

November 10, 2008 Superintendent's Report

Rock Valley Conference Realignment

When the bylaws have been written for our new Rock Valley Conference, Mr. Cashore will provide you with an overview of how our athletic programs are being affected. They have been delayed because they were having a hard time finding someone to take responsibility to actually write them. Ms. Gillespie has volunteered to take the lead. However, more than athletics are impacted when conferences are realigned. Your conference is considered a natural comparison group for academic performance, staffing and teacher contract language and pay schedules. Our conference is now divided into two portions: Rock Valley North, which includes Evansville (555), East Troy (608), Edgerton (606), Jefferson (621), McFarland (694) and Whitewater (615). The numbers in parentheses are the fall 2007 enrollments. The Rock Valley South consists of Beloit Turner (390), Big Foot (554), Brodhead (421), Clinton (382), Palmyra Eagle (381), and Parkview (367). We are all considered medium sized high schools. By the time of the Board meeting, I should have copies for you of the comparison of several indicators across the conference as tracked by the Wisconsin Taxpayer's Alliance. Overall, we are the fifth largest of the 12 districts in this new conference. We tend to rank in the middle of a closely packed conference with a few notable exceptions. In the Rock Valley North for example, we only have \$373,000 in property value behind each student whereas the next largest is Edgerton with \$503,000. East Troy with lake property has a whopping \$860,000 value per student. This has an impact on property taxes (East Troy's mill rate was \$7.53, ours was \$9.59 and teacher pay (East Troy started at \$37,283 in 2007-08 and we started at \$31,253). All Rock Valley conference superintendents have been invited to participate in our Rock Valley Coalition. The purpose of the coalition is to meet quarterly to compare contract language and negotiations and discuss legal issues of mutual interest. Our first meeting of this school year will be this Friday.

Ad Hoc Co-Curricular Meeting

We had the first meeting on October 21 and looked at sample additive schedules from our new athletic conference. We set a template for comparing the positions listed. Once this is put together, we will meet again and begin developing a strategy to bring our additive salaries more in line with those in our conference. Our starting salaries are particularly low, but since there was an exhaustive study to see that relative compensation matched our conference we shouldn't need to spend too much time adjusting particular additives up or down. We briefly discussed the benefit of providing more generic descriptors for clubs and providing an allocation by building for those activities. This would make it easier for a building that had a teacher with an interest in a specific area one year to be compensated without having to convene the additive committee to approve a new salary additive. For example, science club at TRIS or Art Club at Levi Leonard.

Stateline Career and Technical Education Academy

The Joint Operating Board continues to meet at least monthly. We are getting down to the details of enrolling students for next year and how many slots each school will have and how to select qualified students. Since this is likely to be a small number of students the first few years from Evansville, it is likely these recommendations will be done on a student by student basis as opposed to major changes in the high school course handbook. Our next meeting is November 17. We have a Policy Committee meeting, but Mr. Pierick has also been attending and I plan the agenda with the coordinator and the co-leader so we will be able to keep you in the loop.

Association of Community College Trustees

This was a very worthwhile conference. I attended sessions related to using new media to communicate with your constituencies, alternative high school programming, K-16 partnerships, High school regional science academies, supporting entrepreneurs including middle school students, and an update on the work

of the U.S. Department of Education. One idea of particular interest to me was a “School Counts!” endorsement provided by school districts in Cumberland County New Jersey. They were trying to find ways for students to demonstrate they possessed the soft skills employers were looking for. The top 4 were: Attendance/punctuality, quality of work, rigor of work and persistence to completing work. If a student has a grade of “C” or better in all academic courses (Quality), a 95% or better attendance rate (Attendance), completes eight consecutive high school semesters (Persistence), and completes more courses than the minimum graduation requirements (Rigor) they earn the School Counts endorsement for their diploma. Local employers guarantee an interview to students who receive the endorsement. Since implementing this program, the number of students needing remedial courses at the community college level has dropped from 80% to 68%. They look forward to further reductions to these numbers. This is a county wide effort and has also included collaboration on improving math courses and providing in-service across school districts.

