

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, April 27, 2016

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

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

- I. Roll Call: Mason Braunschweig Melissa Hammann Sandra Spanton Nelson
 Eric Busse Jane Oberdorf
 John Rasmussen Keith Hennig
- II. Approve Agenda.
- III. Annual Board Reorganization.
- A. Election of Officers.
 - B. Discussion of Committees, Determine Committee Structure, and Make Assignments.
 - C. Determine Meeting Times and Dates.
 - 1. Set July Board Meeting Dates.
 - D. What Every New Board Member Needs to Know, About the District.
 - E. Review of Board Binder and:
 - 1. Legal Authority and Duties of Board Members (Policy #150).
 - 2. Open Meetings Law (Brochure).
 - 3. How Agendas are Set (Policy #171.2).
 - 4. How Board Meetings are Conducted (Policies #171 and #172).
 - 5. Purpose and Structure of Minutes (Policy #184).
 - F. Appoint a Board Member as Evansville Education Foundation Representative.
 - G. Appoint Delegate Representative to CESA 2.
- IV. Public Announcements/Recognition/Upcoming Events:
- Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm
- V. Information & Discussion:
- A. Math Curriculum Related Referendum Purchases.
 - B. Donation to JC McKenna Middle School From Evansville Athletes and Youth Syndicate.
 - C. Dane County New Teacher Project Shared Service Contract.
 - D. Proposed Employee Handbook Changes, Second Reading:
 - 1. Certified Staff, pg. 40, Sections 1.01 and 1.02 – Professional Hours/Workday.
 - 2. Certified Staff, pg. 50, Sections 7.02 – Personal Days.
- VI. Budget Finance – Chair, _____:
- A. Discussion Items:
 - 1. 2016-2017 Lunch Prices.
 - 2. 2016-2017 Budget Update.

3. Insurance Committee Update.
 4. Evansville Education Foundation Update.
 5. Food Service and Custodians Compensation Committee Update.
- B. Develop Budget Finance Agenda Items for May 25, 2016, Meeting.

VII. Business (Action Items):

- A. Approval of Donation to FFA Department From FFA Alumni.
- B. Approval of Policy #461-Wisconsin Technical Excellence Scholarship.
- C. Approval of 2015-2016 1.5% Salary Increases for Administrators, Director of Buildings & Grounds, and Technology Manager.
- D. Approval of Staff Changes: Hiring of Teacher.
- E. Approval of April 13, 2016, Regular Meeting Minutes.

VIII. Policies – Chair, _____:

- A. Second Reading of Policies:
 1. #132 – Filling Board Vacancies.
 2. #343.1 – Student Class Selection and Schedule Changes.
 3. #343.1 Rule (343.11) – Student Class Selection and Schedule Changes – Administrative Rule.
 4. #343.12 – Protecting Instructional Time.
 5. #343.2 – Class, Program and School Size.
 6. #343.2 Rule – Class Size Guidelines.
 7. #343.41 (343.4) – Advanced Learning and Credit Opportunities.
 8. #343.41 – Extension Courses.
 9. #344 – Adult Education.
 10. #347 - Student Records.
 11. #347 Exhibit – Student Records Notice.
 12. #347 Rule (347.1) – Procedures for the Maintenance and Confidentiality of Student Records.
 13. #433.1 – Elementary Student Classroom Placement.
 14. #823 – Open Records Policy and Procedures for Access to Public Records.
 15. #823.1 – Records Retention.

IX. Board Development – Chair, _____:

- A. Continuous System Improvement (CSI) Plan Update.
- B. Develop Board Development Agenda for May 25, 2016, Meeting.

X. Future Agenda – May 11, 2016, Regular Meeting Agenda.

XI. Adjourn.

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

Upon reasonable notice, effort 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: 4/20/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

Wednesday, April 27, 2016

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

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

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

II. **Approve Agenda.**

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

III. **Annual Board Reorganization.**

- A. Election of Officers – District Administrator, Mr. Roth, will open the floor for nominations so that the Board may vote on a President. Paper will be provided for paper vote. Following the election of the President, the President will facilitate the election of the other board officers. Refer to policy #141-Board Officers.

Mr. Roth asks for nominations for **President:**

_____nominated _____

_____nominated _____

Nominations closed.

Vote –

_____ is President

President runs the meeting – asks for nominations for **Vice President:**

_____nominated _____

_____nominated _____

Nominations closed.

Vote –

_____ is Vice President

President asks for nominations for **Clerk**:

_____ nominated _____

_____ nominated _____

Nominations closed.

Vote –

_____ is Clerk

President asks for nominations for **Treasurer**:

_____ nominated _____

_____ nominated _____

Nominations closed.

Vote –

_____ is Treasurer

President asks for appointment of Deputy Clerk, Kelly Mosher:

_____ appoints Kelly Mosher as Deputy Clerk

Vote –

B. Discussion of Committees, Determine Committee Structure, and Make Assignments – *Enclosed is a listing of the current Committee assignments. Please consider which committee you would like to serve on and if you are interested in being the Board Member Chairperson of a Committee.*

C. Determine Meeting Times and Dates – *Does the Board want to continue meetings on the second and fourth or last Wednesday of the month, per policy #171? District Office staff prefer this day. The Board needs to set the start times of the meetings.*

Consensus to meet on _____ (day of week), at _____ (time).

1. Set July Board Meeting Dates – Enclosed is a calendar for your reference. Mr. Roth suggests having one meeting in July on the 20th. The next meeting would be August 10th.

Consensus to meet on July 20th: YES NO

- D. What Every New Board Member Needs to Know, About the District – This document has been updated as necessary and will continue to be. You may want to keep this in your Board Binder as a reference.

- E. Review of Board Binder and:

1. Legal Authority and Duties of Board Members (Policy #150)
2. Open Meetings Law (Brochure)
3. How Agendas are Set (Policy #171.2)
4. How Board Meetings are Conducted (Policies #171 and #172)
5. Purpose and Structure of Minutes (Policy #184)

Enclosed are the 100 policies of the Policy Manual. **Please insert these into your Board Binder.**

- F. Appoint a Board Member as Evansville Education Foundation Representative – Ms. Hammann is our current Board appointed member of the Evansville Education Foundation (EEF).

Consensus to appoint Board Member _____

- G. Appoint Delegate Representative to CESA 2 – Mr. Rasmussen has served as the delegate. CESA stands for Cooperative Educational Services Agency, and have their office in Whitewater. CESAs develop programs and provide services that are not as cost effective for districts to provide on their own. They are primarily funded by user fees. We determine each year what services we will contract for.

Consensus to appoint Board Member _____

IV. Public Announcements/Recognition/Upcoming Events:

- Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm

V. Information & Discussion:

- A. Math Curriculum Related Referendum Purchases – Director of Instruction, Ms. Murphy, has enclosed information.
- B. Donation to JC McKenna Middle School From Evansville Athletes and Youth Syndicate – Middle School Principal, Mr. Knott, has enclosed information – a document detailing the proposed donation of an additional set of basketball backboards on the JC McKenna

Middle School playground from EAYS (Evansville Athletes and Youth Syndicate). Per policy #840, donations under \$5,000, do not need Board approval, just notification.

- C. Dane County New Teacher Project Shared Service Contract – Ms. Murphy has enclosed information. We will ask for approval at the May meeting.
- D. Proposed Employee Handbook Changes, Second Reading:
 - 1. *Certified Staff, pg. 40, Sections 1.01 and 1.02 – Professional Hours/Workday.*
 - 2. *Certified Staff, pg. 50, Sections 7.02 – Personal Days.*

VI. Budget Finance – Chair, _____:

A. Discussion Items:

- 1. 2016-2017 Lunch Prices – Business Manager, Ms. Treuden, has enclosed information.
- 2. 2016-2017 Budget Update – Ms. Treuden will give an update.
- 3. Insurance Committee Update – Committee will meet again in the fall of 2016.
- 4. Evansville Education Foundation Update – Ms. Hammann to give an update.
- 5. Food Service and Custodians Compensation Committee Update – Enclosed are the minutes of their February 8 and March 7 meetings. Both Committee's will meet on May 9.

B. Develop Budget Finance Agenda Items for May 25, 2016, Meeting.

VII. Business (Action Items):

- A. Approval of Donation to FFA Department From FFA Alumni – High School Principal, Mr. Everson, has enclosed information.

Suggested Motion: I move we approve the \$6,000 donation towards Agriscience classroom tables from the FFA Alumni, and thank them for their donation.

- B. Approval of Policy #461-Wisconsin Technical Excellence Scholarship – This policy is coming forward on the fast track, as a first reading and for approval.

Suggested Motion: I move we approve to waive the three readings of policy #462, Wisconsin Technical Excellence Scholarship, and approve with suggested changes.

- C. Approval of 2015-2016 1.5% Salary Increases for Administrators, Director of Buildings & Grounds, and Technology Manager – Please approve a 1.5% salary increase.

Suggested Motion: I move we approve the 2015-2016 1.5% salary increases for the Administrators, Director of Buildings & Grounds, and Technology Manager.

- D. Approval of Staff Changes: Hiring of Teacher – *Please approve the hiring of: Colin Langan, 6th grade English/Language Arts Teacher. Colin has spent the previous five years teaching 3rd-5th grade in the Edgerton Community School District. In 2009, Colin graduated with an Elementary Education (K-8) Degree from DePaul University. While at Yahara, he created the “Battle of the Books” reading program for third–fifth graders and coordinated both reader's and writer's workshops. Colin also served in a leadership role in several capacities, including the District Literacy, Math, and Compensation committees. Colin lives in Madison and enjoys hiking, running, travelling, and reading. Colin replaces Jill Schultz and will be paid a salary of \$41,976.*

Suggested Motion: I move we approve the hiring of Colin Langan, 6th grade ELA Teacher, for a salary of \$41,976.

- E. Approval of April 13, 2016, Regular Meeting Minutes – *Enclosed are the minutes for approval.*

Suggested Motion: I move we approve the April 13, 2016, minutes as presented.

VIII. Policies – Chair, _____:

A. Second Reading of Policies:

1. #132 – Filling Board Vacancies.
2. #343.1 – Student Class Selection and Schedule Changes.
3. #343.1 Rule (343.11) – Student Class Selection and Schedule Changes – Administrative Rule.
4. #343.12 – Protecting Instructional Time.
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13. #433.1 – Elementary Student Classroom Placement.
14. #823 – Open Records Policy and Procedures for Access to Public Records.
15. #823.1 – Records Retention.

IX. Board Development – Chair, _____:

A. Continuous System Improvement (CSI) Plan Update – *Enclosed is an update on each of the CSI Sub-Committees:*

- *Teaching and Learning*
- *Workforce Engagement and Development*

- *Communication and Community Engagement*
- *Technology*
- *Facilities and Operations*
- *Climate and Culture*

B. Develop Board Development Agenda for May 25, 2016, Meeting.

X. **Future Agenda – May 11, 2016, Regular Meeting Agenda – *Enclosed is a draft agenda.***

XI. **Adjourn.**

Suggested Motion: I move we adjourn the meeting.

Approved: June 10, 1985
Revised: June 25, 2001
Revised: November 26, 2012

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BOARD OFFICERS

The Evansville Community School District Board of Education shall elect a President, Vice President, Clerk and Treasurer from among its members to serve as officers of the Board. Board officers shall be elected annually at the organizational meeting of the Board, which is to be held on or within 30 days after the fourth (4th) Monday in April. Voting for Board officers shall be done by nomination and voice vote, unless a secret ballot process is requested.

Board officers shall serve a one-year term, from one organizational meeting until the next. In the event of an officer's absence or inability to act, or a Board officer vacancy, the Board shall elect another Board member to discharge the officer's duties using the same voting method as outlined above. When an officer is elected to fill a vacancy, the person elected to fill the vacancy shall serve until the next organizational meeting. As noted below, the Vice President shall automatically carry out the duties and responsibilities of the President in his/her temporary absence or inability to act.

Removal of any Board officer from his/her position as an officer prior to the expiration of his/her term as an officer shall be handled in accordance with the requirements of state law.

Board officers shall perform the following duties:

The President shall:

1. Prepare the agenda for all regular and special board meetings in consultation with the District Administrator.
2. Ensure that public notice is given for all meetings of the Board.
3. Preside at all meetings of the Board and see that the minutes are properly recorded, approved and signed.
4. Decide all questions of parliamentary procedures.
5. Have the right to discuss and vote on all matters and motions.
6. Appoint all Board committees.
7. Countersign all checks and other orders for the disbursement of District funds.
8. Defend the District from actions brought against it and prosecute actions brought by the District.
9. Sign all District contracts.
10. Serve as spokesperson for the Board.
11. Perform all other duties required by law or assigned by the Board.

The Vice-President shall:

1. Perform the duties assigned to the President in the event of the President's absence or inability to act.
2. Perform all other duties as assigned by the Board.

The Clerk shall:

1. Have the care and custody of the records, books and documents of the Board. Draw orders on the School District treasurer as directed by an annual or special meeting or the School Board and record all orders drawn on the school district treasurer.
2. Enter in the record book provided by the Board, the minutes of its meetings, orders, resolutions, and other proceedings.
3. Attest any written contract to which the District may be a party when such contract shall have been authorized by the Board.
4. Before the spring election, appoint two citizens at large to serve as the Board canvassers. If the District clerk is a candidate at the election being canvassed, the other two members shall designate a third member.
5. Report the name and post office address of each officer of the School District within ten days after the election or appointment of the officer to the clerk and treasurer of each municipality having territory within the School District.
6. Annually, as specified by statute, deliver to the clerk of each municipality a certified statement showing that proportion of the amount of taxes voted to be collected in such year, if any, for the annual payment of any loan of the School District.
7. Within five days after receipt of notification from the School Board of the same of a new school, notify the post master of the name and address. On school vacations the clerk shall direct what disposition shall be made of the mail.
8. Have authority to administer the oath of office to School Board members.
9. Act as clerk and record the proceedings of annual and special meetings.
10. Enter in the record book copies of all of the proceedings of a meeting returned by a temporary School District clerk.
11. Furnish each teacher with a copy of the contract between the teacher and the school board.
12. Perform all other duties required by law or assigned by the Board.

The Treasurer shall:

1. Account for all monies belonging to the District, or coming into its possession, and shall render a report when so required by the Board.
2. Apply for, receive and sue for all money appropriated to or collected for the School District and disburse the same in accordance with State Statutes. Disburse money upon written order of the clerk after vouchers have been filed.
3. Enter in his/her account books all money received and disbursed by him/her, specifying the source from which it was received, the person to whom it was paid and the object for which it was paid.
4. Present to the annual meeting a written statement of all monies received and disbursed during the preceding year.
5. Deposit all funds of the School District in a public depository deposit designated by the School Board under State Statute.
6. Withdraw funds of the School District under State Statutes.
7. Collaborate with the Business Manager.
8. Perform all other duties required by law or as assigned by the Board.

Legal Ref.: Sections 120.05(1) Wisconsin Statutes (School Board Officials)
120.15 (School District President Duties)
120.16 (School District Treasurer Duties)
120.17 (School District Clerk Duties)

**COMMITTEE LIST
AS OF December 9, 2015**

BOARD COMMITTEES AND ASSIGNMENTS

<u>Board Committees of the Whole:</u>	<u>Board Member Chairs:</u>
Board Development	Braunschweig
Budget Finance	Spanton Nelson
Continuous System Improvement (CSI): - Teaching and Learning - Workforce Engagement and Development - Communication and Community Engagement - Technology - Climate and Culture - Facilities and Operations	Board/Admin Team Members: Hammann, Dorn, Katzenberger, Murphy Dobbs, _____ Oberdorf, Roth Busse, Knott, Martin, Murphy Spanton Nelson, Everson Braunschweig, Rasmussen, Treuden, Cashore, Shulta
<u>Board Sub-Committees:</u>	<u>Board Members:</u>
4K (as needed)	Hammann, Spanton Nelson
Co-And Extra-Curricular (as needed)	Hammann, Spanton Nelson
Employee Handbook (3x/school year)	Hammann, Rasmussen, _____
Insurance (October – February)	Braunschweig, Spanton Nelson
Policy Development	Hammann, Oberdorf
<i>(The Board Committees above are posted in accordance with the Open Meeting Law)</i>	
<u>Other:</u>	
<u>CESA 2 Representative: John Rasmussen</u>	
<u>Evansville Education Foundation: Hammann</u>	
<u>Negotiations/Compensation Assignments:</u>	<u>Board Members:</u>
Support Staff (Custodians, Food Service, Educational Assistants, Administrative Assistants, Clerks)	Braunschweig, Busse, Rasmussen
Teachers	Braunschweig, Busse, Rasmussen

2016 Summer School Board Meetings

June 2016						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2016						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Convening in Closed Session

A meeting may be convened in closed session only when the board or subunit is first properly convened in open session, and only to consider matters under one or more of the exemptions in s.19.85(1). A motion to close shall be carried by majority vote. The vote of each member on the motion must be recorded in the minutes.

Before the motion is adopted, the presiding officer must announce the nature of the business to be considered in closed session and the specific statutory exemption or exemptions by which the closed session is claimed to be authorized. The announcement shall become part of the record of the meeting.

No business may be taken up at any closed session except that which relates to matters contained in the presiding officer's announcement of the closed session. *Section 19.85(1).*

Ballots, Voting and Records

Except for the election of officers of the governmental body, no secret ballot may be used to determine any election or decision. Any member of the governmental body may require that a vote be taken at any meeting in such a manner that each member's vote is ascertained and recorded, except for the election of board officers. *Section 19.88(1) and (2).*

The motions and roll call votes of each meeting of a governmental body shall be recorded, preserved and open to public inspection to the extent prescribed in the public records law. *Section 19.88(3).*

Exclusion of Members

No duly elected or appointed member of a governmental body may be excluded from any meeting of such body. Unless the rules of the governmental body provide to the contrary, no member of the body may be excluded from any meeting of a subunit of that governmental body. If the member is not a member of the subunit, attendance at the subunit's meeting may trigger additional notice requirements. *Section 19.89.*

Recording, Filming and Photographing

Whenever a board or a subunit holds a meeting in open session, the board or subunit must make a reasonable effort to accommodate any person desiring to record, film or photograph the meeting. However, this does not permit recording, filming or photographing a meeting in a manner that interferes with the conduct of the meeting or the rights of the participants. *Section 19.90.*

Penalty and Enforcement

A member of a governmental body may be subject to a forfeiture for violation of the open meetings law. No member of a governmental body is liable under the open meetings law on account of his or her attendance at a meeting held in violation of the open meetings law if he or she makes or votes in favor of a motion to prevent the violation from occurring, or if, before the violation occurs, his or her votes on all relevant motions were inconsistent with all those circumstances which cause the violation. *Section 19.96.*

Any action taken at a meeting of a governmental body held in violation of the open meetings law is voidable by a court. *Section 19.97(3).*

Attorney General's Interpretation

Any person may request advice from the Attorney General as to the applicability of the open meetings law under any circumstances. The Wisconsin Department of Justice publishes *Wisconsin Open Meetings Law: A Compliance Guide*, available at www.doj.state.wi.us.

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wasb.org

REVISED DECEMBER 2015



Open Meetings Law

A Summary for Wisconsin School Boards

The open meetings law is found in sections 19.81 to 19.98 of the Wisconsin Statutes. There are other statutory requirements for calling, noticing and conducting regular and special school board meetings that are not discussed in this summary (see ss. 120.11 and 120.43, for example). Also, for the open meetings requirements related to collective bargaining, read ss. 19.82(1), 19.85(3), 19.86 and 111.70(4)(cm)2.

Coverage

The open meetings law covers "meetings" of "governmental bodies." A school board is a "governmental body" covered by the open meetings law. The law also is applicable to formally constituted subunits of the board, such as board-created committees. However, any board or committee formed for or meeting for the purpose of collective bargaining is not a "governmental body" covered by the open meetings law. *Section 19.82(1)*.

"Meeting" means the convening of members of a governmental body for the purpose of exercising the responsibilities, authority, power and duties delegated to or vested in the body. Whenever the members of a governmental body meet to engage in governmental business, be it discussion, decision or information gathering, the open meetings law applies if the number of members present is sufficient to determine the body's course of action regarding a proposal discussed at the meeting. If one-half or more of the members of a governmental body are present, the law "rebutably presumes" that it is a "meeting" covered by the open meetings law. The term "meeting" does not include any social or chance gathering or conference which is not intended to avoid the law. *Section 19.82(2)*.

Convening in Open Session

Every meeting of a governmental body, including contemplated closed sessions, must be preceded by public notice and initially convened in open session. All discussion and action, formal or informal, must be initiated, deliberated and acted upon in open session, except where the meeting has been properly closed for a purpose permitted by s.19.85. During a period of public comment, a governmental body may discuss any matter raised by the public. *Section 19.83*.

"Open session" means a meeting which is held in a place reasonably accessible to members of the public and open to all citizens at all times.

Public Notice

Content

Public notice must set forth the time, date, place and subject matter of the meeting, including that intended for any contemplated closed session, in such form as is reasonably likely to apprise members of the public and news media thereof. Notice of a contemplated closed session should refer to the specific statutory exemption. The public notice may provide for a period of public comment. *Section 19.84(2)*.

Timing

Public notice of every meeting must be given at least 24 hours prior to the meeting's commencement. If for good cause this is impossible or impractical, shorter notice may be given, but never less than two hours in advance. *Section 19.84(3)*.

Separate notice must be given for each meeting, at a time and date reasonably close to the time and date of the meeting. *Section 19.84(4)*.

Intent to reconvene in open session within 12 hours after a closed session must be noticed at the same time and in the same manner as notice of the meeting convened prior to closed session. *Section 19.85(2)*.

Whom to Notify

In addition to any notice required by other statutes, notice of meetings must be given (1) to the public, (2) to news media who have filed written requests, and (3) to the official newspaper, or if none, to a news medium likely to give notice in the area. *Section 19.84(1)*.

Subunit Exception

Formal subunits of school boards may meet without public notice during or immediately after a lawful meeting of the school board to discuss or act on a matter which was the subject of the board meeting. The presiding officer of the board meeting must publicly announce the time, place and subject matter of the meeting of the subunit in advance at the board's meeting. *Section 19.84(6)*.

Closed Sessions

A meeting may be convened in closed session under one or more of the exemptions provided in s. 19.85(1), including the following exemptions that have been used by school boards:

(a) Deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before that governmental body.

(b) Considering dismissal, demotion, licensing or discipline of any public employee or person licensed by a board or commission or the investigation of charges against such person, and taking of formal action on any such matter; provided that the public employee or person licensed is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action may be taken. The notice shall contain a statement that the person has the right to demand that the evidentiary hearing or meeting be held in open session. This paragraph and par. (f) do not apply to any such evidentiary hearing or meeting where the employee or person licensed requests that an open session be held.

(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

(d) Considering strategy for crime detection or prevention.

(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

(f) Considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.

(g) Conferring with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

(h) Consideration of requests for confidential written advice from the elections commission under s. 5.05(6a) or the ethics commission under s. 19.46(2), or from any county or municipal ethics board under s. 19.59(5).

BOARD OF EDUCATION

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 - 133.1 Selection of Student Representative to the Board of Education

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Approved: May, 1985
Revised: February 1, 1990
Revised: December 11, 2013

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DISTRICT VISION, MISSION, OBJECTIVES AND GOALS

VISION:

Creating a culture of excellence in:

- Academic achievement
- Character development
- Pursuit of arts, athletics, and other activities
- Community engagement
- Highly effective staff

MISSION:

The Evansville Community School District, in active partnership with families and the community, will provide a positive learning environment that challenges all students to achieve personal excellence and become contributing citizens of the world community.

OBJECTIVES:

1. To learn skills in reading, writing, speaking and listening.
2. To develop good work habits, honesty, respect for others, responsibility and life-long learning, and the ability to get along with people with whom we work and live.
3. To think objectively and analytically, and to use these skills in making decisions and solving problems.
4. To help students discover their potential and develop a healthy self-image.
5. To learn skills in mathematics and science.
6. To gain knowledge about the world of today and yesterday, and develop respect for and understanding of other races, religions, nations and cultures.
7. To develop academic skills needed by all students at graduation, whether continuing their education or entering the work force.
8. To develop the ability to think creatively.
9. To develop skills in computer science and other technology.
10. To promote physical development and well being through a variety of experiences and opportunities.

11. To develop an appreciation of the fine arts such as music, art, drama and literature, and promote participation in the creative and performing arts.
12. To understand our political and economic systems, and promote participation in the political process.
13. To promote self-confidence, mutual support and positive social interaction through a variety of co-curricular activities.
14. To deal with adult responsibilities and problems, i.e., sex, marriage, parenting, personal finances, use of alcohol and drugs, and worthy use of leisure time.
15. To develop career awareness and experience a wide variety of vocational areas.

GOALS:

The District shall set goals on an annual basis.

Legal Ref.: Sections 118.01 Wisconsin Statutes (Educational Goals and Expectations)
118.13 (Pupil Discrimination Prohibited)
118.30 (Pupil Assessment)
120.13 (Board Power to do all Things Reasonable for the Cause of Education)
121.02(1) (School District Standards)
No Child Left Behind Act of 2001
Wisconsin Constitution – Article X, Section 3

EXPECTATIONS OF THE EVANSVILLE COMMUNITY SCHOOL DISTRICT

FOR STUDENTS:

1. Every student develops the values and abilities necessary for ethical decision-making and conduct based on the core values of respect, honesty, caring, and responsibility.
2. Every student attends school daily and graduates.
3. Every student reads at an advanced or proficient level.
4. Every student achieves at the advanced or proficient level on assessments based on the Wisconsin model academic standards for language arts, mathematics, science, and social studies.
5. By the end of elementary, intermediate, middle, and high school, each student demonstrates the ability to use technology.
6. Every student demonstrates an understanding of the democratic political process and has a working knowledge of local, state, national, and international governments.
7. Every student is prepared with the knowledge and skills to be a successful producer, consumer, and citizen in the global economic community.
8. Every student graduates with skills and habits necessary to be a life-long learner.

FOR LEARNING ENVIRONMENTS:

1. Curriculum, Instruction & Assessment:
 - a. Every student has access to a coherently articulated, core curriculum complemented with a variety of elective courses and co-curricular activities.
 - b. The curriculum addresses important academic content and essential life skills.
 - c. Instructional strategies reflect best practices and inspire student engagement.
 - d. Learning is assessed regularly using both formative and summative elements.
 - e. Assessment ensures quality learning, and informs teachers and teams regarding curricular and instructional decision-making.
2. Equity:
 - a. Each staff member holds high standards and expectations for every student's success.
 - b. Each staff member pays attention to the whole student, including academic progress, behavior, and emotional well-being, and initiates appropriate interventions as needed.
 - c. Curriculum, instructional practice, and assessment accommodate and build upon individual and cultural differences, interests, and abilities.
3. School Culture and Climate:
 - a. Schools are safe and caring environments.
 - b. School staff foster a culture of connectedness and attachment.

- c. Because learning is socially and dynamically constructed, classrooms are characterized by engagement, collaboration, and supportive relationships with peers and teachers.
 - d. Schools promote, recognize and celebrate individual and collective efforts and achievement.
 - e. Students and staff treat each other with mutual respect and consideration.
 - f. Schools ensure open, ongoing communication between all members of the community.
4. Professional Learning Community:
- a. The District recruits, hires, and retains dedicated, skilled, diverse, and innovative staff.
 - b. Every staff member contributes to high-performing, collaborative teams because success for every student depends upon the people in a school working together.
 - c. School staff members collectively inquire and reflect upon the results of student achievement in order to improve student learning.
 - d. Every employee commits to maintaining a high level of mutual support and trust between all members of their professional learning community.
 - e. Every employee models the importance of life-long learning through commitment to action research and ongoing professional development.
5. Extended Community:
- a. The District and schools value and develop collaborative relationships and strong commitments among families, residents, businesses, government agencies, and other educational systems.
 - b. The extended community shares and promotes the vision and values of schools.
 - c. Parents play a fundamental role in the education of children, and by working collaboratively and positively with educators, maximize children's educational experience.
 - d. Each school provides opportunities for students to learn by serving within the extended community.
 - e. The extended community provides the resources that enable schools to offer exemplary academic and co-curricular programs and expects effective stewardship of those resources.

