



**Board of Education Regular Meeting Agenda  
Wednesday, February 12, 2020 at 6:00 pm  
District Board and Training Center  
340 Fair Street (Door 36)**

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

- I. Pledge of Allegiance
  
- II. Roll Call:   Melissa Hammann   Ellyn Paul                   Curt Nyhus  
                  Rene Johnson       John Rasmussen       Gabby Diebold – High School Board Rep  
                  Jan Klaehn           Kathi Swanson       Evan Senter – High School Board Rep
  
- III. Approve Agenda
  
- IV. Public Announcements/Recognition/Upcoming Events
  - Open Enrollment – February 3 – April 30, 2020
  - School Bus Driver Appreciation Week – February 10-14, 2020
  
- V. Public Presentations
  
- VI. Information & Discussion:
  - A. High School Student Board Representatives Report
  - B. Spirit of Excellence Recognition
  - C. Student Services Presentation
  - D. Alternative Education Presentation
  - E. Employee Survey Timeline Discussion
  - F. Third Street Discussion
  - G. Referendum Update
  - H. Second Friday Attendance Report
  
- VII. Public Presentations
  
- VIII. Policies – Chair, Swanson
  - A. First Reading of Policies:
    - 1. Policy #453.4 – Administering Medications to Students
    - 2. Policy #453.4 Form – Medication Consent Form – New
    - 3. Policy #453.4 Form – Medication Consent Form – Old – For Removal
    - 4. Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form - For Removal
    - 5. Policy #720 – Local Safety Programs
    - 6. Policy #721 – Building and Grounds Inspections – For Removal
    - 7. Policy #723 – Safety Response Plans – For Removal
    - 8. Policy #723.1 – Safety Drills
    - 9. Policy #723.2 – Threats of Bombs or Other Havoc & Destruction – For Removal
    - 10. Policy #723.3 – Emergency Closings

B. Second Reading of Policies:

1. Policy #458 – Wellness Policy
2. Policy #460 – Student Scholarships
3. Policy #461 – Wisconsin Technical Excellence Scholarship
4. Policy #491 – Students of Divorced/Separated Parents
5. Policy #830 – Use of School Facilities, Grounds and Equipment
6. Policy #840 – Public Gifts to the Schools
7. Policy #852 – Distribution of Flyers, Posters, Brochures and Other Non-School Materials

IX. Approval of Consent (Action Items):

A. Approval of January 25, 2020, Budget Retreat Minutes

B. Approval of Policies:

1. Policy #443.4 – Student Alcohol, Tobacco and/or Other Drug Use
2. Policy #443.41/522.1 – Definitions Relating to Alcohol
3. Policy #453.7 – Mental Health and Wellness Policy – New
4. Policy #454 – Reporting Child Abuse & Neglect
5. Policy #454 Rule – Procedures for Reporting Child Abuse and Neglect
6. Policy #454 Form – Child Protective Services Referral – For Removal
7. Policy #455.1 – Supervision of Students
8. Policy #456 – Student Assistance Program

C. Approval of Staff Changes; Resignation of Custodian and High School Administrative Assistant, Hiring of Varsity Baseball Coach.

D. Approval of 2020-2021 Compensation Changes & New Positions:

1. Funding the salary schedules for the Certified Staff and the Administration employee groups at 55 percent based on previously determined market comparable averages.
2. Fully funding the salary schedules for the Clerical and Specialist employee groups
3. Increasing the district Buildings and Grounds department FTE by 1.0.

X. Future Agenda – February 26, 2020, Regular Board Meeting Agenda

Executive Session – Convene under Wisconsin State Statutes §19.85(1)(c) and (f) and § 118.125 to consider compensation or performance evaluation data of employees and to consider and discuss confidential student information and the social or personal histories or disciplinary data of specific persons, which, if discussed in public, would be likely to have a substantial adverse effect upon their reputations.

XI. Reconvene into open session, to take action on any open or closed session items

XII. Adjourn

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

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

Posted: 2/7/2020

**Board of Education Regular Meeting Agenda/Briefs  
Wednesday, February 12, 2020, 2020 at 6:00 pm**

**I. Pledge of Allegiance**

<b>II. Roll Call:</b>	Melissa Hammann	Curt Nyhus	Kathi Swanson
	Rene Johnson	Ellyn Paul	Gabby Diebold - HS Board Rep
	Jan Klaehn	John Rasmussen	Evan Senter - HS Board Rep

**III. Approve Agenda**

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

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

- Open Enrollment – February 3 – April 30, 2020
- School Bus Driver Appreciation Week – February 10-14, 2020

**V. Public Presentations**

**VI. Information & Discussion:**

- A. High School Student Board Representatives Report. Ms. Diebold & Mr. Senter will present their High School Board Representatives Report.
- B. Spirit of Excellence Recognition. Ms. Kopf, JC McKenna Middle School Teacher, will present the Board with some news regarding the Spirit of Excellence Recognition.
- C. Student Services Presentation. The Student Services Team will provide the Board of Education with an update.
- D. Alternative Education Presentation. Mr. Knott, High School Principal, along with Mr. Ellis, Alternative Education Teacher and Ms. Faldet, Alternative Education Educational Assistant, will present the Board with an overview of the Alternative Education Program.
- E. Employee Survey Timeline Discussion. Mr. Roth, District Administrator, has provided an outline of the timeline for the Employee Climate Survey and will discuss progress made thus far with the Board.
- F. Third Street Discussion. Ms. Merath, Business Manager, has enclosed an update on the financial impact of extending Third Street from Levi Leonard to Fair Street.
- G. Referendum Update. Mr. Roth will provide an update to the Board of Education regarding the referendum building progress at the Middle School.
- H. Second Friday Attendance Report. Enclosed is the Second Friday Attendance Report.

**VII. Public Presentations**

**VIII. Policies – Chair, Swanson**

**A. First Reading of Policies:**

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D. Approval of 2020-2021 Compensation Changes & New Positions:

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2. Fully funding the salary schedules for the Clerical and Specialist employee groups
3. Increasing the district Buildings and Grounds department FTE by 1.0.

**Suggested Motion: I move to approve the January 25, 2020 Budget Retreat Minutes, Policy #443.4 – Student Alcohol, Tobacco and/or Other Drug Use, Policy #443.41/522.1 – Definitions Relating to Alcohol, Policy #453.7 – Mental Health and Wellness Policy – New, Policy #454 – Reporting Child Abuse & Neglect, Policy #454 Rule – Procedures for Reporting Child Abuse and Neglect, Policy #454 Form – Child Protective Services Referral – For Removal, Policy #455.1 – Supervision of Students, Policy #456 – Student Assistance Program, resignation of Jon Nichols, High School Custodian effective February 14, 2020 and Barb Krumwiede, High School Administrative Assistant effective July 2, 2020, the hiring of Jay Brazeau, Varsity Baseball Coach with 16 years of experience, effective February 19, 2020 for an annual stipend of \$4,028 the Approval of 2020-2021 Compensation Changes & New Positions: Funding the salary schedules for the Certified Staff and the Administration employee groups at 55 percent based on previously determined market comparable averages, fully funding the salary schedules for the Clerical and Specialist employee groups and increasing the district Buildings and Grounds department FTE by 1.0.**

X. **Future Agenda – February 26, 2020, Regular Board Meeting Agenda**

**Executive Session – Convene under Wisconsin State Statutes §19.85(1)(c) and (f) and § 118.125 to consider compensation or performance evaluation data of employees and to consider and discuss confidential student information and the social or personal histories or disciplinary data of specific persons, which, if discussed in public, would be likely to have a substantial adverse effect upon their reputations.**

**Suggested Motion: I move to Convene under Wisconsin State Statutes §19.85(1)(c) and (f) and § 118.125 to consider compensation or performance evaluation data of employees and to consider and discuss confidential student information and the social or personal histories or disciplinary data of specific**

persons, which, if discussed in public, would be likely to have a substantial adverse effect upon their reputations.

**XI. Reconvene into open session, to take action on any open or closed session items**

**XII. Adjourn**

**For Your Information:**

February 18 – Board Docs Training at 5:30 pm

February 26 – Regular Board Meeting at 7:30 pm in the High School Media Room (First Board Docs Meeting)

March 11 – Regular Board Meeting at 6pm

March 25 – Regular Board Meeting at 6pm

April 7 – Election Day

April 15 – Regular Board Meeting at 6pm

April 29 – Regular Board & Re-Organization Meeting at 6pm

# Comprehensive Student Services

Evansville Community School District  
BOE Presentation  
February 2020

## ECSD Student Services Team

- Director of Student Services
  - Janessa Katzenberger
- School Psychologists
  - Meaghan Hannibal- Middle and High School
  - Steve Feeney- Elementary and Intermediate School
- School Nurse
  - Abbey Tway- PreK- 12
- School Counselors
  - Brooke Hintze- High School
  - Aimee Swartwout- High School
  - Jen Holm- Middle School
  - Sammy McNamara- Intermediate School
  - Mark Simonson- Elementary School
- School Social Worker
  - Megan Halvensleben- PreK-12



## Role of Our School Counselors

### Student Education

- Social Emotional skills
- Self-advocacy skills
- Self-regulation skills
- Organization and Executive Functioning skills
- Critical Thinking and Problem Solving skills
- Conflict Resolution skills
- Protective Behaviors
- Academic and Career Planning

### Responsive Services

- 1:1 Counseling
- Small Group Counseling
- Conflict management
- Behavior Intervention Team
- Crisis Response
- Coordination, referral and outreach with community agencies
- Referral System

### System Support

- IEP team members
- Staff Professional Development
- Consultation
- Equity
- UDL
- PBIS
- Building/District Committees
- Trauma Informed Care
- Building the Master Schedule

### Individual Planning

- Transition planning
- Advisement/conferencing
- Scheduling
- Work-Based Learning
- Dual Credit
- Academic and Career Planning

## Role of Our School Psychologists

- Coordinating special education reevaluations and initial evaluations
- IEP team member - LEA when needed ; Support with FBA/BIP
- Individual screen for learning, attention and behavioral needs
- 504 case manager and coordination
- BIT team coordinator or team member
- Member of data collaboration teams
- Suicide risk assessments and crisis interventions
- NVCi trainers
- Teen Intervene and support ATODA efforts in the district (YRBS); SBIRT
- Education - social skills and mental health (small group/classroom)
- Individual work with students (mental health, behavior and learning strategies)
- Coordinate with outside resources, therapists and agencies
- Support and proctor standardized testing
- Members of BLT/Equity UDL teams



## Role of Our School Social Worker

- Home/School/Community Liaison
- Home Visits and Truancy Intervention
- Social Emotional & Behavioral Assessment
- Direct Services
  - Individual therapeutic services
  - Group therapeutic services
  - Social and emotional learning
  - Mediation
- Treatment of Emotional Disorders
- Professional Case Management
- Consultation for Behavior Intervention Plans
- IEP/504 Services
- Behavioral Collaborations
- Crisis Intervention
- Consultation/Coordination
- Multidisciplinary Teams
- Outside Agency Liaison
- Parent Education
- Referrals to Outside Resources
- McKinney-Vento Advocate

## Role of Our School Nurse

- **Provide direct care to students and staff**
  - Accidental injury, illness management, medication administration, nursing procedures
- **Provide leadership for the provision of health services**
  - Provide information regarding nursing practice
  - Provide information regarding roles of school health personnel
  - Organize and implement education and training of health personnel
  - Annual review of emergency nursing services
- **Provide screening and referral for health conditions**
  - Health assessment-physical, hearing, vision, blood pressure
  - Provide information on health resources
  - Make referrals to medical providers for further assessment and treatment
- **Promotes a healthy school environment**
  - Immunization compliance, communicable disease management, injury prevention
- **Promotes health**
  - Provide individual and group health-related education to students and school personnel
  - Develop health and education plans for students with acute and chronic health needs
  - Provide emergency and individual health care plans to outline how interventions will be provided at school
  - Provides essential health information for educational plans indicating how the students health condition impacts their ability to learn.
- **Serves in a leadership role for health policies and programs**
  - Involved in the development of emergency nursing policies and procedures
- **Serves as a liaison between school personnel, family, community, and health care providers**



## Overlapping Tasks and Responsibilities

- Provide and coordinate crisis response services
- Coordination, referral and outreach with community agencies
- Consultation Services
  - Families, staff, students, outside community and healthcare agencies
- Provide professional development to ECSD staff
- Student Education
- Student Equity and Advocacy
- System Support
- Special Education and 504 support team members
- Case Conceptualization



## Student Outcomes

- Increase student achievement PreK-12
- Increase student engagement and connectedness
- Increase collaboration between stakeholders
- Increase attendance rate
- Decrease behavioral referrals



# THANK YOU!

- Thank you for allowing us the opportunity to share the great work we are doing!
- Feel free to reach out to any of us at anytime for additional information.

