rule – Employee harassment Complaint Procedure.
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- B. First Reading:
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5. #731.3 – Privacy in Locker Rooms.
6. #933 – Waiver of Performance Bonds.

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

A. 2016-2017 Continuous System Improvement (CSI) Plan – Upcoming meetings:

- *Staff and Students Teaching and Learning – October 4*
- *Communication and Community Engagement – September 26*
- *Technology – September 27*
- *Facilities and Operations – September 21*
- *Climate and Culture – October 18*

B. Develop Board Development Agenda for October 26, 2016, Meeting.

**X. Future Agenda – October 12, 2016, Regular Meeting Agenda.** *Enclosed is a draft of the October 12, 2016, regular meeting agenda.*

**XI. Five Minute Break.**

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

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

**Roll Call Vote.**

**Approximately 6:50 pm, Motion for Recess From This Meeting to Open the Annual Meeting. This will allow all to sign in for the Annual Meeting.**

**Suggested Motion: I move we take a recess from this meeting to open the annual meeting.**

**Following the Annual Meeting, we will Return From Recess at the Conclusion of the Annual Meeting.**

**Suggested Motion: I move we return from recess.**

**For Your Information:**

Upcoming Meetings:

- October 12, Regular Board Meeting
- October 26, Regular Board Meeting
- November 9, Regular Board Meeting



## MEMORANDUM

To: ECSD Board of Education  
From: Alice A. Murphy, Director of Instruction  
Re: **Curriculum Renewal Process – Update 2016-17**  
Date: September 28, 2016

In order to create a culture of excellence in academic achievement, teaching and learning must be guided by a strong curriculum. Curriculum which is current and closely aligned to state and national standards must be reviewed on a regular basis in order to ensure its rigor and relevance to the learner. Instructional excellence demands continuous evaluation of the content and the resources which are offered. All ECSD instructional programs are within one of the stages of development of the **Curriculum Renewal Process**:

### **Exploration Stage**

- Assessing the needs of students
- Identifying possible programs and practices to meet those needs
- Assessing the fit and feasibility of implementing and sustaining the identified programs

### **Installation Stage**

- Developing communication pathways
- Ensuring financial and human resources are in place
- Finding physical space
- Purchasing equipment and technology
- Developing practitioner competency

### **Initial Implementation Stage**

- Special attention to coaching
- Attention to continuous improvement and rapid cycle problem solving
- Using decision support data systems

### **Full Implementation Stage**

- Teachers skillfully employing new practices
- An infrastructure to support teachers
- Integrating new learning at all levels in classrooms, schools, and district

### **Sustained Growth**

- Ensuring that funding streams are maintained and sustained
- Ensuring that the infrastructure is maintained and sustained:
  - Timely and effective professional development
  - Coaching and fidelity measures
  - Continuous improvement based upon performance data
  - Policy and procedures supports teaching and learning

The **Curriculum Renewal Process** includes a five-year rotation for each content/subject area. Grade level and content area Teacher Collaboration Teams meet throughout the school year and summer. The teams function within the developmental stage of the cycle to review standards, content, resources, assessment and technology tools.

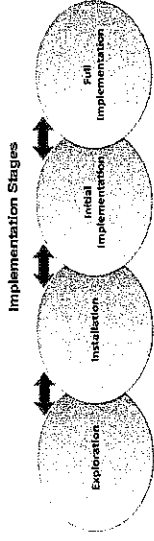
During the 2016-17 school year the following content areas will work with the corresponding stage:

- **Exploration Stage:** K-5 Science, K-12 Art, K-12 Social Studies
- **Installation Stage:** (pilot materials) 6-12 Science, K-12 Health, K-12 Physical Education
- **Initial Implementation Stage:** 6-12 Math, K-12 Literacy, 7-12 Spanish
  - The School Board reviewed the work of these educators during 2015-16 and granted approval for improved program resources, to include text and technology materials, along with the related professional development. During the **Initial Implementation** stage in 2016-17 the teachers and students will utilize newly purchased resources. Teachers will continue to receive professional development. They will also be granted curriculum development time to refine units and create common assessments.

The **Referendum 2014-19** will provide the necessary funding for the program improvements throughout the first five years of the renewal cycle.