Approved: June 10, 1985
Revised: June 25, 2001
Reviewed: February 11, 2010

132

FILLING BOARD VACANCIES

Public officials may resign or be removed from office as provided by Wisconsin law. When a vacancy does occur, the remaining members of the Board shall appoint a replacement. Qualified electors may contact the Board to express interest in the position. Board members may also contact qualified electors to determine their interest in the vacancy. Board vacancies will be noticed in the official school newspaper.

Those qualified electors interested in filling such a vacancy shall provide a written statement in response to the notice. The Board, under the guidance of the Board President, will determine interview questions. The questions will be provided to interested board candidates who will provide a written response within one week of receiving the questions. The Board will select candidates to interview based on the written responses to interview questions.

Appointment to the Board shall be by election of the remaining members following an interview. The candidate appointed to the vacancy shall, pending acceptance and filing the oath of office, be seated at the next meeting of the Board.

Appointed board members who wish to continue shall stand for election at either the subsequent or the second regular spring election, depending upon the time of year of initial appointment to the Board and the number of years remaining in the unexpired term.

Legal Ref.: Wisconsin Statutes - Sections 17.03 (Vacancies, How Caused)
17.035 (Vacancies; Military Leaves)
17.26 (Vacancies in School Boards; How Filled)
19.01 (Oaths and Bonds)
120.05(1)(d) (School Board Officials)
120.06 (4) (Election of school board members)
120.06(12) (Election of school board members)

Reviewed: June 9, 2003
Revised: August 13, 2007
Revised: August 9, 2010

133

STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

The Board of Education welcomes student input during their discussion of District policy and management matters during regular Board meetings. Therefore, a student representative or selected alternate shall be seated at the Board table during all regular meeting sessions. The student shall be an Evansville high school student, selected at large, for a term of one year from September through June, to represent the opinions and express the needs of Evansville students.

The student representative may neither make motions nor vote. The Board shall decide the extent of student participation in its deliberations. As preparation for each meeting, the representative shall receive the materials that are delivered to members of the Administrative Team. The representative shall prepare and present a report to the Board.

The student representative shall attend regular board meetings. If needed a conference with the Board president and the representative to delineate the scope of responsibilities and expectations of a student representative, both generally and at the Board meetings will be held.

Revised: July 14, 2003
Revised: August 13, 2007
Revised: August 9, 2010

133.1

SELECTION OF STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION ADMINISTRATIVE RULE

1. Students selected from the Evansville High School to be the student representative or the student alternate representative to the Board of Education, henceforth referred to as the representative or alternate respectively, shall be selected at large from all full time high school students. Although selected from the high school, the representative will represent students in all District schools. If no appropriate candidate comes forward, a student council representative should submit a monthly report to the building principal who will present to the Board.
2. The term of office shall be from September through June. Selection shall occur during the spring.
3. The representative and/or alternate serve as liaison to the Student Council and other representative groups of the student body, administration, and/or the Board of Education.
4. If concerns arise regarding the student representative's performance of designated responsibilities, the high school principal and/or district administrator will meet with the representative to discuss these concerns and develop a plan for improvement if necessary. If the concerns continue, the Representative Selection Committee may convene to discuss these concerns with the representative. If deemed necessary, the Selection Committee can remove the representative from the position by a simple majority vote.
5. In instances when the representative is unable to fulfill the responsibilities of the position, the alternate shall assume the duties of the student representative to the Board of Education.

RESPONSIBILITIES OF STUDENT REPRESENTATIVE TO THE SCHOOL BOARD

1. Review Board of Education meeting materials which are delivered prior to all regular Board meetings.
2. Participate in discussions at all regular, open session board meetings in the manner determined by the Board. The representative may neither make motions nor vote.
3. Present a student representative report at regular board meetings. Guidelines for the report are the following: report is no longer than five minutes in length, current topics of discussion at student council meetings or other representative groups of the student body, current examples of student participation in decision making, and student successes in all areas of district schools. Cautions for the report are that the Board is limited by open meeting laws in responding to it.

4. Report back to the student council or other representative group of the student body on a regular basis throughout the year.
5. Provide a year-end report.

To be selected, a student must:

- A. Be informed and commit to fulfillment of the designated responsibilities.
- B. File nomination papers which have 25 student signatures, two teacher signatures, and parent approval to the principal by the established deadline.
- C. Respond to questions prepared by the Selection Committee. The written responses need to be submitted to the principal by the established deadline.
- D. Interview for the position with the Selection Committee comprised of the following: 4 students (one each from grades 9-12); 1 parent/guardian; 1 Board member or designee; 2 school staff members including a student council advisor; and a building principal.
- E. The Selection Committee shall select the student representative based upon the nomination papers, written responses, and interview. The Selection Committee will select the student representative and an alternate by consensus if possible. If consensus is not possible, then the representative and alternate will be determined by a simple majority vote of the committee before the October board meeting.
- F. If no more than two students apply, the principal shall appoint a student representative and an alternate. The representative will attend the first meeting in September.

Approved: June 10, 1985
Revised: June 25, 2001
Revised: November 26, 2012

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BOARD OFFICERS

The Evansville Community School District Board of Education shall elect a President, Vice President, Clerk and Treasurer from among its members to serve as officers of the Board. Board officers shall be elected annually at the organizational meeting of the Board, which is to be held on or within 30 days after the fourth (4th) Monday in April. Voting for Board officers shall be done by nomination and voice vote, unless a secret ballot process is requested.

Board officers shall serve a one-year term, from one organizational meeting until the next. In the event of an officer's absence or inability to act, or a Board officer vacancy, the Board shall elect another Board member to discharge the officer's duties using the same voting method as outlined above. When an officer is elected to fill a vacancy, the person elected to fill the vacancy shall serve until the next organizational meeting. As noted below, the Vice President shall automatically carry out the duties and responsibilities of the President in his/her temporary absence or inability to act.

Removal of any Board officer from his/her position as an officer prior to the expiration of his/her term as an officer shall be handled in accordance with the requirements of state law.

Board officers shall perform the following duties:

The President shall:

1. Prepare the agenda for all regular and special board meetings in consultation with the District Administrator.
2. Ensure that public notice is given for all meetings of the Board.
3. Preside at all meetings of the Board and see that the minutes are properly recorded, approved and signed.
4. Decide all questions of parliamentary procedures.
5. Have the right to discuss and vote on all matters and motions.
6. Appoint all Board committees.
7. Countersign all checks and other orders for the disbursement of District funds.
8. Defend the District from actions brought against it and prosecute actions brought by the District.
9. Sign all District contracts.
10. Serve as spokesperson for the Board.
11. Perform all other duties required by law or assigned by the Board.

The Vice-President shall:

1. Perform the duties assigned to the President in the event of the President's absence or inability to act.
2. Perform all other duties as assigned by the Board.

The Clerk shall:

1. Have the care and custody of the records, books and documents of the Board. Draw orders on the School District treasurer as directed by an annual or special meeting or the School Board and record all orders drawn on the school district treasurer.
2. Enter in the record book provided by the Board, the minutes of its meetings, orders, resolutions, and other proceedings.
3. Attest any written contract to which the District may be a party when such contract shall have been authorized by the Board.
4. Before the spring election, appoint two citizens at large to serve as the Board canvassers. If the District clerk is a candidate at the election being canvassed, the other two members shall designate a third member.
5. Report the name and post office address of each officer of the School District within ten days after the election or appointment of the officer to the clerk and treasurer of each municipality having territory within the School District.
6. Annually, as specified by statute, deliver to the clerk of each municipality a certified statement showing that proportion of the amount of taxes voted to be collected in such year, if any, for the annual payment of any loan of the School District.
7. Within five days after receipt of notification from the School Board of the same of a new school, notify the post master of the name and address. On school vacations the clerk shall direct what disposition shall be made of the mail.
8. Have authority to administer the oath of office to School Board members.
9. Act as clerk and record the proceedings of annual and special meetings.
10. Enter in the record book copies of all of the proceedings of a meeting returned by a temporary School District clerk.
11. Furnish each teacher with a copy of the contract between the teacher and the school board.
12. Perform all other duties required by law or assigned by the Board.

The Treasurer shall:

1. Account for all monies belonging to the District, or coming into its possession, and shall render a report when so required by the Board.
2. Apply for, receive and sue for all money appropriated to or collected for the School District and disburse the same in accordance with State Statutes. Disburse money upon written order of the clerk after vouchers have been filed.
3. Enter in his/her account books all money received and disbursed by him/her, specifying the source from which it was received, the person to whom it was paid and the object for which it was paid.
4. Present to the annual meeting a written statement of all monies received and disbursed during the preceding year.
5. Deposit all funds of the School District in a public depository deposit designated by the School Board under State Statute.
6. Withdraw funds of the School District under State Statutes.
7. Collaborate with the Business Manager.
8. Perform all other duties required by law or as assigned by the Board.

Legal Ref.: Sections 120.05(1) Wisconsin Statutes (School Board Officials)
120.15 (School District President Duties)
120.16 (School District Treasurer Duties)
120.17 (School District Clerk Duties)

BOARD CONSULTANTS

The Evansville Community School District Board of Education recognizes that in order to pursue its educational mission and to protect the public's financial investment in the schools, the Board may engage qualified consultants to provide advice and services beyond the expertise of staff.

Before engaging any consultant, the Board may require submission of a written proposal. Proposals will detail: 1) objectives, 2) tasks to be performed, 3) procedures to be used, 4) target dates for completion of tasks, 5) method to be used to report results to the Board or deliver any product, and 6) cost breakdown.

The Board will routinely secure the services of the following:

ATTORNEY

The Board will appoint an attorney/legal firm for the District. The attorney/legal firm will act as legal counsel for the District on matters pertaining to the District. The Board will designate the District Administrator or designee to initiate legal service contacts when appropriate. An annual retainer fee for legal services may be paid by the Board. The Board may secure additional legal services, if necessary.

AUDITOR

The Board will have the annual audit of the books and affairs of the District made either by private auditors or Department of Public Instruction.

At the completion of an audit contract, the District Administrator or designee will recommend to the Board a firm to conduct the audit. The audit must be completed by December 1st following the close of the fiscal year. The auditing firm will file appropriate financial statements.

OTHER

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance will be considered as an alternative for providing the desired service. The service to be provided will be carefully planned consistent with budget appropriations and related implementation procedures. The selection of consultant and technical resources will include criteria of background, professional standing in the field, knowledge, and quality of past performance as related to the requirements needed for the task to be performed.

All services provided in this manner will be evaluated during the progress and upon the completion of the assignment.

Approved: June 10, 1985
Revised: September 10, 2001
Revised: October 9, 2013

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BOARD POWERS AND RESPONSIBILITIES

The Evansville Community School District Board of Education shall provide for a school system and establish general policies in keeping with the wishes of the community and the requirements of the state law. It is understood that the members of the Board have authority only when acting as a Board legally in session. The Board shall not be bound in any way by any action or statement on the part of any individual Board member, except when such statement or action is in pursuance of specific instructions from the Board.

The Board shall function as a legislative body only, providing for executive control of the schools through the direction of the district administrator. The individual participation of Board members shall take place in scheduled Board and committee meetings, which is the basic manner in which they fulfill their responsible positions. The method of participation is through discussion, deliberation, debate and voting.

No Board member, by virtue of his/her office, shall exercise any administrative responsibility with respect to the schools or, as an individual, command the services of any school employee.

The responsibilities of the Board shall be:

- 1) To select the district administrator and support him/her in the discharge of his/her duties.
- 2) To select school personnel upon nomination and recommendation of the district administrator.
- 3) To consider and act on policies for the school program.
- 4) To require and evaluate the reports of the district administrator concerning the progress of the financial status of the schools.
- 5) To consider, revise and adopt an annual budget recommended by the district administrator.
- 6) To consult with the district administrator and committees on their recommendations.
- 7) To assist in presenting to the public the needs and progress of the education system.
- 8) To perform specific duties mandated by statutes.
- 9) To periodically evaluate the Board's own performance.
- 10) To investigate irregularities in the school system.

All Board members are expected to attend all Board meetings, preview the Board packets, and be prepared to participate.

Legal Ref.: Sections 118.001 Wisconsin Statutes (Duties and Powers of School Boards)
120.12 (School Board Duties)
120.13 (School Board Powers)

Approved: July 8, 1985
Revised: February 12, 2007
Revised: July 12, 2012
Revised: August 13, 2014

151

BOARD POLICY ADOPTION, REVIEW AND IMPLEMENTATION

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

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

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

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

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

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

Approved: June 10, 1985
Revised: September 10, 2001
Revised: July 12, 2004
Revised: August 13, 2014

151.1

ACCESS TO BOARD POLICIES

The District Administrator or designee shall make reasonable efforts to disseminate policies adopted by the Evansville Community School District Board of Education, to employees of the District, students and citizens.

All policies will be available on the District website. Policy binders are also maintained and available for review at the District Office.

Approved: June 10, 1985
Revised: August 13, 2014

151.2

ADMINISTRATION IN POLICY ABSENCE

In cases where emergency action must be taken and the Evansville Community School District Board of Education has provided no policy guidelines, the District Administrator shall have the authority to act. His/her decisions shall be reported to the Board at its next regular meeting. It shall be the duty of the District Administrator to inform the Board promptly of such action and of the need for policy.

EMPLOYEE HANDBOOK

The Evansville Community School District Employee Handbook is set by statutes and District policies. In case of a direct conflict between the Employee Handbook, and any specific provisions of an individual contract, the individual contract shall control.

An Employee Handbook Committee shall be established consisting of the three (3) Board members, District Administrator, and up to three (3) employee representatives from each employee group. The Committee will meet one time during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the entire Board during the Board's second meeting of the month. The Board will approve suggested changes quarterly, after three readings, with implementation of approved changes effective July 1 of each year.

The Committee will discuss and review all proposals regarding the Employee Handbook and forward recommendations to the Board for review and approval. Proposals may originate from administration, the Board and/or employees. Proposed new or revised Employee Handbook sections shall state their potential contribution in furthering the mission of the District. In some cases a proposed change will be considered a clerical item and will not go to the Committee or the Board. These changes have been identified as those that will not affect the functioning of or performance of any employee group. A list of these items may be found on the District website with the Employee Handbook.

An Employee Handbook section shall be adopted or amended after the Board has had three opportunities to read and discuss the proposals at successive Board meetings. Where implementation of a new or revised Employee Handbook section needs to occur prior to the next board meeting, the Board may approve the section of the Employee Handbook at the meeting where the first or second readings occur.

The Employee Handbook is intended to provide employees with information regarding policies, procedures, ethics, expectations and standards of the District; however, the Employee Handbook should not be considered all inclusive. Copies of Board Policies and the Employee Handbook are available in each administrative office to all personnel and are on the District website at www.ecsdnet.org/. It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by enumeration to the following: Federal laws and regulations, the laws of the State of Wisconsin, Wisconsin State Administrative Code and the policies of the Evansville Community School District Board of Education.

Legal Ref.: Section 120.12(2) Wisconsin Statutes (School Board Duties)

Local Ref.: Policy #151- Board Policy Development
Employee Handbook, Appendix A

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

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

Employee/School Board Member Name: _____

Employee Handbook Part: _____

Employee Handbook Page/Section/Section #: _____

Suggested Revision:

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

DISTRICT OFFICE USE ONLY

Form received: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: _____

Legal Impact: _____

Approved: June 10, 1985
Revised: July 9, 2001
Revised: October 29, 2014

163

OPPORTUNITIES FOR DEVELOPMENT

The Evansville Community School District Board of Education believes that inservice training for its members is vital in order for the Board to govern the District in the most informed manner. The continuing development of Board members with regard to the role, responsibility, and knowledge required to function effectively is an important component of the Board's overall activity.

In keeping with this position, the Board encourages the participation of its members at appropriate conferences, conventions, seminars and workshops. The attendees at out-of-district meetings are encouraged to take notes and gather information, and report back to the Board at a subsequent meeting. The Board shall offer financial support to attending Board members for fees and travel outside the District, including out-of state and other necessary expenses in accordance with District policy. The District shall pay no expenses for the spouse/guest of any Board member. An expense report must be completed and presented to the District business office along with appropriate receipts for subsequent reimbursement.

Legal Ref.: Sections 120.10(4) Wisconsin Statutes (Powers of Annual Meeting)
120.13(16)(32) (School Board Powers)

Local Policy #671.2 (Reimbursement of Expenses)

Approved: June 10, 1985
Revised: July 9, 2001
Revised: October 8, 2014

163.1

SCHOOL BOARD MEMBERSHIPS

It shall be the policy of the Evansville Community School District Board of Education to maintain membership in the Wisconsin Association of School Boards (W.A.S.B.). Board members shall seek to be active participants in this organization.

Legal Ref.: Section 120.13(16) Wisconsin Statutes (School Board Powers)

Revised: September 25, 1989
Revised: July 9, 2001
Revised: November 12, 2014

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BOARD MEMBER COMPENSATION AND EXPENSES

All Evansville Community School District board members receive an annual salary that is reviewed and acted on at the Annual District Business Meeting, where a quorum is present. The vote shall determine the annual salaries for board members or an amount for attendance at each school board or committee meeting.

All board members may claim actual and allowable expenses at the regular district rates for meals, travel and lodging when traveling outside the District in performance of their duties as a member of the Board. An expense report must be completed and presented to the District business office along with appropriate receipts.

Legal Ref.: Section 120.10(3)(4) Wisconsin Statutes (Powers of Annual Meeting)
120.13(16)(32) (School Board Powers)
120.43 (3) (School Board Meetings)

Local Ref.: Policy #671.2, Reimbursement of Expenses

SCHOOL BOARD CONDUCT/ETHICS

As representatives of the citizens in the Evansville Community School District, the Board of Education is responsible for serving the best interests of the students and the community, utilizing all available resources toward that end. The oath of office requires that Board members uphold the laws and Constitutions of the United States and the State of Wisconsin.

Consequently, members of the Board subscribe to the following code:

1. A Board member shall honor the high responsibility which membership demands:
 - a. By thinking always in terms of children first;
 - b. By understanding that the basic function of the Board is policymaking and not administrative and by accepting the responsibility of learning to discriminate intelligently between these two functions;
 - c. By accepting the responsibility along with fellow Board members to maximize the resources provided for the proper functioning of schools;
 - d. By refusing to play politics in either the traditional partisan, or in any other sense;
 - e. By representing at all times the entire school community;
 - f. By accepting and recognizing the responsibility of a school district official to seek the improvement of education throughout the school district and the state.

2. A Board member shall conduct respectful relationships with other members of the Board:
 - a. By recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings, unless he/she is a Board officer carrying out duties authorized by law.
 - b. By recognizing the integrity of his/her predecessors and associates, and the merit of their work;
 - c. By refusing to make statements or promises as to how he/she will vote on any matter which should properly come before the Board as a whole;
 - d. By making decisions only after all facts bearing on a question have been presented and discussed;
 - e. By respecting the opinion of others and by graciously conforming to the principle of majority rule;
 - f. By refusing to participate in irregular meetings which are not official and which all members do not have the opportunity to attend.

3. A Board member shall meet his/her responsibility to his/her community:
 - a. By attempting to appraise fairly both the present and future educational needs of the community;
 - b. By regarding it as a major responsibility of the Board to interpret the policies and procedures of the District to the community;
 - c. By insisting that all school business transactions be conducted in an open, ethical, and above-board manner;
 - d. By vigorously seeking adequate financial support for the schools;

- e. By winning the community's confidence that all is being done in the best interest of school children;
 - f. By being fiscally responsible to the community.
4. A Board member shall maintain a positive relationship with the District Administrator and his/her staff:
- a. By acting upon the recommendation of the District Administrator in matters of employment or dismissal of school personnel;
 - b. By following proper Board policy and procedure when dealing with complaints and discussing them only at a regular meeting in accordance with Board policy;
 - c. By presenting personal criticisms of any employee directly to the District Administrator.
5. A Board member shall strive to improve public education and to that end:
- a. Remember always that his/her first and greatest concern must be for the educational welfare of the students attending the public schools;
 - b. Work under state and federal laws and communicate with state and federal legislators concerning the problems and needs involved in providing a quality education;
 - c. Attend all regularly scheduled Board/Committee meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
 - d. Recognize that he/she should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
 - e. Render all decisions based on the available facts and their independent judgments, and refuse to surrender such judgments to individuals or special interest group;
 - f. Encourage the free expression of opinion by all Board members and seek systematic communications between the Board, students, staff and all members of the community;
 - g. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs;
 - h. Keep informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school boards associations;
 - i. Support the employment of those persons best qualified to serve as school staff and insist on a regular impartial evaluation of all staff;
 - j. Avoid being placed in a position of conflict of interest and refrain from using their Board positions for personal or partisan gain;
 - k. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable laws.

Legal Ref.: Chapter 19 Subchapter III Wisconsin Statutes (Code of Ethics for Public Officials and Employees)

- 120.12 (School Board Duties)
- 120.13 (School Board Powers)
- 946.10 (Bribery of Public Officers and Employees)
- 946.12 (Misconduct in Public Office)
- 946.13 (Private Interest in Public Contract Prohibited)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: December 10, 2014

166

CONFLICT OF INTEREST

The Evansville Community School District Board of Education shall avoid conflicts of interest related to their roles and responsibilities associated with the District. A conflict of interest is generally defined as a conflict between the private interests of a Board member and their official responsibilities or duties to the District.

Therefore, in the event a Board member is employed by a corporation or business, or has a secondary interest in a corporation or business, which furnishes goods or services to the District, the Board member shall declare that interest and refrain from debating/discussing or voting upon the question of contracting with the company.

Further, a Board member may not use the public position or office to obtain financial gain or anything of substantial value for the private benefit of self or immediate family, or for an organization with which s/he is associated.

Each individual Board member shall be responsible for identifying and taking appropriate action with respect to his/her own conflicts of interest. However, the presiding officer of any Board or committee meeting, or the Board or committee by motion, may request that an individual Board member avoid participating in a matter due to a belief that a conflict of interest exists that, either under applicable law or Board policy, requires the Board member to abstain from participation. If the Board member refuses to avoid participating in the matter notwithstanding the request, the request and the refusal shall be expressly identified and recorded in the minutes of the meeting.

Legal Reference: Sections 19.42 Wisconsin Statutes (Definitions)
19.59 (Codes of Ethics for Local Government Officials, Employees and
Candidates)
946.12 (Misconduct in Public Office)
946.13 (Private Interest in Public Contract Prohibited)

BOARD MEETINGS

All meetings of the Evansville Community School District Board of Education shall be open to the public. Notice of all meetings must be given to the public in compliance with the state statutes. Please note, executive sessions of a meeting are closed to the public.

Regular Meetings --

The Evansville Board of Education shall meet on the second Wednesday of each month at a place designated by the Board with due notice. The regular meeting time will be set annually at the reorganization meeting. The public may address the Board regarding any issue during public presentations in accordance with Board policy.

The regular meeting of the Board may be changed following consultation of the Board president with the district administrator and a straw poll of remaining Board members. Meetings may be adjourned to a specific date, at the direction of the Board President, for the consideration of unfinished business.

Committee Meetings --

Board committees of the whole will meet on the 4th or last Wednesday of the month. Items may also be placed on the agenda for Board action as needed.

Special Meetings --

Special school board meetings will be scheduled following consultation of the Board president with the district administrator, and a straw poll of remaining board members.

Organizational Meeting --

The annual organizational meeting of the Evansville Board of Education shall be held at the first meeting of the Board on or within 30 days of the fourth Monday in April.

The purpose of the organizational meeting shall be to elect a president, a vice-president, a clerk and a treasurer. The floor will be opened for nominations for each office, which will be voted on by voice vote, roll call, or paper ballot.

Annual District Business Meeting --

The Annual District Business Meeting, which includes a budget hearing, will be held between May 15 and September 30 in a prominent location. The date and time of the meeting to be set no later than the May board meeting. All citizens of the Evansville Community School District shall be encouraged to attend and participate.

The school district clerk or designee shall publish a Class 2 Notice, under Ch. 985, of the time and place of the annual meeting, the last insertion to be not more than eight days nor less than one day before the annual meeting.

Legal Ref.: Section 120.11 Wisconsin Statutes (School Board Meetings and Reports)
19.83 (Meetings of Governmental Bodies)

Local Ref.: Policy #187-Public Participation at Board Meetings

Revised: August 13, 2001
Revised: September 8, 2003
Revised: March 11, 2015

171.1

PUBLIC NOTICE OF BOARD MEETINGS

The Evansville Community School District Board of Education recognizes that the public is entitled to the fullest and most complete information regarding the affairs of the Board as is compatible with the conduct of Board affairs and the transaction of Board business.

The Board endorses the Open Meeting Law and hereby appoints the district administrator as the person responsible to properly notice all regular and special Board meetings.

Public notice must be given at least 24 hours prior to meeting. Exception: notice of not less than 2 hours is sufficient if for good cause 24-hour notice is impossible or impractical.

Notice shall be given to the official school district newspaper, posted on the District web site, and shall be physically posted at locations designated by the Board and/or district administrator.

Notice must contain time, date, place and subject matter of meeting, including that intended for consideration at any contemplated closed session, in such form as is reasonably likely to inform the public and news media.

Legal Ref.: Sections 19.84 Wisconsin Statutes (Public Notice)
19.85 (Exemptions)
120.11 (School Board Meetings and Reports)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: November 12, 2014

171.2

MEETING AGENDAS

The District Administrator, under the direction of the Board President, shall prepare all agendas for meetings of the Board. In doing so, the District Administrator shall consult as appropriate with other Board members and with members of the Administrative Team.

Items of business may be suggested by any Board member, staff member, or citizen of the district. The inclusion of these items shall be at the discretion of the District Administrator based upon time restrictions and the interests of the district. If a citizen's request is received prior to agenda dissemination, the Board shall include on the agenda an opportunity for the citizen, or a group of citizens, to address the Board at the meeting.

The Board shall follow the order of business set up by the agenda unless altered by a majority vote of the members present. The Board, however, may not revise policies or adopt new ones unless such action has been taken in accordance with the Board's policy adoption procedures.

The agenda, together with supporting materials, shall be distributed to Board members no later than on the Friday prior to the meeting of the Board, so they can give items of business careful consideration.

In accordance with the open meetings law notice, the agenda shall be made available to the media and to any other person upon request.

Legal Ref.: Section 19.83 Wisconsin Statutes (Meetings of Governmental Bodies)
19.84 (Public Notice)
120.11 (School Board Meetings and Reports)
120.43 (2) (School Board Meetings)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: April 8, 2015

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EXECUTIVE SESSIONS

The Evansville Community School District Board of Education shall convene all meetings of the Board and its committees in open session except during consideration of certain confidential business items as specified in Wisconsin State Statutes for which the Board may convene in executive (closed) session.

Executive sessions must be convened from within the structure of an open meeting. The Board President must announce to those present at the meeting the general nature of the business to be considered at the closed session. No other business will be taken up during that session. The motion to convene an executive session shall reference the specific statutory exemption(s) authorizing the closed session and must be approved by a majority vote recorded via the roll call process.

The Board will not commence an open session, subsequently convene in a closed session, and then reconvene into an open session within a 12-hour period, unless public notice of the subsequent open session was given at the same time and in the same manner as the public notice of the initial meeting.

Meeting minutes shall reflect that the Board convened in closed session and the statutory exemption(s) cited.

Legal Ref.: Sections 19.59 Wisconsin Statutes (Codes of Ethics for local government officials, employees and candidates)

19.85 (Exemptions)

120.11(4) (School Board Meetings and Reports)

Approved: June 10, 1985
Reviewed: August 13, 2001
Revised: April 8, 2015

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RULES OF ORDER

The President of the Evansville Community School District Board of Education, or in his/her absence the Vice-President, shall preside at all regular and special School Board meetings and call the meetings to order. The Board President, like any other Board member, has a duty to vote on all matters coming before the Board in the absence of an appropriate reason to abstain from voting (e.g., a conflict of interest).

A majority of the members of the Board shall constitute a quorum for the purpose of conducting Board business, except that a larger number of Board members may need to vote in favor of a motion in order for the Board to take action on those limited items of business which, by statute or policy, require approval by other than a standard majority vote. In the absence of a quorum, the only official action that the Board may take is to adjourn the meeting to another time and/or date.

Action on any item of business will be taken by motion. In this policy, the term "motion" is intended to include any "resolution" of the Board.

Business shall be conducted at regular and special Board meetings according to *Robert's Rules of Order* applying to small boards, except as otherwise provided by law or the Board. However, the failure to follow *Robert's* or any other local procedural rules that have been set at the discretion of the Board shall not, standing alone, be construed to render any decisions made by the Board void, voidable, or otherwise invalid.