## **EHS Alternative Education Program Description**

The Evansville High School's Alternative Education Program is a competency based credit recovery program focusing on small class sizes and close interactions between students and staff. Classes are held Monday through Friday, with students divided into morning and afternoon sessions. The program runs on an abbreviated schedule (approximately three hours a day) and provides an alternative setting and delivery methods to help students to achieve academic success and recover credits as efficiently as possible.

Academically, the Alternative Education Program utilizes an interdisciplinary approach with a strong emphasis on peer discussion and collaboration. The program integrates the real life skills of math, communication (both oral and written), problem solving, and self-discipline into daily instruction. Competency credits are earned primarily through group instruction in the areas of math, language arts, and theme based group instruction in the areas of science and social studies. At times, students will also be tasked with completing self-initiated/self-selected independent learning opportunities.

The Alternative Education staff understands that each student is an individual with different needs, interests, and abilities, and will provide academic support to ensure the success of all students. However, for the program to be successful, students are required to participate positively and put their best effort forward in all activities.

The Alternative Education Program's academic school year coincides with the ECSD calendar and is divided into four quarters. A typical quarter includes four daily activities (group news and world events and a group discussion, journaling, math skills work, and independent reading). The remainder of the class period Monday through Thursday focuses on working toward completion of the current group based competency. The topics for these group competencies cover a wide variety of skills and topics and are on an approximately three week rotation. The second half of class on Fridays is normally set aside for make-up work and self-selected independent competencies.

The most important factors in the success of students within the Alternative Education Program are daily attendance, positive attitude, and willingness to learn and complete all assigned tasks! Students must apply and be accepted to the program based on their individual situation as well as their desire and dedication to succeed.

## **PROGRAM OVERVIEW**

The goal of the alternative education is to provide students who were not able to find success at the high school for various reasons a safe and supportive alternative learning setting. We place a strong emphasis on social and emotional growth and wellbeing as well as academic credit recovery. Our program combines small class sizes with an almost family like atmosphere where all students are encouraged to fully participate with each other in meaningful and respectful ways. By creating such an environment, we have found that our students are usually much more productive, involved and respectful. We also find that our students who may have previously exhibited disruptive or otherwise challenging behaviors in mainstream classes are very often "different students" when removed from the larger school setting and made to feel part of our cohort.

## **ACADEMIC MODEL AND CREDIT EARNING**

Due to the fact the majority of the students who join our program are moderately to severely credit deficient, the alternative education program is based upon a credit recovery model. We provide students with the ability to earn credits through competencies that are similar to more traditional academic mini units. These competencies cover all major academic areas (Math, Language Arts, Science, and Social Studies) and generally occur over a two to three week period.

Our program has made a transition over the past three years from focusing largely on independent student projects to predominantly teacher-directed group competencies. This change has occurred due to my observations and experiences with students who prefer to work with closer teacher and peer interaction, or who simply struggle with remaining on task and focused when left to work independently. Since making this change we have seen a noticeable increase in student attendance, participation, and credits earned.

Group competencies involve teacher-led instruction, multimedia presentations, peer discussions and reflection, and group and individually created classwork to measure student growth and learning.

## **GRADUATION DATA**

2017-2018 school year

- 17 graduates
  
- 1 dropped out at 18 to work full time

2018-2019 school year

- 9 graduates
  
- 3 seniors returned for the 2019-2020 school year
- 

2019-2020 school year

- As of 2nd semester we are on track to graduate at least 13 students this year
  
- 2 students have been placed in individualized programs
- 1 student will not graduate due to removal from the program for legal & handbook violations

- 1 student will likely not graduate due to missing a significant number of days due to physical and emotional health issues and truancy
- 1 additional student will not graduate due to only attending 3 times all of first semester

Alternative education sessions are split into two parts: recurring daily work and group competency work. Through attending daily and completing all assigned work, alternative education students have the opportunity to earn up to 3.0 credits per academic quarter.

Daily work is done during the first 90 minutes of each session and includes local, national, and international news and current events viewing and discussion, journaling, math skills building and review, and independent reading. Students can earn .25 credits upon completion of every 10 day period in which they are present and participating. The credits available throughout first semester rotated through the subject areas of language arts, social studies, and math as follows:

Day Interval	Target Date	Subject Area	Credits
1-10	9-17-2019	L. A.	.25
11-20	10-1-2019	S.S.	.25
21-30	10-16-2019	L.A.	.25
31-40	10-30-2019	Math	.25
41-50	11-14-2019	L.A.	.25
51-60	12-4-2019	S.S.	.25
61-70	12-18-2019	L.A.	.25
71-80	1-15-2020	Math	.25

The second half of daily sessions are devoted to group competencies that cover a wide variety of academic areas and student interests. These group competencies change on a 2 to 3 week basis. Group competencies are generally worth .5 credits upon completion. Below are the competencies that we have worked on during first semester of the 2019-2020 school year.

Timeline	Subject Area	Group Competency Focus	Credits
9-5 to 9-13	Health / Elective	ATODA (new students) or SGP (returning students)	.5
9-7 to 10-1	Elective	Growth Mindset	.5
10-3 to 10-17	Language Arts	Fiction Comprehension and Journaling	.5
10-18 to 11-1	Social Studies	Civil War (part 1)	.5
11-4 to 11-15	Social Studies	Civil War (part 2)	.5
11-21 to 11-26	Science	Biodiversity Mini Unit (India)	.25
12-2 to 12-20	Science	How the Earth Was Made (part 1)	.5
12-6 to 12-20	Language Arts	Winter Writing Mini Unit	.25
1-6 to 1-23	Math	General Math Skills Refresher	.5

1<sup>st</sup> Quarter  
2019-2020

2<sup>nd</sup> Quarter  
2019-2020



## Employee Survey Timeline

- Jerry met with the Administrative Team on Tuesday, January 21, 2020, to discuss administrator responsibilities for moving forward.
- Each administrator will identify a teacher in each building to be part of the employee survey committee. Together, they will work within their building to determine items that should be placed on the survey that they believe are important to staff. Positive and negative.
- The survey committee will reconvene on Feb 27<sup>th</sup> at 3:30 to allow each administrator and teacher representative to share out those things identified from each building or department and determine best approach to gather input from staff.
- Once complete, we will schedule an additional meeting to finalize the method of gathering staff input/surveying staff. Principals, board, teachers and administrators.
- Implement survey by April 13<sup>th</sup> – All Staff Wellness Day – we plan to provide time to complete survey during this day.
- By the first week of May – we will review and analyze the survey responses and begin developing action plans.
- We plan to share the survey results and possible action plans the last week of May.

### **Survey Purpose:**

*The Evansville Community School District Board of Education and Administration Team are working to develop a survey for ALL staff. We want to hear your voice and learn from your perspective! The District is providing time for all staff to complete the survey on Monday, April 13<sup>th</sup> during the Staff Wellness Day, and we ask that all staff participate to provide valuable insight and feedback.*

*The goal of this survey is to gauge employee morale, hear what is going well and understand what we can improve as we go forward. The information you provide will remain confidential and is anonymous. The District has contracted with a third party company to ensure that confidentiality will be maintained and that the data gathered will be evaluated. The survey tool will likely look different from building to building and/or across employee groups as we look to learn more about the real day-to-day concerns, ideas, and successes across our district. Once the window for completing the survey is closed, the Board and Administration, together, will review and report the outcomes and then develop an action plan. A detailed timeline will be forth coming. We hope to begin an ongoing process with this first survey that will enable us to work together most effectively in pursuit of our shared goals and district mission.*



To: Board of Education  
 From: Jamie Merath, Business Manager  
 Subject: Third Street Discussion  
 Date: February 12, 2020

Below is the financial impact of the Third Street extension from Levi Leonard to Fair Street. The referendum budget for this project is \$258,638. Thus far, we have spent \$7,113 on architectural fees, leaving a balance of \$251,525

The City of Evansville (City) engineers estimate the cost to be:

- Street and sidewalk extension (no land purchase, no storm water piping or management practices): \$242,000
- Storm water management cost (piping and management practices) without any connections: \$170,000 (this is an unknown estimate at this time, as there are many things that could change this cost)

Total City Engineers Estimate: \$412,000

The above estimated costs provided by City engineers are what the district would pay should we not partner with the City to extend Third Street. The District may also need to purchase land from St. John's Lutheran Church to account for the storm water management component, this cost is unknown at this time.

If the City of Evansville completes this project, the total cost would be \$483,000

<b>District extends 3<sup>rd</sup> Street</b>	<b>City extends 3<sup>rd</sup> Street</b>
Remaining Budget: \$251,525	Remaining Budget: \$251,525
*Costs: \$412,000	Costs: \$483,000
Difference: (\$160,475)	Difference: (\$203,475)

\*This does not include purchasing land from St. John's Lutheran Church\*

In order to be in accordance with our legal obligation with referendum monies, we are to expend all referendum monies no later than 4/2021.

For Information Only



## Evansville Community School District

As of 1/10/2020 count date

### JEDI Students

School Year	PK-8	High School	Total / Total Students Enrolled in District
2019-2020	3	10	13/1808
2018-1-2019	5	2	7/1801
2017-2018	6	3	9/1820
2016-2017	2	2	4/1855

### Alternative Education – GEDO 2

School Year	PK-8	High School	Total / Total Students Enrolled in District
2019-2020	0	15	15/1808
2018-2019	0	15	15/1801
2017-2018	0	16	16/1820
2016-2017	0	16	16/1855

### Home-Schooled Students

School Year	PK-8	High School	Total / Total Students Enrolled in District
2019-2020	21	8	29/1808
2018-2019	28	6	34/1801
2017-2018	18	5	23/1820
2016-2017	35	11	46/1855
2015-2016	37	10	47/1839

### Part-Time Home-Schooled Students

School Year	PK-8	High School	Total / Total Students Enrolled in District
2019-2020	0	1	1/1808
2018-2019	2.5	.5	3/1801
2017-2018	1	1	2/1820
2016-2017	2	0	2/1855
2015-2016	3	0	3/1839

### HomeSchool Athletes/Co-Curricular

School Year	PK-8	High School	Total / Total Students Enrolled in District
2019-2020	2	1	3/1808
2018-2019	0	2	2/1801
2017-2018	0	2	2/1820
2016-2017	1	1	2/1855

### Private Schools

School Year	PK-8	High School	Total / Total Students Enrolled in District
2019-2020	9	2	11/1808
2018-2019	12	4	16/1801
2017-2018	14	4	18/1820
2016-2017	16	5	21/1855

### Open Enrollment Out

School Year	PK-8			High School			Total	Never Attended ECSD	Previous Home School
	Virtual	Janesville	Other	Virtual	Janesville	Other			
2019-2020	14	15	43	11	17	26	126	113	4
2018-2019	19	11	49	7	18	27	131	114	6
2017-2018	20	14	49	3	14	23	123	100	10
2016-2017	12	17	53	3	11	21	117	95	13
2015-2016	10	17	57	1	11	22	118	93	12

### Open Enrollment In

School Year	PK-8		High School		Total	Previously Attended Evansville
	Janesville	Other	Janesville	Other		
2019-2020	6	71	9	24	110	98
2018-2019	10	58	5	25	98	78
2017-2018	5	48	6	17	76	66
2016-2017	8	45	2	22	77	59
2015-2016	0	42	6	20	68	47

## Open Enrollment 2018-19

Grade Level	Open Enroll IN	Open Enroll OUT
4K	7	8
KG	7	7
01	6	8
02	11	6
03	12	3
04	2	8
05	14	7
06	4	8
07	8	7
08	6	10
09	6	12
10	9	16
11	12	11
12	6	15
<b>Totals</b>	<b>110</b>	<b>126</b>

## ADMINISTERING MEDICATIONS TO STUDENTS

It is the policy of the Evansville Community School District that medication should be administered to school children by parent(s)/guardian(s) at home whenever possible. However, when requested by parent(s)/guardian(s), medications prescribed by a health care practitioner and nonprescription medications may be administered by school staff under the following established conditions.