# Curriculum Renewal Cycle



	Exploration	Installation	Initial Implementation	Full Implementation	Sustained Growth
2014-15	6-12 Math K-12 Literacy 7-12 Spanish			K-5 Math	
2015-16	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish			K-5 Math
2016-17	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish		
2017-18	K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish	
2018-19	K-5 Math	K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish
2019-20	6-12 Math K-12 Literacy 7-12 Spanish	K-5 Math	K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education
2020-21	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish	K-5 Math	K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies
2021-22	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish	K-5 Math	K-12 Music Career and Tech Ed

# FACILITY PLANNING TIMELINE

# FOR NOVEMBER 2018 REFERENDUM

**BENEFIT**

• Minimize the cost of construction  
• Provide a high quality construction  
• Provide a high quality construction  
• Provide a high quality construction  
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**BENEFIT**

• The Administration will be able to manage the construction process more effectively  
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School Board and Administration Interview Construction Managers

**12**  
2016

Issue Architect RFP

**02**  
2017

Board Approves Architectural Selection

**04**  
2017

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

**06**  
2017

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

**10**  
2017

CAC Presentation to the School Board and Administration

**03**  
2018

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

**05**  
TO  
**06**  
2018

Referendum Engagement Process with Community

**07**  
TO  
**11**  
2018

**11**  
2016

Issue Construction Manager Requests for Proposal (RFP)

**01**  
2017

Board Approves Construction Manager Selection

**03**  
2017

School Board and Administration Interview Architects

**05**  
2017

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

**FACILITIES STUDY**  
JUNE-SEPT

**09**  
2017

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

**11**  
TO  
**02**  
2018

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

**04**  
2018

Survey of Community on Facility Options

**07**  
2018

Board Passes Resolution(s) to Go to Referendum

**11**  
2018

**REFERENDUM**

**BENEFIT**

• Provide a high quality construction  
• Provide a high quality construction  
• Provide a high quality construction  
• Provide a high quality construction  
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09.2016 - Present Facility Study Results to the Administration



# 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



**LEARN**

**1**

**INVESTIGATE**

*Existing Facilities Analysis*

- Request and review relevant existing documents
- Confirm major strategic goals
- Analyze existing structural, mechanical, electrical and plumbing systems
- Document current space inventory

**INQUIRE**

*Educational Space Adequacy*

- Distribute questionnaires to staff asking about how the building impacts their work
- Conduct interviews with faculty and staff on how the building can support programs
- Develop a space program of existing and future spaces
- Identify deficiencies and opportunities
- What is future of the programs?
- Impact of technology, security, student centered learning environments and funding

**2**

**INNOVATE**

*Options Development and Review*

- Prepare and evaluate master plan options
- Identify site development options
- Develop short term facility options
- Develop long term facility options
- Review expansion and renovation opportunities
- Compare advantages and disadvantages

**3**

**ILLUSTRATE**

*Concept, Site, Schedule and Cost Estimate Development*

- Develop and review site concepts showing the building, parking, play areas, athletic fields and circulation
- Develop and review a schedule for each option
- Develop and review a cost estimate for each option

**4**

**CREATE**

**5**

**INFORM**

*Final Report*

- Select and refine recommended option
- Develop implementation/phase plan
- Compile findings in a complete report
- Present final report

**Engagement**

**District Administration**

Meeting: Study Kick-Off report

**District Staff**

Meeting: Meet with facilities staff to gather existing building information

**School Board**

Board Presentation: review findings of Steps 1 and 2 and staff survey results

**District Administration**

Meeting: review programming and delivery goals

**District Staff**

Meetings: meet with building principals to document programming and space utilization

**Community**

Survey: conduct online staff survey with all staff

Report: draft reports on District Website

**School Board**

Board Presentation: present preliminary options and pricing

**District Administration**

Meeting: present and discuss preliminary options

**Community**

Community Engagement Session: review findings of Steps 1 and 2; present preliminary options and pro/con community feedback exercise

Report: document community feedback and share on website

**School Board**

Board Presentation: concept building and site plans

**District Administration**

Meeting: review concept development diagrams and pricing

**District Staff**

Meetings: meet with building principals to review concept plan development

**Community**

Community Engagement Session: review concept diagrams; community listening session

Report: document community feedback and share on district website

Survey: community-wide survey to obtain broad-based input on proposed options and cost impacts

**School Board**

Report: final Master Plan Report presented to Board

**District Administration**

Meeting: Review Master Plan Report ahead of publishing

**Community**

Report: Master Plan Report published and maintained on District website for community access

**Deliverables**

- Existing Facilities Report
- Facilities Maintenance List with costs
- Maintenance profiling and prioritization
- Space Adequacy Analysis
- Building Capacity Determination
- Staff survey results and report