Legal Ref.: Sections 19.88 Wisconsin Statutes (Ballots, Votes and Records)
65.90(3)(a) (Municipal Budgets)
120.11 (School Board Meetings and Reports)
Robert's Rules of Order

Local Ref.: Policy #171-Board Meetings
Policy #171.1-Public Notice
Policy #171.2-Meeting Agendas
Policy #172-Executive Sessions

Approved: June 10, 1985
Revised: September 10, 2001
Revised: May 13, 2015

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QUORUM

A majority of the members of the Evansville Community School District Board of Education constitutes a quorum. In the absence of a quorum, the only official action that the Board may take is to adjourn the meeting to another time and/or date.

When a quorum is present, most motions shall be considered approved if a simple majority of those present approve them. However, there are circumstances defined in Wisconsin Statutes that demand different approval criteria.

Legal Ref.: Section 120.11(1) Wisconsin Statutes (School Board Meetings and Reports)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: May 13, 2015

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VOTING

Voting at Evansville Community School District Board of Education meetings will be by show of hands or by voice vote, unless a roll call vote is required by law. A Board member may request a roll call vote on any question under discussion. The Board president has the same duty as other Board members to vote on motions presented to the Board.

Unless the statutes specifically provide otherwise, secret ballot votes may be taken only to elect Board officers.

To satisfy open meeting law requirements:

- The vote on the motion to convene in closed session must be by majority vote taken in such manner that each member's vote is ascertained and recorded in minutes.
- Any member may require that any vote of the Board (except for election of officers) be taken in such manner that each member's vote is ascertained and recorded in the minutes.
- All motions and roll call votes must be recorded and preserved.
- Members may abstain from voting on a matter, but must announce their abstention.
- No Board member may cast a vote by proxy or by absentee ballot. Board members must be present at meetings to vote.

These requirements do not apply to a Board session held for purpose of collective bargaining as such sessions are excluded from the open meeting law.

Legal Ref.: Section 19.88 Wisconsin Statutes (Ballots, Votes and Records)
120.11(1) (School Board Meetings and Reports)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: March 11, 2015

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BOARD MINUTES

A complete and accurate set of minutes of each Evansville Community School District Board of Education meeting shall be kept by the Board clerk or designee. They shall constitute the official record of proceedings of the Board including:

- A record of all action taken by the Board, with the vote of each member.
- A record of all resolutions, orders, procedures and motions.

Copies of the minutes shall be made available to all Board members prior to the meeting at which the minutes are to be approved.

The minutes on motions and voting (including minutes of closed session) are subject to public inspection to the extent authorized by the Public Records Law.

The minutes of any regular or special Board meeting shall be submitted for publication within forty-five days after the meeting. The minutes shall become permanent records of the Board and shall be filed in the District Office with the district administrator and posted on the District web site.

Each committee chair shall be responsible for making sure that minutes are recorded for each committee meeting and for submitting a copy of the minutes to the District Office with the district administrator and to each Board member.

Legal Ref.: Sections 19.21(6) Wisconsin Statutes (Custody and Delivery of Official Property and Records)

19.35(1) (Access to Records; Fees)

19.85 (Exemptions)

19.88 (Ballots, Votes and Records)

120.11(4) (School Board Meetings and Reports)

BOARD COMMITTEES

The Evansville Community School District Board of Education shall function as a committee of the whole. Sub-committees may be established which enable the Board to conduct its business in an efficient and effective manner to study in greater detail the issues facing the District. Committees may be standing or ad-hoc in nature. The committee structure is designed to bring recommendations to the Board; it is not intended to take away a board member's opportunity to ask questions or to be responsible for the decision-making process.

Overview

Committees shall perform specific functions and duties as determined by the Board. The committees shall be fact-finding, deliberative and advisory in nature. Committees shall have no power to take any action whatsoever on behalf of the Board or to otherwise commit the Board or District to any course of action or expenditure of funds. In the event of any uncertainty the board retains discretion surrounding a committee's scope of responsibility, and to avoid unnecessary duplication of effort, the Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

Committee Membership

A list of standing committees is established at the annual Board reorganization meeting in April or May. Board members are appointed to standing committees by the Board President after he or she consults with Board members as to their committee preferences. The appointments shall be made within 30 days of the annual reorganization meeting. Each committee shall have at least one Board representative.

The President shall assign a board member to act as the committee chair, if not already volunteered. If a second Board member is assigned to the committee, that Board member shall act as alternate chair in the event that the designated chair is unable to attend a scheduled meeting or otherwise perform the duties of the chair. The President shall not appoint the same Board member as the chair of multiple standing committees, except by necessity or except with the approval of the Board. The committee may include individuals who are not Board members, such as staff and community members with applicable expertise. The District Administrator shall appoint an administrator to serve as a resource and committee member on each committee.

The list of standing committees may be amended during the year to meet the needs of the District. Committee membership could experience change should vacancies occur.

Committee Business

It shall be the responsibility of the committee chair or designee to schedule committee meetings, plan the meeting agendas and ensure that the minutes of all committee meetings are recorded. The minutes from committee meetings shall be reviewed and approved at a committee meeting. Upon approval, the meeting minutes shall be made available to the public upon request. Committee minutes shall also be posted in accordance with state law and established District procedure.

Committee meeting minutes shall be retained according to state law.

The committee chair shall be provided time as needed on regular Board meeting agendas to present reports and/or make recommendations to the Board.

Any Board member may attend any standing committee meeting; however, only official members of the committee will have the authority to make motions and vote at the committee meeting.

Public notice shall be given for all Board committee meetings in accordance with state law and Board policy. When appropriate, based on the anticipated attendance of Board members who are not members of the committee, such notice shall include a statement that a quorum of the Board may be present, but the Board will take no action as a governmental body at the committee meeting.

Legal Ref.: 19.84 Wisconsin Statutes (Public Notice)
19.85 (Exemptions)
19.89 (Exclusion of Members)

Revised: August 13, 2001
Revised: December 13, 2010
Revised: June 10, 2013

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PUBLIC PARTICIPATION AT BOARD MEETINGS

Citizens of the District are welcome to appear at Board meetings to voice their concerns and provide input. At the same time, citizens should bear in mind that even though Board meetings are open to the public, they are not meetings of the public. Hence, it is necessary to maintain order at Board meetings.

At the Board's first regular meeting of the month, normally the second Wednesday of the month, Public Presentation segments will provide the opportunity for the audience to bring forward an item of interest, not already on the agenda or comment on items on the agenda. A registration form (Blue Card) should be filled out and submitted by the end of this segment for anyone wishing to comment during this section. At Committee of the Whole meetings, normally the fourth or last Wednesday of the month, only comments related to items on the agenda may be offered. The Board will verify that if there is a concern, the community member has first discussed the issue with the appropriate staff member as needed.

In accordance with the intent of the open meetings law, the Board can not respond or take action on any item not published on the agenda but may ask questions to seek further information.

Should audience members, or members of the public in general, want to request an item for a future agenda, they should contact a Board member who will forward the item to the Board President or District Administrator who will consider the item for a future agenda as appropriate. Items for future agendas should be submitted for consideration to the Board President or District Administrator at least one full week prior to the meeting. Such factors as time, agenda and urgency of the proposed request will also be considered.

The Board/Committee can not hear complaints of school personnel. The Board President or Chairperson will redirect any such comments to the District Administrator for follow up per other District procedures.

Letters written to the Board will be distributed to Board Members in their Board mailboxes for review.

The following guidelines will allow the Board to receive public input and continue to conduct the business of the District in an orderly and efficient manner. Each speaker shall be allowed up to five minutes to address an issue or express an opinion. However, the time to speak maybe decreased by the President due to time constraints of a meeting. The Board may set a time limit for discussion of an issue, to accommodate the number of speakers, and may decide if a separate hearing is needed on an issue. Any deviation from these guidelines shall be at the discretion of the Board President.

1. Any individual may register with the District Administrator or his/her designee beginning 15 minutes before the time scheduled for a Board meeting or a public hearing.

2. Full address of their place of residence must be on registration forms.
3. Citizens can express an opinion in writing on the registration form. All Board members will read these opinions.
4. If a person wants to speak on more than one issue, a registration card should be submitted for each issue.
5. Public appearances at regular or special board meetings and committee meetings will be permitted at the point of the meeting as indicated in the meeting notice/agenda. The members of the audience should not comment or interrupt during the Board's discussion unless specifically invited to speak.
6. Registrants will be called to speak according to the order in which they have registered.
7. Each speaker must rise and note his/her name for the record.
8. A process monitor can be appointed to assist in enforcing the time limits.
9. There shall be no interruptions by other persons in the audience.
10. The Board members or District Administrator may ask questions during or after the presentation.
11. The Board President may rule a presentation repetitive or out of order and terminate it.
12. The Board President, at his/her discretion may ask for public input during a meeting.
13. Persons presenting written documents are strongly urged to bring at least 15 copies for Board members, key administrators, and the press.

Legal Ref.: Section 19.81 Wisconsin Statutes (Declaration of Policy)
19.83 (2) (Meetings of Governmental Bodies)
19.84(2) (Public Notice)
19.85 (Exemptions)

**FORM FOR NOTIFYING SCHOOL BOARD OF
COOPERATIVE EDUCATIONAL SERVICE AGENCY CONVENTION**

TO: District Clerks and Administrators of School Districts in Cooperative Educational Service Agency No. 2, State of Wisconsin

RE: In compliance with State Superintendent of Public Instruction Tony Evers' request that the chairperson of the Cooperative Educational Service Agency indicate to you the date, hour, and place at which a convention of school district board representatives will be convened, the following information is submitted:

That Nancy Thompson is the Chairperson of Cooperative Educational Service Agency No. 2. That said Chairperson has determined that such convention will begin at 7 o'clock in the evening in the conference room of the Cooperative Educational Service Agency No. 2, 1221 Innovation Drive, in the City, Town, or Village of Whitewater on Tuesday, May 17th, 2016.

That arrangements have been made for such convention at the time and place indicated above, and

That you are requested to inform the member representative of your school board of the time and place of said convention.

Signed: Nancy Thompson
Chairperson, CESA Board of Control

Date: 03-14-16



Innovative Thinking. Tailored Delivery.

Gary Albrecht, Ph.D. • Agency Administrator

March 15, 2016

Annual CESA 2 Delegate Convention

Greetings,

Enclosed please find the notice of the annual CESA 2 Delegate Convention, signed by Nancy Thompson, CESA 2 Board of Control Chairperson, and two copies of the Form for Notifying the CESA Administrator of a School District's Representative to the Agency Convention.

After your school board has selected the delegate to represent your district, please complete the enclosed forms and return one copy to CESA 2 using the self-addressed stamp envelope enclosed. Please keep the second copy for your records.

The CESA 2 Delegate Convention will be held on Tuesday, May 17th, 2016 at the Innovation Center, 1221 Innovation Drive, Whitewater, WI. Hors d'oeuvres and registration will be at 6:30 pm and the Convention will begin at 7 pm.

Our speaker for the evening will be Dr. Joan Wade, Chief Education Officer for CESA 6 and the incoming Executive Director of the Association for Educational Service Agencies. Dr. Wade has been a professional educator for over 25 years, serving as a library media specialist, technology director, and an administrator. Prior to coming to CESA 6, Dr. Wade served as a legislator in the State Assembly, representing the 42nd Assembly District. During her time in the legislature she served on several committees including: Education, Ways and Means, Mandates, Agriculture, Family Law, Personal Privacy and chaired the Tourism and Recreation committee. Born and raised in Endeavor, Wisconsin, Dr. Wade graduated from Portage High School, and went on to UW-Whitewater, where she earned a bachelor's degree in 1984. She continued her education at UW-Madison, receiving her Master's degree in 1988 and her doctorate in Educational Administration from Edgewood College in 2005. She is married to State Senator Luther Olsen and is the mother of two children.

Please feel free to contact me at either nicole.barlass@cesa2.org or 262.473.1447, if you have any questions.

All the best,

A handwritten signature in cursive script that reads "Nicole Barlass".

Nicole Barlass
Director of Resources

Enclosures

M E M O R A N D U M

TO: Evansville Community School District School Board
FROM: Alice A. Murphy, Director of Instruction
RE: **Math Teaching and Learning Resources – Referendum Purchase Recommendation**
DATE: April 27, 2016

The **2014-2019 Referendum** includes a five-year Curriculum Development Cycle. During this cycle, all major curriculum areas will be reviewed and revised by curriculum teams and administrators, according to the following schedule:

- 2014-2017 K-12 English Language Arts, (Literacy), 7-12 Mathematics, 7-12 Spanish
- 2015-2018 K-12 Science, K-12 Health, K-12 Physical Education
- 2016-2019 K-12 Art, K-12 Social Studies
- 2017-2019 K-12 Music, 6-12 Career and Technical Education

The review and revision process includes a plan to conduct the necessary research and professional collaboration to accomplish all of the following tasks for the respective content areas:

1. align teaching content to current national and/or state academic standards, identifying gaps in the current instruction
2. revise the K-12 scope and sequence to meet learning standards
3. revise the curriculum for the related courses and grade level content
4. forward a recommendation for updated and improved teaching and learning resources with a plan for purchasing, and implementation
5. recommend a plan for professional development at the initial implementation stage and continued throughout the resource adoption cycle

The 7-12 Math team has accomplished the review and revision process for curriculum, course content and instructional resources. This team of teachers is prepared to present information relating to their research, study, and findings, followed by their conclusions and recommendation.

Recommendation:

Following a pilot opportunity that began at the high school in September and the middle school in November of 2015, the recommendation of the secondary Math team is for the adoption of:

Big Ideas Math Premium Package 6 Year Print and Digital, published by Houghton Mifflin Harcourt

Budget:

Grade 7	\$12,683.08	
Grade 8	\$12,683.08	
Algebra 1	\$14,725.17	
Geometry	\$15,185.97	
Algebra 2	\$14,912.37	
TOTAL for Resources		\$70,189.67
Professional Development 2016-2017	\$4,800.00	\$4,800.00
TOTAL		\$74,989.67



CURRICULUM DEVELOPMENT

7-12 Mathematics

Content Area: Mathematics

Date: 3-22-16

Educators: Ann Alme, Tom Bethke, Gretchen Kopf, Steve Krupke, Corine Schieldt, Christine Schullo, Mark Stano, Tony Wiemiller

REVIEW What we studied:

1. Reviewed The Common Core State Standards.
2. Attended Green Lake Mathematics Conference to get the most current information on textbook selection.
3. Evaluated examination materials and resources from several publishers for 6th grade math through AP Calculus, Pearson, Prentice Hall, Glencoe, McGraw Hill, Houghton Mifflin Harcourt (*Big Ideas* and *CEngage*), *College Preparatory Math (CPM)*, Carnegie Learning and Kendall Hunt Publishing to determine our top two options.
4. Examined consistency and progression of the programs for ECSD mathematics from elementary (*Go Math*) through Calculus (*Ron Larson*).
5. Piloted *Big Ideas* Algebra 1, Geometry, and Algebra 2 from September 1, 2015 to the end of this school year. Piloted *CPM* at 7th and 8th grade from September 1, 2015 to October 30, 2015. Piloted *Big Ideas* at 7th and 8th grade from November 2, 2015 to this end of the school year. Piloted *Big Ideas* at 6th grade starting in February, 2016.

FINDINGS What we learned:

1. The topics, pacing and rigor we should look for in a new textbook series.
2. The Kenosha School District did a two-year long study of 10 textbooks for Middle School and 7 textbooks for the high school and they selected *Big Ideas* for both their Middle and High School mathematics curriculum. Process (pg 98): <http://www.kusd.edu/sites/default/files/document-library/english/052714rbmagenda.pdf>
Data: http://www.kusd.edu/docs/Adoption_of_Instructional_Materials_Appendices_updated.pdf
3. Most of the textbooks did not have the advanced rigor and pacing of the Common Core
 - a. *Big Ideas* wrote new books to align to the advanced rigor and pacing of the Common Core.
 - b. The other high school books said they were Common Core aligned but they had not changed their previous editions. They simply identified where in the book the standards were taught. The rigor and pacing were not significantly increased.
 - c. The technology resources for *Big Ideas* far and away outstrip the other textbooks.
 - d. The middle school teachers liked the *Big Ideas* middle school math curriculum and the methodology of the *CPM* curriculum. The *CPM* methodology was more like the current *CMP* curriculum at the middle school but was more aligned to the Common Core than *CMP*.
 - e. The high school teachers did not like the high school curriculum for *CPM* because they found that it did not consistently use correct mathematical vocabulary, misused some mathematical vocabulary, did not include some key Common Core topics, and did not have supplemental resources.

4. *Go Math* and *Big Ideas* are both published by the parent company Houghton Mifflin Harcourt (HMH). The Author of *Big Ideas* is Ron Larson who is also the author of EHS's Precalculus and Calculus textbooks.
5. *Big Ideas* pacing and rigor challenged our students. The structure of the lessons and the multitude of resources helped students to master the content. Parents were able to access resources at home and were therefore able to understand the curriculum and work with their students at home.

CONCLUSIONS What we have decided:

1. *Big Ideas* has the most advanced and best aligned topics, pacing and rigor based on the Common Core State Standards.
2. We agreed with Kenosha's decision that *Big Ideas* is the strongest textbook series.
3. We reached consensus that *Big Ideas* is much stronger than our current 6th grade - Algebra 2 curriculums.
4. We like that *Go Math* will blend seamlessly into *Big Ideas* and *Big Ideas* into our advanced high school math courses.
5. *Big Ideas* is the best available curriculum to advance our current mathematics instruction from 6th grade through Algebra 2. Students completing *Big Ideas* Algebra 2 will have stronger mastery and will have learned additional concepts so they will be better prepared for and more successful in Precalculus and AP Calculus.

VISION STATEMENT

The vision of the 6-12 mathematics department for the Evansville Community School District is to have every student develop critical thinking skills to be capable of solving real-world problems ensuring they are college and career ready.

Unit 12: Rational Equations and Functions (8 Days)

Common Core Standards	Content	Objective	Academic Vocabulary	Days
A-CED.2	Model Inverse Variation (12.1)	To describe data using statistical measures	inverse variation, constant of variation, hyperbola, branches of a hyperbola, asymptotes of a hyperbola	1
F-IF.7d	Graph Rational Functions (12.2)	To describe data using statistical measures	rational function, hyperbola, branches of a hyperbola, asymptotes of a hyperbola	1
A.APR.7	Divide Polynomials (12.3)	To describe data using statistical measures	monomial, polynomial, binomial, rational function	1
A.APR.7	Simplify Rational Expressions (12.4)	To describe data using statistical measures	rational expression, excluded value, simplest form of a rational expression	1
A.APR.7	Multiply and Divide Rational Expressions (12.5)	To describe data using statistical measures	multiplicative inverse, polynomial, rational expression	1
A.APR.7	Add and Subtract Rational Expressions (12.6)	To describe data using statistical measures	least common denominator (LCD) of rational expressions	1
A.REI.2	Solve Rational Equations (12.7)	To describe data using statistical measures	rational equation, cross product, extraneous solution, least common denominator (LCD) of rational expressions	1
ASSESSMENTS				1
Discussion individually and in groups; Daily Assignments; Daily Vocabulary Quizzes; Daily Skill Quizzes; Daily Journal; Chapter 12 Spiraling Test				

Unit 11: Radicals and Geometry Connections (6 Days)

Common Core Standards	Content	Objective	Academic Vocabulary	Days
F.IF.7	Graph Square Root Functions (11.1)	To describe data using statistical measures	radical expression, radical function, square root function, parent square root function	1
F.IF.7	Simplify Radical Expressions (11.2)	To describe data using statistical measures	simplest form of a radical expression, rationalizing the denominator	1
A-REI.2	Solve Radical Equations (11.3)	To describe data using statistical measures	radical equation, extraneous solution	1
A-REI.2	Apply the Pythagorean Theorem and its Converse (11.4)	To describe data using statistical measures	hypotenuse, legs of a right triangle, Pythagorean theorem	1
A-REI.2	Apply the Distance and Midpoint Formulas (11.5)	To describe data using statistical measures	distance formula, midpoint, midpoint formula	1
ASSESSMENTS				1
Discussion individually and in groups; Daily Assignments; Daily Vocabulary Quizzes; Daily Skill Quizzes; Daily Journal; Chapter 11 Spiraling Test				

A-REI.4b	Solve Quadratic Equations by the Quadratic Formula (10.6)	To describe data using statistical measures	quadratic formula	1
A-REI.4b	Interpret the Discriminant (10.7)	To describe data using statistical measures	discriminant	1
A-CED.2 F-IF.4 F-IF.7a F-IF.7e F-LE.1 F-LE.5 S-ID.6a	Compare Linear, Exponential and Quadratic Models (10.8)	To describe data using statistical measures	linear function, exponential function, quadratic function	1
ASSESSMENTS				1
Discussion individually and in groups; Daily Assignments; Daily Vocabulary Quizzes; Daily Skill Quizzes; Daily Journal; Chapter 10 Spiraling Test				

Unit 10: Quadratic Equations and Functions (9 Days)

Common Core Standards	Content	Objective	Academic Vocabulary	Days
A-CED.2 A-CED.3 F-IF.4 F-IF.5 F-IF.7a F-IF.7c F-BF.3	Graph $y = ax^2 + c$ (10.1)	To describe data using statistical measures	quadratic function, parabola, parent quadratic function, vertex, axis of symmetry	1
A-CED.2 A-CED.3 F-IF.7a F-IF.7c F-BF.3	Graph $y = ax^2 + bx + c$ (10.2)	To describe data using statistical measures	minimum value, maximum value	1
A-CED.2 A-CED.3 A-REI.11 F-IF.4 F-IF.7a F-IF.7c	Solve Quadratic Equations by Graphing (10.3)	To describe data using statistical measures	quadratic equation, x-intercept, roots, zero of a function	1
A-CED.1 A-CED.2 A-REI.4b A-REI.11	Use Square Roots to Solve Quadratic Equations (10.4)	To describe data using statistical measures	square root, perfect square	1
A-SSE.3 A-CED.1 A-REI.4a A-REI.4b	Solve Quadratic Equations by Completing the Square (10.5)	To describe data using statistical measures	complete the square, perfect square	1



TEACHING and LEARNING RESOURCES
Review of New Materials/Resources

Content Area: Middle School Math	Course: 7th & 8th Grade Math	Date: 2-15-16
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Name of Reviewer: Gretchen Kopf and Ann Alme	
Title of Resource: CPM- College Preparatory Mathematics	Publisher: CPM
Copyright date/Edition: Second Edition, 2013	Author: Leslie Dietiker

Review and Rating

List all components that were reviewed: (teacher's guide, student materials, online resources, assessments, etc.)
Teacher's Edition, Student Edition, CD of Online Books

CRITERIA	Missing 1	Limited 2	Meets 3	Exceeds 4
Instructional Design				
Alignment to Standards (WMAS or CCSS)				X
Accuracy of Information – reflects current research				X
<i>Universal Design of Instruction</i> to meet the needs of all learners			X	
Supports and extensions for each lesson to ensure success of each learner Abilities, strengths and interests			X	
Equity – represents appropriate perspectives and provides opportunities for all students to succeed			X	
Appropriate Rigor – challenges all students			X	
Other				
Comments: Problem-based curriculum				
Student Experiences				
Access of information – accommodates learning styles (English Language Learners, Students with Disabilities, etc.)		X		
Appeal to the Learner – interesting, clear, well-organized, appropriate for the students			X	
Opportunity to explore and investigate				X
Other				
Comments:				
Teacher Instructional Materials				
Easy to use, clearly formatted, linked to supplemental resources			X	
Disciplinary literacy instruction				X
Instructional pacing			X	
Online Resources – integrates technology for teaching and learning			X	
Education for Employment			X	
Other				
Comments: We did not have access to all teacher materials, so were unable to assess all of them.				

Assessment				
Formative opportunities – multiple means			X	
Project and product based				X
Self-assessment events			X	
Summative – multiple means		X		
Other				
Comments:				
Communication				
Students – supports learning at home		X		
Parents – offers curriculum information and resources to support learning at home		X		
Other				
Comments: This curriculum provided very little outside help to parents or students looking for additional information.				



TEACHING and LEARNING RESOURCES
Review of New Materials/Resources

Content Area: Middle School Math	Course: 7th & 8th Grade Math	Date: 2-15-16
----------------------------------	------------------------------	---------------

Name of Reviewer: Gretchen Kopf and Ann Alme	
Title of Resource: Big Ideas	Publisher: Big Ideas Learning
Copyright date/Edition: 2014	Author: Ron Larson and Laurie Boswell

Review and Rating

List all components that were reviewed: (teacher's guide, student materials, online resources, assessments, etc.)
Teacher's Edition, Student Edition, Record and Practice Journals, Resources by Chapter, Assessment Book, Skills Review and Basic Skills Handbook
Online tools including: Assessments and assignments, web page, digital e-book, videos, online help, dynamic classroom

CRITERIA	Missing 1	Limited 2	Meets 3	Exceeds 4
Instructional Design				
Alignment to Standards (WMAS or CCSS)				X
Accuracy of information – reflects current research				X
<i>Universal Design of Instruction</i> to meet the needs of all learners			X	
Supports and extensions for each lesson to ensure success of each learner Abilities, strengths and interests				X
Equity – represents appropriate perspectives and provides opportunities for all students to succeed				X
Appropriate Rigor – challenges all students				X
Other				
Comments: Big Ideas has the rigor that we are looking for, as well as a variety of resources to help students achieve.				
Student Experiences				
Access of information – accommodates learning styles (English Language Learners, Students with Disabilities, etc.)			X	
Appeal to the Learner – interesting, clear, well-organized, appropriate for the students				X
Opportunity to explore and investigate			X	
Other				
Comments:				
Teacher Instructional Materials				
Easy to use, clearly formatted, linked to supplemental resources				X
Disciplinary literacy instruction				X
Instructional pacing			X	
Online Resources – integrates technology for teaching and learning				X

Education for Employment			X	
Other				
Comments: Hard to determine pacing during a pilot year, so only gave a 3. Strong vocabulary component.				
Assessment				
Formative opportunities – multiple means				X
Project and product based				X
Self-assessment events			X	
Summative – multiple means			X	
Other				
Comments:				
Communication				
Students – supports learning at home				X
Parents – offers curriculum information and resources to support learning at home				X
Other				
Comments: Students have full online access to the textbook with additional online resources and tutorials.				



TEACHING and LEARNING RESOURCES
Review of New Materials/Resources

Content Area: High School Mathematics	Course: Algebra 1-Concepts & Skills, Algebra 1, Geometry, Algebra 2	Date: 2-15-16
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Name of Reviewer: Christine Schullo, Tony Wiemiller, Mark Stano, Corine Schieldt, Steve Krupke	
Title of Resource: McDougal-Littell (our current textbook series) - supplemented with classroom sets of graphing calculators	Publisher: McDougal-Littell
Copyright date/Edition: 2005 or 2006	Author: Ron Larson

Review and Rating

List all components that were reviewed: (teacher's guide, student materials, online resources, assessments, etc.)
textbook, teacher resources, student resources, assessments, graphing calculator resources

CRITERIA	Missing 1	Limited 2	Meets 3	Exceeds 4
Instructional Design				
Alignment to Standards (WMAS or CCSS)		X		
Accuracy of information – reflects current research				X
<i>Universal Design of Instruction</i> to meet the needs of all learners			X	
Supports and extensions for each lesson to ensure success of each learner Abilities, strengths and interests		X		
Equity – represents appropriate perspectives and provides opportunities for all students to succeed	X			
Appropriate Rigor – challenges all students		X		
Other				
Comments: The EHS math department rewrote/reworked this entire curriculum to try to align to the Common Core, to differentiate, and to challenge students.				
Student Experiences				
Access of information – accommodates learning styles (English Language Learners, Students with Disabilities, etc.)		X		
Appeal to the Learner – interesting, clear, well-organized, appropriate for the students		X		
Opportunity to explore and investigate			X	
Other				
Comments: There were no online resources for students except what the EHS math department developed or linked to on their website.				
Teacher Instructional Materials				
Easy to use, clearly formatted, linked to supplemental resources		X		
Disciplinary literacy instruction		X		

Instructional pacing				X
Online Resources – integrates technology for teaching and learning	X			
Education for Employment			X	
Other				
Comments: The EHS math department had to develop most of their own instructional materials.				
Assessment				
Formative opportunities – multiple means		X		
Project and product based			X	
Self-assessment events	X			
Summative – multiple means	X			
Other				
Comments: The EHS math department developed all of the assessments used by the department incorporating vocabulary, constant review (spiraling), and higher rigor.				
Communication				
Students – supports learning at home		X		
Parents – offers curriculum information and resources to support learning at home	X			
Other				
Comments: Parents were concerned before we began our pilot this year because they were unable to understand what their students were doing and were unable to help them. Since, beginning the pilot, the EHS math department has received feedback from parents appreciating the online resources available to them.				