School personnel must receive a written parental/guardian consent and written instructions from the students' health care practitioner before any prescription medication can be administered to a student. A **The Districts Medication Consent Form (453.4 Form)** form is available from the District website and school offices for this purpose. A form from a clinic is allowable if it has all of the information contained on the District form.

Non-prescription medications may be administered with written parental/guardian consent unless the dosage requested is greater than the recommended dose for the student's age/size in which case written consent is required from the health care practitioner.

Any student possessing prescription or non-prescription medication without following the procedures set forth in this policy may be subject to disciplinary action. Sharing/dispersing of prescription or non-prescription medications may result in immediate suspension. Sale of medications will result in a recommendation for expulsion.

All written instructions and consent forms will be filed in the school office. The school nurse shall be responsible for reviewing the written medication instructions. The building principal and their designees will be responsible for maintaining complete and accurate medication records, and storing all prescription and non-prescription medications in a safe and secure place. School personnel authorized to administer medications to students will be provided appropriate instruction and training by the school nurse.

The following procedures shall be adhered to when administering medication to students in grades PreK-12.

Procedures for Administering Medication to Students:

### 1. Definitions:

- Administer – Medications which are in the possession of the school and given to the student by designated school personnel.
- Health Care Practitioner (HCP) – Any physician, dentist, optometrist, physician assistant, advanced practice nurse prescriber or podiatrist.
- Medication – Medication includes any drug or remedy for illness. Prescription, non-prescription (Over the Counter – OTC), and herbal treatments are all considered medication.
- Medication Error – Medication errors include: administering the wrong medication or doses of medication, administering the medication at the wrong time, administering a medication by the wrong methods or route (i.e. orally instead of injection) or failing to administer the medication.
- Pupil – Any person who is enrolled in the Evansville Community School District as a student, on a full or part-time basis in an approved instructional or co-curricular activity.

- School – A pupil is in school when in attendance at an approved instructional or co-curricular activity, whether held on or off school premises.

## 2. Prescription Medications:

- a. Prescription medications will not be administered to a student until the following steps are completed:
  - The parent/guardian provides the school with a completed ~~parent/guardian~~ consent form. **The District's Medication Consent Form can be found on the District's website at: [Policy #453.4 Medication Consent Form](#)**
  - The school receives a completed physician order form for administering medications. **The District's Medication Consent Form can be found on the District's website at: [Policy #453.4 Medication Consent Form](#)**
  - Designated staff have been trained to administer medications.
- b. Prescription medications must be in the original container from the pharmacy. Information printed on the container must include:
  - Student's full name
  - Name of medication and dosage
  - Time medication is to be administered
  - HCP name
- c. Prescription medication will be stored according to manufacturer's guidelines. Prescription medications will be kept in a secured cabinet or drawer that is not accessible to students or where food is stored. Only a limited quantity of the prescription medication is to be kept at school.
- d. Only District employees who are designated by the principal of each school will be able to administer prescription medications. Except in an emergency, the only other people who may administer prescription medications to a student include:
  - Student's parent/guardian
  - School nurse
  - Emergency response worker
- e. The length of time for which a prescription medication is to be administered will be specified in the written instructions from the prescribing HCP. The maximum length of any written instruction will be until the end of the current school year. Any time there is a change in dosage, number of doses, or time of administration a new written statement from the prescribing HCP is necessary.
- f. School personnel will communicate with parent(s)/guardian(s) when the supply of medication at school needs to be refilled. The current medication container will not be sent home for the parent/guardian to refill.
- g. With medications that are to be given at a specific time during the day, there is a leeway of 60 minutes before to 60 minutes after this specific time within which the medication can be given.
- h. The District will have the school nurse review and consult with the building principal and school district medical advisor if necessary, all requests for the administration/dispensing of injectable medications by school personnel in order to maintain the physical, emotional, and mental health of pupils and staff members while they are at school or at school sponsored

activities. If it is determined acceptable, the school nurse will train and supervise the administration/dispensing of the medication by the school personnel. This policy does not preclude students who self-administer prescription medications from continuing this practice.

- i. The following non-emergency situations should be reported to the school nurse who will follow-up with parent(s)/guardian(s) and/or HCP:
  - The color or shape of a refill medication is different from the last prescription.
  - Information on the medication **practitioner order** ~~permission form from the practitioner~~ is different from the information on the label of the medication container.
  - A parent/guardian gives permission for school personnel to give a medication at a time other than the scheduled time. Do not give the medication; this situation requires a change by the HCP on the medication consent form.
  - Parent/guardian calls the school or sends a permission slip to school requesting the dose of medication be changed. Do not give the medication; this situation requires a change by the HCP on the medication consent form.
  - The label on the front of the medication container requires a tablet to be cut. Do not give the medication. The District is not responsible for the cutting or breaking of pills. If pills are already split, they may be administered.
- j. It is the responsibility of the school to insure that prescription and non-prescription medications, which are administered by school personnel, be provided to the correct student, at the designated time. The only exceptions would be if the student refuses the medication, or is absent from school. A student's refusal to take medication should be documented and the parent/guardian informed as soon as possible. Notification of parent/guardian will also be documented. It is also the responsibility of the school employee administering medications to witness the student taking the medication in their presence.
- k. When a school staff person identifies that medication the school is administering is missing, the building principal and school nurse will be notified. The school staff person will document on the medication log the date, time, amount, and medication name that is missing. The principal, or designee, will contact the student's parent/guardian to inform them of the missing medications. If the medication is a controlled substance (i.e. Ritalin, Adderall, Methylphenidate, etc.), a report must be filed with the Director of ~~Pupil~~ **Student** Services and the Evansville Police Department.
- l. When a medication error is noted by school staff, it must be documented with the school building principal and school nurse. Appropriate medical contacts will be consulted and such contacts documented.

3. **Non-Prescription Medications and Herbal Treatments:**  
Designated personnel will administer non-prescription (over-the-counter) medication and herbal treatments only with parental approval as indicated by written consent on the Medication Consent Form. Non-prescription or herbal treatments must be in an original container and labeled with the child's name, why the medication is needed, when to use the medication/treatment and amount of medication/treatment to give.

If the dosage for non-prescription medications or herbal treatments is higher than the recommended dose for the student's age/size, written consent is required from the HCP.

4. **Adverse Side Effects:**

Any school staff person who observes adverse side effects to a medication or has concerns with behavioral or physical changes of a student should report these concerns to the parent/guardian and building principal. Appropriate medical contact should be made, if necessary. If a student is exhibiting side effects to a medication, the nurse will be contacted to follow-up on the concerns. If a change in medication is made by the doctor, verbal orders can be taken by the nurse and followed up with written orders to both the doctor and parent/guardian. If the parent/guardian requests changes in the medication, the only change the school can make is to stop administering the medication. If this is the case, school staff will provide the parent(s)/guardian(s) with a new medication consent form to be completed by the HCP.

5. Possession and Self-Administration by Students:

- Non prescription:
  - High school students may carry and self-administer non-prescription medication in the school with prior permission on Medication Consent Form.
- Prescription:
  - Current state law allows a student to carry an inhaler and epinephrine (auto-injector, epi-pen) if the school receives a written request from the parent/guardian and doctor.

Parent(s)/guardian(s) will be notified if the privilege to carry an inhaler and/or self-medicate is suspended or removed.

6. Use of Epinephrine (via auto-injector, epi-pen):

- Students may possess and use an epinephrine auto-injector while at school or at a school-sponsored activity.
- The student must obtain the written medication consent/approval of their health care practitioner and parent/guardian.
- Auto-injectors must be kept in a secure place (on body, locker, backpack, purse etc.) by the individual student.

Upon receipt of the medication consent/approval the school employee must:

- Inform the student that if they uses an epinephrine auto injector, they must notify a school employee immediately.
- If the student notifies a school employee, the school employee will immediately call "911".

7. Disposing of Medication:

Before the end of the school year, the District health clerk will send a letter home to parent(s)/guardian(s) indicating they are responsible for coming and picking up remaining medications at school. Medications, with the exception of inhalers, will not be sent home with students. Medications that are not picked up by parent(s)/guardian(s) will be collected by designated staff. Each medication (both prescription and non-prescription) will be listed on a manifest along with the student's name. For prescription medications, the number of pills will also be added to the manifest. A manifest will be completed for each school. Two persons must sign off on the completed manifest. Prescriptions and nonprescription medications will be collected and disposed of in the Drug Drop-Off Box at the Evansville Police Station.

The Emergency Nursing Manual (Appendix A) will provide direction and more detailed process information. School personnel should under no circumstances provide aspirin or any other medicine to students without meeting stated criteria. An accurate and confidential system of record keeping shall be established for each student receiving medication.

Legal Ref.: Sections 118.25 Wisconsin Statutes (Pupil Records)  
118.29 (Administration of Drugs to Pupils and Emergency Care)  
118.291 (Asthmatic Pupils: Possession and Use of Inhalers)  
118.292 (Possession and Use of Epinephrine Auto-Injectors)  
121.02(1)(g) (School District Standards)  
146.82 (Confidentiality of Patient Health Care Records)  
146.83 (Access to Patient Health Care Records)  
N 6.03(3) Wisconsin Administrative Code (Supervision and Delegation of Nursing Acts)  
PI 8.01(2)(g) Wisconsin Administrative Code (School District Standards)

Local Ref.: Appendix A, Emergency Nursing Manual  
Policy #453.4 Form - Medication Consent Form  
Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form





### MEDICATION CONSENT FORM

Student Name:	Date of Birth:
School:	Grade:

#### **PARENT INFORMATION**

#### **OVER-THE-COUNTER MEDICATION (TO BE COMPLETED BY PARENT/GUARDIAN)**

Medication Name	Dose	Route	Daily/PRN	Time/Frequency	Duration

#### **PARENT INFORMATION (NEEDED FOR ALL NON-PRESCRIPTION MEDICATION)**

##### **Parent/Legal Guardian Consent:**

I give permission for school personnel to administer the above medication(s) to my child according to practitioners and/or my instructions and authorize them to contact the practitioner if there is a question or concern.