Levi Leonard Elementary School
School Board Report - November 10, 2008

BOARD THEME/CURRICULUM TOPIC: Restorative Practices

At the elementary level, we use some components of restorative practice, we also use Love & Logic, Morning Meeting and some TRIBES components to build community and handle problem situations. Teachers all have a meeting time with their students, sometimes called circle time or class meeting. At these meetings, students are encouraged to greet one another, to talk with one another about topics introduced by the teacher and to problem-solve together. At the beginning of the year, students and teachers develop classroom rules together and then review them throughout the year. When problems or situations occur, these are often dealt with in a class meeting if they concern many members of the class. If it concerns only 2 or 3 students, the teacher facilitates a discussion among the students. Many times behaviors and characteristics are discussed in light of what do friends do together?

When discipline is necessary, we again use a discussion mode helping the students involved to understand what went wrong, how to avoid such a situation again, and finally how amends can be made. This usually involves an apology to the injured party, but it may also involve cleaning up a mess, doing something for another and/or creating a behavior plan to help a child make better decisions.

The emphasis is on better decision making and how we can work together. We try to emphasize and celebrate positive behaviors and events. By focusing on the positive and community building, we model for students what we would like them to do, rather than on what they shouldn't.

STAFF DEVELOPMENT:

Staff members attended WEAC, or one of the offerings in the district on October 29-31. This included Non-violent Crisis Intervention, CPR training, Eclipse training or specific projects submitted by teachers.

On October 16, building leadership teams attended the REACH Implementation Training at CESA 2. We developed goals and action plans to be reviewed at each building and finalized. At the elementary level, this will support our efforts to implement Response to Intervention (RtI).

CELEBRATE!

Congratulations to Katie Krueger (1st grade teacher) who married TJ McDaniel on October 25, 2008, and to Sarah Heissner (educational assistant) who married Isaak Welsh on November 8, 2008.

ANNOUNCEMENTS/UPCOMING EVENTS:

November 5	SIT meeting
November 6	REACH/RtI meeting
November 7	Planning/Grading Day
November 10	Kindergarten field trip to Whitewater
November 11	CCC
November 12 & 13	Parent/Teacher Conferences
November 19	Staff meeting
November 20	7:00 PM 2 nd Grade Concert at PAC
November 21	9:00 AM 2 nd Grade Concert at PAC
November 26	Early Release Compensation Day

Please join us for any of the above events or drop in to visit and talk with students and staff. You are always welcome! Respectfully submitted; Lou Havlik, Principal

**Theodore Robinson Intermediate School
School Board Report**

Vicki Lecy-Luebke, Principal

November 10, 2008

Restorative Practices

Restorative practices form a philosophical foundation for the way we treat one another. The basis of this foundation is that everyone is responsible for their own actions. We reinforce this at our building in a number of ways. One way is through our character education program. One of the traits we work on is responsibility. Students talk in their classrooms about what this looks like, sounds like, feels like. Another program we have is our peer mediation program; each year thirty students are trained in conflict resolution skills. Victim and offender are brought together to talk about an incident and work out a solution that is agreeable to both parties. This meeting also happens on a daily basis between adults and students in our building. We seek to have the offender understand how his/her behavior has affected another and then we look for ways to repair the damage. Our goal is greater personal responsibility and a positive school culture where all students feel safe and accepted.

Professional Development

Staff who didn't attend WEAC (Wisconsin Education Association Convention) were able to attend professional development sessions on campus. Training in Eclipse and curriculum mapping, nonviolent crisis training, and CPR were offered to staff on Wednesday afternoon and Thursday. Most educational assistants and several teachers participated in these programs.

Jolene Hammond, Patty Nimz, and I attended the REACH (Responsive Education for All Children) training meeting in October. This meeting was the first step in the implementation of the grant our district received. This grant will help our staff find ways to meet the needs of struggling students in the classroom, using inclusionary methods.

Steve Feeney, Deb Arnold, Gail Guenther, and I spent a day in October working with thirty students, grades 3-5, who were nominated to be peer mediators this year. These adults then oversee the mediation meetings as they take place.

Celebration

Please join our fourth grade music concert on November 25 at 7:00 p.m. in the high school PAC.

We welcome Becky Ludeman to our school. Becky is an internal transfer into our special education program.