TEACHING and LEARNING RESOURCES
Review of New Materials/Resources

Content Area: High School Mathematics	Course: Algebra 1-Concepts & Skills, Algebra 1, Geometry, Algebra 2	Date: 2-15-16
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Name of Reviewer: Christine Schullo, Tony Wlemiller, Mark Stano, Corine Schieldt, Steve Krupke	
Title of Resource: Big Ideas	Publisher: Big Ideas Learning, LLC (Houghton Mifflin Harcourt)
Copyright date/Edition: 2015 1st edition	Authors: Ron Larson & Laurie Boswell

Review and Rating

List all components that were reviewed: (teacher's guide, student materials, online resources, assessments, etc.)
textbook, teacher resources, student resources, online resources, assessments

CRITERIA	Missing 1	Limited 2	Meets 3	Exceeds 4
Instructional Design				
Alignment to Standards (WMAS or CCSS)				X
Accuracy of information – reflects current research				X
<i>Universal Design of Instruction</i> to meet the needs of all learners				X
Supports and extensions for each lesson to ensure success of each learner Abilities, strengths and interests				X
Equity – represents appropriate perspectives and provides opportunities for all students to succeed				X
Appropriate Rigor – challenges all students				X
Other				X
Comments: has multiple levels of scaffolding for teaching and learning as well as assessments and daily practice				
Student Experiences				
Access of information – accommodates learning styles (English Language Learners, Students with Disabilities, etc.)				X
Appeal to the Learner – interesting, clear, well-organized, appropriate for the students				X
Opportunity to explore and investigate				X
Other				X
Comments: students and parents love the access to tutorials, videos, skill practice, alternate languages, instructional materials and live tutors at home				
Teacher Instructional Materials				
Easy to use, clearly formatted, linked to supplemental resources				X
Disciplinary literacy instruction				X
Instructional pacing				X
Online Resources – integrates technology for teaching and learning				X

Education for Employment				X
Other				X
Comments: explorations, online video examples, downloadable apps, content games, math tool paper, glossary, cumulative skills review, flashcards, ExamView, online progress reports...the list goes on and on				
Assessment				
Formative opportunities – multiple means				X
Project and product based				X
Self-assessment events				X
Summative – multiple means				X
Other				X
Comments: ExamView and online assessments, reviews, instant data analysis				
Communication				
Students – supports learning at home				X
Parents – offers curriculum information and resources to support learning at home				X
Other				
Comments: Remediation is created automatically for students based on which standard(s) they are struggling with.				



TEACHING and LEARNING RESOURCES
Adoption Recommendation

Content Area: Mathematics	Course: 6th, 7th and 8th grade math; Algebra 1, Algebra 1-Concepts and Skills, Geometry, Algebra 2.	Date: 2-25-16
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Current Resource to be Replaced

Title of Resource: MS - Connected Math Project (CMP) HS - McDougal-Littell	Publisher: MS - Connected Math HS - McDougal-Littell
Copyright date/Edition: MS - 2nd edition HS - 2005 or 2006	Author: MS - Lappan HS - Ron Larson
Reason(s) that this resource is no longer satisfactory: The advanced rigor and increased pacing of the Common Core has made these resources obsolete.	

Resource Recommended for Adoption/Purchase

Title of Resource: Big Ideas	Publisher: Big Ideas Learning, LLC (Houghton Mifflin Harcourt)
Copyright date/Edition: 2015 1st edition	Authors: Ron Larson & Laurie Boswell
Reason(s) that this resource is being selected: This textbook series has it all. There is really too many reasons to be able to summarize them well. Here is a bulleted list (in no particular order) that was developed by the 7th through 12th grade ECSD math teachers: <ul style="list-style-type: none">• Advanced rigor aligns to state, national, and standardized test standards• Better prepares students for advanced level math at high school and college• Rapid pacing (aligned to Common Core) allows students to learn more and learn it in more depth• Fully integrates literacy• Good transition from elementary's Go Math Program to middle school Big Ideas• Builds a strong foundation in mathematical vocabulary - integrated into lessons, activities, reading, and writing• Parent and student resources - book, online book, review of skills, games, flashcards, 24-hour live tutor help, Dynamic Classroom with video to reteach the lesson and work through problems (in several languages)• Significant differentiation is available - truly has multiple levels for all students (usually TAG student resources are lacking) - differentiated lessons; practice problems advance in complexity from Student Journal to textbook to Worksheet A to Worksheet B, valuable enrichment activities - all students are challenged• Student journal is a fantastic resource that students can take with them to the next math course - essential questions, explorations, communicate your answer, vocabulary, big concepts, practice problems• Lessons have been created and multiple resources are available to teacher is spending time teaching, differentiating, and working with students - rather than preparing materials from scratch - increases teacher efficiency• The test generator, Exam View, is very user-friendly, creates multiple versions with the click of a button, facilitates common (but not identical assessments) between teachers, can be used to generate multiple reviews and individual reviews for students, can easily be used to make spiraling reviews that have students constantly practice prior knowledge	

- Middle school curriculum includes strong algebra units
- Multiple forms of assessment
- Includes more real-life application problems that are more realistic than other texts - they are not "forced" or artificial
- The online homework option facilitates teacher monitoring of student work and rapid feedback to students
- Most resources are available in multiple languages
- Online reports allow teachers to monitor student progress through the course benchmarks with helps in collecting data for SLOs

Professional Development

At implementation: Beyond the Basics Workshop (complimentary)

At Mid-Stage Implementation: Praxis Advanced Implementation Workshop (\$2,800)

At Second Term: To be determined in 2017 (\$2,000)

Cost					
	Item	Quantity	Cost	Shipping & Handling	TOTAL COST
	Professional Development		\$4,800		\$4,800.00
	Resources		\$70,189.67	-0-	\$70,189.67
	TOTAL				\$74,989.67

*See attached quote from the vendor.



Houghton Mifflin Harcourt

Cost Proposal

Prepared For

Evansville Cmnty Schl Dist

For the Purchase of:

Big Ideas Math Premium Package 6-Years

Compliments of your Account Executive, Amanda Erke (Tel: 262.510.6582) – contact me with any adjustments.

Prepared By

Amanda Erke

amanda.erke@hnhco.com

Coupon Code: HMH45000PB

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Big Ideas Math Premium Package 6-Years

ISBN	Title	Catalog Price	Discount	Sale Price	Quantity	Purchase Amount
Grade 7						
Student Resources						
1613946	9780544583887 BIG IDEAS MATH 2014 Premium Student Resource Package with 6 Year Print/6 Year Digital Red	\$88.50	\$8.85	\$79.65	150	\$11,947.50
<i>Package Includes:</i> <i>Big Ideas Math (Red): A Common Core Curriculum</i> <i>Big Ideas Math Red Dynamic Student Edition Online (6 years)</i> <i>Big Ideas Math Red Record and Practice Journal (6 years)</i> <i>Big Ideas Math Red Dynamic Assessment and Progress Monitoring Tool Online (6 years)</i>						
Teacher Resources						
1639181	9781680332742 BIG IDEAS MATH 2014 Teacher Resource Package 6 Year Red	\$408.66	\$40.87	\$367.79	2	\$735.58
<i>Package Includes:</i> <i>Big Ideas Math (Red): A Common Core Curriculum Teaching Edition</i> <i>Big Ideas Math Red Assessment Book</i> <i>Big Ideas Math Red Resources by Chapter</i> <i>Big Ideas Math Red Record and Practice Journal</i> <i>Big Ideas Math Skills Review and Basic Skills Handbook</i> <i>Big Ideas Math Red Dynamic Teaching Resources Online (6 year)</i>						
Total for Student Resources						\$12,683.08
Total for Grade 7						\$12,683.08
Grade 8						
Student Resources						
1613964	9780544584341 BIG IDEAS MATH 2014 Premium Student Resource Package with 6 Year Print/6 Year Digital Blue	\$88.50	\$8.85	\$79.65	150	\$11,947.50
<i>Package Includes:</i> <i>Big Ideas Math (Blue): A Common Core Curriculum</i> <i>Big Ideas Math Blue Dynamic Student Edition Online (6 years)</i> <i>Big Ideas Math Blue Record and Practice Journal (6 years)</i> <i>Big Ideas Math Blue Dynamic Assessment and Progress Monitoring Tool Online (6 years)</i>						
Teacher Resources						
1639182	9781680332766 BIG IDEAS MATH 2014 Teacher Resource Package 6 Year Blue	\$408.66	\$40.87	\$367.79	2	\$735.58
<i>Package Includes:</i> <i>Big Ideas Math (Blue): A Common Core Teaching Edition</i> <i>Big Ideas Math Blue Assessment Book</i> <i>Big Ideas Math Blue Resources by Chapter</i> <i>Big Ideas Math Blue Record and Practice Journal</i> <i>Big Ideas Math Skills Review and Basic Skills Handbook</i> <i>Big Ideas Math Blue Dynamic Teaching Resources Online (6 year)</i>						
Total for Student Resources						\$12,683.08
Total for Grade 8						\$12,683.08
Big Ideas Math - Algebra 1 2015						
Student Resources						



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ISBN	Title	Catalog Price	Discount	Sale Price	Quantity	Purchase Amount
Big Ideas Math - Algebra 1 2015						
1614054	9780544585676 BIG IDEAS MATH 2015 Algebra 1 Premium Student Resource Package with 6 Year Print/6 Year Digital	\$98.56	\$9.86	\$88.70	150	\$13,305.00
Includes: Big Ideas Math Algebra 1: A Common Core Curriculum Big Ideas Math Algebra 1: A Common Core Curriculum Online (6 years) Big Ideas Math Algebra 1: A Common Core Curriculum Student Journal (6 years) Dynamic Assessment and Progress Monitoring tool						
Teacher Resources						
1638031	9781680332865 BIG IDEAS MATH 2015 Algebra 1 Teacher Resource Package print w/6 Year Digital	\$408.66	\$40.87	\$367.79	3	\$1,103.37
Includes: Big Ideas Math Algebra 1: A Common Core Curriculum Teaching Edition Big Ideas Math Algebra 1: A Common Core Curriculum Assessment Book Big Ideas Math Algebra 1: A Common Core Curriculum Resources by Chapter Big Ideas Math Algebra 1: A Common Core Curriculum Student Journal Big Ideas Math Algebra 1 Dynamic Teaching Resources Online (6yr)						
Total for Student Resources						\$14,408.37
A la Carte (1-Year) Items Available for Purchase						
1592413	9781680408528 BIG IDEAS MATH 2015 Algebra 1 Student Journal	\$16.00	\$1.60	\$14.40	22	\$316.80
Total for A la Carte (1-Year) Items Available for Purchase						\$316.80
Total for Big Ideas Math - Algebra 1 2015						\$14,725.17
Big Ideas Math - Geometry 2015						
Student Resources						
1614072	9780544585850 BIG IDEAS MATH 2015 Geometry Premium Student Resource Package with 6 Year Print/6 Year Digital	\$98.56	\$9.86	\$88.70	150	\$13,305.00
Includes: Big Ideas Math Geometry: A Common Core Curriculum Big Ideas Math Geometry: A Common Core Curriculum Online (6 years) Big Ideas Math Geometry: A Common Core Curriculum Student Journal (6 years) Dynamic Assessment and Progress Monitoring tool						
Teacher Resources						
1638032	9781680332889 BIG IDEAS MATH 2015 Geometry Teacher Resource Package print w/6 Year Digital	\$408.66	\$40.87	\$367.79	3	\$1,103.37
Includes: Big Ideas Math Geometry: A Common Core Curriculum Teaching Edition Big Ideas Math Geometry: A Common Core Curriculum Assessment Book Big Ideas Math Geometry: A Common Core Curriculum Resources by Chapter Big Ideas Math Geometry: A Common Core Curriculum Student Journal Big Ideas Math Geometry Dynamic Teaching Resources Online (6yr)						
Total for Student Resources						\$14,408.37
A la Carte (1-Year) Items Available for Purchase						
1592418	9781680408535 BIG IDEAS MATH 2015 Geometry Student Journal	\$16.00	\$1.60	\$14.40	54	\$777.60
Total for A la Carte (1-Year) Items Available for Purchase						\$777.60
Total for Big Ideas Math - Geometry 2015						\$15,185.97
Big Ideas Math - Algebra 2 2015						



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ISBN	Title	Catalog Price	Discount	Sale Price	Quantity	Purchase Amount
Big Ideas Math - Algebra 2 2015						
Student Resources						
1614090	9780544586031 BIG IDEAS MATH 2015 Algebra 2 Premium Student Resource Package with 6 Year Print/6 Year Digital	\$98.55	\$9.85	\$88.70	150	\$13,305.00
Includes: <i>Big Ideas Math Algebra 2: A Common Core Curriculum</i> <i>Big Ideas Math Algebra 2: A Common Core Curriculum Online (6 years)</i> <i>Big Ideas Math Algebra 2: A Common Core Curriculum Student Journal (6 years)</i> <i>Dynamic Assessment and Progress Monitoring tool</i>						
Teacher Resources						
1638033	9781680332902 BIG IDEAS MATH 2015 Algebra 2 Teacher Resource Package print w/6 Year Digital	\$408.66	\$40.87	\$367.79	3	\$1,103.37
Includes: <i>Big Ideas Math Algebra 2: A Common Core Curriculum Teaching Edition</i> <i>Big Ideas Math Algebra 2: A Common Core Curriculum Assessment Book</i> <i>Big Ideas Math Algebra 2: A Common Core Curriculum Resources by Chapter</i> <i>Big Ideas Math Algebra 2: A Common Core Curriculum Student Journal</i> <i>Big Ideas Math Algebra 2 Dynamic Teaching Resources Online (6yr)</i>						
Total for Student Resources						\$14,408.37
A la Carte (1-Year) Items Available for Purchase						
1592423	9781608408542 BIG IDEAS MATH 2015 Algebra 2 Student Journal	\$16.00	\$1.60	\$14.40	35	\$504.00
Total for A la Carte (1-Year) Items Available for Purchase						\$504.00
Total for Big Ideas Math - Algebra 2 2015						\$14,912.37

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<i>Proposal Summary</i>	
Total Discounts:	<u>\$7,798.57</u>
Subtotal Purchase Amount:	\$70,189.67
Shipping & Handling (0.00%):	\$0.00
Total Cost of Proposal (PO Amount):	<u>\$70,189.67</u>



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Total Cost of Proposal (PO Amount): \$ 70,189.67

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Educational customers are billed at wholesale school price, f.o.b. shipping point, with a prepaid transportation charge and, unless the customer specifically requests otherwise, a charge for our guarantee of delivery is added to the invoice when shipped via U.S. Postal service. For educational customers preferring f.o.b. destination billing, ten and a half percent (10.5%) of wholesale school price is added and we pay transportation charges and guarantee delivery. Prices do not include any sales tax. Applicable sales tax, if any, will be added to the invoice unless an appropriate tax exemption certificate has been furnished to Houghton Mifflin Harcourt.

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Sold:0000298732 Ship:0000298731

Page 5 of 5

Please submit this form with your purchase order.



BIG IDEAS PRESENTATION

To access the Big Ideas resources you can log in as my fictitious student (Carl Spackler).

Go to: <https://www.bigideasmath.com/BIM/login>

His username: **cspackler001**

His password: **Caddyshack3\$** (case sensitive)

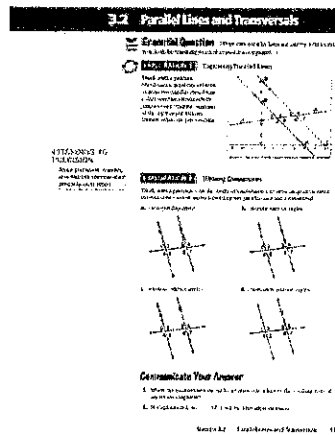
Once you are logged in you can take a look at the following resources yourself (click on each icon to access):

1. Student Dynamic eBook



Select the Geometry book (should be the only one available).

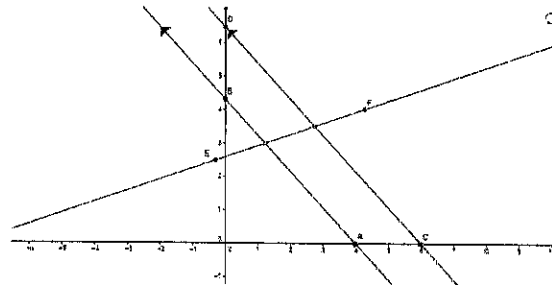
→ On the top of the screen, you can see where you can enter a page number. Type in 131. You should see a page that looks like this.



On this page you will find an Exploration that students can self-explore an upcoming topic. Every section has multiple explorations that students can do. Click on this icon to access the exploration.



This opens up GeoGebra (computer aided Geometry Software) for students to work on. GeoGebra apps are also available for most cell phones. Students can manipulate and do measurements to explore the properties of parallel lines.



If you close out of GeoGebra and go to pages 132-134 in the book, you will find Theorems, Examples and Video for the topic.

If you click on the icon below (next to the Examples), you will find a video tutorial that goes through every example in the book.



Note: You can zoom in on any page in the book but the Video and Exploration's icons do not work when zoomed in.

The book has Vocabulary terms that students can refer to and an Online Glossary is available (will be covered shortly).

On pages 135-136, you will find practice problems for the section. These problems can also be done online (will also be covered). Notice that problems 25-28 are review problems from prior topics. Review problems consist of previous Geometry and Algebra topics, which is nice for Spiraling.

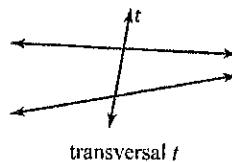
2. Online Glossary



Terms in the Common Core Curriculum for Algebra and Geometry are here, listed alphabetically. Definitions and examples are given. Here is an example of a term used in this section. The term can be read to the student and translated into 13 languages.

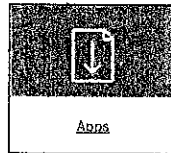
transversal

A line that intersects two or more coplanar lines at different points



Translate from English to Spanish

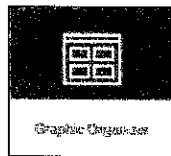
3. Apps: Students can download Big Ideas Apps. Apps are available for Android, iOS, Mac, and PC



4. Game Closet: Students can play math related games. Games are organized by topic.



5. Graphic Organizer: Students can organize concepts using Graphic Organizers.



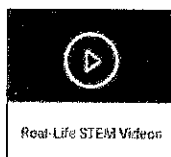
6. Math Tool Paper: Students can access a variety of styles of graph paper, manipulatives and assessment tools.



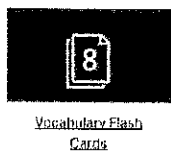
7. Skills Review Handbook: Students can access examples and problems that relate to topics covered in previous classes that are foundational in the understanding of Geometry concepts.



8. STEM Videos: Students can watch videos that relate Real Life situations to topics covered throughout the entire Big Ideas Curriculum.



9. Vocabulary Flashcards: Students can access PRE-MADE Flashcard to help them study their vocabulary terms.



10. Download eBook: the last icon allows students to download the eBook if needed.

ONLINE ASSIGNMENTS

Problems from the book can be accessed online. Click on the Assignments icon on the top of the page (between Recourses and Reports).

BIG IDEAS MATH

CARL SPACKLER ▾

Resources

Assignments

Reports

Help

Resources: Geometry: Common Core

Geometry: Common Core ▾

A couple of assignments are available for you to look at. One is the Pre-Course Benchmark (which I use when collecting SLO data) and the assignment that goes with Geometry Section 3.2.

Assignments

February 2016

Assignments Due



<	Sunday 14	Monday 15	Tuesday 16	Wednesday 17	Thursday 18	Friday 19	Saturday 20	>
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Monday, February 15th

COURSE
BENCHMARK

Course Benchmark: Pre-Test

Geometry: Common Core
Pre-Course Benchmark

Start: 02/15/2016 03:44 pm
Due: 05/14/2016 12:44 pm



ENTER

SECTION
3.2
REPORTS

Parallel Lines and Transversals

Geometry: Common Core
3.2.4

Start: 02/15/2016 12:45 pm
Due: 05/14/2016 12:15 pm



ENTER

Once the students complete the assignment they can go to Reports, see how they did, and see if there is any remediation suggested for them.

Teachers can go to Reports in their account and collect data on how students are doing with the topics. The Reports are aligned to the Common Core Standards so the teacher can see what students are doing well/not well on the standards.

MICHAEL MAVES PROPOSAL FOR EQUIPMENT

Improving Playgrounds & Youth Basketball

After collaborating with Principal Knott and Mike Czerwonka, I am excited to submit this proposal for an additional basketball court on the JC McKenna Middle School playground. The current playground has one court that is dangerously overcrowded. Adding another basketball hoop would be a great addition to the playground area and alleviate the overcrowding.

The Objective

- Promote boys and girls basketball
- Improve playground equipment
- Alleviate overcrowding that results from limited space.
- To develop an additional full court blacktop basketball court in Evansville

Steps

- Remove existing poles and backboards
- Order and install new backboards and poles
- Resurface Black top and seal over existing surface
- Paint lines on the court

Material cost

Following is a complete list of all project deliverables:

Material	Description
Platinum Basketball system	Highest rated and most dependable basketball backboard system on the market. Rated for industrial use with a lifetime warranty.
Paint	Marking the court
Concrete	Base of the pole.

Timeline for Execution (estimates)

Description	Start Date	End Date	Duration
Ordering of basketball hoops	May	May	2 weeks
Installation	May 30	June 2	Needs to cure for a day
Painting	June 3	June 3	.5 days

PRICING (ESTIMATES)

The following table details the pricing for delivery of the services outlined in this proposal. This pricing is valid for <30 days> from the date of this proposal:

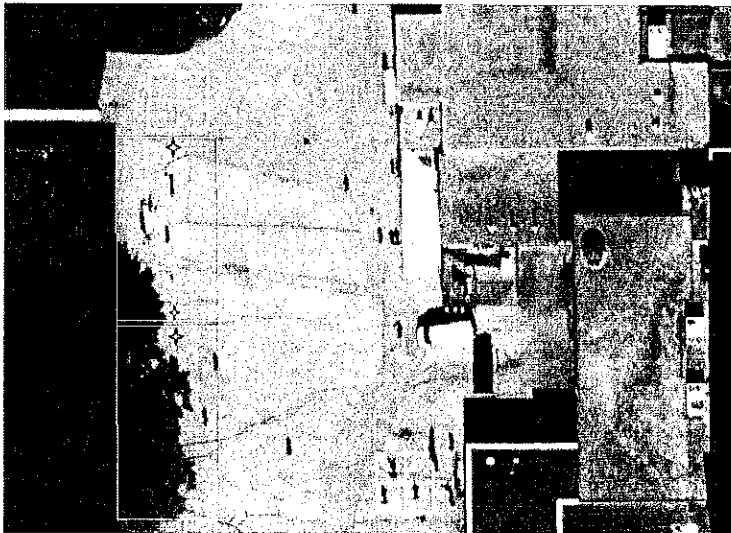
Material Cost	Price
Platinum Hoop	\$1,649.00
Rust Armor Coating	150.00
Painting Lines on court	150.00
Concrete (estimate)	100.00
Blacktop refinish	250.00
Total	\$ 2500 budgeted

CONCLUSION

This will have an immediate and lasting impact on the overcrowded issues during recess, and make it a more effective use of space. These hoops are designed for ease of relocation in the event they would have need to be moved.

Michael Maves,

Educator/Coach



✦ Hoop Locations

These locations make the most sense when considering the following factors

- * snow removal
- * Parking for athletic events
- * Playground space
- * Delivery route to kitchen

MEMORANDUM

To: The Evansville Board of Education
From: Alice A. Murphy, Director of Instruction
Date: April 27, 2016
Re: Dane County New Teacher Project Shared Service Contract

The Dane County New Teacher Project (DCNTP) is a consortium of school districts that was established in August 2002 in response to Wisconsin law PI-34. PI-34 provided for changes in teacher licensure, mentorship of new teachers, and requirements for hiring and training "highly qualified" staff.

The Evansville Community School District (ECSD) has been a DCNTP consortium member since 2009 and relies on DCNTP support to provide services to our initial educators in years 1 and 2 of teaching as well as our Teacher Mentors. DCNTP collaborates with the District in the development and improvement of our teacher induction program helping us to continually improve how we acculturate, support, and form the professional behaviors of initial educators as they begin teaching in our schools.

The DCNTP provides high quality, standards-based, professional development for educators who work with new teachers to help them improve their instructional practice. DCNTP workshops are developed to serve teacher mentors as well as school administrators at all levels. Evansville representatives attend a number of the following professional development and work group opportunities:

- District Council – serves as the steering committee for the DCNTP, connecting local practice with national updates from the New Teacher Center in Santa Cruz, CA
- Principal Breakfasts – facilitates the work of principals to connect their evaluation of new teachers with the work of teacher mentors in their district
- Induction Program Leader Coffee – support is provided to induction leaders of member districts to discuss issues related to the mentor program implementation, sustainability, and responsiveness to changes related to educator quality.
- Mentor Refreshers – re-tooling for mentors already trained in foundational courses offered by the consortium.
- Release Mentor Forums – networking and problem-solving opportunities for full time mentors of consortium member districts.
- Beginning Teacher Standards-Based Seminars – address core issues that support new teacher induction such as communicating with parents, assessing student learning, PDP support, and meeting the needs of diverse learners.

ECSD uses the services of the DCNTP to train all new mentors. Teacher mentors attend three foundational workshops:

- Instructional Mentoring: strategies and tools for mentoring initial educators.
- Coaching and Observation: data collection and its use in providing constructive criticism to initial educators.
- Analyzing Student Work: using classroom data to change instructional practices in the classroom.

The DCNTP serves and supports new teacher induction practices in sixteen area school districts including: Belleville, Cambridge, DeForest, Diocese of Madison, Evansville, Madison, Marshall, McFarland, Middleton-Cross Plains, Monona Grove, Mount Horeb, Oregon, Stoughton, Sun Prairie, Verona, and Waunakee. Member districts pay a consortium fee based upon total student enrollment and receive a reduced rate for foundational workshops through the DCNTP. Mentors and administrative staff may attend the mentor and new teacher seminars/forums and other work groups at

no cost. Member districts also have access to support from the Program Chair, Tom Howe, to work on site for specific needs.

The current ECSD teacher mentors are Tristan McKittrick, Dee Jay Redders, and Marcela Tyson. Teacher mentors work with year one and two initial educators in our District to provide frequent coaching support in the classroom, reflective practice through local meetings and DCNTP Beginning Teacher Standards-Based Seminars, and facilitate the development of the initial educator's first Professional Development Plan for license renewal. Our teacher mentors carry out this work in addition to being full-time classroom teachers. Teacher mentors work with the Director of Instruction to administer the program and provide for program changes based upon state and national influences on teacher professional practice.

In addition to providing foundational support for the District's induction program, DCNTP resources will again be used to support professional learning for the Educator Effectiveness Coach roles at each school.

2016-2017 School Year
SHARED SERVICE CONTRACT
Dane County New Teacher Project
(SEC. 66:0301)

Parties to a resolution adopted by each of the following school districts:

- 1) Belleville School District
- 2) Cambridge School District
- 3) DeForest School District
- 4) Diocese of Madison
- 5) Evansville Community School District
- 6) Madison Metropolitan School District
- 7) Marshall School District
- 8) McFarland School District
- 9) Middleton-Cross Plains Area School District
- 10) Monona Grove School District
- 11) Mount Horeb Area School District
- 12) Oregon School District
- 13) Stoughton Area School District
- 14) Sun Prairie Area School District
- 15) Verona Area School District
- 16) Waunakee Community School District

Said school districts hereby mutually agree, pursuant to the provisions of s.66:0301 Wis. Stats., to the following conditions:

1. That said above parties agree and contract for the operation of a 66:0301 program as hereinafter set forth;
2. Hereinafter the Waunakee Community School District is to be the operator and fiscal agent;
3. That said fiscal agent will account for all financial transactions in Fund 99;
4. That estimated budget and plan of operation for this cooperative shall be approved in advance of contract signing by all school district parties hereto;
5. That variation from the budget will require prior approval of all school district parties hereto;
6. That Exhibit A attached hereto and incorporated herein by reference includes the plan for operation, and plan of payments to said operator or fiscal agent by each school district.