Signature of Parent/Legal Guardian: \_\_\_\_\_

#### **PRACTITIONER INFORMATION**

#### **PRESCRIPTION MEDICATION (TO BE COMPLETED BY HEALTHCARE PROVIDER)**

Medication Name	Dose	Route	Daily/PRN	Time/Frequency	Duration

#### **PRACTITIONER INFORMATION (NEEDED FOR ALL PRESCRIPTION MEDICATION)**

Practitioner Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Clinic/Facility: \_\_\_\_\_ Fax: \_\_\_\_\_

Practitioner Signature: \_\_\_\_\_

#### **EPIPENS & INHALERS ONLY:**

- May self-carry Epipen or inhaler. This student has been instructed in the proper use of this medication and is sufficiently responsible to self-administer.
- May not self-carry inhaler or Epipen.

MEDICATION CONSENT FORM  
Evansville Community School District

Prescription & Non-Prescription Medications

*Specify one medication per form*

For **prescription** medications, ask your pharmacist to prepare two labeled containers, one for school and one for home.

**Non-prescription** medications may be administered by designated school staff only after the parent/guardian has provided written consent and instructions for dispensing the medication to the building principal and/or school nurse. **High school students may carry and self-administer non-prescription medication in the school with prior permission on Medication Consent Form.** If possible, these medications should be given at home.

All medications (prescription and non-prescription) must be supplied in the original packaging or container and brought in by the parent/guardian. The medication must be clearly marked with the child's name. A separate form must be filled out for each medication.

PARENT/GUARDIAN SECTION

Student: \_\_\_\_\_  
Medication \_\_\_\_\_ Dose: \_\_\_\_\_  
Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
Method of Administration: \_\_\_\_\_ Time/Frequency: \_\_\_\_\_  
Diagnosis: \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

I agree with the medication requested and will be responsible for the following:

- Delivery of medication in pharmacy-labeled container or original manufacturer's container to school office
- Maintain a sufficient supply of medication
- Keep school personnel informed of changes in the dosage or time medication is to be given
- Obtain a new form from the doctor for any changes in this medication

With physician permission, I too, allow my student to carry and self-administer his/her epinephrine (auto-injector, epi-pen) and inhaler.

For my high school student, I give he/she permission to carry and self-administer this non-prescription medication.

In the event more information is needed regarding this medication or its administration, I authorize school personnel to contact the student's physician/health care practitioner.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\***IMPORTANT INFORMATION**\*\*\*\*\*

Any student possessing prescription or non-prescription medication without following the procedures set forth in this policy may be subject to disciplinary action.

Sharing/dispersing of prescription or non-prescription medications may result in immediate suspension. Sale of medications will result in a recommendation for expulsion.

Before the end of the school year, the District health clerk will send a letter home to parents/guardians indicating they are responsible for coming and picking up remaining medications at school. Medications, with the exception of inhalers, will not be sent home with students. Medications that are not picked up by parents/guardians will be collected by designated staff. Each medication (both prescription and non-prescription) will be listed on a manifest along with the student's name. For prescription medications, the number of pills will also be added to the manifest. A manifest will be completed for each school. Two persons must sign off on the completed manifest. Prescription and Nonprescription medications will be collected and taken to the Drug Drop-Off Box located at the Evansville Police Station.

For Removal

PHYSICIAN/PRACTITIONER MEDICATION CONSENT FORM  
Evansville Community School District

Prescription Medications

Specify one medication per form

PHYSICIAN/HEALTH PRACTITIONER SECTION

Please administer to \_\_\_\_\_ the following medication at school:  
(Student's Name)

Medication: \_\_\_\_\_ Dose: \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Method of Administration: \_\_\_\_\_ Time/Frequency: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

As needed for \_\_\_\_\_, but no more frequently than every \_\_\_\_\_

Special Instructions: \_\_\_\_\_

\_\_\_\_\_

Inhalers & EpiPen's:

- May carry on his/her person. This student has been instructed in the proper use of this medication and is sufficiently responsible to self-administer.
- May not carry inhaler or EpiPen on his/her person

Physician Name \_\_\_\_\_ Phone \_\_\_\_\_ Fax \_\_\_\_\_

Clinic/Facility \_\_\_\_\_

Physician/Health Care Practitioner Signature \_\_\_\_\_ Date \_\_\_\_\_

## LOCAL SAFETY PROGRAMS

**The Evansville Community School District Board of Education believes that school safety is critical to everyone involved with the District. To meet this concern, school safety programs and safety inspections shall be developed and implemented in the District by the Buildings and Grounds Director.** All safety programs shall be designed to:

- Provide a safe and healthy school and work environment for students and employees;
- Protect the safety of students, employees and other persons present on district property ~~or~~ **and** at school-sponsored events to the extent reasonably possible;
- Comply with safety regulations, state codes and orders of the Department of Workforce Development, the Department of Health and Human Services, the Department of Public Instructions and applicable local safety and health codes and regulations;
- Minimize mechanical hazards and unsafe conditions in school facilities and on school grounds so as to prevent accidents;
- Inform students and employees of safety procedures and practices;
- Provide instruction in accident prevention, fire prevention, emergency procedures, road safety, and protective behaviors in appropriate grades and classes. ~~(through guidance and health); and~~

Building principals shall be responsible for supervising the safety programs in their assigned buildings and for keeping staff members informed of pertinent state and local regulations and recommendations relating to safety in the schools.

A school safety plan will be developed and in effect for each school in the District. Each school safety plan shall be developed consistent with district policies and legal requirements and shall include:

- 1) Measures to prevent violence, disruptions, and unsafe conditions;
- 2) Intervention strategies to help maintain a safe environment; and
- 3) Procedures for responding to a crises should it occur.

School safety plans shall be reviewed on a regular basis and revised as necessary and appropriate.

~~The Buildings & Grounds Director shall coordinate all activities related to the safety programs, with other district staff and consultants as necessary, for safety inspections, and implement local safety programs. Building principals shall be responsible for supervising the safety programs in their assigned buildings and for keeping staff members informed of pertinent state and local regulations and recommendations relating to safety in the schools.~~

Legal Ref.: Sections 101.055 Wisconsin Statutes (Public Employee Safety and Health)  
101.11 (Employer's Duty to Furnish Safe Employment and Place)  
115.33 (Inspection of School Buildings)  
118.07 (Health and Safety Requirements)  
118.075 (Indoor Environmental Quality in Schools)  
118.08 (School Zones; Crossings)  
118.09 (Safety Zones)  
120.12(5) (School Board Duties)

121.02(1)(i) (School District Standards)

167.32 ((Safety at Sporting Events)

PI 8.01(2)(i) Wisconsin Administrative Code

Local Ref.: District Safety Manual

**1/7/2020 – Reviewed by B&G Director**

**1/14/2020 – Reviewed by Admin Team**

**1/20/2020 – Reviewed by Policy Committee**



## BUILDING AND GROUNDS INSPECTIONS

Safety inspections are one of the principal means of determining possible causes of accidents before they cause injury.

The finding of unsafe conditions by means of inspection and addressing them promptly is one of the best methods for management to demonstrate to employees its interest and sincerity in accident prevention. Inspections also help to promote safety awareness among employees, students, and visitors. Regular facility inspections also encourage individual employees to inspect their own immediate work areas.

Inspections should not be limited to search for unsafe physical conditions, but should also include examination to detect unsafe practices. Other consultants should be used as necessary to ensure compliance with state health and safety standards.

1. Buildings should be inspected at least annually and reports filed with the District Office by June.
  1. The inspection is to be done jointly by the Buildings & Grounds Director using appropriate checklists.
  2. The following specialists should be active participants during the inspections of areas under their supervision:
    - a) Food service
    - b) Playground
    - c) Technical Education career areas
    - d) Science (labs)
    - e) Art
2. Heating, plumbing and electrical facilities are to be inspected as required by the Building & Grounds Director in concert with contracted specialists in these areas.

Legal Ref.: Sections 115.33(3) Wisconsin Statutes (Inspection of School Buildings)  
120.12(5)(12) (School Board Duties)  
PI 8.01(2)(i) Wisconsin Administrative Code

**1/7/2020 – Reviewed by B&G Director**  
**1/14/2020 – Reviewed by Admin Team**  
**1/20/2020 – Reviewed by Policy Committee**

Approved: April 14, 1986  
Revised: June 11, 2007  
Revised: June 26, 2017  
For Removal: 1<sup>st</sup> Reading: 2/12/2020

723

## SAFETY RESPONSE PLANS

The Evansville Community School District Board of Education recognizes its responsibility to provide facilities, equipment and training that may minimize the effects of school emergency situations. It is the responsibility of the District to develop school emergency situations that will provide as much protection as possible for children while at school and on their way to and from school, and to provide adequate instruction so that the school emergency plans may be carried out with the greatest possible speed and safety.

The district administrator, safety coordinator, and building principals will involve and work with appropriate local and county officials to develop plans for:

1. evacuating the buildings;
2. sheltering during hazardous weather;
3. soft lockdowns;
4. full lockdowns; and
5. civil disasters.

Drills shall be held as appropriate per state regulations to implement such plans to allow for order and efficiency in the event of a true emergency.

Legal Ref.: Section 118.07 Wisconsin Statutes (Health and Safety Requirements)

Local Ref.: District Safety Manual

**1/14/2020 – Reviewed by Admin Team**

**1/20/2020 – Reviewed by Policy Committee**



Approved: April 14, 1986  
Revised: June 11, 2007  
Revised: June 26, 2017  
1<sup>st</sup> Reading: 2/12/2020

723.1

## SAFETY DRILLS

**It is the policy of The Evansville Community School District that Ssafety** drills are to be conducted at least once a month throughout the school year. Building principals shall inform staff of the exact plans for each building. Appropriate security and local emergency officials shall also be notified.

Each teacher shall be responsible for orienting students, who have classes in ~~his/her~~ **their** room, as to the proper evacuation procedures to ensure students are able to follow the appropriate drill criteria quickly and safely.

During drills or actual events, all staff are responsible for supervising and directing students.

The building principal, or designee, shall maintain a report of safety drills at the school ~~District~~ ~~o~~Office for review and submission as required by state law.

All occupants, with no exceptions, shall leave the building whenever an alarm is sounded. ~~A school public address system, if available, shall be used as a warning device in the event the alarm system malfunctions.~~

Legal Ref.: Section 118.07(2) Wisconsin Statutes (Health and Safety Requirements)

Local Ref.: District Safety Manual

**1/14/2020 – Reviewed by Admin Team**  
**1/20/2020 – Reviewed by Policy Committee**

Revised: July 9, 2001  
Revised: June 11, 2007  
Revised: June 26, 2017  
FOR REMOVAL – 1<sup>st</sup> Reading: 2/12/2020

723.2

## THREATS OF BOMBS OR OTHER HAVOC & DESTRUCTION

Safety of students and staff is of paramount importance to the Evansville Community School District Board of Education. Therefore, the Board directs administrators to develop plans for each building in the case of threats of bombs or other havoc and destruction. Such plans shall include procedures for evacuation and return in conjunction with law enforcement officials. Plans shall include procedures for normal school days, after-school or co-curricular activities, and public events.

Any student found guilty of such threats shall be disciplined according to procedures that appear in the student handbook.

Any class time missed because of the interruption shall be made up according to Board direction.

Legal Ref.: Sections 120.12(1) Wisconsin Statutes (School Board Duties)  
120.13(1) (School Board Powers)  
120.44 (School Board Powers and Duties)

Local Ref.: District Safety Manual

**1/14/2020 – Reviewed by Admin Team**  
**1/20/2020 – Reviewed by Policy Committee**

## EMERGENCY CLOSINGS

The District Administrator shall have authority to close the district schools in the event of hazardous weather or other emergencies, which threaten the health or safety of students and personnel. This decision shall be based on the prevailing conditions across the district. Individual circumstances may vary. It is a parental decision to keep a child home should their circumstances lead them to a different conclusion.