J.C. McKenna Middle School
Robert Flaherty, Principal
School Board Report
November 2008

(RREACH) Respect, Responsibility, Empathy, Attitude, Cooperation, Honesty

October Attendance Rates

- 97.66 %
- 5 Unexcused Absent
- 0 Habitual Truant Referral (2008 = 8)
- Total Habitual Truant Referrals (2008 = 8)

October Discipline Summary

- 99 Discipline Referrals (2008 = 189)
- 14 (2008 = 30) Students Out-of-School Suspension / 3 of which were from not showing up for Saturday Detention
- 5 (2008 = 8) Student In-School Suspension
- 0 (2008=0) Student received a truancy citation referral in September
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Parent Involvement

- 7th Grade Spanish Classes had their Spanish Fiesta on October 27 & 28
- Student Council Halloween Dance was on October 24, 2008
- 8th Grade Band and Chorus went to “Wicked” in Chicago on October 22.
- Held our “Green and Gold” Fund Raiser on October 29th with 120 TRIS students attending

Celebrations

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Upcoming Events

- November 13 – Parent/Teacher Conference
- November 24 – 7/8 Fall Band Concert – 7:00 p.m.
- November 25 – 7th Grade Fiesta

JCMC
School Board Report-Bob Flaherty, Principal

November 3, 2008

Restorative Practices:

Restorative Practices was the brainchild of my predecessor, Jerry Roth as well as the former director of curriculum and instruction. When our professional learning community developed a district wide character education initiative, they chose Restorative Practices over another concept known as TRIBES because Restorative Practices was being implemented at high schools, middle schools and elementary schools.

During the past two years our staff received in-service training from members of the McFarland School District, as well as reviewed several videos produced in Pennsylvania, the birthplace of the restorative movement. A quick google search for Restorative Practices will list communities, police departments, and schools around the world that use the basic principals of restorative practices to help victims of various offenses find justice.

In the middle school, many of the “team building” activities that were conducted in home base classrooms fit in with the restorative model. In addition when students make poor choices, they have an opportunity to admit their mistakes, fix the problem with the victim, and move on. Students, who do not admit their errors or do not wish to participate in restorative justice, receive traditional consequences. The consequences for RJ are often unique and agreed upon by the victim and the perpetrator. For example last year we had several students who damaged a bathroom. The custodian and the perpetrators ended up working during an in-service to repair the damage in the bathroom. This consequence was far better than a traditional suspension, fine, or detention.

In serious cases, a “full blown” restorative meeting in the middle school might be held. This means that the parents of the perpetrator and the victim will have an opportunity to meet along with the students. This meeting only takes place if all parties agree and the principal feels the meeting will cause no harm to the victim. The victim gets an opportunity to speak first and let the victim know how they feel. The perpetrator gets the second opportunity to speak and the main focus of their discussion is on telling the victim they are sorry and how they are going to make the situation better. Needless to say the meeting for the perpetrator is often uncomfortable and more difficult than a traditional consequence.

Staff Development:

The staff will work on reviewing Measure of Academic Progress data during our K-12 Meeting as well as introduce curriculum mapping. We also have started a “book reading” club with the faculty. Staff members read “The Last Lecture” and discussed the educational implications of the book.

Donations: The staff took part in fund raising activities for students who cannot afford to pay for field trips. The school hosted students from TRIS. Over 100 students participated in games, obstacle courses, and air tent amusement rides to raise money for students who cannot afford to pay for field trips.

Bob

November 2008
Submitted by Jamie Gillespie, Principal

Restorative Practices

Brian and I have opportunities to engage the students in restorative practices fairly regularly. When students are referred to the office by staff members, we ask the students for their perspectives on what happened and we share the perspective of the staff member and any involved students. We work with the students and parents to find ways to resolve the situations and to prevent future incidents of a similar nature.

For example, we recently had a situation in which some private medical information about Student A was shared with other students. Student B admitted to sharing the confidential information with Student C, who then brought it up to Student A during a class they had together. This resulted in several other students hearing about the medical condition and Student A felt hurt by this. I talked with Student C and his mother regarding the appropriate way to ask someone a private question and whether this was information he actually needed to know. I also helped him understand the need for him to apologize to Student A for what had happened. I also spoke with Student B and his mother about what “confidential” means and the impact of his actions on other people. Student B also apologized to Student A.