EXHIBIT A

As an addendum to the shared services contract (Sec. 66:0301) for the Dane County New Teacher Project.

BUDGET AND PLAN OF OPERATION

a.

Item	Estimated Cost
Reduced Rates for National New Teacher Center, Teacher Induction and Instructional Coaching Professional Development	No Cost
Focused District Consults (1 per district)	No Cost
Menu of Induction related Site Visits	No Cost
Quarterly District Council Meetings	\$200
Board Meetings	\$200
District Induction Team Work Day	\$720
Beginning Teacher Regular Education Seminars	\$11,000
Mentor Support for 1:1 Mentors	\$1,500
Monthly Release Mentor Forums (Mentors supporting more than one Beginning Teacher)	\$1,500
Program Leader Meetings	\$250
Principal Engagement	\$2,000
DCNTP Capacity Building, National Professional Development (NTIN, Symposium, Trainers Academy)	\$15,400
Office Rent/Expenditures	\$5,600
DCNTP Chairperson (salary only; 45 FTE of 220 day contract)	\$45,760
DCNTP Project Manager (hourly salary only; 25 hrs./week)	\$25,760
Total	\$108,890

b. Per the District Superintendent's request, the cost shall be shared on a sliding scale based on student enrollment as follows:

Districts fewer than 1600 students: <i>Belleville, Cambridge, Marshall</i>	\$5,700
Districts 1601 to 3000 students: <i>Evansville, McFarland, Monona Grove, Mount Horeb, Waunakee</i>	\$6,735
Districts greater than 3000 students <i>DeForest, Diocese of Madison, Madison Metropolitan, Middleton-Cross Plains, Oregon, Stoughton, Sun Prairie, Verona</i>	\$7,500

Calculation:

\$108,890/16 districts = \$6,806 equal split

*Three districts fewer than 1,600 students: \$5,700
(about 84% of equal split fee, rounded)*

*Five districts 1601 to 3000 students: \$6,735
(about 99% of equal split fee, rounded)*

*Eight districts greater than 3000 students: \$7500
(about 110% of equal split fee, rounded)*

- c. Invoiced July 1 on an annual basis (for July 1, 2016, we anticipate district invoices will be for a reduced rate because of carryover from 2015-16.)

EMPLOYEE HANDBOOK (EHB) PROPOSED CHANGES FROM MARCH 3, COMMITTEE MEETING							
#	Name on Form	EHB Part	EHB Page/Section/Section #	Employee HB Com Recommendation to Make Change	Board Action		Date
					YES	NO	
#1	C. Himberg, C. Ross, S. Papendieck, C. Krcukenberg, R. Kostroun, J. Roth, J. Knott and J. Dobbs	II	Page 40, Sections 1.01 and 1.02 - Prof. Hours/Workday	Yes			
	C. Himberg, C. Ross, S. Papendieck, C. Krcukenberg, R. Kostroun, J. Roth, J. Knott and J. Dobbs						
#2	C. Himberg, C. Ross, S. Papendieck, C. Krcukenberg, R. Kostroun, J. Roth, J. Knott and J. Dobbs	II	Page 50, Section 7.02 - Personal Days	Yes			

March 3 proposed changes to committee
3/7/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Employee Handbook Committee Minutes

The Employee Handbook Committee meeting was held Thursday, March 3, 2016, at 3:30 pm in the District Board and Training Center.

Attendance

Members in attendance: John Rasmussen, Brian Benson, Melissa Hammann, Kim Katzenmeyer, Steve Scherber, Lindsay Reese, Michelle Klopp and Jerry Roth. Absent: Derek Allen, Jeannie Nelson and Jennifer Nelson.

Appoint Someone to Take the Minutes

Mr. Roth volunteered to take the minutes.

Approve January 7, 2016, Minutes

Motion by Ms. Katzenmeyer, seconded by Mr. Scherber, moved to approve the January 7, 2016, minutes as presented. Motion carried, voice vote.

Review – Policy #152, Employee Handbook

Mr. Rasmussen presented policy #152, Employee Handbook.

Review – Appendix A, Employee Handbook Proposed Change Form

Mr. Rasmussen presented the Appendix A, Employee Handbook Proposed Change Form.

Review Employee Handbook Clerical Items

No clerical items to review.

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

#1 – Part 2, Certified Staff, pg. 40, Sections 1.01 and 1.02 - Prof. Hours/Workday – Change Language. Discussion. Consensus to recommend.

#2 – Part 2, Certified Staff, pg. 50, Section 7.02 - Personal Days – Change Language. Discussion. Consensus to recommend with additional change.

Next Meeting Date

To be determined.

Adjourn

Motion by Ms. Katzenmeyer, seconded by Mr. Roth, moved to adjourn. Motion carried, voice vote. Meeting adjourned at 4:37 pm.

Submitted by Jerry Roth, Member

Approved: _____

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

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

Sandy Papendick, Christina Ross, Chrissy Hmberg, Kathy Kruckenber, Rob Kosiroun, Joanie Dobbs, Jason Knott, Jerry Roth

Employee/School Board Member Name: _____

Employee Handbook Part: See attached information

Employee Handbook Page/Section/Section #: See attached information

Suggested Revision:

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

This revision clarifies the work day expectations for teachers.

DISTRICT OFFICE USE ONLY

Form received: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: —

Legal Impact: not aware of any

Employee Handbook Sub-Committee Language: Workday and Personal Days

CURRENT LANGUAGE:

PART II CERTIFIED STAFF

Section 1 PROFESSIONAL HOURS/WORKDAY

1.01 Normal Hours of Work

Teachers are professional employees as defined by the federal Fair Labor Standards Act and the Wisconsin Municipal Employee Relations Act, § 111.70(1)(L), Wis. Stats.

All teachers must be on duty at 7:45 am and continue on duty until 3:15 pm Monday through Friday. Two days a week (Monday and Wednesday), principals may hold a meeting until 4:15 pm. Teachers may leave the school at noon hour. Teachers may leave the school at other times, including during the preparation period, only with principal or designee approval.

1.02 Administratively Called Meetings

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

PROPOSED LANGUAGE:

PART II CERTIFIED STAFF

Section 1 PROFESSIONAL HOURS/WORKDAY

1.01 Normal Hours of Work

✓ All teachers must be on duty at 7:45am and continue on duty until 3:15pm each school day. Teachers may leave the school at lunch, their lunch period or other school times, including the preparation period, only with principal or designee approval.

All required district, building level, individual and group meetings will be held on Mondays and Wednesdays and last no later than 4:15pm. Teachers will be notified of their obligation to participate in such meetings before 3:15pm. Teachers not involved in said meetings will be allowed to leave at 3:15pm as stated above. Teachers can be excused from such duty at the principal's or designee's discretion. Coaches and advisors will be excused at 3:15pm on each school day during their season.

1.02 Administratively Called Meetings

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

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

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

Sandy Papendieck, Christina Ross, Chrissy Hmberg, Kathy Kruckenberg, Rob Kostroun, Jeanie Dobbs, Jason Knott, Jerry Roth

Employee/School Board Member Name: _____

Employee Handbook Part: See attached information

Employee Handbook Page/Section/Section #: See attached information

Suggested Revision:

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

This revision allows for two additional personal days based on years of service in the school district.

DISTRICT OFFICE USE ONLY

Form received: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: Additional cost for teacher subs @ \$138.60/day

Legal Impact: not aware of any

CURRENT LANGUAGE:

PART II CERTIFIED STAFF

7.02 Sick, Personal, Bereavement, and Leave Benefits

Refer to Policy 529.1 – Family & Medical Leave

A. Sick/Personal/Business:

1. Teachers may be absent for personal illness or injury up to eleven (11) days per year. Three (3) of these days may be used each year for personal or business leave. Unless an emergency situation prevails, a Teachers On Call (T.O.C.) request for a personal day(s) must be submitted at least forty-eight (48) hours prior to using personal time. Personal days may not be used on the first day of school, during the last two (2) weeks of the school year, or to extend vacation or holidays except with prior approval of the District Administrator or designee.

PROPOSED LANGUAGE:

PART II CERTIFIED STAFF

7.02 Sick, Personal, Bereavement, and Leave Benefits

Refer to Policy 529.1 – Family & Medical Leave

A. Sick/Personal/Business:

1. Teachers will be granted a combination of 11 personal/sick days per year based upon years of service. During the first five (5) years of employment with the District, three (3) of these days may be used each year for personal leave. In years six-ten (6-10) of employment with the District four (4) days may be used for personal leave. In years eleven plus (11+) of employment in the District, five (5) days may be used for personal leave. Unless an emergency situation prevails, teachers must have prior administrator approval for the use of personal time and a Teachers-On-Call (T.O.C.) request for personal time must be submitted by the teacher at least forty-eight (48) hours prior to using personal time. Personal time may not be used on the first day of school, during the last two (2) weeks of the school year, or to extend vacation or holidays except with prior approval of the District Administrator or designee.

Teachers who submit the use of four or five (4 or 5) consecutive days of personal time must have prior approval of the District Administrator or designee.

Years of Service	Sick days	Personal days
0-5	8	3
6-10	7	4
11+	6	5

Evansville Community School District

340 Fair Street
Evansville, WI, 53536
Phone: (608) 882-3383
Fax: (608) 882-6564

Doreen Treuden
Business Manager
treudend@evansville.k12.wi.us

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: School Meal Prices
Date: April 20, 2016

The Child Nutrition Reauthorization Healthy, Hunger-Free Kids Act of 2010 includes requirements for setting school meal prices. Districts must follow the new regulations in order to continue to receive meal reimbursements. District meal price information is collected annually by DPI to show compliance with the new law.

CHILD NUTRITION REAUTHORIZATION HEALTHY, HUNGER-FREE KIDS ACT OF 2010 Sec. 205. Equity in school lunch pricing - Effective SY beginning July 1, 2011, schools are required to charge students for paid meals at a price that is on average equal to the difference between free meal reimbursement and paid meal reimbursement; Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; Schools may choose to cover the difference in revenue with non-Federal funds instead of raising paid meal prices.

Below are the required meal prices for the 2016-2017 school year. The pricing reflects a 15 cent increase to the lunch price for grades K-5, a 20 cent increase to the lunch price for grades 6-12, a 50 cent increase to the adult lunch price and a 5 cent increase to the milk price. Attached is 2015-2016 comparable meal pricing for other school districts.

LUNCH FEE SCHEDULE

<u>Lunch Prices</u> 2015-2016	<u>Daily</u>	<u>Lunch Prices</u> 2016-2017	<u>Daily</u>
Elementary/Intermediate School	\$2.25	Elementary/Intermediate School	\$2.40
Middle School	\$2.55	Middle School	\$2.75
High School	\$2.55	High School	\$2.75
Adults	\$3.50	Adults	\$4.00
Milk (1/2 Pint)	\$.35	Milk (1/2 Pint)	\$.40
Reduced Lunch	\$.40	Reduced Lunch	\$.40

District Meal Price Comparison 2015-16 South West Wisconsin

District	Elem Lunch	MS Lunch	MS Lunch	MS Lunch	MS Lunch	HS Lunch	HS Lunch	HS Lunch	HS Lunch	Milk	Expect to Increase? How Much?
Evansville	\$ 2.25	\$ 2.55	\$ 3.50	\$ 3.85	\$ 2.55	\$ 3.50	\$ 3.85	\$ 3.85	\$ 0.35		
Albany	\$ 2.40	\$ 2.70			\$ 2.70				\$ 0.40	\$.10/Paid Equity	
New Glarus	\$ 2.40	\$ 2.65	\$ 3.30		\$ 2.65	\$ 3.30			\$ 0.40	\$.06-\$10/Paid Equity	
Monticello	\$ 2.45	\$ 2.70	\$ 3.35		\$ 2.70	\$ 3.35			\$ 0.45	0/Paid Equity- Possibly \$.05	
Belleville	\$ 2.80	\$ 3.10	\$ -		\$ 3.10	\$ -			\$ 0.40	0/Paid Equity	
Stoughton	\$ 2.30	\$ 2.45	\$ -		\$ 2.50	\$ -			\$ 0.40	\$.11/Paid Equity	
Edgerton	\$ 2.25	\$ 2.50	\$ -		\$ 2.60	\$ -			\$ 0.35	\$.09 Paid Equity/\$.10 or greater	
WI Heights	\$ 2.85	\$ 3.10	\$ 3.60		\$ 3.10	\$ 3.60			\$ 0.45	0/Paid Equity- Possibly \$.05	
Mineral Point	\$ 2.65	\$ 3.00			\$ 3.00	\$ -			\$ 0.50	0/Paid Equity- Possibly \$.05	
Janesville	\$ 2.25	\$ 2.50			\$ 2.60				\$ 0.35	0/Paid Equity-Took Exemption	
Oregon	\$ 2.55	\$ 2.80			\$ 3.30				\$ 0.40	Undecided at this point	
Deerfield	\$ 2.50	\$ 2.75			\$ 2.75				\$ 0.35	Undecided at this point	
Brodhead	\$ 2.65	\$ 2.70			\$ 2.75				\$ 0.35	Undecided at this point	
Cambridge	\$ 2.60	\$ 2.85			\$ 2.85				\$ 0.40	Undecided at this point	
AVERAGE	\$ 2.49	\$ 2.74	\$ 3.44	\$ 3.85	\$ 2.80	\$ 3.44	\$ 3.85	\$ 3.85	\$ 0.40		



EVANSVILLE COMMUNITY SCHOOL DISTRICT
Food Service Employee Compensation Committee Minutes

The meeting of the Food Service Employee Compensation Committee took place on Monday, February 8, 2016, at 1:49 pm, in the District Office Conference Room.

Attendance

Members present: Jeannie Nelson, John Rasmussen, Jerry Roth, Marcia Scofield, Rebecka Selmer, Doreen Treuden, and Liz Uher.

Approve January 11, 2016, Minutes

Motion by Ms. Scofield, seconded by Ms. Selmer, moved to approve the January 11, 2016, minutes as presented. Motion carried, voice vote.

Review/Revise Job Descriptions

The Cook 1, draft #2 job description reviewed, discussed, and no changes to be made.

Ms. Treuden shared a draft job description for a Cook II and III. Job descriptions reviewed, discussed, and suggested changes to be made. Job descriptions to be reviewed at next meeting.

Set Future Meeting Date and Agenda

The next meeting will be Monday, March 7, 2016, at 1:45 pm. Agenda items: review draft 2 of Cook II and III job descriptions, approve job descriptions for Cook I, II, and III, and start compensation model development.

Adjourn

Motion by Mr. Rasmussen, seconded by Ms. Uher, moved to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 2:30 pm.

Submitted by Ms. Treuden, Business Manager

Approved: 3/7/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Food Service Employee Compensation Committee Minutes

The meeting of the Food Service Employee Compensation Committee took place on Monday, March 7, 2016, at 1:46 pm, in the District Office Conference Room.

Attendance

Members present: Jeannie Nelson, John Rasmussen, Jerry Roth, Marcia Scofield, Rebecka Selmer, Doreen Treuden, and Liz Uher.

Approve February 8, 2016, Minutes

Motion by Ms. Uher, seconded by Ms. Nelson, moved to approve the February 8, 2016, minutes, as presented. Motion carried, 7-0 (voice vote).

Review Job Descriptions for Cook II and III

Job descriptions, Version 2 of Cook II and Cook III, reviewed.

Approve Job Descriptions for Cook I, II, and III

Motion by Ms. Nelson, seconded by Ms. Uher, moved to approve the job descriptions of Cook, I, II, and III, as presented. Motion carried, voice vote.

Start Compensation Model Development

The current Support Staff Compensation Schedule was shared and reviewed by all. The current salary schedule for Evansville and some Rock Valley North districts comparable data were reviewed.

Set Future Meeting Date and Agenda

The next meeting will be Monday, April 11, 2016, at 1:45 pm. Agenda items: review comparable data, review draft model, and review Committee goals.

Adjourn

Motion by Mr. Rasmussen, seconded by Ms. Uher, moved to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 2:10 pm.

Submitted by Ms. Treuden, Business Manager

Approved: 4/11/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Custodians and Cleaners Employee Compensation Committee Minutes

The meeting of the Custodians and Cleaners Employee Compensation Committee took place on Monday, February 8, 2016, at 2:45 pm, in the District Office Conference Room.

Attendance

Members present: Steve Maloney, John Rasmussen, Jerry Roth, Steve Scherber, Steve Shulta, Doreen Treuden, Kevin Wells, and Russell Hall.

Approve January 11, 2016, Minutes

Motion by Mr. Shulta, seconded by Mr. Scherber, moved to approve the January 11, 2016, minutes as presented. Motion carried, voice vote.

Review/Revise Job Descriptions

The Cleaner draft #2 job description was reviewed, discussed, and changes to be made.

Ms. Treuden shared a draft job description for the Custodial/Light Maintenance/Grounds position. Job description reviewed, discussed and suggested changes to be made. Job description to be reviewed at next meeting.

Set Future Meeting Date and Agenda

The next meeting will be Monday, March 7, 2016, at 2:45 pm. Agenda items: review/revise draft job descriptions of Cleaner and Custodial/Light Maintenance/Grounds, approve job descriptions for Cleaner and Custodial/Light Maintenance/Grounds, and start compensation model development.

Adjourn

Motion by Mr. Scherber, seconded by Mr. Hall, moved to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 3:35 pm.

Submitted by Ms. Treuden, Business Manager

Approved: 3/7/16

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Custodians and Cleaners Employee Compensation Committee Minutes

The meeting of the Custodians and Cleaners Employee Compensation Committee took place on Monday, March 7, 2016, at 2:51 pm, in the District Office Conference Room.

Attendance

Members in attendance: Steve Maloney, John Rasmussen, Jerry Roth, Steve Scherber, Doreen Treuden, Kevin Wells, and Russell Hall arrived at 2:56 pm. Absent: Steve Shulta.

Approve February 8, 2016, Minutes

Motion by Mr. Scherber, seconded by Mr. Maloney, moved to approve the February 8, 2016, minutes, as presented. Motion carried, 6-0 (voice vote).

Review/Revise Job Descriptions for Cleaner and Custodial/Light Maintenance/Grounds

The job descriptions for Cleaner, Version 3, Custodial/Light Maintenance/Grounds, Version 2, were reviewed and revised.

Discussion:

- Are the job descriptions meeting the needs of the department?
- Is there a better way to organize the department by positions?
 - If a job description should be created for Tim Franklin; yes
 - If job descriptions should be created for Darrel Larson/Mindy Larson, grounds/athletics; yes
 - If a job description should be created for head/lead custodians; yes, one for each building and one for the entire night shift
 - Add to the head custodian job description:
 - Scheduling
 - Work orders
 - Prioritizing work
 - Scheduling of staff in conjunction with Mr. Shulta
 - Potential meeting with principal
 - Meeting with night shift over lapping shifts
 - Receiving responsibilities
 - Safety – fire drills, inspectors

Approve Job Descriptions for Cleaner and Custodial/Light Maintenance/Grounds

Motion by Mr. Wells, seconded by Mr. Scherber, to approve the job descriptions, with revisions, of the cleaner and custodial/light maintenance/grounds. Motion carried, 7-0 (voice vote).

Start Compensation Model Development

Did not get to this agenda item.

Set Future Meeting Date and Agenda

The next meeting will be Monday, April 11, at 2:45 pm. Agenda items: review job descriptions for maintenance and grounds positions and start compensation model development.

Adjourn

Motion by Mr. Scherber, seconded by Mr. Hall, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 3:31 pm.

Submitted by Ms. Treuden, Business Manager

Approved: 4/11/16

MEMO

TO: Evansville Community School District Board of Education
FROM: Scott Everson, EHS Principal
RE: FFA Alumni Tables Donation
DATE: 4.27.16 Board Meeting

The Evansville FFA Alumni is donating \$6000 for tables for the Agriscience classroom. These will be science classroom oak tables with chemical-resistant tops. The 15 tables will fit in the Ag room where 12 tables currently sit. These new tables will accommodate class sizes of 30. The new tables will be replacing the haphazard mix of different types and heights of tables currently in the Ag room.

WISCONSIN TECHNICAL EXCELLENCE SCHOLARSHIP

Unless otherwise expressly determined by the Evansville Community School District Board of Education, these procedures for awarding the Wisconsin Technical Excellence Higher Education Scholarship shall apply **annually** ~~exclusively to the scholars designated during the 2014-15 school year.~~

The number of seniors permitted by state law with a demonstrated exemplary level of proficiency in technical education subjects, as determined under these procedures, will be selected as the high school's designee(s) to receive the Wisconsin Technical Excellence Scholarship. Any ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives a Technical Excellence Scholarship is not eligible to receive a Wisconsin Academic Excellence Higher Education Scholarship, and vice versa.

The District's designation of its scholar(s) and alternates is not a final determination that the student has met, or will meet, all applicable requirements for receipt of the scholarship funds.

Designating Scholars and Alternates

The District shall identify its Technical Excellence Scholarship designee(s) and alternate(s) using the following procedures:

1. Any high school senior who is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting, on a timely basis, a form or other means of notice as directed by the administration.
2. Members of the District's high school staff shall verify that each student who has submitted a timely declaration of interest meets the minimum eligibility requirements that are to be verified at the school level, including all such requirements established under these procedures or by the Wisconsin Higher Educational Aids Board (HEAB) or by the scholarship program's authorizing statute.
3. For purposes of ranking the qualified scholarship candidates and designating scholars and alternates, the District adopts the points-based ranking system established by the HEAB, under which students' grade-point average in their Career and Technical Education (CTE) courses serves as the initial tie-breaker if two or more relevant students have acquired the identical number of points. If there are any remaining relevant ties, those remaining ties shall be resolved through the further tie-breaking procedures that have been developed and approved by representatives of the high school administration and staff.
4. The high school will designate and rank a group of alternates that is at least equal in number to the number of scholarships that the high school is permitted to award under these procedures.

Additional Requirements/Procedures for Awarding Points in the Points-Based Ranking System

Points associated with Career and Technical Education (CTE) courses will be awarded based upon a standard of each 0.5 high school credit earned toward high school graduation earning 0.5 of a point. CTE courses that are in progress during the grading period in which the District

designates its scholars and alternates shall be counted in the point total based on the high school credit expected to be earned.

The District will use the definition of CTE courses identified by the HEAB. For points earned for participation during high school in a Career and Technical Student Organization (CTSO) that is offered in the District, the burden is on the student to demonstrate for each participation point claimed that he/she actively and regularly participated in a qualifying CTSSO for substantially all of the school year in question. "Substantially all of the school year" means at least ¾ of the full school term in grades 9, 10 and 11, and beginning prior to November and continuing through February in grade 12.

Students who are attending a technical college/school pursuing a liberal arts or transfer program are not eligible for this scholarship.

Assignment of Responsibilities

A work team comprised of at least one high school administrator and at least one high school counselor or CTE teacher shall be responsible for reviewing the relevant records and ranking and ordering the designated scholars and alternates, including defining and applying written tie-breaking procedures to the extent necessary. The staff members working on the designations shall submit their work to the High School Principal for final review.

The High School Principal shall be responsible for ensuring that the District timely designates and notifies the HEAB of the District's scholars and alternates.

District Requirements Determining When a Student May Compete for the Scholarship

As far as (1) determining when a student acquires senior status and the year in which he/she may otherwise compete for the Technical Excellence Scholarship; and (2) defining the length of time the student must have attended high school in the District in order to compete for the Technical Excellence Scholarship, the District will use the same standards that apply to the process for designating scholars and alternates for the Academic Excellence Scholarship.

High School Grading Policy

The District has a written high school grading system that shall be applied to the process of designating scholars and alternates for a Technical Excellence Scholarship. To the extent it is necessary to calculate a student's overall grade point average, or grade point average in a subset of courses especially relevant to the Technical Excellence Scholarship, the high school grading system shall be applied, so far as practical, in the same manner as it is applied to calculate the student's cumulative grade-point average as reported on the student's high school transcript (including to the same number of decimal places).

Legal Ref.: Sections 39.415 Wisconsin Statutes (Technical Excellence Higher Education Scholarships)

118.13 (Pupil Discrimination Prohibited)

118.27 (Gifts and Grants)

PI 9.03(1), Wisconsin Administrative Code

HEA 9

Local Ref.: Policies: #345.1 - Grading Systems

#345.51 - Academic Honors

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, April 13, 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, Spanton Nelson, Hammann, Allen, Oberdorf, and HS. Rep. Michael and Roth.

APPROVE AGENDA

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

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Open Enrollment – February 1 - April 29, 2016
- Week of the Young Child – April 11-15; Family Fun Night April 15, 5:30-7:30 pm
- Energy Fair – April 22, 2016
- Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm
- Recognize Board Member: Derek Allen

PUBLIC PRESENTATIONS

None.

INFORMATION & DISCUSSION

JEDI Virtual School Director, Leslie Steinhaus, presented on the JEDI International Academy. Discussion.

Theodore Robinson Intermediate School (TRIS) Principal, Ms. Dorn, presented on TRIS CARES (Cooperation, Assertion, Responsibility, Empathy and Self-Control) that the school has implemented. Discussion.

High School Board Representatives, Ms. Michael and Ms. Roth, presented high school events. Discussion.

Mr. Braunschweig presented the unofficial and official school board election results.

Levi Leonard Elementary School Principal, Ms. Dobbs, presented the updated 4K Parent Handbook for 2016-2017. Discussion.

District Administrator, Mr. Roth, presented information on in-town bus transportation. Discussion.

Mr. Roth asked for a special meeting of the electors for in-town bus transportation. Discussion. A special meeting of the electors for in-town bus transportation will be held on Wednesday, June 29, at 6:00 pm.

Business Manager, Ms. Treuden, presented on the District purchasing two vehicles. Discussion. Board members in agreement.

Mr. Roth presented eliminating co-and extra-curricular student fees for materials, athletics, and co-curricular activities, starting with the 2016-2017 school year.

Mr. Roth and Ms. Hammann discussed Board policies and administrative rules. Discussion. Administrative rules will continue as in past practice, remaining as policies, with numbering changed to include Rule.

Ms. Hammann presented for a first reading, policies: #132-Filling Board Vacancies; #343.1-Student Class Selection and Schedule Changes; #343.11-Student Class Selection and Schedule Changes, Administrative Rule; #343.12-Protecting Instructional Time; #343.2-Class, Program and School Size; #343.2 Rule-Class Size Guidelines; #343.4-Advanced Learning and Credit Opportunities; #343.41-Extension Courses; #344-Adult Education; #347-Student Records; #347 Exhibit-Student Records Notice; #347.1-Procedures for the Maintenance and Confidentiality of Student Records; #433.1-Elementary Student Classroom Placement; #823-Open Records Policy and Procedures for Access to Public Records; and #823.1-Records Retention. Discussion.

Mr. Rasmussen presented for a first reading, proposed Employee Handbook changes: 1. Certified Staff, pg. 40, Sections 1.01 and 1.02-Professional Hours/Workday, and 2. Certified Staff, pg. 50, Sections 7.02-Personal Days.

PUBLIC PRESENTATIONS

None.

BUSINESS (Action Items)

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the 4K Handbook for 2016-2017 as presented. Motion carried, 7-0 (voice vote).

Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to approve the 2016-2017 4K transportation for all 4K students. Motion carried, 7-0 (voice vote).

Motion by Ms. Hammann, seconded by Mr. Busse, moved to approve the teacher resignation of Tammy Lemke, effective at the end of the 2015-2016 school year, June 8, 2016, and thank her for her 11 years of service in the District. Motion carried, 7-0 (voice vote).

Motion by Ms. Oberdorf, seconded by Mr. Rasmussen, moved to approve the hiring of Paige Baxter, Middle School Special Education Teacher, for the 2016-2017 school year, for a salary of \$38,000. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Hammann, moved to accept the Insurance Committee recommendation to recommend the current health insurance plan, as is, with a 3.5% increase. Discussion. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Spanton Nelson, moved we not charge for co-and extra-curricular student fees, eliminating material fees, athletic fees, and co-curricular activities fees,

starting with the 2016-2017 school year, and change policy #657.1 to reflect these changes. Motion carried, 7-0 (voice vote).