When determining whether or not to close school due to hazardous weather, the District Administrator shall consult, as applicable, with the District bus Contractor, Buildings and Grounds Director/~~Safety Coordination~~, other area districts, National Weather Service, law enforcement, county health and emergency management agencies. Upon reaching a decision to close the schools, the District Administrator will post the announcement on the District website, notify local television and radio stations who participate in announcing school closings, and families will be notified electronically. This information will be communicated annually to families.

There will be no practices of any kind conducted on those school days when school has been closed due to inclement weather or other reasons. Competitions or performances will be conducted at the discretion of the district administrator or designee. The decision shall be announced as broadly as possible.

Any extension in the existing scope of co-curricular or extracurricular activities (i.e. longer seasons, holiday tournaments, etc.) shall be contingent on the prior approval of the school board.

Release of students from practices of activities during vacation periods or other times school is not in session will be made by common arrangement and mutual agreement between the concerned parent(s)/guardian(s) and the appropriate coach or other activity advisor or director. Unresolved problems in this regard may be appealed to the program director and/or building principal.

The District Administrator shall develop other plans as necessary for the closing of the schools, late start, and early dismissal to provide for orderly procedures. It is the responsibility of each family to have a plan in place for their child(ren) should schools start late or end early.

Every effort will be made to have school cancellation/late start notification posted by 6:15 a.m. and early dismissal by 11:00 a.m.

The District shall, at a minimum, make up all days/hours necessary to guarantee the receipt of state aids and/or necessary to meet the minimum annual school year requirements (days and hours) of the State of Wisconsin.

Legal Ref.: Sections 115.01(10) Wisconsin Statutes (Classifications)  
120.12(27) (School Board Duties)  
121.02(1)(f)(i) (School District Standards)  
PI 8.01(2)(f), Wisconsin Administrative Code

Jerry Reviewed 11/15/19 – No Changes  
1/14/2020 – Reviewed by Admin Team  
2/12/2020 – Reviewed by Policy Committee

## WELLNESS POLICY

The Evansville Community School District Board of Education supports the health and well-being of the District's students by promoting nutrition and physical activity at all grade levels. In accordance with federal law, it is the policy of the Board to provide students access to healthy foods and beverages, provide opportunities for developmentally appropriate physical activity, provide nutrition education, and require that all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture.

### Policy Leadership:

The designated official for oversight of the wellness policy is the Director of Student Services. The official shall convene the Wellness Policy Committee and lead the review, updating, and evaluation of the policy. The Wellness Policy Committee shall meet no less than once every three years to establish goals and oversee school health policies and programs, which include development, implementation, and periodic review and update of the Wellness Policy. The District shall invite a diverse group of stakeholders to participate on the Wellness Policy Committee.

Stakeholders may include:

- Administrator
- Board Member
- Teacher
- Physical Education Teacher
- School Food Service Representative
- School Nurse
- Community Member/Parent
- Student
- Nutrition and/or Health Education Teachers

### Standards and Guidelines for School Meal Programs:

The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of students, model healthy eating patterns, and support healthy choices. All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010 ([www.fns.usda.gov](http://www.fns.usda.gov)). All meals are accessible to all students. Drinking water is available for students during mealtimes. Students are provided at least 20 minutes to eat after being seated. Menus shall be posted on the District website and will include nutrient content. All school nutrition program directors, managers, and staff hired shall meet or exceed annual and continuing education/training requirements in the USDA professional standards for child nutrition professionals.

### Promotion of School Meal Programs:

The District shall notify families of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals. The district shall restrict the scheduling of club/organizational meetings during the lunch period unless students are allowed to purchase lunch to be consumed during the meetings. The district shall provide nontraditional breakfast service models to increase breakfast participation.



#### Foods and Beverages Sold Outside of School Meals:

All food and beverages sold and served outside of the school meal programs (“competitive” foods and beverages) shall, at a minimum, meet the standards established in [USDA’s Nutrition Standards](#) for All Foods Sold in Schools (Smart Snacks) rule.

#### Foods Offered/Provided but Not Sold:

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members. A list of non-food celebrations will be available to staff and family members.

#### Fundraising:

Foods and beverages that meet or exceed the USDA Smart Snacks standards may be sold through fundraisers during the school day. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

#### Marketing:

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA’s Nutrition Standards for All Foods Sold in Schools.

#### Nutrition Education:

The primary goal of nutrition education is to influence students’ lifelong eating behaviors. Nutrition education, a component of comprehensive health education, helps students develop lifelong healthy eating behaviors. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education. Schools shall provide nutrition education that helps students develop lifelong healthy eating behaviors. Staff members responsible for nutrition curriculum will regularly participate in relevant professional development. Nutrition education shall be provided to families.

#### Nutrition Promotion:

The District is committed to providing a school environment that promotes students to practice healthy eating. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media. School nutrition services shall implement at least one [Smarter Lunchroom Strategy](#) at each school.

#### Nutritional Guidelines and Standards:

The district will adhere to the USDA Standards intended to help raise a healthier generation of children. These standards align school meals with the latest nutritional science and the real world circumstances.

#### Physical Activity:

The District is committed to providing a school environment that promotes physical activity. The District shall provide students with age and grade appropriate opportunities to engage in physical activity. Teachers shall incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible. Physical activity during the school day shall not be withheld as punishment.

Elementary schools shall offer at least 20 minutes of recess on all or most days during the school year (early dismissal/late arrival days are exempt). Outdoor recess shall be offered weather

permitting [indoor recess shall be provided when outdoor temperature feels below zero degrees Fahrenheit or the National Weather Service has declared a heat advisory].

Recess monitors/teachers shall encourage students to be active during recess. District facilities shall be made available to students and community members before and after school, during the week and evenings, and on weekends.

The District shall support active transport to and from school by engaging in the following activities: Designation of safe or preferred routes to school, promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week etc. Secure storage facilities for bicycles (e.g., bike racks) shall be provided. Crossing guards are used and crosswalks exist on streets leading to schools.

#### Physical Education:

All District elementary students in each grade shall receive at least 90 minutes of physical education per week throughout the school year and shall have physical education a minimum of three times per week.

All District middle school students in each grade are required to take the equivalent of one academic year of physical education.

All District high school students in each grade are required to receive 1.5 credits of physical education prior to graduation.

Waivers, exemptions, or substitutions for physical education courses are not granted. Students shall be moderately to vigorously active for at least 50% of class time during all physical education class sessions dependent on the activity/unit. All physical education classes are taught by licensed teachers who are certified to teach physical education and shall receive professional development on a yearly basis.

#### Health Education:

The District shall include topics of physical activity, such as:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Decreasing sedentary activities

#### Other Activities that Promote School Wellness:

As appropriate, schools shall support students, staff, and family's efforts to maintain a healthy lifestyle. The District supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student well-being. Students shall be allowed to bring and carry throughout the day approved water bottles filled with only water.

#### Staff Wellness:

The District shall provide the following, nonexclusive, opportunities for staff wellness:

- Educational activities for school staff members on healthy lifestyle behaviors
- Organization of employee physical activity clubs
- Administration of flu shots at school

- Provide an annual opportunity for an on-site health screening for blood pressure, blood cholesterol, body mass index, and other health indicators
- Provide annual administration of individual health risk appraisals to help staff members establish personal health improvement goals

Community Engagement:

The District will inform and invite families to participate in school sponsored wellness activities throughout the year. The District will actively inform families and the public about the content of, and any updates to, the Wellness Policy through the district website and social media. The District shall provide information on how the public can participate in the school wellness committee.

Monitoring and Evaluation:

The Wellness Policy Committee will evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture.

Legal Ref.: Wisconsin Wellness, Putting Policy into Practice, WI DPI  
USDA Guide to Smart Snacks in Schools  
USDA Healthy Hunger Free Kids Act 2010  
Sec. 204. Local School Wellness Policy Implementation of Public Law 111-296



Revised: April 13, 1998  
Revised: March 13, 2000  
Revised: February 12, 2014  
1<sup>st</sup> Reading: 1/15/20; 2<sup>nd</sup> Reading: 2/12/20

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## STUDENT SCHOLARSHIPS

The Evansville Community School District Board of Education supports the access to scholarship opportunities for all students. To ensure this process, the high school counselors shall inform annually all high school students of all available local scholarships. Information concerning local scholarships, and the means to locate state and national scholarships, shall be available in the Student and Family handbook. Information about opportunities will be posted in the student services center, on the school website, and will be publicized during daily announcements and in local newspapers.

Criteria for school district scholarships shall be developed consistent with school district policy and objectives. Additional scholarship opportunities shall be actively pursued.

The Board shall approve all new scholarships. The high school counselors shall administer scholarships.

Every student who has demonstrated interest in, or has the ability to pursue, post-secondary education is eligible to receive local scholarships in accordance with their guidelines. All efforts shall be made to distribute scholarships broadly and fairly among eligible students. The counselor, with approval of the high school principal, shall convene the district's scholarship committee, and shall constitute it in a manner that optimizes familiarity with all types of post-secondary educational options.

Legal Ref.: Sections 39.41 Wisconsin Statutes (Academic Excellence Higher Education Scholarships)  
118.33 (High School Graduation Standards/Criteria for Promotion)  
Wisconsin Administrative Code-PI9.03(1)(d)  
HEA 9

Local Ref.: Policies: #411 – Equal Educational Opportunities  
#411.1 – Student Nondiscrimination/Harassment  
Student and Family Handbook

## 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.

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 has applied to a technical school shall be eligible.
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 they actively and regularly participated in a qualifying CTSO 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 committee 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 they 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).

HEAB Link: <http://www.heab.state.wi.us>

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

## STUDENTS OF DIVORCED/SEPARATED PARENTS

The Evansville Community School District Board of Education recognizes the importance of parent participation and involvement in the education of their children. When parents are involved in a legal action affecting the family such as divorce or legal separation, it is important for the District to have information necessary to make appropriate decisions regarding their child(ren)'s education and parent involvement in schools.

The District shall maintain strict neutrality between parents who are involved in a legal action affecting the family, unless otherwise directed by court order. It is the responsibility of the parent(s) to notify the District of any such court order. In the event neither parent notifies the District of the existence of a court order, neither parent shall be deemed to have superior rights to the other parent with respect to their minor student.

A guardian is a person who has been voluntarily or involuntarily appointed by the court to provide for the needs of a minor. If there is a guardian in place for a student, a court order exists (Letter of Guardianship), that identifies the powers granted to the guardian. The District should be made aware and provided a copy of this document.

The parent who has physical placement of a student shall be considered to be the custodial parent and that parent's residence shall be considered the student's residence for school enrollment purposes, unless a court order or other satisfactory documentation is presented which specifies otherwise.

The parents of the child are responsible for informing the school of names and mailing addresses of the custodial parent(s) and parents who have periods of physical placement. The parents who have periods of physical placement of any student enrolled in the District may be provided all report cards, notices of school activities, disciplinary reports, conference appointment or summaries, or other student records which are provided to the custodial parent, unless otherwise expressly curtailed or restricted by a provision of a court order which had been provided to the principal. The parents who have periods of physical placement may also participate in all activities, including conferences. The school generally will conduct only one meeting for parents at appropriate times in which both parents will be permitted to participate.

If parents with periods of physical placement have had access to their child(ren)'s school records restricted by court order, the building principals shall inform the classroom teacher(s) of their students in these circumstances.

All schools in the District shall provide materials to custodial parents who have periods of physical placement and provide current demographic information.