- Master Plan Options
- Pro/Con Analysis

- Concept diagram building and site plans
- Conceptual cost estimates
- Project timeline

- Final report distributed electronically on District website

## MEMO

TO: Evansville Community School District Board of Education  
FROM: Scott Everson, EHS Principal  
RE: Senior Graduation Project Coordinator extended contract  
DATE: September 28, 2016 ECSD Board meeting

### Senior Graduation Project Coordinator

The administrative team approved the suggested extended contract of \$4000 for Heather Buttchen for a combined 11<sup>th</sup> grade and 12<sup>th</sup> grade Senior Graduation Project Coordinator position that was also approved in the 2016-2017 budget. This new position will be responsible for the coordination of the entirety of the Senior Graduation Project for all 11<sup>th</sup> grade and 12<sup>th</sup> grade components of the process. Responsibilities include the following:

- Evening Q&A presentation to 11<sup>th</sup> grade parents regarding Senior Graduation Project
- Maintenance and update of website; wiki
- Maintenance and changes to the Senior Graduation Project handbook
- Whole group communication to 11<sup>th</sup> grade students several times per year
- Whole group communication to 12<sup>th</sup> grade students several times per year
- Individual contact with every 11<sup>th</sup> grade student (approximately 120 – 140) regarding their project proposal; deadline – oftentimes before school and/or after school hours
- Individual contact with every 12<sup>th</sup> grade student (approximately 120 – 140) regarding their project status – oftentimes before school and/or after school hours
- Various individual meetings with teachers/staff (student project advisors)
- Recruitment and contact with community members (approximately 30) for each night of project presentations
- Coordination and scheduling of SGP presentation nights
- Individual contact and e-mails to students and parents throughout the summer (students changing projects; students asking questions; parents asking questions, etc.)
- Individual meetings with some students during the summer regarding project changes, project feedback, and new approval signatures

**Proposal for a trip to Panama**  
**June 16- July 27, 2017**  
**Evansville Board of Education**

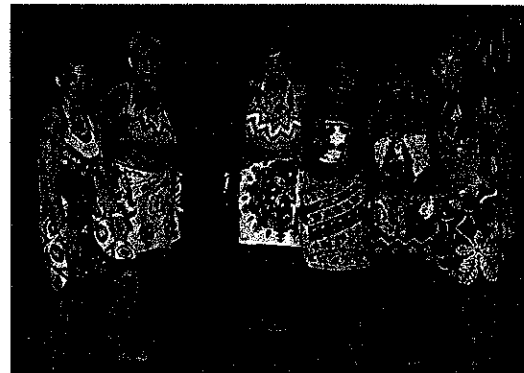
Since 2000, the Evansville School Board has approved a student trip to Panama. Over 130 students have participated so far. The trip proved to be the journey of a lifetime for our students as well as an exceptional educational experience. We would like to propose that the District again offer a trip to 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



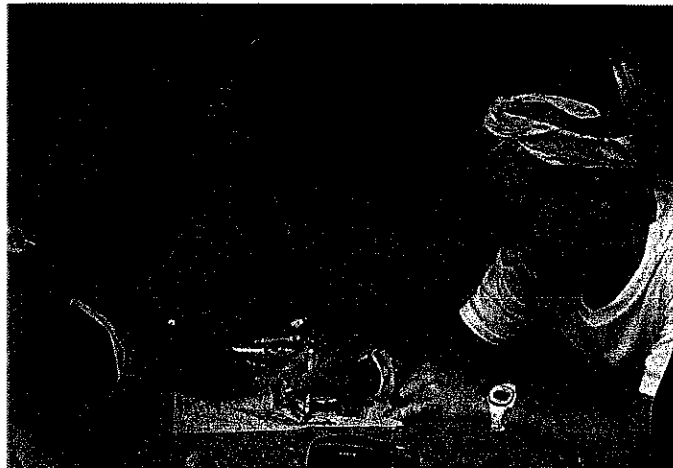
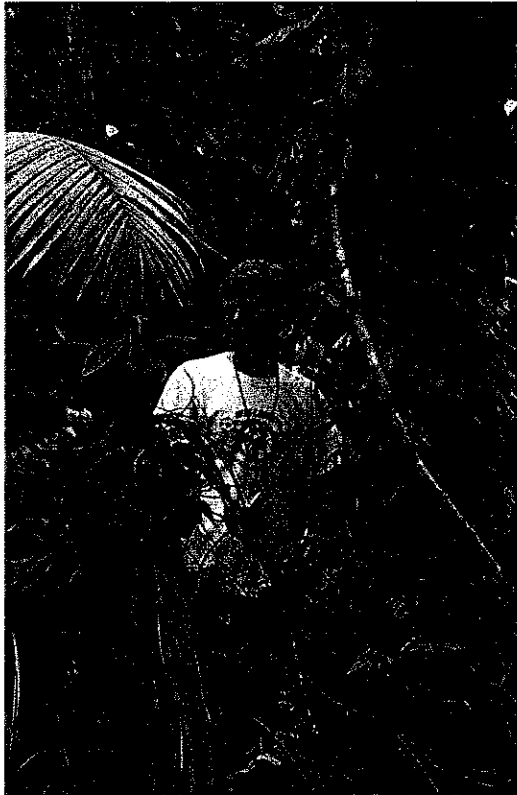
Expeditions, is fantastic. They provide the instructors, guides, lodging, transportation and food once we are there. Our guides are recognized as some of the best in Panama.