CONSENT (Action Items)

Motion by Ms. Spanton Nelson, seconded by Ms. Oberdorf, moved to approve the consent agenda items: policies #383-Animals in School; #458-Evansville Community School District Wellness; #458.1-District Nutrition Standards (Student Nutrition Procedures); #458.2-District Nutrition Standards; #458.3-Guidelines for Food and Beverages Offered to Students at School Functions; #834-Domestic Pets on School Premises; March 9 Regular Meeting Minutes and the March Bills and Reconciliation, as presented. Motion carried, 7-0 (roll call vote).

FUTURE AGENDA

The April 27 Reorganization and Regular meeting agenda discussed.

FIVE MINUTE BREAK

A five minute break was taken.

EXECUTIVE SESSION

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to go into executive session – under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss negotiation strategy concerning the 2015-2016 contract with the Evansville Education Association covering teachers, and under Wisconsin State Statute 19.85(1)(c) considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; to discuss an Employee Matter and discuss District Administrator evaluation. Motion carried, 7-0 (roll call vote).

RECONVENE IN OPEN SESSION

Reconvened in open session at 9:00 am.

BUSINESS (Action Item)

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the implementation of the Board's base wage offer for the 2015-2016 school year to the EEA dated 2-17-16. Motion carried, 5-2 (Spanton Nelson, Oberdorf)(roll call vote).

ADJOURN

Motion by Mr. Busse, seconded by Ms. Spanton Nelson, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 9:03 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved: 4/27/16
Mason Braunschweig, President

Revised: June 25, 2001
Reviewed: February 11, 2010

132

Revised:
1st Reading: 4/13/16; 2nd Reading: 4/27/16

FILLING BOARD VACANCIES

Public officials may resign or be removed from office as provided by Wisconsin law. When a vacancy does occur, the remaining members of the Evansville Community School District Board of Education shall appoint a replacement. Qualified electors may contact the Board to express interest in the position. Board members may also contact qualified electors to determine their interest in the vacancy. Board vacancies will be noticed in the official school newspaper.

Those qualified electors interested in filling such a vacancy shall provide a written statement in response to the notice. The Board, under the guidance of the Board President, will determine interview questions. The questions will be provided to interested board candidates who will provide a written response within one week of receiving the questions. The Board will select candidates to interview based on the written responses to interview questions.

Appointment to the Board shall be by election of the remaining members following an interview. In case of a tie, there will be one more round of elections. **If further deliberation cannot resolve the tie, then it shall be resolved by drawing the name out of a hat.** ~~A continued tie shall be resolved by drawing the name out of a hat.~~ The candidate appointed to the vacancy shall, pending acceptance and filing the oath of office, be seated at the next meeting of the Board.

Appointed board members who wish to continue shall stand for election at either the subsequent or the second regular spring election, depending upon the time of year of initial appointment to the Board and the number of years remaining in the unexpired term.

Legal Ref.: Sections 17.03 Wisconsin Statutes (Vacancies, How Caused)
17.035 (Vacancies; Military Leaves)
17.26 (Vacancies in School Boards; How Filled)
19.01 (Oaths and Bonds)
120.05(1)(d) (School Board Officials)
120.06 (4) (Election of school board members)
120.06(12) (Election of school board members)

Approved: June 8, 1998

343.1

Revised:

1st Reading: 4/13/16; 2nd Reading: 4/27/16

STUDENT CLASS SELECTION AND SCHEDULE CHANGES

The Evansville Schools will make every reasonable effort to ensure that students are enrolled in classes they need or request. Class schedule opportunities for students should provide flexibility, reflect achievable academic standards, and address divergent student needs. The processes of education should support ambitious teaching and promote high levels of success for all students. Core curriculum should include essential skills and areas of knowledge in which teaching and learning is personalized to the maximum feasible extent.

Student schedules for the ensuing school year shall be established annually by the building principal and counselor. Selection decisions made jointly by students, parents and school personnel during the spring registration period must be abided by in the fall. The courses of study and individual student schedules provided should reflect the needs of our students and their families. However, the district must also consider annual constraints such as teacher work load limits and the community's ability to provide resources.

All changes in a student's class schedule will be approved through the counseling office. Adjustments will be made only for valid educational reasons and in accordance with established building level procedures that are published in the student or parent handbooks.

Approved: June 8, 1998

~~343.11~~ 343.1 Rule

Revised:

1st Reading: 4/13/16; 2nd Reading: 4//27/16

STUDENT CLASS SELECTION AND SCHEDULE CHANGES
Administrative Rules Evansville High School

Evansville High School will make every reasonable effort to assure that students are able to enroll in the courses they request. The master schedule will be assembled with consideration given to provide students with appropriate opportunities to schedule the courses they request. Given that student course requests are used to determine the master schedule, staffing, and purchases, it is necessary to establish formal scheduling procedures.

Students must enroll for a minimum of eight (8) credits and designate three (3) alternative course requests at the time of initial course selection.

After students make their original course selections these selections may be changed for the following reasons:

1. Course requests and alternate requests are unable to be scheduled without conflicts.
2. The student has not completed necessary prerequisites for a given class.
3. The student requires a different course for a failure make-up.
4. The student desires to decrease the number of study halls in his/her schedule.
5. The student requires additional academic courses to satisfy requirements for a post-secondary education.
6. The student is involved with Youth Options Program and must adjust course selections.
7. The course the student requested is not offered.
8. The administrative need to balance class size.

Final schedules will be completed prior to the start of the school year. Once students receive their final schedule they may change these schedules for the following reasons:

1. The student has not completed necessary prerequisites for a given class.
2. The student requires a different course for a failure make-up.
3. The teacher recommends the student is not appropriately placed in a course.

Courses will not be changed at any time for the following reasons:

1. The student's desire to change a course due to concerns about the assigned teacher.
2. The student's desire to take a less rigorous schedule and/or decreasing work load.
3. Concern with an overload of academic classes for a given term.
4. Dissatisfaction with course content and expectations.
5. The desire to maintain the same teacher for the entire semester.
6. Social concerns relating to the members of a given class. (No friends in class etc.)
7. Dissatisfaction of course selections during a given class period.
8. Students are unhappy with their lunch period assignment.

When the term begins, students may request to drop a course within three school days. After that time, students may only drop a course with the teacher's recommendation, without receiving an F.

Revised: April 22, 2002
Revised: December 13, 2010
Revised:
1st Reading: 4/13/16; 2nd Reading: 4/27/16

343.12

PROTECTING INSTRUCTIONAL TIME

The Board of Education recognizes that field trips, co-and extra-curricular activities are an essential part of an educational program that enhances learning. The Board further recognizes that some activities may, at times, require loss of instructional time. Loss of instructional time for student activities will be kept to a minimum.

School district personnel shall avoid scheduling activities at times that interfere with classroom instruction. In those situations when it is impossible to schedule an activity outside the school day, district personnel shall adhere to the following guidelines.

1. The benefits of the activity cannot be obtained within the scheduled instructional program.
2. The activity contributes to the development of important skills or interests of the students involved. Field trips must support District approved curriculum.
3. The amount of instructional time lost will not significantly impede the curricular achievement of the students involved.
4. The students involved will be given the opportunity of making up work missed without penalty.
5. District personnel must request authorization from the building principal at least two weeks prior to the field trip, co-and extra-curricular activity. A list of students attending the activity must accompany the request. The building principal will approve activities based on educational significance, budget, and other circumstances, and have the discretion to meet circumstances flexibly. Students having behavioral, attendance or academic problems may not be eligible to participate in activities. Staff shall make every effort to communicate to parents/guardians and students about these circumstances.
6. If approved an email with a list of students or team attending the activity will be sent at least one week prior to the field trip and co-and extra-curricular activity.

Building principals shall be responsible for implementing this policy, and shall make every effort to protect instructional time across the disciplines.

Revised: April 13, 1998

343.2

Revised: July 10, 2006

Revised:

1st Reading: 4/13/16; 2nd Reading: 4/27/16

CLASS, PROGRAM AND SCHOOL SIZE

The Evansville Community School District Board of Education supports appropriately small class, program and school size. Local experience and national research studies suggest that small class size may contribute to more effective teaching and learning for all students. Also, small school and program size tend to encourage a climate where students take learning seriously and help one another to succeed and grow both academically and socially.

The District Administrator shall work with the administrative team to establish and maintain class and program sizes that promote a safe and productive learning environment.

As the administrative staff consider class sizes and allocation of resources, the following guidelines must be considered:

- 1) Compliance with special education and other mandates/regulations.
- 2) Alignment with district goals.
- 3) Safety and available space.
- 4) Capstone (highest course in a departmental sequence).
- 5) Cost and availability of alternatives.
- 6) Overall ability of a department to accommodate lower enrollment sections.
- 7) Encouraging students to take courses of increasing rigor.

The District Administrator and building principals will provide the Board with a report at least annually indicating class sizes for the current year and projected for the following year.

Legal Ref.: Sections 118.001 Wisconsin Statutes (Duties and Powers of School Boards)
118.24(2) (School District Administrator)
120.12(2) (School Board Duties)
120.13 (School Board Powers)

Approved:
1st Reading: 4/13/16; 2nd Reading: 4/27/16

343.2 Rule

CLASS SIZE GUIDELINES

	Staffing Range	Learning Optimum	
<u>Grades K-2</u>			
Kindergarten	15-18 (SAGE) (AGR)	15-18	
Grade 1	15-18 (SAGE) (AGR)	15-18	
Grade 2	15-18 (SAGE) (AGR)	15-18	
<u>Grades 3-5</u>			
Grade 3	15-18 (SAGE) (AGR)	15-18	
Grade 4	21-29	24	
Grade 5	21-29	24	
<u>Grades 6-8</u>			
Grade 6	22-30	26	
Grade 7	22-30	26	
Grade 8	22-30	26	
<u>High School</u>			
Grades 9-12 *	12-15	12-15	Space/safety restrictions
	22-30	20-24	Science lab classes
	22-30	24	All other classes

*Band, and choir and physical education classes may exceed these limitations.

An effort will be made to maintain a class size maximum of 24 for all writing intensive courses.

Class size guidelines do not apply to special education classes, academic support, and advanced classes such as AP and Honors.

Approved: February 8, 1993

343.4- 343.41

Revised: February 13, 2006

Revised:

1st Reading: 4/13/16; 2nd Reading: 4/27/16

ADVANCED LEARNING AND CREDIT OPPORTUNITIES

Advanced Learning Opportunities shall be provided for the students of the Evansville Community School District. Such learning opportunities include, but are not limited to, early admission to school, enrichment, vertical acceleration in one or more subject areas, advanced grade placement, distance learning, college level courses, independent studies, and early graduation.

Requests for advanced learning opportunities may be initiated by students, parents/ guardians, or staff. A request must be submitted in writing to the building principal or Coordinator of Gifted and Talented Services. A team that includes the parents/ guardians, pertinent staff, and the student will consider the request. Decisions will be made based on the interests of the student, local guidelines and procedures, Department of Public Instruction (DPI) mandates, and state statutes.

Alternative Credit Options allow students to earn high school credits in a nontraditional manner. Alternative credit may be earned through cross-grade or subject acceleration, pre-approved enrichment courses, independent studies, and college level courses.

Legal Ref.: Sections 118.55 Wisconsin Statutes (Youth Options Program)
118.13 (Pupil Discrimination Prohibited)
118.15(1)(d)(f) (Compulsory School Attendance)
118.33(1)(b)(d) (High School Graduation Standards)
120.12(17) (School Board Duties)
PI 18.04 Wisconsin Administrative Code

Local Ref.: Policy #343.42 – Youth Options

FOR REMOVAL – IN ALTERNATIVE ED HANDBOOK

EXTENSION COURSES

The Evansville School District shall make provision for the payment of extension course work for:

- a. Pregnant students who prefer to pursue their education through extension course work rather than a regular high school program.
- b. Handicapped students and students with special needs unable to be met through homebound instruction of a regular school program.
- c. College or extension courses for accelerated students who have progressed beyond the high school curriculum.

The school district may also provide reimbursement for extension courses for senior students taking a full course load, who need additional credits to graduate on schedule. Approval for payment of such course is contingent upon:

1. Parental involvement and approval
2. Consultation with and approval of the guidance counselors
3. Approval of the principal

Decisions may be appealed directly to the district administrator and the Board.

All payment for extension course work by the school district will be on a reimbursable basis contingent upon the successful completion of the course, with the exceptions of pregnant, handicapped and special needs students.

Approved: May 11, 1987
1ST Reading: 4/13/16; 2nd Reading: 4/27/16

344

**FOR REMOVAL – NOT REQUIRED – COMBINED IN FACILITY USE
POLICY/RULE**

ADULT EDUCATION

The Board recognizes the importance of a comprehensive adult education program to meet the needs of all citizens who desire it and therefore shall cooperate with all institutions, agencies, and businesses in the development of such a program.

Since one of the primary functions of the Blackhawk Technical College is to provide adult education, the district's adult classes shall be administered by the technical college. The Evansville School District shall permit the technical college to use school facilities, when available, for conducting adult classes.

The educational program for people in the Evansville School District should be regarded as a program for all regardless of sex, age, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The adult program is an integral part of the total instruction program in the service area.

LEGAL REF.: Section 120.22 Wisconsin Statutes

Revised: December 13, 2004

347

Reviewed: February 21, 2011

Revised:

1st Reading: 4/13/16; 2nd Reading: 4/27/16

STUDENT RECORDS

The Evansville Community School District Board of Education recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval.

Building principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established District guidelines.

Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District.

Student record notices shall be published annually in accordance with state and federal law.

Legal Ref.: Sections 19.65 Wisconsin Statutes (Rules of Conduct: Employee Training; and Security)

48.396 (Records)

118.125 (Pupil Records)

118.126 (Privileged Communications)

118.127 (Law Enforcement Agency Information)

118.51(8) (Full-Time Open Enrollment, Disciplinary Records)

118.52(10) (Part-Time Open Enrollment, Disciplinary Records)

146.81 - 146.84 (Health Care Records)

252.15 (Restrictions on Use of an HIV Test)

767.41(7) (Custody and Physical Placement, Access to Records)

938.396 (Records)

950.08(2w) (Information To Be Provided by District Attorney's to Schools in Criminal Cases)

Family Educational Rights and Privacy Act

US Department of Education FERPA Regulations (34 C.F.R. part 99)

US Department of Education IDEA Regulations (34 C.F.R. part 300)

Elementary and Secondary Education Act (20 USC SS 7908)

National School Lunch Program Rules

Act 161

Local Ref.: Policy #347.1-Procedures for the Maintenance and Confidentiality of Student Records

Policy #347-Exhibit-Student Records Notice

Policy #430-School Attendance

Policy #431-Compulsory Student Attendance & Alternative Programs

Policy #823-Open Records Policy and Procedures for Access to Public Records

Reviewed: October 11, 2004

347-Exhibit

Revised: April 11, 2011

Revised:

1st Reading: 4/13/16; 2nd Reading: 4/27/16

STUDENT RECORDS NOTICE
(Published Annually)

The Evansville Community School District maintains student records for each student attending school in the District. These records include: (1) ***student progress records*** – courses taken, grades, attendance, immunization records, extracurricular activities; (2) ***student behavioral records*** – psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunizations records, law enforcement agency records obtained by the District and any other student records which are not progress records; and (3) ***directory information*** – includes a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, grade level, and name of school most recently previously attended by the student.

State and federal laws require that the maintenance of student records assure confidentiality. Accordingly, the following shall apply in the District:

1. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to inspect, review and obtain copies of the student's school records upon request in accordance with established District procedures. The District will respond to such requests without unnecessary delay. Copies of the District's student records procedures are available upon request at the Evansville School District Office, 340 Fair Street, Evansville, WI 53536, 608/882-5224, between the regular hours of 8:00 a.m. and 4:00 p.m., Monday through Friday.
2. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to request the amendment of the student's school records if s/he believes the records are inaccurate, misleading or otherwise in violation of the student's privacy rights. Complaints regarding the content of student records may be made in accordance with established District procedures. Copies of the District's procedures are available upon request as outlined above.
3. An adult student, or the parent(s)/guardian(s) of a minor student, has the right to consent to the disclosure of information contained in the student's school records, except to the extent that state and federal laws authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials determined to have legitimate educational or safety interests in the records. A "school official" is a person employed by the District who is required by the Department of Public Instruction to hold a license; a law enforcement officer(s) who is individually designated by the school board and assigned to the school district; a person employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel); a person serving on the School Board; a person or company with whom the District has contracted to

perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational or safety interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.

The District shall transfer a student's records to another school or school district without consent upon request in accordance with state law. District procedures outline the specific reasons for disclosure without consent and are available upon request as outlined above.

4. An adult student, or the parent(s) or guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal FERPA requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Further, the School Board has designated the following student record information as directory data: student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, grade level, and name of school most recently previously attended by the student. This information may be disclosed to any person unless the adult student, or parent/guardian of a minor student informs the school that all or any part of the directory data may not be released without the prior consent of the adult student, parent/guardian. The District will not release directory data earlier than two weeks (14 days) after receipt of this notice or the opening of school.

Secondary School Students

A secondary school student or the parent(s)/guardian(s) of the student may request that the student's name, address, grade level, and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent. The District shall comply with such requests.

Unless access to such information has been restricted by the secondary school student or the student's parent(s)/guardian(s) as outlined above, the District shall provide access to secondary school students' names, addresses, grade level, and telephone listings, on request made by military recruiters or an institution of higher education. The District shall also provide military recruiters the same access to secondary school students as provided generally to post-secondary educational institutions or to prospective employers of those students.

Legal Ref.: Act 161

Local Ref.: Policy #347 Student Records

Policy #347.1 Procedures for the Maintenance and Confidentiality of Student Records

Policy #823-Open Records Policy and Procedures for Access to Public Records

PROCEDURES FOR THE MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

- A. **CONTENT OF RECORDS** – Student records include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel which are not available to others, records necessary for and available only to persons involved in the psychological treatment of a student, records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
1. **Progress records** maintained by the school include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's extracurricular activities and the student's attendance record.
 2. **Behavioral records** maintained by the school include psychological tests, personality evaluations, records of conversations, written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, the student's physical health records other than his/her immunization records, law enforcement agency records and any other student records which are not progress records.
 - a. **"Law enforcement agency records"** include those records and other information obtained from a law enforcement agency relating to: (1) the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the District, (2) the illegal possession of a dangerous weapon by a student, (3) an act for which a District student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal laws, and (4) the act for which a juvenile enrolled in the District was adjudged delinquent. The law enforcement agency may provide such record information to the District on its own initiative or on the request of the District Administrator or designee, subject to the agency's official policy. A law enforcement agency may also enter into an interagency agreement with the District to provide for the routine disclosure of this information to the District. If a law enforcement agency denies access to any of the aforementioned records, the District may file a petition with the court seeking access to the records based on legitimate educational or safety interests in the records.
 - b. **"Court records"** include those records received from a court clerk concerning a juvenile enrolled in the District who: (1) has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, (2) has been adjudged delinquent, (3) has school attendance as a condition of his/her court dispositional order, or (4) has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
 - c. **"Physical health records"** include basic health information about a student, including the student's immunization records, the student's emergency medical card, a log of first aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.

- d. **"Patient health care records"** include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the student "physical health records" definition above. Any record that is required to be treated as a patient health care record is subject to different disclosure and confidentiality requirements than other behavioral records.
3. **Directory data** are those student records that include the student's name, address, telephone listing, date and place of birth, grade level, participation in officially recognized activities and sports, weights and heights of athletic team members, major field of study, dates of attendance, photographs, degrees and awards received and the name of the school most recently previously attended by the student.
- B. **CONFIDENTIALITY** - All student records are confidential, with the following exceptions and subject to any other disclosures of student records that may be mandated by state or federal law:
1. **Release of Student Records to Students and Parents/Guardians**
 - a. A student or the parent/guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
 - b. An adult student or the parent/guardian of a minor student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such a student or parent/guardian shall, upon request, be provided with a copy of the behavioral records.
 - c. A parent/guardian shall have access to a student's school records regardless of whether the parent/guardian has legal custody of the child, unless the parent/guardian has been denied periods of physical placement with the child or ordered by the court.
 - d. Personally identifiable information from an adult student's records may be disclosed to the student's parent(s)/guardian(s), without the adult student's written consent, if the adult student is a dependent of his/her parent(s)/guardian(s) under the Internal Revenue Code. An exception shall be made when an adult student has informed the school, in writing, that the information may not be disclosed.
 2. **Access to Student Records (Other than Patient Health Care Records) by District Staff and Other Designated School Officials**
 - a. School officials shall have access to a student's records only if they have a legitimate educational interest, including safety interest, in the record. A "school official" is a person employed by the District who is required by the Department of Public Instruction (DPI) to hold a license; a law enforcement officer(s) who is individually designated by the school board and assigned to the school district, a person who is employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff); a person serving on the Board; a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a person serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or District responsibility.
 - b. Law enforcement agency record information received by the District may be made available to those school officials with legitimate educational interests, including safety interests, in the information. If law enforcement agency record information obtained by the District relates to a District student, the information may also be disclosed to those District employees who have been designated by the Board to receive that information for the purpose of providing treatment programs for District students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.
 - c. Court records obtained by the District must be disclosed to District employees who work

directly with the student named in the records or those so determined by the Board to have legitimate educational interests, including safety interests, in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, except action under the District's athletic/activity code.

- d. Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program teams under state special education laws.

3. **Release of Student Progress and Behavioral Records (Other Than Patient Health Care Records) to Others**

- a. Student records shall be disclosed at the request or order of a court. The District shall make a reasonable effort to notify the parent/guardian of a court order for disclosure of student records prior to complying with the order except when (1) a parent/guardian is a party to a court proceeding involving child abuse and neglect or dependency matters and the order is issued in the context of such a proceeding; (2) the court order itself prohibits such notice; (3) or any applicable law prohibits disclosure of the order to the parent/guardian.
- b. If school attendance is a condition of a student's court dispositional order under state law, the principal or his/her designee shall notify the court or, if the student is under the supervision of an agency, the agency that is responsible for supervising the student within five days after any violation of the condition by the student.
- c. A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for truancy or for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent/guardian shall be notified of that disclosure as soon as practicable after the disclosure.
- d. A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that: (1) the student is under investigation for arson, (2) the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and (3) the fire investigator will use and further disclose the student's attendance record only for the purpose of pursuing that investigation.
- e. The District may disclose student records to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of any individual. In making this determination, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from student records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals. The District shall record the following information when it discloses student record information under this exception: (1) the articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure, and (2) the parties to whom the District disclosed the information.
- f. For any purposes concerning the juvenile justice system and the system's ability to effectively serve a student, prior to adjudication:
 - (1) The District shall disclose pertinent student records to an investigating law enforcement agency or district attorney if the person to whom the records are disclosed certifies in writing that the records concern the juvenile justice system and the system's ability to effectively serve the student, relate to an ongoing investigation or pending delinquency petition, and will not be disclosed to any other person except as otherwise authorized by law.
 - (2) The District may disclose student records to a city attorney, corporation counsel, agency as

defined in section 938.78(1) of the state statutes, intake worker under section 48.067 or 938.067 of the statutes, court of record, municipal court, private school or another school board if disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies in writing that the records will not be disclosed to any other person except as otherwise authorized by law. This disclosure can be made for any purpose concerning the juvenile justice system and the system's ability to serve a student prior to adjudication.

- g. The District, when reporting a crime that may have been committed by a student with a disability, is required to ensure that copies of the student's special education and disciplinary records are provided to the law enforcement authorities to whom the District has reported the crime. However, such disclosures must be pursuant to an applicable provision for disclosure under state and federal student records law. In general, the District will consider the following: (1) whether disclosure of the records is appropriate due to the existence of a health and safety emergency; and (2) if no imminent emergency exists, whether parent/guardian consent has been obtained for the disclosure or whether some other basis exists under the state and federal student records law.
- h. The school district clerk or his/her designee shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health Services, the Department of Children and Families, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under chapter 980 (sexually violent persons commitment), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation.
- i. Upon the written permission of an adult student, or the parent/guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portion of his/her behavioral records as determined by the person authorizing the release. Law enforcement records may not be made available under this exception unless specifically identified by the adult student or by the parent/guardian of a minor student in the written request.
- j. Student records shall be provided to a court in response to a subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The District shall make a reasonable effort to notify the parents/guardians of the subpoena prior to complying with the subpoena except when (1) a parent/guardian is a party to a court proceeding involving child abuse and neglect or dependency matters and the subpoena is issued in the context of such a proceeding; (2) the subpoena itself prohibits such notice; (3) or any applicable law prohibits disclosure of the subpoena to the parent/guardian.
- k. Under conditions where the disclosure is permitted under both state and federal law, the District shall provide to the DPI, or another authorized federal, state, or local agency, or such an agency's authorized representative, any student record information that relates to an audit, evaluation, or any compliance or enforcement activity, that is associated with a federal or state-supported education program. In the case of disclosures to DPI, the District shall provide student records needed by the department to determine compliance with requirements under Chapters 115 to 121 of the state statutes. Student records may also be provided to the DPI for other purposes consistent with both state and federal law.
- l. Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements. Summary student immunization data shall be reported. Individual student information for those students out of compliance with school immunization laws shall not be reported to the local health department or to the District Attorney without specific written parental consent for the reporting.
- m. Upon request and after obtaining written consent to the extent required by federal law, the names of students who have withdrawn from school prior to graduation to participate in a program leading to high school graduation or an equivalency diploma shall be provided to the technical college district board in which the public school is located or, for verification of

eligibility for public assistance, to the Department of Health Services, the Department of Children and Families or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.

- n. Annually, on or before August 15, the District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the District, who are 16 years of age or older, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse). The parent(s)/guardian(s) of such students shall be contacted to obtain informed consent prior to making such a report.
- o. The District shall provide student records necessary for purposes of open enrollment in another public school district to the extent required by law. These records may include copies of any individualized education program (IEP) that has been developed for a student with a disability and the following student discipline-related records:
 - (1) A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 - (2) A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 - (3) The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.
- p. Interagency Agreements: The District will enter into interagency agreements with appropriate governmental units to govern the disclosure, use, and confidentiality of student records.

4. **Release of Patient Health Care Records**

All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state law or to other persons with the informed consent of the patient or a person authorized by the patient. Student patient health care records maintained by the District may only be released without informed consent to a District employee or agent if any of the following apply:

- a. The employee or agent has responsibility for the preparation or storage of patient health care records.
- b. Access to patient health care records is necessary to comply with a requirement in federal or state law.

Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immunodeficiency syndrome - AIDS) shall be confidential and may be disclosed only with the informed written consent of the test subject.

5. **Release of Directory Data**

Except as otherwise provided, directory data may be disclosed to any person after the school has: (a) notified the adult student or parent, legal guardian or guardian ad litem of a minor student of the categories of information which it has designated as directory data with respect to each student, (b) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and (c) allowed 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the District to designate as directory data about that student. The District will not release directory data earlier than 14 days after the initial written notice to the adult student or parent/guardian, or after the District has been restricted from doing so by any of those parties.

- a. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the principal or designee shall, upon request, provide the name and address of each student expected to graduate from

- high school in the current school year to the technical college district board.
- b. If the District has followed the notification procedure outlined above, and the parent/guardian or adult student does not object to the directory data being released, the principal or designee shall, upon request, provide any representative of a law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23, a court of record or municipal court with such directory data information relating to any such student enrolled in the school district for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the District.
 - c. The District shall provide, on a request made by military recruiters or institutions of higher education, access to secondary school students' names, addresses, grade level, and telephone listings. A secondary school student or the parent/guardian of a student may request that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written parental consent. The District shall notify parents/guardians of that option and shall comply with any request. The District shall provide military recruiters the same access to secondary school students and student directory data about such students as is provided to post-secondary schools or prospective employers.

When reviewing student directory data requests, as well as when implementing other provisions of these guidelines, consideration shall be given to applicable provisions of the public records law and the District's policy and procedures dealing with public records.

6. **Transfer of Records**

The District shall transfer to another school or school district all student records relating to a specific student if it has received written notice:

- a. from an adult student or the parent/guardian of a minor student that the student intends to enroll in the other school or school district;
- b. from the other school or school district that the student has enrolled; or
- c. from a court that a student has been placed in a secured correctional facility, secured child caring institution or a secured group home.