A student enrolled in the District may be released from school to either the custodial parent(s) or parent who has periods of physical placement, unless the custodial parent has presented a full court order or other full legally binding document which prohibits such a release.

At the beginning of each school year, or upon enrollment of a student in the Evansville Community School District, custodial parents shall be asked to provide information regarding the status of the parents who have periods of physical placement.

Legal Ref.: Section 118.125(2)(m) Wisconsin Statute (Pupil Records)



## USE OF SCHOOL FACILITIES, GROUNDS, AND EQUIPMENT

### Mission Statement

The Evansville Community School District Board of Education is committed to planning and implementing programs for the benefit of the greater Evansville community. The District is committed to making school facilities, grounds, and equipment a resource for the community and to fostering the delivery of programs that enhance lifelong learning, improve the quality of life for all ages, and create an enriched sense of community collaboration.

### General Terms and Conditions

All individuals and groups using school facilities, grounds, and equipment must adhere to the policies and procedures adopted by the District. The District is committed to an equal educational opportunity for all members of the greater Evansville community.

The Board also believes that the use of school facilities, grounds, and equipment should not place a significant burden on the taxpayers of the District. Therefore, fees shall be established to address costs incurred by the District for labor, utilities, and use of school facilities, grounds, and equipment by user groups.

Any athletic facility use request will be approved or denied by the District Athletics and Activities Director. The Board authorizes the use of school facilities, grounds, and equipment by user groups except when the proposed school facilities, grounds, and equipment uses may:

1. Interfere with the District's educational mission or co-curricular programs/activities;
2. Pose an unreasonable risk of physical injury to students, staff or participants;
3. Pose substantial risk to school security or of imminent illegal activities, or;
4. Result in unusual wear, damage or depreciation of school facilities, grounds, and equipment.

Use of school facilities, grounds, and equipment may be denied when the requesting user has not paid for previous facility use or has not been a responsible caretaker when using school facilities, grounds, and equipment in the past.

If access to school facilities, grounds, and equipment is denied, the individual or organization may appeal the decision to the district administrator in accordance with established procedures. No further appeal may be made to the Board.

In the event a school activity is scheduled that conflicts with a previously scheduled non-school use, the school use will have precedence. The facility scheduler will contact the designated representative of the non-school user as soon as possible. The District has no obligation to find a substitute facility, but will make a reasonable attempt to assist. Fees paid will be fully refunded.

Authorized use of school facilities, grounds, and equipment under this policy and its implementing procedures shall not be construed as an endorsement of any non-school group, organization or event by the District, or District sponsorship of the group, organization or event.

Requests for Use of School Facilities, Grounds, and Equipment

The District utilizes an online scheduling program for administration of facility use. To see available building hours to schedule use of school facilities, grounds, and equipment, please visit the District web site.

Legal Ref.: Sections 120.12(1) and (9) Wisconsin Statutes (School Board Duties)

120.13(17), (19), (21) (School Board Powers)

121.02(1)(I) (School District Standards)

895.523 (Recreational Activities in a School Building or on Schools  
Grounds: Limitations of Liability)

895.525 (Participation in Recreational Activities: Restrictions on Civil  
Liability, Assumption of Risk)

Equal Access Act

Boys Scouts of America Equal Access Act of 2001

## PUBLIC GIFTS TO THE SCHOOLS

The Evansville Community School District Board of Education appreciates the generosity of individuals and organizations within the community that wish to donate money or other gifts to enhance the work of the schools and extend student learning opportunities. At the same time, the Board feels it must maintain control over the District's educational programs and student activities and assure equity among District schools.

The Board may accept and use gifts of money or property and bequests for a purpose deemed by the Board to be consistent with District mission and goals.

The following guidelines shall be considered in accepting a gift.

- Gifts and bequests shall not place unreasonable restrictions on the school program.
- Gifts and bequests shall not add unnecessarily to other costs.
- Gifts and bequests shall not add to staff load.
- Gifts and bequests shall not start a program the Board may be unwilling or unable to continue.
- Gifts shall not be accepted with any contingencies or promises of special privileges or consideration.
- Acceptance of gifts does not imply an endorsement of any business or product.
- The District shall not unlawfully discriminate in the acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons. Discrimination complaints shall be processed in accordance with established procedures.
- Gifts must be in compliance with all provisions of policy, school code or public law.

### Individual Gifts under \$5,000.00 in value:

Gifts offered to the District with a value under \$5,000.00 may be made directly to schools or programs and deposited into the appropriate District account through the business manager. The Board shall be notified of these donations at a board meeting in December and June.

### Individual Gifts at or above \$5,000.00 in value:

Gifts offered to the District with a value at or above \$5,000.00 must be approved in advance by the Board. Receipt of the gift shall be arranged after final Board approval.

For all approved gifts, a letter of appreciation by the District Administrator or designee will be sent to the donor or the donor's designee. This letter will serve as a receipt for the donor in acknowledgement of a non-profit donation to the District.

All gifts, grants and bequests will become school property to be used at the discretion of the school unless otherwise specified in the bequest.

Legal Ref.: Section 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)  
118.27 (Gifts and Grants)  
PI 9.03(1)(d) Wisconsin Administrative Code (Pupil Nondiscrimination)

Local Ref.: Policy #842 - Donation and Memorial Signage



## DISTRIBUTION OF FLYERS, POSTERS, BROCHURES, AND OTHER NON-SCHOOL MATERIALS

The Evansville Community School District Board of Education offers organizations the opportunity to provide students and parents/guardians information about activities that fit with the District's mission, vision, and beliefs. Information regarding community activities/programs that are for public school-age students will be posted to the District website and/or school buildings if:

1. Requests for the distribution of non-school-sponsored materials are submitted to the District Administrator or Building Principal who shall determine if the information should be distributed.
2. The flyer, poster, brochure, or other non-school materials does not interfere with classroom instruction; and,
3. Organizations include one (1) of the following three (3) disclaimers on all printed materials:

Disclaimer #1 – this is not a school-sponsored activity and the Evansville Community School District (ECSD) does not provide support or endorsement of this program/activity. It has neither reviewed nor approved the program, personnel, or activities announced in this flyer/poster/brochure. Permission to distribute this material must not be considered a recommendation or endorsement by the District.

Disclaimer #2 – This activity is organized and solely sponsored by a recognized parent or community organization in support of the Evansville Community School District (ECSD) and not by the District itself. It is recognized that the intent of the activity is to ultimately support students and families served by the ECSD. Permission to distribute has been given by the District.

Disclaimer #3 – This activity is organized by an Evansville High School (EHS) 12<sup>th</sup> grader as part of their Senior Graduation Project. This project has been approved by an EHS advisor. Permission to distribute has been given by the District.

### Procedure

Information from outside organizations may be distributed to school buildings, to be disseminated in a designated area. The information may also be posted on the District website, only after approval from the District Administrator or Building Principal. The following procedures shall be used:

1. Materials must be sponsored by an organization that is non-commercial, non-sectarian, and non-political.
2. Materials must be age appropriate and not conflict with the instructional day.
3. Materials must be submitted to the District Administrator or Building Principal in one (1) of two (2) ways for approval:

- a. Hard copy (must be clear so it can be scanned).
  - b. Electronically via email to the District Administrator or Building Principal.
4. The School Office will keep a copy on file and inform the requesting organization of such approval.
  5. Electronic distribution: The materials will be posted on the District website.
  6. Print distribution: the materials will be posted in a designated area near the school office.
  7. District staff shall not distribute non-school materials without the completed approval/notification process.
  8. All submissions must include the following:
    - a. Copy of material (hardcopy or electronic).
    - b. Contact Information:
      - i. Organization's name.
      - ii. Contact person.
      - iii. Contact phone.
      - iv. Contact email.
    - c. Date material should start appearing on our website.
    - d. Date material should stop appearing on our website.
    - e. The posting period should not exceed one (1) month.
    - f. Approved submissions must be received no later than the 10<sup>th</sup> or 25<sup>th</sup> of each month.
  9. Materials will be posted electronically two (2) times per month, the 15<sup>th</sup> and last day of the month.

Local Ref.: Policy #851 – Advertising in the Schools

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Saturday, January 25, 2020, at 8:00 am in the District Board and Training Center.

Ms. Hammann, Board President, led the Pledge of Allegiance.

ROLL CALL

The meeting was called to order by Ms. Hammann. Roll call was taken. Members present: Hammann, Johnson, Klaehn, Nyhus, Paul, Rasmussen, Swanson.

APPROVE AGENDA

Motion by Mr. Rasmussen, second by Mr. Nyhus, to approve the agenda. Motion carried, 7-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS:

- Open Enrollment – February 3 – April 30, 2020
- School Bus Driver Appreciation Week – February 10-14, 2020

BUDGET FINANCE:

Ms. Merath, Business Manager, reviewed the budget development process, revenue limit worksheet, described how the revenue limit is calculated, and detailed the impact of the 2018 operating referendum on the revenue limit. She also noted that without passage of that operating referendum, the district revenue limit would be about \$100,000 less than it was in 2010.

Ms. Merath also described the state biennial budget process, as well as how state general aid is determined and the calculation of tax levy and mill rate.

Ms. Merath further described the costs various compensation funding plans, reviewed staffing needs, district capital maintenance needs and costs, as well as financial projections for the 2020-2021 Budget Year and next steps in the budget process.

Ms. Merath presented two monthly financial summaries. November revenues were \$430,640, with \$1.9 million in expenditures. Referendum spending for the month was \$1,297,458. In December, revenues were \$3,373,820 with expenditures of \$1.7 million. December referendum spending was \$1,035,683.

Mr. Rasmussen, Board Treasurer, asked for Budget Finance Agenda items for the February 26, 2020, Meeting. Discussion of moving new hires and resignations to the consent agenda for future meetings, with the ability to remove individual items from consent if further discussion or information is sought.

BUSINESS (ACTION ITEMS):

Motion by Mr. Rasmussen, second by Ms. Klaehn, to approve the resignation of Benny Delgado, JV Girls Soccer Coach, effective January 17, 2020. Motion carried, 7-0 (voice vote).

Motion by Mr. Nyhus, second by Mr. Rasmussen, to approve the hiring of Erin Baumgartner, Concession Stand Operations Manager, effective January 26, 2020, for an annual stipend of \$2,098. Motion carried, 7-0 (voice vote).

Motion by Ms. Swanson, second by Ms. Paul, to approve the hiring of Bethann Borchart, Concession Stand Manager, effective January 20, 2020, for an annual stipend of \$2,266. Motion carried, 7-0 (voice vote).

CONSENT (ACTION ITEMS):

Motion by Ms. Swanson, second by Mr. Rasmussen, to approve the November and December Bills and Bank Reconciliations; that in grades K-12 we approve all open enrollment student applicants; that in grades PreK-12 we approve all applicants who qualify to receive special education services; and that in grades PreK-12 we approve all applicants who qualify to receive related services in the areas of occupational therapy, physical therapy, and speech and language therapy. Motion carried, 7-0 (roll call vote).

Motion by Mr. Rasmussen, second by Ms. Swanson, to approve the January 15, 2020, Regular Meeting Minutes, with a correction to the vote to adjourn. Motion carried, 7-0 (voice vote).

EXECUTIVE SESSION:

Motion by Mr. Rasmussen, second by Ms. Paul, to convene in closed session under Wisconsin State Statutes 19.85(1)(c) to consider employment, promotion, compensation, or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. Motion carried, 7-0 (roll call vote), at 10:34 am.

ADJOURN:

Motion by Mr. Rasmussen, second by Ms. Johnson, to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 1:11 pm.