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

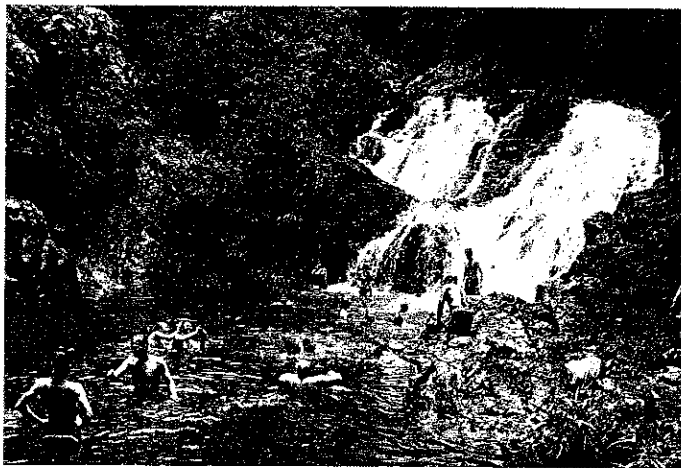
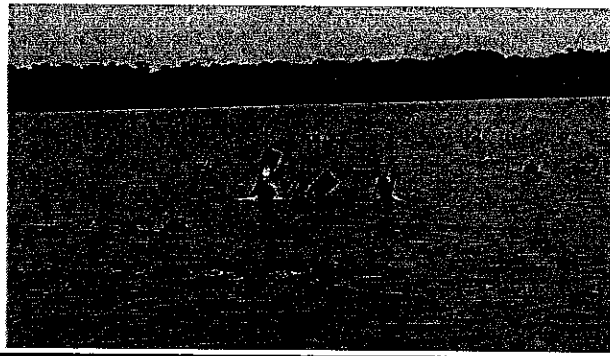
“It can become nearly impossible to explain what one personally gained from a trip when they are flooded with emotions that cannot be put into words. I left Panama having discovered more in two weeks than I felt I learned in the entire school year. I know have a broader knowledge of the incredible and 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 there 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 Bastiementos Marine National Park

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

**Day 10:** Snorkel in Bastiementos 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  
Board of Education Goals  
2016-2017**

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.

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, September 14, 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, Hennig, HS Rep. Roth, and HS Rep Parker. Absent: Spanton Nelson and Oberdorf.

**APPROVE AGENDA**

Motion by Mr. Busse, seconded by Mr. Hennig, moved to approve the agenda as presented. Motion carried, 5-0 (voice vote).

**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

**PUBLIC PRESENTATIONS**

None.

**INFORMATION & DISCUSSION**

High School Student Board Representatives, Ms. Roth and Ms. Parker, presented high school events.

High School Teacher, Ms. Stalder, presented a June 2017 Panama Trip. Discussion.

District Administrator, Mr. Roth, shared the upcoming Continuous System Improvement (CSI) 2016-2017 sub-committee meeting dates and the 2016-2017 CSI/District Goals. Discussion.

Mr. Roth presented a proposed 2018 referendum timeline. Discussion.

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

Ms. Hammann presented for a second 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.

**PUBLIC PRESENTATIONS**

None.