The District forwards student records as requested so long as the disclosure is for purposes related to the student's enrollment or transfer.

Student records shall be transferred within five working days of receiving the request.

7. **Violation of Confidentiality**

Persons accessing records without a legitimate education interest or need to know may be subject to disciplinary action up to and including legal action.

C. **MAINTENANCE, DISCLOSURE AND DESTRUCTION OF STUDENT RECORDS**

1. While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the District, the records shall be transferred to that school. Patient health care records, law enforcement agency and law enforcement unit records shall be maintained separately from a student's other records.
2. The building principal shall have primary responsibility for maintaining the confidentiality of all student records kept at that school. Except as otherwise provided, all requests for inspection or for transfer to another school or school district should be directed to the building principal who will determine whether inspection or transfer is permitted under state and federal law and these procedures. The building principal or his/her designee shall be present to interpret behavioral records when such a request has been made by the parent/guardian, or adult student. Upon transfer

of student records to the district administrative office, the District Administrator or his/her designee shall assume these duties.

3. A record of each request for access to and each disclosure of personally identifiable information from the education records of a student shall be maintained with such student's records, except when the request is from or the disclosure is to the following person/party:
 - a. the parent/guardian or adult student;
 - b. a school official;
 - c. a party with written consent from the parent/guardian or adult student;
 - d. a party seeking directory data; or
 - e. a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.
4. When the student ceases to be enrolled in a school operated by the District, his/her records will be transferred to the district administrative office. Records that are transferred to the district administrative office shall be maintained as follows:
 - a. Behavioral records will be maintained for no longer than one year after the student graduated from or last attended school unless the student or his/her parent/guardian, if the student is a minor, gives permission that the records may be maintained for a longer period of time.
 - b. Student progress records shall be maintained for five years after the student graduates or ceases to be enrolled in the District.
5. The Director of Student Services shall be responsible for reviewing records of students with disabilities before they are destroyed. Parents/guardians and adult students shall be informed of information that is no longer needed to provide educational services to the student with a disability and of their right to obtain a copy of such information before it is destroyed.

D. AMENDMENT OF RECORDS

1. A parent/guardian or adult student who believes that information contained in the student's records is inaccurate, misleading or otherwise in violation of the student's rights of privacy may request the District to amend the records. Such request shall be addressed in writing to the school official having custody of the records. Within a reasonable time after receiving the request, the person having custody of the records shall decide whether to amend the records in accordance with the request and inform the parent/guardian or adult student of the decision.
2. If the person having custody of the records refuses to amend the records, he/she shall inform the parent/guardian or adult student of the refusal and advise him/her of the right to a hearing. The request for the hearing shall be filed in writing with the District Administrator or designee. The parent/guardian or adult student shall be given notice of the date, place and time of the hearing reasonably in advance of the hearing.
 - a. The hearing shall be conducted by the District Administrator or designee, who must be someone who does not have a direct interest in the outcome of the hearing.
 - b. The parent/guardian or adult student shall be afforded the opportunity to present relevant evidence and may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney.
 - c. The decision of the hearing officer shall be based solely upon the evidence presented and shall include a summary of the evidence and the reason for the decision.

- d. The hearing shall be held and the parent(s)/guardian or adult student informed of the hearing officer's decision in writing within a reasonable period of time after the hearing.
- e. If the hearing officer decides that the information is inaccurate, misleading or otherwise in violation of the student's privacy rights, the education records of the student shall be amended accordingly.
- f. If the hearing officer decides that the information is not inaccurate, misleading or otherwise in violation of the student's privacy rights, the District shall inform the parent/guardian or adult student of the right to place a statement commenting upon the information in the education records and/or describing reasons for disagreeing with the decision of the hearing officer.

E. COMPLAINTS REGARDING ALLEGED NONCOMPLIANCE WITH FEDERAL REQUIREMENTS

Adult students or parents/guardians of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged District noncompliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

F. ANNUAL NOTICE

Parents/guardians and adult students shall be notified annually of the following: (1) their rights to inspect, review and obtain copies of student records; (2) their rights to request the amendment of the student's school records if they believe the records are inaccurate, misleading or otherwise in violation of the student's rights of privacy; (3) their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; (4) the categories of student record information which have been designated as directory data and their right to deny the release of such information; and, (5) their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Parents/guardians of secondary school students shall also be notified of their option to request the District not to release the secondary school student's name, address, grade level, or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

The notice shall be provided to parents/guardians and adult students at the beginning of each school year. When a student transfers into the District after the above notice has been given, the student and his/her parent(s)/guardians shall receive a copy of the notice at the time and place of enrollment.

- Legal Ref.: Sections 19.65 (Rules of Conduct: Employee Training; and Security)
 48.396 (Records)
 118.125 (Pupil Records)
 118.126 (Privileged Communications)
 118.127 (Law Enforcement Agency Information)
 118.51(8) (Full-Time Open Enrollment, Disciplinary Records)
 118.52(10) (Part-Time Open Enrollment, Disciplinary Records)
 146.81 - 146.84 (Health Care Records)
 252.15 (Restrictions on Use of an HIV Test)
 767.41(7) (Custody and Physical Placement, Access to Records)
 938.342(1r) (Disposition, School Attendance Conditions)
 938.396 (Records)
 950.08(2w) (Information To Be Provided by District Attorney's to Schools in Criminal Cases)
 Family Educational Rights and Privacy Act (20 USC Section 1232g, 34 CFR Part 99)
 Protection of Pupil Rights Provision of General Education Provisions Act (20 USC 1232h)
 U.S.A. Patriot Act
 Act 161

- Local Ref.: Policy #347 - Student Records
 Policy #347 - Exhibit-Student Records Notice
 Policy #430 - School Attendance
 Policy #431 - Compulsory Student Attendance & Alternative Programs
 Policy #823 - Open Records Policy and Procedures for Access to Public Records

FOR REMOVAL – NOT REQUIRED, IN HANDBOOKS

ELEMENTARY STUDENT CLASSROOM PLACEMENT

The Board of Education believes that our daily efforts to challenge all students to work and learn to their full potential requires a shared commitment by various constituents of the Evansville Community. Our collective efforts must promote a positive attitude toward education and provide encouragement for learning.

Therefore, parents should be treated as essential partners in the decisions making and processes of their children's education. As elementary school children are promoted through grades K-4 a school committee of principal, teachers and counselors will converse to consider learning styles, instructional strategies, and individual social needs. Parental input is encouraged and may be very beneficial before assigning students to classrooms. Such input may be offered according to guidelines developed by school staff and parents and available each spring through the elementary school office.

OPEN RECORDS POLICY AND PROCEDURES FOR ACCESS TO PUBLIC RECORDS

The Evansville Community School District Board of Education recognizes individuals may have access to public records maintained by the District in accordance with state law and the procedures outlined below.

A. Legal Custodian of Records

The District Administrator or designee shall serve as the legal custodians of all public records of the District. The legal custodian is responsible for the maintenance of all District records under his/her charge and is vested with full legal power to render decisions and carry out the duties of school authorities under the public records and property law.

B. Accessibility of Records

1. Public records will be available for inspection and copying at the District Office during regular school district office hours, ordinarily 8:00 a.m.- 4:00 p.m., Monday through Friday. Hours may vary when school is not in session.
2. A requester shall be permitted to use facilities comparable to those available to District employees to inspect or copy a record.
3. The legal custodian of records or the designee will supervise each requester during inspection of any records and may impose other reasonable restrictions to maintain the security of the record.

C. Record Requests

1. All requests to inspect or copy a public record shall be made to the legal custodian of records or the designee. As per state statute, the District need not create a record. Unapproved minutes and other documents in progress that are considered drafts under the Public Records Law are not considered to be records. The request must reasonably describe the requested record or document. Written requests are preferred.
 - a. No request will be refused because the person making the request is unwilling to be identified or to state the purpose of the request.
 - b. No request will be refused because the request is received by mail, unless prepayment of a fee is required under this policy.
 - c. A requester may be required to show acceptable identification whenever the requested record is kept at a private residence or whenever security reasons or federal law or regulations so require.
2. Upon receiving the request for any public record, the legal custodian of records or the designee shall, as soon as practicable and without delay, review the request and determine whether to approve or deny the request. The legal custodian of records or the designee shall consider provisions outlined in state and federal laws when making such determinations. The legal custodian of records or the designee is authorized to consult with the District's legal counsel in making such determinations.

- a. The legal custodian of records or the designee shall restrict access to certain types of District records to the extent required by law. These records include, but are not necessarily limited to, student records and certain types of records of District employees and individuals holding local public office in the District. "Local public office" positions in the District include the following: school board members, district administrator, building principals, designated district office administrators.
 - b. Oral requests may be denied orally unless a demand for a written statement of the reasons denying the request is made by the requester within five business days of the oral denial.
 - c. If a written request is denied in whole or in part, the requester shall receive a written statement of the reasons for the denial. Written denials must include a statement informing the requester that the denial may be reviewed by a court of mandamus, or upon application to the attorney general or district attorney.
3. If a record contains information that may be made public and information that may not be made public, the legal custodian or the designee shall provide the information that may be made public and delete the information that may not be made public from the record before release.

D. Fees

A requester shall be charged a fee for the cost of copying and locating records as follows:

1. The legal custodian of records or the designee shall estimate the cost of all applicable fees and will require a cash deposit of \$10.00 to assure payment. A minimum fee of \$10.00 will be assessed.
2. If the actual cost of these items exceed \$10.00, the actual cost will be charged.
 - a. If the form of a written record does not permit copying, the actual and necessary cost of photographing and photographic processing shall be charged.
 - b. The actual full cost of providing a copy of other records not in printed form on paper, such as films, computer printouts and audio or videotapes shall be charged.
 - c. If mailing or shipping is necessary, the actual cost thereof shall also be charged.
3. There shall be no additional charge for locating a record unless the actual cost of locating the record exceeds \$50.00, in which case the entire actual cost, including staff time, shall be imposed upon the requester.
4. If a record is produced or collected by a person pursuant to a contract entered into by that person and the District, the fee charged for copying the record shall be the actual, direct and necessary cost of reproduction incurred by the person making the reproduction or transcription of the record, unless a fee is otherwise authorized or established by law.
5. Elected officials and employees of the District shall not be required to pay for public records they may reasonably require for the proper performance of their official duties.
6. The legal custodian of records or the designee may waive the above fees, or reduce the fees, when it is determined to be in the public interest.
7. The legal custodian of records or the designee may not sell or rent a record containing an individual's name or address of residence, unless specifically authorized by state law. The collection of fees as outlined above is not a sale or rental under these procedures.

Consistent with a Wisconsin Supreme Court decision, the District will not charge the requestor for the costs associated with (1) reviewing the record for information/data that is not subject to disclosure (e.g., information within a record that would constitute a protected student record), or (2) redacting (i.e. deleting) such non-disclosable information/data prior to releasing the record.

E. Records Retention

District records shall be retained and destroyed in accordance with the Wisconsin Record Retention Schedule for school districts, which has been adopted by the Board.

Legal Ref.: Chapter 19, Subchapters II and IV Wisconsin Statutes (General Duties of Public Officials)
Sections 103.13 (Records Open to Employee)
103.15 (Restrictions on Use of an HIV Test)
118.125 (Pupil Records)
120.13(28) (School Board Powers)
146.81-146.84 (Miscellaneous Health Provisions)
252.15 (Restrictions on use of an HIV Test)
767.27(7) (Medical and Medical History Information)
938.396 (Law Enforcement Records)
Family Educational Rights and Privacy Act (FERPA)
Americans With Disabilities Act of 1990
Health Insurance Portability and Accountability Act (HIPPA)
USA Patriot Act of 2001
Wisconsin Records Retention Schedule for School Districts

Approved: December 13, 2004
Revised: March 14, 2011
1st Reading: 4/13/16; 2nd Reading: 4/27/16

823.1

Recommendation for Removal as is covered in 823.

RECORDS RETENTION

The District adopts the Wisconsin School District Records Retention Schedule through this policy. This schedule provides recommended retention periods for records common to all school districts, denotes records of historical significance, and outlines a process for the orderly transfer of records to the State Historical Society. If such records are not accepted by the State Historical Society, they shall be offered to the Eager Free Public Library before being destroyed.

Adoption of the School District Records Retention Schedule will:

- Enable the District to dispose of some records in less time than seven years, the generally accepted time frame.
- Determine the minimum amount of time that the District must maintain a record.
- Provide guidance regarding district records that should be preserved locally and may be of interest to the State Historical Society.
- Eliminate paperwork for both the District and State Historical Society.

This schedule brings order to the requirement to retain public records and clearly explains the options which may permit destruction of public records. The record retention schedule is made available through the district website.

Legal Ref.: Chapter 19, Subchapters II and IV Wisconsin Statutes
Sections: 103.13 (Records Open to Employee)
103.15 (Restrictions on use of an HIV Test)
118.125 (Pupil Records)
118.126 (Privileged Communications)
120.13(28) (School Board Powers)
146.81-146.84 (Miscellaneous Health Provisions)
252.15 (Restrictions on use of an HIV Test)
767.41(7) (Medical and Medical History Information)
938.396 (Law Enforcement Records)
ADM 12, Wisconsin Administrative Code
Family Educational Rights and Privacy Act (FERPA)
Americans With Disabilities Act of 1990
Health Insurance Portability and Accountability Act (HIPPA)
USA Patriot Act of 2001

CSI Teaching and Learning Update
April 27, 2016

CSI Committee: Teaching and Learning

CSI Membership: Janessa Katzenberger, Alice Murphy, Melissa Hammann, Barb Dorn, Kim Tedesco, Melissa Whitmore, Bill Hartje, JoMarie Oakeson

Committee Meeting Dates:

We met from 4:30-6:00pm on the following dates:

09/01/2015

10/27/2015

11/24/2015

01/19/2016

02/23/2016

03/23/20154

We will meet again on 05/31/2016

CSI Action Plan: Include a copy of the plan with the update

Update on Action Plan/Goals: Work completed and changes to the plan if any

The primary goal of this committee is to ensure academic growth of all students. The C&I committee focused specifically on the growth of students in English Language Arts as measured by the Wisconsin Forward statewide assessment. Our content specific goal was driven by the Literacy audit and professional development provided to our district. Due to the inconsistency of standardized statewide assessments over the past several years, baseline data was determined by calculating averages from previously administered statewide standardized assessments, determining our baseline to be 53.8%. Although this data was embargoed for the majority of the school year putting out Strategic Plan on hold until all committee members had access to the data, our committee determined appropriate incremental percentage increases for each school year to ensure competitive overall growth of proficient or advanced scores. Our committee also focused on understanding the purpose of assessments; both state and district. We also sought a deeper understanding regarding AP classes in our district and started discussing a k-12 approach to increasing attendance in AP classes as well as taking the AP exam.

Future plans: Explain what you plan to do for future work, if known at this time

Our strategic plan encompasses a five year goal focused on increasing academic achievement in the area of English Language Arts as measured by the Wisconsin statewide assessment to 64.8% by the 2019-2020 school year. To help reach this goal, this committee plans to update the Literacy Professional Development Plan for this and next school year. Our May T&L CSI meeting will also focus on the committee's ideas to improve teaching and learning throughout our district.



Continuous Improvement Plan

2015-2016



Evansville Community School District

Priority Area

Literacy
English Language Arts (ELA)

Strategic Objective

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

Strategic Focus

Proficient ELA Literacy Achievement for All Students

Strategic Plan Aligned Goal

The Goal of the Evansville Community School District is to achieve exceptional Literacy growth for all students by steadily increasing the number of students meeting state proficiency targets for English Language Arts in Grades 3 through Grade 11, as measured annually by the respective state assessments.

2015 Grades 3-8 BADGER EXAM, Grades 9 & 10 ACT ASPIRE, Grade 11 ACT

2016 - 2020 Grades 3-8 FORWARD EXAM, Grades 9 & 10 ACT ASPIRE, Grade 11 ACT

Growth targets begin with the baseline in 2014-15: 53.8% of Grades 3-11 students reaching proficiency in English Language Arts.

To meet expectations with continuous improvement results, growth targets increase as follows:

<u>School year</u>	<u>% of increase</u>	<u>% Proficient or Advanced</u>
2015-16	1%	54.8%
2016-17	2%	56.8%
2017-18	2%	58.8%
2018-19	3%	61.8%
2019-20	3%	64.8%

Timeline For Completion

The goal of reaching the targeted growth in English Language Arts, will be accomplished by the end of the 2019-20 school year.

Data Analysis

1. What work has already been completed to meet the long term goal in this strategic focus area?

Prior to the beginning of the 2015-16 school year, the district provided professional development for teachers in both reading and writing instructional strategies. Some of the literacy leaders attended the WI State Reading Association annual convention to increase their knowledge of the most effective teaching/learning strategies.

The 4K program was developed for the purpose of introducing high quality literacy instruction to young learners.

Reading and Writing *Units of Study* kits were purchased at some of the elementary grade levels. These were made available to teachers but professional development was limited.

The District called upon an external source to conduct a district-wide literacy audit to identify gaps in the learning and ultimately work toward the increased achievement of students, K - 12. The results of the ECSD Literacy Audit were made available to all educators and the School Board for the purpose of establishing a three year district-wide literacy initiative.

2. What gaps or needs still exist in this strategic focus area? Which data points identify the gaps or needs identified?

The *ECSD Literacy Audit* utilized several sources of student achievement data. Indicators at all levels pointed to overall trends in the past 4 years that showed greater than 60% of the students failed to reach levels of proficiency in Reading. Students who are reaching Proficient and Advanced levels of performance need to be challenged to increase their achievement.

3. Which strategy will we use to reduce the gap and improve student performance?

The District will embark upon the development and implementation of a three-year literacy initiative. The *ECSD Literacy Plan* will encompass all classrooms and include all educators as changes are made in teaching/learning resources, professional development and the use of assessment/data analysis. Funds from the district referendum will provide revenue for making the necessary purchases to improve the instructional program for students in all schools.

Data that Identifies Gap:

	Beginning/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. WKCE Reading and Language Arts Grades 3-8 and 10	2010 through 2014		
2. Badger Assessment English Language Arts Grades 3-8	2014-2015		
3. ACT ASPIRE ELA, Grades 9 and 10	2014-2015		

4. ACT ELA, Grade 11

Data that Determines if Strategy Was Completed:

1. FORWARD Exam, Grades 3 -8
2. ACT ASPIRE ELA, Grades 9 and 10
3. ACT ELA, Grade 11

Beginning/ Date: Ending Measure/Date:

- March-April, 2016 2020
 April, 2016 2020
 March 2016 2020

Analysis of Change in Data:

Measures that Determine Fidelity of Strategy Implementation:

1. FORWARD Exam, Grades 3 -8
2. ACT ASPIRE ELA, Grades 9 and 10
3. ACT ELA, Grade 11

Beginning/ Date: Ending Measure/Date:

- 2015-16 2020
 2015-16 2020
 2015-16 2020

Analysis of Change in Data:

4. STAR Reading Assessment K - 12

Measures that Determine if the Goal Was Met:

1. FORWARD Exam, Grades 3 -8
2. ACT ASPIRE ELA, Grades 9 and 10
3. ACT ELA, Grade 11

Beginning/ Date: Ending Measure/Date:

- 2015-16 2020
 2020 2020
 2020 2020

Analysis of Change in Data:

DO: Create an action plan based upon Data Analysis

ACTION PLAN #1 What action steps will need to be taken to reach the goal?

ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
A. Conduct District-wide Literacy Audit			
1. Seek and contract with external auditor	Literacy Audit has been conducted and results are shared with stakeholders	June 2015	1. Director of Instruction 2. Administrators and Teachers
2. Assist in conducting the audit			
3. Review audit results and develop action plan			3. Administrator, Leadership Teams
B. Develop Literacy Plan 2015-18			
1. Seek and contract with Literacy Consultant	Literacy Plan 2015-18 is developed and shared with stakeholders	August 2015 - June 2018	1. Director of Instruction with
2. Assist in the development of the Literacy Plan			2. Administrators and Literacy Consultant
3. Communicate and Implement the Literacy Plan for 2015-18	Literacy Plan is implemented each year for three school years		3. Director of Instruction
C. Develop and Implement K-12 Literacy Professional Development			
1. "Kick-off" at Opening Day	In 2015-16, the Literacy Professional Development takes place as planned in the district PD Plan.		Director of Instruction with Administrators, Literacy Leaders and Literacy Consultant
2. PD Suitcases			

- November, December, March, April
3. Follow up with Literacy Leaders
 4. FISHBOWL site visits with planning, observation and collaboration by Literacy Consultant: December, March and April

Adjustments are made throughout the school year as indicated by the educators and literacy leaders

D. Educators attend Literacy Workshops

1. Designated teachers will attend WI State Reading Association Convention
2. Designated teachers will attend site visits to districts with successful Reading and Writing workshop programs
3. Summer PD will include Reading and Writing workshops
1. Designated teachers will attend relevant CESA 2 Literacy workshops

PD attendance records:

- WSRA attendance
- Writing Workshop
- Reading Workshop
- Literacy Workshops
- School Site Visits

As reported each school year, 2015-18
 Director of Instruction, Teachers and Principals

E. Improve Instructional Program and Resources

1. Purchase Reading and Writing Workshop *Units of Study* for all K-5 classrooms
2. Purchase Writing Workshop *Units of Study* for grades 6-8
3. Ensure universal Spelling program K-2 and 3-5
4. Ensure universal Grammar program K-2 and 3-5
5. Purchase books to further enhance the student reading choices for all schools

Purchase program resources and materials with the prescribed professional development

1. July 2016
 2. December 2015
 3. July 2016
 4. July 2016
 5. July 2016 - June 2018
 Administrators and Literacy Leaders working in conjunction with classroom teachers at all levels

F. Improve the digital instructional resources

1. Provide sufficient interactive projection devices for classrooms
2. Provide sufficient professional development in the use of digital resources for reading and writing instruction and to include student research

Technology Inventory data base

1. July 2016
 2. 2016-17 school year
 3. 2016-17 school year
 1. Principals with Technology Team
 2. Technology Team, Vendors
 3. Principals with Technology Team

3. Provide sufficient tablet devices to enhance and enrich student reading, writing, listening, research and inquiry skills

G. Improve Assessment Strategies to include effective Data Analysis for the purpose of meeting the needs of all learners

1. Conduct a district-wide Data Retreat
2. Form PLCs or Collaborative Data Teams to meet on a regular basis for the purpose of analyzing student achievement data and planning for instruction
3. Fully utilize the data warehouse tool, eduCLIMBER, for the purpose of accessing multiple indicators of student performance

1. Data Retreat report to the Leadership Teams

2. PLCs and CDTeams provide minutes of their meetings

3. School Leadership Teams attend workshops and disseminate new information to the teachers

1. Twice, annually
2. Annually

3. Annual training and updates

1. District Leadership Teams
2. All educators

3. All educators

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

MEASURE/INDICATOR

EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)

ANALYSIS OF EVIDENCE

ACT: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date ACTION PLAN #2

ACTION STEP

PD Suitcase: After implementing the K-5 PD in November, it became clear that we needed to add K-2 and 3-5 in order to meet the needs of the teachers. Change was made in December.
Writing Workshop: Provide *Units of Study* for Grades 6-8 along with training workshops

MEASURE/INDICATOR

Feedback from stakeholders following the November PD day

Request from Literacy Leader and Principal

END DATE

December 2015 through April 2016

Purchase was made in December

PERSON(S) RESPONSIBLE

Director of Instruction with Elementary Principals

Director of Instruction with Middle School Principal and Literacy Leader
District Leadership Teams

Conduct Mid-Year Data Retreat for the purpose of analyzing the data which will be released from embargo in January

Data Retreat actions will be shared with the school stakeholders

February

STUDY: Analyze Data After Implementing Action Plan Steps

To be completed by **February**.

MEASURE/INDICATOR	EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
1. Mid-Year literacy performance data from the STAR Literacy Assessment grades 2 - 12	Student growth indicators from Beginning of Year to Mid-Year for grades 2-12 show progress that is very similar to the growth in 2014-15, except for the students in the Advanced category. In all but two grade levels, the percent of students who scored with Advanced performance exceeded the percent at mid-year last year.	Students at all grade levels are with 2-3 percentage points of the performance in 2014-15. More of the advanced learners are demonstrating higher performance in 2015. At all but 2 grade levels, the number of students who indicated an urgent need of intervention has decreased by 2 to 7 percent from the beginning of year to mid-year as measured by mid-year benchmarks.

ACT: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #3

ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
STUDY: Analyze Data After Implementing Action Plan Approach To be completed by May			

MEASURE/INDICATOR	EVIDENCE OF PROGRESS/EFFECTIVENESS (include data)	ANALYSIS OF EVIDENCE
1. 2.		

ACT: Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2015-2017 with this strategic focus area

1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area
2.	Year-long target goal has not been met, but the current plan is effective and will be continued
3.	Year-long target goal has not been met, but the plan will continue with new strategies applied
4.	Year-long target goal has not been met and the team will move in a different direction
5.	Other – please explain in space below

CSI Workforce Engagement and Development

April 27, 2016

CSI Committee: Workforce Engagement and Development

CSI Membership: Joanie Dobbs, Barb Dorn, Alice Murphy, Marcela Tyson, DeeJay Redders, Tristan McKittrick, Terrie Schmoltdt (recent addition), Butch Beedle

Committee Meeting Dates: We typically meet once a month.

CSI Action Plan: Attached

Update on Action Plan/Goals: Included within the action plan and with additional attachments.

Future Plans: The committee would like to work on a professional development plan for staff members outside of the teacher staff. The first group that we would like to include is the Educational Assistants. The committee is also awaiting information from the compensation committee as to if there will be professional development hours required to obtain a salary increase.



PROFESSIONAL DEVELOPMENT
Online Workshop/Webinar

PRIOR TO THE WORKSHOP/WEBINAR

ECSD Teacher(s) to participate in the workshop/webinar	
Date and Time	
Location in the District	
Purpose of the Workshop/Webinar	
Professional Learning Objectives	
PRIOR APPROVAL	If the workshop/webinar is scheduled during a District Professional Development Day, obtain approval from the Director of Instruction, as well as the Principal.
Principal's Signature:	Director of Instruction's Signature:

DURING THE WORKSHOP/WEBINAR

Observations/Notes	You may choose to attach this as a separate document.
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FOLLOWING THE WORKSHOP/WEBINAR

Outcomes 1. What have I learned? 2. How will I implement the new learning? 3. Develop a product which provides evidence of your application of new information and/or skill development.	 1. 2. 3. You may choose to attach this as a separate document.
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Plan to share your product with others	With colleagues: With the Principal:
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Other Notes	
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RETURN A COPY OF THE COMPLETED FORM ALONG WITH EVIDENCE OF THE PRODUCT TO THE PRINCIPAL and THE DIRECTOR OF INSTRUCTION.

PROFESSIONAL DEVELOPMENT OPTIONS

2016-2017

Continuous Improvement for Evansville Educators

IS NOT

- Supportive of ECSD goals and/or individual building goals
- new learning that will improve instructional practice
- directly correlates to the positive impact on student learning
- approved by building principal
- online learning with documented completion certificate
- available during the October, December, January, March and April PD days
- initiated by an educator

- taken without prior approval by building principal
- work time, such as lesson planning
- curriculum review, development or revision
- planning field trips, student behavior plans, etc.
- an unfacilitated webinar

TYPE of Professional Development Opportunity

Audience

Approval Authority


**Out-Of-District
Conference/Workshop**

All Professional Educators

Out-of-district conferences, courses, workshops, seminars staff request to attend within content area. Registration is the responsibility of the professional educator. Proof of attendance is required.

Form must be submitted and approved prior to attendance. After completion, form must be submitted.