Submitted by Ellyn Paul, Clerk

Approved: \_\_\_\_\_ Approved \_\_\_\_\_  
Melissa Hammann, President

UNAPPROVED MINUTES

Revised: April 10, 2006

443.4

Revised: March 10, 2008

Revised: February 10, 2016

1<sup>st</sup> Reading: 12/11/19; 2<sup>nd</sup> Reading: 1/15/2020; Approval: 2/12/2020

## STUDENT ALCOHOL, TOBACCO/NICOTINE, E-CIGARETTES, AND/OR OTHER DRUG USE

The Evansville Community School District will provide alcohol, tobacco, e-cigarettes and other drug abuse programs which focus on prevention, brief intervention and support for students and families. These programs and services may include:

- alcohol, tobacco and other drug screening interviews
- individual counseling
- student support groups
- family communication

Parent(s)/guardian(s) and students will be informed of the established standards of conduct and possible sanctions related to the use and abuse of alcohol, tobacco/nicotine, e-cigarettes, and/or other drugs.

The Evansville Community School District Board of Education prohibits any student from:

- engaging in the manufacture, distribution, sale, possession, consumption or use of a alcohol, tobacco/nicotine, e-cigarettes, other drugs or drug-related paraphernalia in any school building or anywhere on school premises. The school premises include: vehicles parked anywhere on school property; any off-school property that is being used for any school-sponsored activities, events or functions; school owned vehicles and any other vehicle used to officially transport students to or from school or for any school activity.
- possessing, distributing or selling any medications, nutritional supplements or “look-alike” drugs as defined by WIAA (Wisconsin Interscholastic Athletic Association) in any school building or anywhere on school premises.
- being under the influence of any, alcohol or other drugs in any school building, or anywhere on school premises.

The administration, or designee, may conduct locker, vehicle and other searches or enlist the use of law enforcement officials and drug detecting animals and/or technology in school or on school premises as a deterrent to alcohol, tobacco/nicotine, e-cigarettes, and/or other drug use or possession in schools.

Violation of this policy will result in disciplinary action including, but not limited to: suspension, expulsion and referral to law enforcement.

If a school official has suspicion that the student is under the influence of alcohol or other drugs, a student may be required to submit to an alcohol or drug screen to determine its presence. The cost of the initial screening is borne by the District. If a student does not voluntarily comply, the follow-up actions may include, but not be limited to parent/guardian contact, suspension/expulsion, referral to police or referral to Student Assistance Program (SAP). School officials may involve law enforcement officials to screen for drug or alcohol use.

Parent(s)/guardian(s) or students who believe themselves wrongly accused may request an additional screen, with the cost to be borne by the student or parent(s)/guardian(s). However, if the test results indicate the student to be free from alcohol or other drug use, then the School District may bear the cost of the drug test, if district approved guidelines have been followed. The parent(s)/guardian(s) of the student will be given a copy of the guidelines at the time they receive the results of the initial screen. Alcohol and other drug offenses require assessment by a professional alcohol or drug counselor to be completed or scheduled before the student may return to school.

School actions will include parental/guardian contact and referral to in-school Student Assistance Program resources or other approved programs to assist with support services, as appropriate. Successful completion of recommended services may reduce consequences imposed on the student as recommended by the building principal or designee.

Legal Ref.: Sections 118.01(2)(d)2c Wisconsin Statutes (Educational Goals and Expectations)  
118.126 (Privileged Communications)  
118.24(2)(f) (School District Administrator)  
118.257 (Liability for Referral to Police)  
118.45 (Tests for Alcohol Use)  
120.13(1) (School Board Powers)  
125.09(2) (General Restrictions)  
939.22(15) (Words and Phrases Defined)  
Chapter 961 (Uniform Controlled Substances Act)

Local Ref.: Policy #443.41/522.11 – Definitions Relating to Alcohol, Tobacco/Nicotine, e-cigarettes and Other Drug Prohibitions  
Policy #453.4 – Administering Medications to Students  
Policy #456 – Student Assistance Program  
Policy #522.1 – Alcohol and Drug-Free Workplace  
Policy #522.2 – Tobacco/Nicotine/Electronic Cigarette Use by Staff on School Premises  
Policy #832 – Tobacco/Nicotine-Free School Property  
Policy #832.1 – Use of Tobacco/Nicotine Products on School Premises

**Reviewed by Admin Team 11/12/19**

**Reviewed by Policy Committee 11/18/19**



Revised: April 11, 2005

443.41

Revised: April 9, 2014

522.11

Revised: February 10, 2016

1<sup>st</sup> Reading: 12/11/19; 2<sup>nd</sup> Reading: 1/15/2020; Approval: 2/12/2020

## DEFINITIONS RELATING TO ALCOHOL, TOBACCO/NICOTINE, E-CIGARETTES AND OTHER DRUG PROHIBITIONS

1. Alcohol, tobacco/nicotine, e-cigarettes or other drugs - A controlled substance as defined by state statutes including any form of intoxicant or mood altering substance not prescribed by a physician.
2. Drug-related paraphernalia - All products, materials, containers or equipment which are used or intended to be used for the producing, storing, concealing, inhaling, ingesting, injecting or otherwise introducing a prohibited substance into the body. The vagueness of this term and the difficulty of prohibiting the use of an otherwise innocent article because it is sometimes associated with prohibited drug use may make effective implementation of a ban on paraphernalia somewhat difficult. Administrator discretion is necessary in this area.
3. Possession or use - To have on one's person or under one's control, regardless of intent to use, or to be under the influence of any prohibited alcohol or drug, regardless of the amount ingested or the location where it was consumed.
4. Distributing - Providing for a consideration or offering to provide a prohibited substance. This definition applies regardless of whether or not a prohibited substance or consideration is actually exchanged. The giving away or sharing of a prohibited substance with another person is also included under this definition regardless of whether or not there is evidence of the intent to profit or otherwise gain from the act.
5. Screen – The testing for the presence of a prohibited substance.
6. Assessment - By a professional alcohol and drug counselor. A thorough assessment to assess the influence of chemicals/chemical use in an individual's life. Recommendations are made based on individual need.

Electronic cigarette/ E-cigarette/ Electronic Nicotine Delivery System – Any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic nicotine delivery system includes any component part of a product, whether or not marketed or sold separately, but is not limited to, devices manufactured, marketed or sold as vapes, vaporizers, vape pens, hookah pens, electronic cigarettes (e-cigarettes, e-cigs or e-cigars), e-pipes, mods, tank systems, or under any other product name or descriptor for the delivery of noncombustible nicotine or tobacco product.

Local Ref.: Policy #443.4 – Student Alcohol, Tobacco/Nicotine, E-cigarettes, and/or Other Drug Use



## MENTAL HEALTH AND WELLNESS

The Evansville Community School District Board of Education believes in the importance of programs and services that support the mental health and wellbeing of students and families. The School District's programs and services contribute to building a safe and healthy learning environment that increases student achievement. Further, ECSD is committed to support students to maintain positive mental health and eliminate barriers that impede this wellness.

With the purpose of social-emotional learning and well-being in mind, the District shall:

- Cultivate a positive school climate.
- Implement sustainable social, emotional and behavioral practices across the District to identify, implement and streamline efforts to respond to student needs.
- Actively collaborate with students, families, staff and outside agencies to assist students who struggle with mental health.
- Ensure, through their equitable practices, all students' and families' cultures and identities are valued in order to eliminate predictable patterns in discipline data by gender, race, disability status and/or any other category.
- Deliver instruction formally and informally on social, emotional and behavioral skills to students. This starts with teaching and developing clear, appropriate and consistent expectations and continues with ongoing instructions on the skills our students need in school and life.
- Encourage positive practices that promote learning from challenges and conflicts.
- Staff will be provided information on how to identify signs of mental health symptoms and the procedures for appropriate response. Any signs or reports of signs from a student or staff member shall follow District policies and procedures including student and staff confidentiality.

### School-Based Mental Health:

The District shall work with licensed clinical behavioral health providers to facilitate School-Based Mental Health (SBMH) services for ECSD students within the hours of the school day and on school grounds.

The purpose of the SBMH Program is to:

- Eliminate barriers through improved accessibility (such as transportation)
- Provide timely access to services and treatment
- Engage students and family members in mental health services offered by licensed clinical staff
- Ensure coordination and communication of treatment and services with parent or guardian consent
- Improve school performance
- Maximize a student's attendance

Nondiscrimination Protections

The District shall exclusively enter into agreements with health clinics and/or providers that agree to abide by the District's Equal Educational Opportunities Policy. The District shall prohibit the practice of "Conversion Therapy" (as defined by the American Psychological Association) by school branch office therapists.

Local Ref: Policy #411 – Equal Educational Opportunities

Revised: August 15, 2005

454

Revised: November 8, 2010

Revised: August 13, 2014

1<sup>st</sup> Reading: 12/11/19; 2<sup>nd</sup> Reading: 1/15/2020; Approval: 2/12/2020

## REPORTING CHILD ABUSE AND NEGLECT

The Evansville Community School District Board of Education is concerned with the health, safety and welfare of all children and recognizes the legal and ethical obligations that school employees have to report suspected or threatened child abuse or neglect. Therefore the Evansville Community School District requires school employees to carry out those obligations with due diligence in accordance with state law requirements.

In accordance with Wisconsin Law, all Evansville Community School District employees are mandated reporters and must report any threatened or suspected child abuse or neglect. Any school employee having reasonable cause to suspect that a child has been abused or neglected, or if there is reason to believe that a child has been threatened with abuse or neglect and that said abuse or neglect will occur, is required to immediately contact the Human Services Department of the county in which the child resides.

Investigation of child abuse and neglect reports is the legal responsibility of trained county child protective services and/or law enforcement personnel. County agencies may contact, observe or interview a child at school without permission from the child's parent/guardian or legal custodian if necessary to determine if a child is in need of protection or services.

To assure accurate reporting by mandated District reporters, in-service programming shall be provided in accordance with procedures established by the Department of Public Instruction (DPI). Minimally, to meet the requirements of Wisconsin Act 81, school boards must require all employees to receive training provided by the DPI on an annual basis and within six (6) months of initial hiring.

Legal Ref.: Sections 48.981 Wisconsin Statutes (Abused or Neglected Children and Abused Unborn Children)  
118.07(5) (Health and Safety Requirements)  
2011 Wisconsin Act 81

Local Ref.: Policy #454 Form – Child Protective Services Referral  
Policy #454 Rule – Procedures for Reporting Suspected Child Abuse and Neglect

PROCEDURES FOR REPORTING SUSPECTED CHILD ABUSE AND NEGLECT  
Administrative Rule

Definitions:

The term, "Abuse", other than when used in referring to abuse of alcohol beverages or other drugs means any of the following:

- Physical injury inflicted on a child in a manner that is not accidental. Physical injury is described as related to bodily harm and means physical pain or injury, illness, or any impairment of physical condition
- Sexual intercourse or sexual contact
- Sexual exploitation of a child (includes sexual assault of a student by school staff).
- Permitting, allowing or encouraging a child to engage in prostitution
- Causing a child to view or listen to sexual activity
- For purposes of sexual arousal or gratification, causing a child to expose genitals or pubic area or exposing genitals or pubic area to a child
- Emotional damage for which the child's parent, guardian or legal custodian has neglected, refused or been unable for reasons other than poverty to obtain the necessary treatment or to take steps to ameliorate the symptoms.
- Manufacturing methamphetamine under any of the following circumstances: (1) with a child physically present during the manufacture, (2) in a child's home, on the premises of a child's home, or in a motor vehicle located on the premises of a child's home, or (3) under any other circumstances where a reasonable person should have known that the manufacturer would be seen, smelled or heard by a child.
- Human Sex Trafficking refers to recruiting, enticing, harboring, transporting, providing, or obtaining, or attempting to recruit, entice, harbor, transport, provide, or obtain an individual for various sex acts.
- Emotional damage means harm to a child's psychological or intellectual functioning. Emotional damage may be evidenced by anxiety, depression, withdrawal, outward aggressive behavior, or a substantial and observable change in behavior, emotional response or cognition.
- Neglect means failure, refusal or inability on the part of a parent, guardian, legal custodian or other person exercising temporary or permanent control over a child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Reporting Procedures:

Any school employee who has a reasonable cause to suspect that a child seen in the course of their professional duties has been abused or neglected or has reason to believe that a child has been threatened with abuse or neglect and that abuse or neglect will occur, shall contact, by telephone or in person, the Human Services Department of the county in which the child resides and inform the agency of the facts and circumstances contributing to a suspicion of child abuse or neglect or to a belief that abuse or neglect will occur.