I have thought about potential applications of restorative practices with the staff, for staff-to-staff interactions and staff-to-student interactions, when appropriate. This would require more training for our staff at EHS and full buy-in.

Staff Development

On the convention day, we had several teachers complete individual projects, for which they had approved project proposals. Corine Schieldt worked on creating activities for students that would offer real-world applications of algebra and that would incorporate more technology. Jeannie Abel attended the state conference for art teachers, rather than WEA’s convention. Jean Loesch traveled to Arkansas and visited the Arkansas Art Center in Little Rock, to view a temporary Andy Warhol exhibit and the permanent collections. She teaches Andy Warhol’s work in her classes has only been able to use on-line and text references up to now. Melissa Whitmore will attend a conference on inclusion of students with disabilities in the general curriculum on a Saturday in March, rather than attend the WEA convention.

Celebrate!

Matthew Karl Wickersham was born on October 27 to Karla and Steven Wickersham. Karla teaches social studies at EHS. Matthew weighed 8 pounds and was 21.5 inches long. He will join his brother Andrew at home.

School Board Report
November 10, 2008
Curriculum Topic: Restorative Practices

Office of Curriculum and Instruction
Paula J. I. Landers, Director of Instruction

Restorative Practices

The International Institute for Restorative Practices (www.iirp.org) has a wealth of information related to the emerging field of restorative practice. With a restorative practice focus, institutions and individuals work to repair harm done to victims and offenders through building positive relationships and community. As stated by the IIRP,

The fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them. This hypothesis maintains that the punitive and authoritarian *to* mode and the permissive and paternalistic *for* mode are not as effective as the restorative, participatory, engaging *with* mode. If this restorative hypothesis is valid, then it has significant implications for many disciplines.

Schools and communities in Wisconsin have begun to embrace the concept of restorative justice because they regard it as a constructive practice that is effective with young people. Both Dane and Rock Counties have explored these options through the Dane County Human Services Neighborhood Intervention Program, and through the Rock County “Weekend Worker Programs.”

Staff Development

On October 16, 2008, teams from all 4 of the ECSD schools participated in an Action Plan Development workshop lead by REACH Grant representatives from DPI and CESA#2. All ECSD schools must have their action plans completed and submitted to the grant website by November 5, 2008. A Resource Mapping Workshop will follow.

October 29th and 30th were District Staff Development Days. Staff chose to spend this time in the following ways:

Staff Development Option	Number of Staff Participating
WEAC Convention in Madison	116
Other Professional Conferences	16
CPR/ First Responder Certification	36
Non-Violent Crisis Intervention Training	36
Eclipse Curriculum Mapping	10
Special Projects	12

Upcoming Events

November 12, 2008 – Social Studies Summit: K-12 Curriculum Review

November 20, 2008 – REACH Grant, School Resource Mapping at CESA#2

Student Services Board Report November 10, 2008

Theresa G. Daane, Director of Student Services

Topic Focus: Restorative Practice

Restorative practice has significant merit in working with students with disabilities. The concept of having students that engage in inappropriate behavior identify who is the wronged party and determine how to make amends, is a skill based approach and one of the foundations in working with students with emotional and behavioral disabilities. Other building wide behavior systems fit into this framework as well. These include “Discipline with Love and Logic” and Corwin Kronenberg’s “Top of the Line”.

With restorative practice we are seeking to move from a punitive system of discipline to an approach that seeks to change student behavior through education and dialogue. There are certain behaviors that may result in a student being removed from a school setting. When we suspend students with disabilities, we are also limiting their ability to access the special education services that are provided to assist them in learning the skills they need to work and thrive in society.

IDEA clearly limits the number of days a student can be placed out of school for disciplinary reasons to ten days. At this point a manifestation determination must be completed. A manifestation determination is completed to determine if there is a causal relationship between the student's disability and the behavior that is resulting in disciplinary action. We also need to determine if the student's behavior is a result of the district not implementing the Individualized Education Plan. In the event that the behaviors are a manifestation of the student's disability, we then need to complete a functional behavioral analysis and develop a behavior intervention plan. This places the emphasis on teaching the appropriate skills at the end of the disciplinary process. When working with student's that experience behavioral challenges, special education teachers are continually looking for the reason for the behavior. Once we understand the reason, we can build skills, and establish other options to address the student needs.