<p>Staff Initiated Class-Facilitated by ECSD Staff</p>	<p>All Professional Educators</p>	<p>Staff may propose a class to teach using the following guidelines:</p> <ul style="list-style-type: none"> • Classes must be proposed at least one month prior to the date it begins. • Class must have clearly stated learning objectives and support district and/or building level goals. • Facilitator of the class must submit, in writing, a list of teachers' printed names with signatures which have satisfactorily completed the class. That document must be turned into the district office.
<p>Site Visits</p>	<p>All Professional Educators</p>	<p>Out of district site visit within content area. Planning is the responsibility of the professional educator.</p> <p>Form must be submitted and approved prior to attendance. After completion, form must be submitted.</p>
<p>Webinar</p>	<p>All Professional Educators</p>	<p>Facilitated webinar within content area.</p> <p>Form must be submitted and approved prior to attendance. After completion, form must be submitted.</p>

	<p style="text-align: center;">PROFESSIONAL DEVELOPMENT Staff Initiated Class</p>
PRIOR TO THE CLASS	
ECSD Teacher(s) Offering the Class	
Brief description of the new learning/skill & connection to student learning	
Learning Objectives	
Participation/Audience	
Brief description of what has prepared you to share this content with others.	
Hours, Date(s) and Time(s) of Class	
PRIOR APPROVAL	If the visit is scheduled during a District Professional Development Day, obtain approval from the Director of Instruction, as well as the Principal.
Principal's Signature:	Director of Instruction's Signature:

STEP TWO: Planning and Preparing Class: Teacher(s) involved will submit the class outline and lesson plan. Teacher(s) must get a class roster and keep track of attendance. Class roster will be submitted within one week of class and attendance will be submitted within one week upon completion of class.



PROFESSIONAL DEVELOPMENT
Out of District Workshop/Conference

PRIOR TO THE WORKSHOP/CONFERENCE

ECSD Teacher(s) to participate

Date and Time

Location/District

Purpose of the workshop/conference

Professional Learning Objectives

PRIOR APPROVAL

If the workshop/conference is scheduled during a District Professional Development Day, obtain approval from the Director of Instruction, as well as the Principal.

Principal's Signature:

Director of Instruction's Signature:

DURING THE WORKSHOP/CONFERENCE

Observations

FOLLOWING THE WORKSHOP/CONFERENCE

Outcomes of the visit

Plan to share with others

Other Notes



**PROFESSIONAL DEVELOPMENT
School or Community Site Visit**

PRIOR TO THE VISIT

ECSD Teacher(s) to participate in the visit

Date and Time of Visit

Location/District

Purpose of the Visit

Professional Learning Objectives

PRIOR APPROVAL

If the visit is scheduled during a District Professional Development Day, obtain approval from the Director of Instruction, as well as the Principal.

Principal's Signature:

Director of Instruction's Signature:

DURING THE VISIT


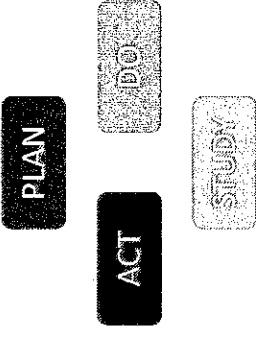
Observations

FOLLOWING THE VISIT

Outcomes of the visit

Plan to share with others

Other Notes

 <p>Evansville Community School District</p>	<p align="center">Continuous Improvement Plan 2015-2016</p>	 <p>Strategic Focus: Workforce Engagement and Development</p>
<p>Priority Area:</p>		
<p align="center">Strategic Objective #2</p>		
<p>PLAN: Identify the Data Measures and Performance Gap</p> <p>Strategic Focus Goal: The ECSD will engage and develop a skilled and talented workforce that will enable building and district goals to be achieved. ECSD will develop a professional development plan for all staff members starting with the teaching staff. The plan will include goals, expectations, budgetary concerns and how to maintain the plan. All PD opportunities must support student learning.</p>		
<p>Timeline For Completion:</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? 2. What gaps or needs still exist in this strategic focus area? 3. Which data points identify the gaps or needs identified in question 2? 4. Which strategy will we use to reduce the gap or improve the need identified in question 2? 		
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>		
<p>Data that Identifies Gap:</p>	<p>Beginning Measure/ Date:</p>	<p>Ending Measure/Date:</p>
<p>1. ECSD survey</p>		<p>Analysis of Change in Data:</p>
<p>2. Anecdotal comments regarding the need</p>		

CSI Action Plan Template

for staff development.				
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:	
1.				
2.				
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:	
1.				
2.				
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:	
1.				
2.				
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points)				
What action steps will need to be taken to reach the goal?				
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE	
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?		
Read through the ECSD survey and look for items related to this topic	This data was already collected. Our group used it as a starting point to determine areas of need.	Second meeting	Barb and Joanie brought the survey to the group. All members had input.	
Define how this topic differs from culture and climate		Third meeting	All members	
Discuss the research behind staff development	Discussion on staff development and a discussion on how to get staff involved.	Third meeting	Butch brought the information and all members had input	
Discussed areas of concern that has been discussed as a staff, where is support needed?		Each meeting	All members	

CSI Action Plan Template

Created a staff development survey and to give to staff during a staff meeting		January	Barb and Joanie put together the first draft with input from committee. Brought back to the committee in January for final input.
Discuss staff results from the survey	Looking for patterns	March/April	Staff results were analyzed and shared with administration.
Develop action plan on how to address staff needs as determined by the survey			
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		
1. Analyzed survey results	Tabulated results		Information was gained
2. Discussed similarities and differences between buildings	Tabulated results		Information gained and shared
Act: Continue or Revise Action Implementation Based Upon Data. Analyze for the next check-in date – ACTION PLAN #2			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Share information with each of the building administrators and district.	Tabulated survey results	March 2015	Joanie
Building administrators sharing survey results with leadership teams to develop summer curriculum proposals.	Tabulated survey results	April 2015	Building administrators

CSI Action Plan Template

<p>Gather information from:</p> <ul style="list-style-type: none"> • Consortium • Compensation committee • Technology CSI • Reading Audit Results • EE Coaches • Mentors 	<p>Information gathered</p>	<p>September 2015</p>	<p>Committee</p>
<p>Study: Analyze Data After Implementing Action Plan Steps To be completed by February.</p>			
<p>MEASURE/INDICATOR (from Act step Plan #2 above)</p>	<p>Evidence of Progress/Effectiveness (include data)</p>		
<p>1. Research best practices for professional development. 2. Research what other districts are doing for differentiated professional development. 3. Create professional development opportunities that would/should be tied to the compensation model.</p>	<p>1. Butch will summarize this information. 2. Create a google form that would allow us to share the information from other districts. 3. Pros, cons, cost, timeline, structure</p>	<p>Analysis of Evidence (Describe why this evidence shows the action step was effective)</p>	
<p>Act: Continue or Revise Action Implementation: Based Upon Data Analysis for the next check-in date → ACTION PLAN #3</p>			
<p>ACTION STEP</p>	<p>MEASURE/INDICATOR What data will be collected?</p>	<p>END DATE</p>	<p>PERSON(S) RESPONSIBLE</p>

CSI Action Plan Template

What steps will you and your team take?	How will you know when the step is completed?	When will the work be completed?	
Create Professional Development opportunities within the current scheduled Professional Development days.	Opportunities are developed and a plan is developed for staff to request an alternate PD for the pre-selected days. Forms are created for each of the opportunities.		
Investigate ways to manage staff professional development	Investigate if Skyward has the capability to manage our PD needs. Investigate other software packages if Skyward isn't going to meet our needs.		
Study: Analyze Data After Implementing Action Plan Approach To be completed by May .			
MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. PD opportunities have been developed and Forms are drafted	See attached documents. Staff have utilized site visits and a webinar during our February PD.		
2. WebEX is set up with PDMS for April 22 to learn more about management of PD	Management is determined		
Act - Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area			
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area		
2.	Year-long target goal has not been met, but the current plan is effective and will be continued		
3.	Year-long target goal has not been met, but the plan will continue with new strategies applied		
4.	Year-long target goal has not been met and the team will move in a different direction		
5.	Other -- please explain in space below		

CSI Communication Committee Update

April 27, 2016

CSI Committee: Communication

CSI Membership: Deb, Arnold, Michelle Buehl, Jenny Dalen, Darlene Gallman, Mike Maves, Jane Oberdorf, Jerry Roth, Terrie Schmoldt, and Mark Stano

Committee Meeting Dates:

- September 28, 2015
- November 2, 2015
- December 7, 2015
- January 25, 2016
- February 18, 2016
- March 21, 2016
- April 18, 2016

CSI Action Plan: See attachment.


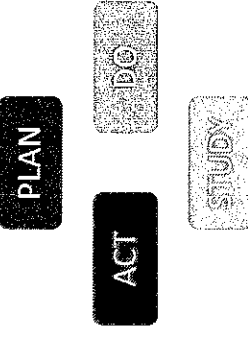
Update on Action Plan/Goals:

The main focus areas of the CSI Communication Committee this school year included: improving communications about staff related news through a District Newsletter; sharing school level meeting agendas and minutes; sharing District level meeting agendas and minutes; and formalizing grade level and special education student transition meetings. The CSI Communication Committee has also been researching and developing a District Communications Plan.

A staff survey has been conducted with all employee groups to measure the perceived improvement of communication throughout the District. The results of that survey will be compared to the same survey conducted last year and shared with the Board in an end-of-year Committee update. The Communications Plan that is being developed by the Committee will be shared with the Board prior to the start of the 2016-2017 school year.

Future Plans:

Next school year the Committee will identify and focus on selected aspects of the Communications Plan for the purpose of improving communication.

 <p>Evansville Community School District</p>	<h2>Continuous Improvement Plan 2015-2016</h2>	
<p>Priority Area: Communication and Community Engagement</p>	<p>Strategic Objective: The ECSD will communicate, engage and develop partnerships with students, parents, staff and citizens to achieve academic excellence and positive citizenship for all students</p>	<p>Strategic Focus: Develop a Comprehensive Communication Plan</p>
<p>PLAN: Identify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal: By May 2016, internal communication will improve by .25 on a 4.0 scale as measured by the District Communication Survey</p>		
<p>Timeline For Completion: May 2016</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Principals are sharing internal school meetings minutes with staff • A staff communication survey was conducted in November • District meeting minutes will be available to staff on the District website starting this spring • The communication committee has asked staff for input related to communication objectives or areas in need of improvement 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Communication from District Office regarding: district meetings (agendas and minutes) and district wide newsletter (births, deaths, weddings, achievements, other important information) • Collaboration time to discuss transitions from grade level to grade level and from school to school • Collaboration time for: grade level meetings, across grade level meetings, subject area meetings, general ed, special ed, resource teacher meetings 		

CSI Action Plan Template

<p>3. Which data points identify the gaps or needs identified in question 2?</p> <ul style="list-style-type: none"> • Communication objectives or areas in need of improvement submitted by staff <p>4. Which strategies will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Monthly District Office Newsletter to all staff. (district meetings agendas and minutes, births, deaths, weddings, achievements, other important information) • Building level meeting agendas and minutes sent to building level staff • District level meeting agendas and minutes posted on district website • Conduct transition meetings (Building to building and grade level to grade level, September-October and April-May) 			
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan			
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Communication survey	To be determined by survey, May 2015	To be determined by survey, May 2016	
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Monthly District Office Newsletter	A District Office Newsletter does not currently exist, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	
2. Building level meeting agendas and minutes	Agendas and minutes are not regularly shared with staff, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	
3. District level meeting agendas and minutes	Agendas and minutes are not posted on district website, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	
4. Transition meetings agendas and minutes	Transition meetings not regularly scheduled 2014-2015 school year	To be determined, May 2016	
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points)			
What action steps will need to be taken to reach the goal?			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE

CSI Action Plan Template

1. Create a monthly District Office Newsletter	Newsletters emailed to staff	September 2015	District Administrator
2. Share building level meeting agendas and minutes	Agendas and minutes emails to staff	September 2015	K-12 Principals
3. Share District level meeting agendas and minutes	District level meeting agendas and minutes posted on website	September 2015	District Administrator, administrative team
4. Schedule Transition meetings	Transition meetings scheduled on staff calendars	September 2015	Principals, Director of Student Services
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .			
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #3			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE

CSI Action Plan Template

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

CSI Technology Update

April 27, 2016

CSI Committee: Technology

CSI Membership: Eric Busse, Mandi Firgens, Dana Hurda, Adrienne Kangas, Jason Knott, Jolene Lenth, Larry Martin, Kyle McDonald, Jo Ann Mumm, Alice Murphy, Kari Reuter, Melissa Whitmore, Holdin Worley, Doug Zblewski

Committee Meeting Dates:

- Nov 18th – CSI: Technology Tech Tuesday meeting
- Dec 3rd – CSI: Technology Tech Tuesday meeting
- Dec 16th – CSI: Technology Planning meeting
- Jan 14th – CSI: Technology Tech Tuesday meeting
- Jan 27th – CSI: Technology Planning meeting
- Feb 11th – CSI: Technology Tech Tuesday meeting
- Feb 24th – CSI: Technology Planning meeting
- Mar 3rd – CSI: Technology Tech Tuesday meeting
- Mar 23rd – CSI: Technology Planning meeting
- Apr 14th – CSI: Technology Tech Tuesday meeting
- Apr 27th – CSI: Technology Planning meeting
- May 12th – CSI: Technology Tech Tuesday meeting
- May 25th – CSI: Technology Planning meeting

CSI: Technology Planning Meetings

Review the CSI Technology goals and set new ones.

CSI: Technology Tech Tuesday Meetings

Review the previous Tech Tuesday plans and develop new Tech Tuesday plans.

CSI Action Plan: Attached


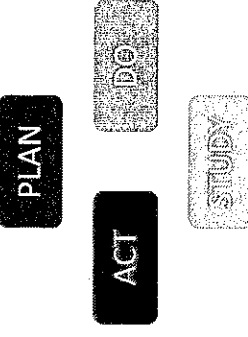
Update on Action Plan/Goals:

Goal 1: Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.

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

Future Plans:

After reviewing the tech sessions for this year we are changing our approach for next year. We will propose that the tech sessions be held at a staff meeting. This will ensure that all staff will receive the technical training. The sessions will not be able to be as detailed as they were this year but we feel that this will spark greater interest and can lead to more detailed training if needed. The topics for the sessions next year will be decided by each buildings leadership committee based on survey data collected by the CSI: Technology committee.

 <p>Evansville Community School District</p>	<p align="center">Continuous Improvement Plan 2015-2016</p>	
<p>Priority Area:</p>	<p>Strategic Objective</p>	<p>Strategic Focus:</p>
<p align="center">PLAN: Identify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal:</p> <p><u>Goal 1:</u> Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.</p> <ul style="list-style-type: none"> • Objective 1.1: Develop a list of professional development knowledge and skills needed by staff. • Objective 1.2: Design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement. • Objective 1.3: Provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students. 		
<p>Timeline For Completion:</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? 2. What gaps or needs still exist in this strategic focus area? 3. Which data points identify the gaps or needs identified in question 2? 4. Which strategy will we use to reduce the gap or improve the need identified in question 2? 		
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>		

CSI Action Plan Template

Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Attendance	September	May	
2.			
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Attendance	September	May	
2.			
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-In Points) What action steps will need to be taken to reach the goal?			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
Identify technology and information literacy training targeted to improved student achievement.	Working document of professional learning components	May 2016	Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Identify emerging technology that supports the information and technology mission and vision.	Working document of professional learning components		Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Utilize survey results to target and improve the use	Data analysis indicating targeted needs		Director of Instruction; Principals; District LMS Staff; Teacher Leaders

CSI Action Plan Template

of currently existing technology resources.					District Information and Technology Team; Teacher Leaders
Develop Tech Wednesdays for 2013-2014	Tech Wednesdays 2014				Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Review and revise Tech Wednesdays for 2015-2016	Tech Wednesdays 2016		Aug 2015 - Done		Technology Manager; District LMS Staff; Teacher Leaders
Develop a medium for sharing technology tools (e.g. a sharing page)	Sharing Page or Equivalent		Aug 2016		
Departments of grade levels work fluidly and dynamically with trainers to determine the technology and information skills and training needed to meet state, national, or CCSS	Curriculum resources; curriculum maps; training				Director of Instruction; Principals; District LMS Staff; Teacher Leaders
CESA2 Technology Training Opportunities for 2015-2016*	Evidence in classroom instructional practices		Completed		Director of Instruction; Principals; District LMS Staff; Technology Manager
State Association Conference – Wisconsin Educational Media and Technology Association (WEMTA)*	Evidence in Technology Academy and Tech Wednesdays		Completed		Director of Instruction; Principals; District LMS Staff; Technology Manager
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .					
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)				Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.					
2.					
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2					
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE		

CSI Action Plan Template

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

CSI Facilities and Operations Update

April 27, 2016

CSI Committee: Facilities and Operations

Strategic Objective #5: The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.

CSI Membership: Scott Haakenson, Peter Hansen, Bette Ballard, Mitch Larson, John Rasmussen, Mason Braunschweig, Brian Cashore, Steve Shulta, Doreen Treuden

Committee Meeting Dates:

- September 16, 2015
- November 24, 2015
- February 3, 2016

Update on Action Plan/Goals:


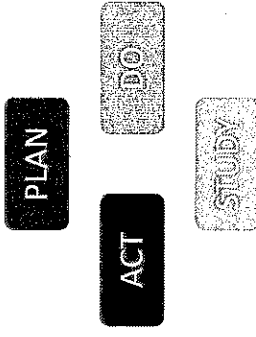
- Strategic Focus Goal #1: By 2016, 100% of all employees will understand and practice District-wide safety and security procedures as measured by internal and external audits.
- Strategic Focus Goal #2: By 2016, reduce District-wide energy consumption by 10% as measured by an industry accepted energy metric.

Committee Action Steps Completed during 2015-2016

- Reviews District Safety Committee minutes
- Discussed District security upgrades
- Surveyed staff on energy use as it pertains to BOE Administrative rule 733.1
- Discussed District Safety Manual update
- District energy usage data is entered in Energystar.gov site for analysis
- Reviewed District capital projects list as it pertains to energy savings projects
- Thorough reading and group discussion of the following BOE policies. Suggested edits to be forwarded to BOE Policy Committee for consideration
 - 720 Local Safety Programs
 - 721 Buildings and Grounds Inspections
 - 722.1 Staff Accident Reports
 - 723 Emergency/Disaster Plans
 - 723.1 Fire Drills
 - 723.2 Threats of Bombs or Other Havoc and Destruction

Future Plans: The committee will be revising the CSI Action Plan to allow for the work to continue into 2016-2017 on the original actions steps.

- Review Policies:
 - 733 Energy Conservation
 - 733.1 Energy Conservation Administrative Rule
- Repeat staff survey regarding energy use at a staff meeting
- Plan for updating the District Safety Manual
- In-depth analysis of Energystar.gov data

 <p>Evansville Community School District</p>	<p align="center">Continuous Improvement Plan 2015-2016</p>	
<p>Priority Area: Facilities and Operations</p>	<p>Strategic Objective #5 The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.</p>	<p>Strategic Focus: Security proficient and energy efficient District practices</p>
<p>PLANNING - Identify the Data Measures and Performance Gap Strategic Focus Goal #1: By 2016, 100% of all employees will understand and practice District-wide safety and security procedures as measured by internal and external audits.</p>		
<p>Timeline For Completion:</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Security Audit • Survey of administrative assistants • District Safety Committee • District safety manual/flip chart for classrooms • Purchase of 2-way radios • Policies are in place 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Recommendations from the security audit have not been fully implemented • Safety committee does not meet regularly • District Safety manual is not current, update process in not adequate, staff are not trained on contents • Staff training not complete for flip charts or 2-way radios and radio set-up not ideal • Policies are not followed and are out of date 3. Which data points identify the gaps or needs identified in question 2? 		

CSI Action Plan Template


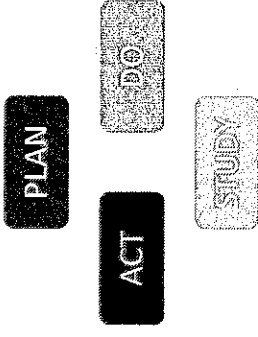
<ul style="list-style-type: none"> • Security audit survey • Administrative Assistant survey data • District safety manual • No data <ul style="list-style-type: none"> i. Safety Committee meeting info – agendas/minutes ii. Staff training logs <p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Reconvene the District Safety Committee • Conduct internal/external audits of safety practices • Update Board policies related to safety • Implement staff training 			
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan			
Data that identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Security Audit Survey	Data from September, 2013	Annually beginning November 2015	
2. Admin. Asst. Survey	Data from November, 2014	Annually beginning November, 2015	
3. District safety manual	Version of manual dated September, 2014	Annually beginning September 2015	
4.			
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Repeat Security Audit Survey	November 2015	Annually beginning November 2015	
2. Admin. Asst. Survey	Data from November, 2014	Annually beginning November, 2015	
3. District safety manual	Version of manual dated September, 2014	Annually beginning September 2015	
4. Safety Committee Meeting Agendas/Minutes	September, 2014	Annually beginning September 2015	
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:

CSI Action Plan Template

1.					
2.					
<p>Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?</p>					
	ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
	Reconvene the Safety Committee	Agendas/Minutes	Ongoing	Shulta/Roth	
	Research better method to update the District Safety Manual	Updated published safety manual	Annually beginning September, 2015	Safety Committee	
	Policy review	Current review dates listed on policies	September, 2015	Safety Committee	
	Develop safety training sessions for all staff	Training schedule and attendance logs	Ongoing	Safety Committee/Administrators	
<p>Study: Analyze Data After Implementing Action Plan Steps To be completed by November.</p>					
	MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)	
1.					
2.					
<p>Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2</p>					
	ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
<p>Study: Analyze Data After Implementing Action Plan Steps To be completed by February.</p>					
	MEASURE/INDICATOR	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence	

CSI Action Plan Template

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

 <p>Evansville Community School District</p>	<h2 style="text-align: center;">Continuous Improvement Plan 2015-2016</h2>	
<p>Priority Area: Facilities and Operations</p>	<p>Strategic Objective #5 The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.</p>	<p>Strategic Focus: Security proficient and energy efficient District practices</p>
<p>PLAN: Identify the Data Measures and Performance Gap</p> <p>Strategic Focus Goal #2: By 2016, reduce District-wide energy consumption by 10% as measured by an industry accepted energy metric.</p> <p>Timeline For Completion:</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> HS PAC lighting has been upgraded to LED Lighting has been upgraded to more efficient bulbs in some areas of the District Computer program to turn-off computers after hours BOE Policy 733 and Energy Conservation Administrative Rule 733.1 Occupancy sensors have been installed in some areas of the District BOE approved study of the HS geothermal system Utility consumption data has been reviewed and is entered in Energystar.gov website What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> Energystar.gov info on website needs to be updated Utility consumption is not benchmarked with comparable buildings BOE Policy and Administrative Rule is not being followed Capital projects identified by the District do not include any energy saving projects Which data points identify the gaps or needs identified in question 2? <ul style="list-style-type: none"> District Energy Star score as listed on the energystar.gov website 		

CSI Action Plan Template

<ul style="list-style-type: none"> • District gross energy consumption per square foot as compared to comparable buildings • Internal audit of compliance to BOE policy 773 and Administrative Rule 733.1 • District capital projects plan 			
<p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Review Policy 733 and 733.1 and revise if necessary • Conduct internal audits of policy 733 and 733.1 • Staff training of Policy 733 and 733.1 • Measure energy usage of additional devices/equipment to track energy increases • Include energy project(s) when determining the capital projects budget each year • Consider building competitions to promote energy awareness/conservation 			
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>			
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Employee survey to gage employee knowledge of energy usage/knowledge	May 2015	September 2015	
2. Energystar.gov score	May 2015	April 2017	
3. District gross energy usage per square foot	May 2015	April 2017	
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Repeat employee survey	May 2016	June 2016	
2. Energystar.gov score	May 2016	April 2017	
3. District gross energy usage per square foot	May 2016	April 2017	
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Gross energy usage	May 2015	April 2017	
2. Energy Star score	May 2015	April 2017	
<p>Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?</p>			
ACTION STEP	MEASURE/INDICATOR What data will be collected?	END DATE	PERSON(S) RESPONSIBLE

CSI Action Plan Template

What steps will you and your team take?	How will you know when the step is completed?	When will the work be completed?	
Review/revision of Policy 733 and 733.1	BOE Agendas/Minutes	December, 2015	Policy Committee
Update all District information on energystar.gov	Reports from energystar.gov	Ongoing	B&G Director
Investigate possible energy savings upgrades to add to capital projects list	Consult with local utility staff and energy consultants – BOE AgendasMinutes	Ongoing	B&G Director
Develop training sessions for all staff to change behavior regarding energy usage and policy compliance	Training schedule and attendance logs	Ongoing	Administrators
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
Act: Conduct or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .			
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			

CSI Action Plan Template

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

CSI Climate and Culture Update

April 27, 2016

CSI Committee: Culture & Climate

CSI Membership: Debra Fritz; Sara Traut-Ebert; Katie Horgen; Dana Teske; Deb Miller; Sandi Spanton-Nelson; Amanda Koenecke; Scott Everson

Committee Meeting Dates:

- September 15, 2015
- October 27, 2015
- March 1, 2016
- May TBD

CSI Action Plan:

SEE ATTACHED PLAN – next major component of 2015-2016 school year is a “post-” follow-up climate survey in May.

Update on Action Plan and Goals:

Our primary objective for the 2015-2016 school year was to get approval for and purchase staff polo shirts. It has been many years since the district provided a unifying piece of apparel for all staff. This was accomplished by the end of September.

Future Plans:

Our committee has steered our focus more towards a “climate enhancement task force” perspective. We believe that many of the things that impact both climate and culture in our district are well outside the purview of this committee. However, we want to continue to strive to make a difference with after school activities and positive staff gatherings, in addition to maintaining in-building activities like potlucks, Kudos baskets, etc.



Evansville
Community
School District

Continuous Improvement Plan 2015-2016

PLAN

ACT

DO

STUDY

Priority Area:
Climate & Culture

Strategic Objective

The ECSD is committed to working as a team to ensure a safe, respectful, nurturing, and invigorating environment where learning is a shared responsibility.

Strategic Focus:

Specific Building of each employee & overall district.

PLAN: Identify the Data Measures and Performance Gap

Strategic Focus Goal: By May 2016 the individual building and overall district climate will each increase by 1 point on the ECSD climate survey.

Timeline For Completion:
One year

DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.

1. What work has already been completed to meet the long term goal in this strategic focus area?
* We completed a survey to acquire our baseline in November of 2014
2. What gaps or needs still exist in this strategic focus area?
3. Which data points identify the gaps or needs identified in question 2?
4. Which strategy will we use to reduce the gap or improve the need identified in question 2?

DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan

Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. ECSD buildings	5.35/Nov ' 14		
2. ECSD District	4.82/Nov ' 14		
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			

Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Analysis of Change in Data:
1.		
2.		
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?		
ACTION STEP	MEASURE/INDICATOR	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?
Survey staff to peak interest in things that are desirable for them	The survey will have a deadline	February 18, 2015
Contact local vendors for various school district clothing and apparel options	Contact initiated and completed	April 30, 2015
Delegate community members to act as building liaisons	Liaisons are identified and determined	Scott Everson, Amanda Koenecke, and Deb Miller
Create building "Co-worker compliments and kudos" box for each building	Boxes are created	Scott Everson & Amanda Koenecke
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .		
MEASURE/INDICATOR	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence
(from Do step above)		(Describe why this evidence shows the action step was effective)
1. Staff polo shirts	Shirts were ordered and delivered to all staff	
2. Kudos boxes	Kudos boxes were installed in all buildings	
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2		
ACTION STEP	MEASURE/INDICATOR	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .		
MEASURE/INDICATOR	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence
(from Act step Plan #2 above)		

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

6. #343.2 Rule – Class Size Guidelines.
 7. #343.41 (343.4) – Advanced Learning and Credit Opportunities.
 8. #343.41 – Extension Courses.
 9. #344 – Adult Education.
 10. #347 - Student Records.
 11. #347 Exhibit – Student Records Notice.
 12. #347 Rule (347.1) – Procedures for the Maintenance and Confidentiality of Student Records.
 13. #433.1 – Elementary Student Classroom Placement.
 14. #823 – Open Records Policy and Procedures for Access to Public Records.
 15. #823.1 – Records Retention.
- F. Approval of April 27 Regular Meeting Minutes.
- G. Approval of April Bills and Reconciliation.
- IX. Future Agenda –May 25 Regular Meeting Agenda.
- X. Adjourn.

Mission Statement: The Evansville Community School District, in active partnership with families and the community, will provide a positive learning environment that challenges all students to achieve personal excellence and become contributing citizens of the world community.

Vision Statement: Creating a culture of excellence in:

- *Academic achievement*
- *Character development*
- *Pursuit of arts, athletics, and other activities*
- *Community engagement*
- *Highly effective staff*

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, effort 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.