- Rock County Department of Human Services - Children, Youth and Families Services 608-757-5401
- Dane County Department of Human Services - Child Protective Services 608-261-5437

- Green County Human Services Department - Children, Youth & Families Services 608-328-9393

If a report to that department is not possible or the threat to the child is imminent and requires immediate response, the employee will call one of the following:

- Rock County Sheriff Department non-emergency dispatch 608-757-2244
- Evansville Police Department non-emergency dispatch 608-882-2292
- Emergency 911

Employees may wish to consult with student services staff (school counselor, school social worker, school nurse or school psychologist) or building principal for assistance in the reporting process. The student services staff member or building principal shall support the school employee in their action and shall not attempt to delay, modify, or prevent any employee from making a report.

When making a child abuse or neglect report, the reporter should be prepared to provide as much of the following information as possible:

- The employee's name, phone number, relationship to the child, and school phone number.
- The name, home address, and age of the child suspected of or threatened with being abused or neglected.
- The name, home address(es) and workplace(s) of the child's parent(s) or guardian.
- The names and ages of the child's siblings, if relevant to the report.
- A description of why they believe the child has been abused or neglected or has been threatened with abuse or neglect, statements allegedly made by the child to others, and any relevant circumstances or conditions in the home or elsewhere of which the reporter is aware.

If the child abuse/neglect report involves a child who is a participant in the state's address confidentiality program (the Safe at Home program), the reporter should keep in mind the confidentiality requirements for that program and inform social/human services or law enforcement officials that the child is a Safe at Home participant and that they are prohibited from releasing any actual address information related to the child. Social/human services can ask law enforcement officials to request a release of participant information directly from the Safe at Home program.

If any doubt exists as to whether or not to refer, such doubt should be resolved in favor of referral. The law provides that a mandated reporter may be fined or imprisoned for failing to make a report as required by law.

In all cases, the building principal shall be informed that a child abuse or neglect report has been made.

#### Employee Training:

In accordance with Wisconsin Statute 118.07(5), the Evansville Community School District holds the expectation that all new employees will complete the Department of Public Instruction training for Mandatory Reporting of Child Abuse and Neglect within their first six months of employment, and at least annually.



### Confidentiality Obligations:

It is the obligation of the district and reporter, including any district staff aware of alleged reports of child abuse and neglect, to maintain the confidentiality of student records and information regarding alleged incidents, including the identity of the person reporting and information provided in the report.

School personnel shall keep in mind state and federal laws and school district procedures regarding the confidentiality of student records when sharing information from a student's school records with child protective services or law enforcement personnel. The information should only be disclosed if authorized by law. For example, state and federal laws authorize the disclosure of student record information in connection with an emergency if knowledge of the information in connection is necessary to protect the health or safety of a student or other individuals. When a student record is disclosed under this particular confidentiality exception, school personnel must record the following information: (1) the 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.

To provide for compliance with state law requirements, school personnel shall keep child abuse and neglect reports and any information obtained from child protective services or law enforcement personnel regarding a child abuse or neglect report in a confidential file that is separate from the student's regular school records file(s). Such information can only be disclosed to the persons and for the purposes specified by law.

### Child Abuse and Neglect Investigations:

It is not the responsibility of school personnel to investigate child abuse and neglect reports or to prove that abuse or neglect has occurred. The investigation of child abuse or neglect reports is the legal responsibility of trained county child protective services and law enforcement personnel. Accordingly, school personnel shall not further investigate a child abuse or neglect situation following the making of a report, except in cases where an administrator has a responsibility to conduct an independent internal investigation into alleged misconduct, as further described below within these rules. For example, school personnel shall not contact for investigative purposes a caregiver, or other person in the community, who is suspected of or who potentially may be responsible for the suspected abuse or neglect.

County agency personnel charged with responsibility for investigating child abuse or neglect reports may generally contact, observe or interview a child at any location, including school, to determine if the child is in need of protection or services. School personnel may not require parent notification before allowing such interviews to take place at school when the department or agency is exercising its investigative authority under state law. County child protective services or law enforcement personnel may request the cooperation of a school teacher, counselor or other person whose presence would aid in the interview process. They may also, in the exercise of professional judgment and in accordance with department standards, exclude school personnel from the interview.

A social worker with county child protective services has the same power as a law enforcement officer to take a child into custody if the child comes voluntarily or if the social worker believes on reasonable grounds that the child is suffering from illness or injury or is in immediate danger from their surroundings, and removal from those surroundings is necessary. If child protective services or law enforcement personnel make the decision to remove a student from school on this

basis, the building principal or their designee will determine who is responsible for communicating with parents.

Legal Ref:     Sections     939.22(4)h – Wisconsin Statutes  
                                  940.225  
                                  948.02  
                                  948.025  
                                  948.085  
                                  948.05  
                                  944.30  
                                  948.055  
                                  948.10  
                                  961.41(1) (e)  
                                  940.302  
                                  48.02 (5j)

Local Ref:     Policy #454 – Reporting Child Abuse and Neglect



EVANSVILLE COMMUNITY SCHOOL DISTRICT  
CHILD PROTECTIVE SERVICES REFERRAL

CONFIDENTIAL

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_ DOB: \_\_\_\_\_

Sex: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Special Needs of Child/Family (S/L, ESL, cognitive, disabilities, special ed): \_\_\_\_\_  
\_\_\_\_\_

Family Stressors (AODA, financial, marital, family violence, legal, mental health): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe Abuse and Neglect Regarding Concern of Injuries or Conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Family Information (including all people in the home, custodial/non-custodial parents, stepparents, primary caregiver, siblings, court order contacts, adults not in the home):

Name	Relationship	School	DOB	Home Phone/Work Phone
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Previous HSD (Human Services Dept.) Referrals/Interventions: \_\_\_\_\_

Current Worker: \_\_\_\_\_

Action Taken: \_\_\_\_\_  
\_\_\_\_\_

REPORTED TO: Name: \_\_\_\_\_ Position: \_\_\_\_\_

Phone: \_\_\_\_\_ Date/Hour: \_\_\_\_\_ Agency: \_\_\_\_\_

REPORTED FROM: Name: \_\_\_\_\_ School: \_\_\_\_\_ Phone: \_\_\_\_\_

Once completed, please send copy to Director of Student Services

FOR REMOVAL

Approved: January 11, 1988  
Reviewed: November 12, 2007  
Revised: June 27, 2018

455.1

1<sup>st</sup> Reading: 12/11/19; 2<sup>nd</sup> Reading: 1/15/2020; Approval: 2/12/2020

## SUPERVISION OF STUDENTS

The Evansville Community School District Board of Education expects all students to be under assigned adult supervision at all times when they are in school, on school grounds, traveling under school auspices or engaging in school-sponsored activities. School personnel assigned to their supervision serve *in loco parentis*. School personnel assigned this supervision are expected to act as reasonably prudent adults in providing for the safety of the students in their charge.

In keeping with this expected prudence, no teacher or other staff member shall leave their assigned group unsupervised except when an arrangement has been made to take care of an emergency.

When students are in school, engaging in school-sponsored activities or traveling to and from school on school buses, they are responsible to the school and the school is responsible for them.

During school hours, or while engaging in school-sponsored activities, students shall be released only into the custody of parents or other authorized persons.

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)  
120.12(2) (School Board Duties)

Local Ref.: Policy #352.3 – Planning and Supervision of School Trips

Approved: January 11, 1988

456

Revised: August 26, 2015

1<sup>st</sup> Reading: 12/11/19; 2<sup>nd</sup> Reading: 1/15/2020; Approval: 2/12/2020

## STUDENT ASSISTANCE PROGRAM

The Evansville Community School District Board of Education expects each school to establish a safe and nurturing learning environment to facilitate student achievement. Students experiencing Alcohol, Tobacco and Other Drug Abuse (ATODA) and other issues are vulnerable to and may create unsafe conditions for themselves and others. Therefore, the District shall provide education, prevention, intervention and support services for students and their families regarding ATODA and other issues that can negatively affect academic performance.

The Board recognizes that parents and guardians retain primary responsibility for helping students struggling with ATODA, mental, emotional, social, physical, intellectual and health issues. Schools are in a unique position to partner with parents and community resources to help students make responsible decisions in this regard and offer assistance to those individuals who experience ATODA and other challenges. Services are delivered in a multi-faceted approach that may include classroom and/or community presentations, ATODA screenings, and individual counseling. Staff will provide referrals to external resources when appropriate.

Student participation in the Student Assistance Program (SAP) will be confidential and may be mandatory. In cases of co- and extra-curricular code violations, referral to the SAP will occur and successful completion may result in reduced consequences for the student.

Legal Ref.: Sections 118.01(2)(d) Wisconsin State Statute (Educational Goals and Expectations)  
118.125 (Pupil Records)  
118.126 (Privileged Communications)  
118.127 (Law Enforcement Agency Information)  
118.24(2)(f) (School District Administrator)  
938.396 (Records)

Local Ref.: Policy #347 - Student Records  
Policy #364 - Guidance Program  
Policy #443.4 - Student Alcohol and/or Other Drug Use  
Extra/Co- Curricular Handbook  
Student/Family Handbook



**Board of Education Regular Meeting Agenda  
Wednesday, February 26, 2020 at 7:30 pm  
Evansville High School Media Room  
640 S 5<sup>th</sup> Street (Door 1)**

*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: [www.ecsdnet.org](http://www.ecsdnet.org), and by forwarding the agenda to the Evansville Review, State Bank of Cross Plains and Eager Free Public Library.*

- I. Pledge of Allegiance
- II. Roll Call: Melissa Hammann     Curt Nyhus     Ellyn Paul  
                 Rene Johnson     John Rasmussen  
                 Jan Klaehn     Kathi Swanson
- III. Approve Agenda
- IV. Public Announcements/Recognition/Upcoming Events:
  - A. Open Enrollment – February 3 – April 30, 2020
- V. Information & Discussion:
  - A. AGR Update
  - B. Referendum Update
- VI. Public Presentations
- VII. Policies – Chair, Swanson
  - A. First Reading
  - B. Second Reading
- VIII. Budget Finance – Chair, Rasmussen
  - A. Discussion Items:
    1. Evansville Education Foundation Update
    2. Financial Summary for January 2020
  - B. Develop Budget Finance Agenda Items for March 25, 2020 Board Meeting
- IX. Business (Action Items):
- X. Consent (Action Items):
  - A. Approval of February 12, 2020, Regular Meeting Minutes
  - B. Approval of January, 2020 Bills and Bank Reconciliation
  - C. Approval of Staff Changes
  - D. Approval of Policies
- XI. Board Development – Chair, Hammann:
  - A. Core Belief #5 – Aligning District Policies, Procedures & Funding
  - B. Develop Board Development Agenda Items for March 25, 2020, Meeting
- XII. Future Agenda – March 11, 2020, Regular Board Meeting Agenda
- XIII. Adjourn