Restorative practices focus on understanding the inappropriate behavior, whom it impacted on and what can the student do to make amends. With an emphasis on building skills at the beginning of behavioral issues for all students, we may be able to provide instruction and needed skills prior to an incident that may be more serious. Restorative practice teaches students about appropriate social behavior, and to recognize there may be unintended consequences that harmed others. This is often more difficult than being sent home for a day. Restorative practice focuses on building a community of learners that respect one another and recognition that behaviors often have an impact on others. These are valuable lesson for our students to learn.

Professional Development:

On October 29 and 30th, thirty-seven staff members completed training in Non Violent Crisis Intervention. This training provided an overview regarding the crisis development model including different levels of crisis and staff responses that may support individual or further escalate them. In addition, staff members were trained in personal safety techniques for a variety of situations.

Announcements/Upcoming Events:

11/5/08 – Sixth grade staff will participate in a mini workshop on crisis intervention and personal safety techniques.

11/17/08 – Alice Udvari-Solner will present to K-5 staff on inclusive education and principles of universal design as it applies to education.

11/19/08 – REACH and Response to Intervention presentation at the middle school.

11/20/08 –REACH - Resource Mapping workshop at CESA 2

OCTOBER 2008 BOARD REPORT MEDIA AND TECHNOLOGY

Staff Development

The ISSAC consortium held its first of four workshops on technology integration, 21st Century Skills, and Teaching to the Future. Evansville has three participating teachers: Val Olson, Mark Stano, and John Hanson. Throughout the year, these teachers will develop technology-rich projects that use technology to enhance critical thinking skills. They will also create online learning environments such as Moodle Classrooms and Wikis while learning about and developing lessons with Web 2.0 tools.

Paula Landers and I are working with our teaching staff on using our curriculum software (Eclipse) as a full curriculum and lesson planning tool. It is a very powerful program, and will help us in our curriculum mapping efforts.

I attended a workshop on the new 21st Century Skills and Standards hosted by DPI last month. 21st Century Standards were addressed, as well as technology assessments for our district and web page/acceptable use policies.

Other Announcements

We now have more bandwidth! We are definitely a technology-rich school district, with use higher than ever before.

All of our libraries are now running a complete web-based system. As soon as we get an additional Public IP Address, all of our library card catalogs will be available 24/7 on the Internet.

Respectfully submitted,

Anne Gath

Evansville High School
Associate Principal/Athletic Director
School Board Report
November 3, 2008

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- October Attendance Rates
 - 93.60 % (**2007 = 93.95**)
 - 93.60 % + Excused Absences = 99.27 % (**2007 = 98.60**)
 - 00.73 % Unexcused Absent (**2007 = 01.40%**)
 - 0 Habitual Truant Referral (**2007 = 0**)
 - **Total Habitual Truant Referrals 2008-09 school year = 0 (2007-08 = 1)**

- October Discipline Summary
 - 156 (**16.0%**) Discipline Referrals (**2007 = 136, 14.5%**)

- 10 (2007 = 9) Students Suspended Out-of-School = 13.00 Days (2007=19.00)
- 10 (2007 = 6) Students Suspended In-School = 7.00 Days (2007 = 5.50)
- 100 % of students receiving attendance related detentions served their assigned detention(s) in October (28 attendance related detentions/ 0 no shows).
- 3 (2007 = 0) Student received a truancy citation referral in October.
- **Total of 4 (2007-08 = 1) student has received truancy citation referral in the 2008-09 school year.**

ANNOUNCEMENTS/UPCOMING EVENTS:

- Winter Sports Begin:
 - Girls Basketball-Monday, November 10th
 - Boys Basketball-Monday, November 17th
 - Wrestling-Monday, November 17th
 - Middle School Boys Basketball-Monday, November 3rd
- Congratulations to all the fall sports teams (poms, cheers, boys and girls cross-country, boys soccer, volleyball and football) for their entertaining performances.