**BUSINESS (Action Items)**

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the salary for Technology Manager, Larry Martin, in the amount of \$64,135, effective July 1, 2016. Motion carried, 4-1 (Hammann)(voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the resignation of Special Education Educational Assistant, Tricia Jordan, effective September 6, 2016. Motion carried, 5-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the hiring of Amy Connors, Special Education Educational Assistant, at a rate of \$12.50/hour; and Nicholas Carter, PM Cleaner, at a rate of \$13.50/hour. Motion carried, 5-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Hennig, moved to approve the generous donation from the Evansville Youth Basketball Program in the amount of \$6,274.99, toward a rebounding machine. Motion carried, 5-0 (voice vote).

#### **CONSENT (Action Items)**

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to 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. Motion carried, 5-0 (roll call vote).

#### **FUTURE AGENDA**

The September 28, 2016, regular meeting agenda discussed.

#### **FIVE MINUTE BREAK**

A five-minute break was taken.

#### **EXECUTIVE SESSION**

Motion by Mr. Hennig, seconded by Mr. Busse, moved to go into executive session: 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 and, under Wisconsin State Statute 19.85(1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss the District Administrator Evaluation. Motion carried, 5-0 (roll call vote).

#### **ADJOURN**

Meeting adjourned from executive session at 7:29 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved: 9/28/16  
Mason Braunschweig, President

Revised: April 13, 1998

420

Revised: April 9, 2014

Revised:

1<sup>st</sup> Reading: 8/31/16; 2<sup>nd</sup> Reading: 9/14/16; 3<sup>rd</sup> Reading: 9/28/16

## 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

423

Revised: April 13, 1998

Revised: May 12, 2003

1<sup>st</sup> Reading: 8/31/16; 2<sup>nd</sup> Reading: 9/14/16; 3<sup>rd</sup> Reading: 9/28/16

## **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 12<sup>th</sup> 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 (Primary Payor)	<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 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 \_\_\_\_\_

Approved: March 14, 2005  
Revised: January 8, 2007  
1<sup>st</sup> Reading: 8/31/16; 2<sup>nd</sup> Reading: 9/14/16; 3<sup>rd</sup> Reading: 9/28/16

423-Form 1

**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

Approved: May 12, 2003

423-Form-2 420 Form

Revised:

1<sup>st</sup> Reading: 8/31/16; 2<sup>nd</sup> Reading: 9/14/16; 3<sup>rd</sup> Reading: 9/28/16

**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

423-Form 3 420 Form 1

Revised:

1<sup>st</sup> Reading: 8/31/16; 2<sup>nd</sup> Reading: 9/14/16; 3<sup>rd</sup> Reading: 9/28/16

**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

1<sup>st</sup> Reading: 8/31/16; 2<sup>nd</sup> Reading: 9/14/16; 3<sup>rd</sup> Reading: 9/28/16

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:

1<sup>st</sup> Reading: 8/31/16; 2<sup>nd</sup> Reading: 9/14/16; 3<sup>rd</sup> Reading: 9/28/16**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)

## 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

## 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~~ **audio** recorded.

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

Step 2: The District Administrator shall:

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

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

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

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

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

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

Local Ref.: Policy #512 – Employee Harassment

Policy #512 Form – Employee Harassment Report Form

Revised: January 11, 1993

512 Form

Revised: March 22, 1999

Revised:

1<sup>st</sup> Reading: 9/14/16; 2<sup>nd</sup> Reading: 9/28/16

**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: \_\_\_\_\_

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

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## STAFF USE OF SCHOOL FACILITIES

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

The Board of Education permits the use of school District facilities by school personnel when such use does not interfere with the District educational programs. User fees, if applicable, must be paid in advance to cover actual costs, depreciation and insurance, in accordance with policy #830—Use of School Facilities. Users are responsible for reimbursing the school District for damaged property. The Board reserves the right to deny use of facilities for non-school use.

~~The building principal shall authorize all use of school facilities by staff. Documentation shall be kept showing dates, locations and purposes of all building use.~~

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

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



Approved: April 14, 1986

Revised: February 13, 1995

Revised: October 8, 2007

Revised:

1<sup>st</sup> Reading: 9/28/16

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## BUILDINGS AND GROUNDS ACCESS AND SECURITY

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

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

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

Facility access is limited to:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Legal Ref.: Sections Subchapter II of Ch. 19 Wisconsin Statutes (Public Records and Property)

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

Federal Laws: FERPA Regulations

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

## PRESENCE IN SCHOOL BUILDINGS/ON GROUNDS

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

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

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

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

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

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

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

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

Approved: August 11, 2008

731.3

Revised:

1<sup>st</sup> Reading: 9/28/16

## PRIVACY IN LOCKER ROOMS

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

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

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

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

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

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

### WAIVER OF PERFORMANCE BONDS

~~Wisconsin Statutes, as amended by 1997 Wisconsin Act 27, requires a contract for any public improvement or public work in excess of \$10,000 to include provisions requiring the prime contractor to give a bond for the performance of the contract and the payment for the labor performed and materials furnished under the contract. This law authorizes a School Board to waive the requirement for said bond if the contract meets written standards established by the School Board and if a waiver is in the best interest of the District.~~

~~Therefore, the following standards will be utilized to authorize, but not require, the waiver of a bond for the performance of the contract and the payment for labor performed and materials furnished under a contract for public improvement or public works:~~

- ~~1. The prime contractor has bonding capacity of at least three times the amount of the proposed contract.~~
- ~~2. The prime contractor is presently and has been authorized to do business in the State of Wisconsin for at least three years.~~
- ~~3. No meritorious claims for nonpayment for labor performed or materials furnished have been asserted or liens filed against the prime contractor within the prior three years with respect to any contract.~~
- ~~4. No meritorious claim has been alleged against any performance bond or payment bond furnished by the prime contractor in the last three years with respect to any contract.~~
- ~~5. The prime contractor is financially able to meet the terms of the contract, as verified by the current financial statement of the contractor submitted to the School Board designee and evidence of available credit from a lender acceptable to the School Board, if applicable.~~
- ~~6. The prime contractor shall maintain either (a) equity in the contractor business or (b) a commitment for credit in an amount equal to the amount of the contract during the term of the contract and one year following substantial completion of the contract unless otherwise released from its obligation here under by the School Board.~~
- ~~7. The prime contractor obtains lien waivers from any and all subcontractors on the project and provides copies of said lien waivers to the School Board designee prior to final payment of contract price.~~
- ~~8. The prime contractor provides the School Board designee with a list of all subcontractors.~~
- ~~9. The prime contractor agrees, if a waiver is granted, to notify each of the subcontractors on the project that the prime contractor has been granted a waiver of the bonding requirement.~~



CONSTRUCTION AND REMODELING PROJECTS  
(Performance Bond and Assurance Requirements)

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

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

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

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

Local Ref.: Policy #672 - Purchasing  
Policy #933 Rule – Performance Assurance Requirements and Waiver Procedures  
Applicable to Construction and Remodeling Contracts

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

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

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

A. Performance and Payment Assurance Requirements

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

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

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

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

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

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

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

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

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

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

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

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, October 12, 2016**

**6:00 p.m.**

**District Board and Training Center**

**340 Fair Street (Door 36)**

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

- I. Roll Call: Mason Braunschweig      Melissa Hammann      Sandra Spanton Nelson  
                 Eric Busse                              Jane Oberdorf              HS Board Rep Emmeline Roth  
                 John Rasmussen                          Keith Hennig                HS Board Rep Ava Parker
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Introduction of New Staff, K-5 and District Office
  - National School Lunch Week, October 10-14, 2016
- IV. Public Presentations.
- V. Information & Discussion:
- A. High School Student Board Representatives Report.
- B. Presentation From Talented and Gifted.
- C. Summer School Update.
- D. 2018 Referendum Timeline.
- E. Continuous System Improvement (CSI) Plans and Goals Form.
- F. First Reading of Policies:
1. #230 – Administrative Team.
  2. #323.1 – Special Observance Days.
  3. #323.2 – Patriotic Exercises.
- G. Second Reading of Policies:
1. #551 – Staff Use of School Facilities.
  2. #731 – Buildings and Grounds Access and Security.
  3. #731.1 – Electronic Surveillance of Public Areas of School Buildings.
  4. #731.2 – Presence in School Buildings/On Grounds.
  5. #731.3 – Privacy in Locker Rooms.
  6. #933 – Waiver of Performance Bonds.
- VI. Public Presentations.
- VII. Business (Action Items):
- A. Approval of \_\_\_\_\_
- VIII. Consent (Action Items):
- A. Approval of Policies:
1. #512 – Employee Harassment.
  2. #512 Rule – Employee harassment Complaint Procedure.
  3. #512 Form (#512.1 Form) – Employee Harassment Report Form.
- B. Approval of September 28, 2016, Regular Meeting Minutes.
- C. Approval of September Bills and Reconciliation.
- IX. Future Agenda – October 26, 2016, Regular Meeting Agenda and Annual Meeting.
- X. Adjourn.