



**Amended Board of Education Regular Meeting Agenda  
Wednesday, January 15, 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
  - EEF Murder Mystery Dinner – January 18, 2020
  - Wisconsin Association of School Board Convention (WASB) – January 22-24, 2020
  - Crossing Guard Week – January 13-17, 2020
  - Open Enrollment – February 3 – April 30, 2020
  
- V. Public Presentations
  
- VI. Information & Discussion:
  - A. High School Student Board Representatives Report
  - B. Parliamentary Procedure
  - C. Referendum Update
  - D. School Board Election Update
  - E. 2020-2021 Open Enrollment Limits
  - F. First 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 #492 – Recording or Photographing of Students
    6. Policy #830 – Use of School Facilities, Grounds and Equipment
    7. Policy #840 – Public Gifts to the Schools
    8. Policy #852 – Distribution of Flyers
  - G. Second Reading 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

- VII. Public Presentations
- VIII. Business (Action Items):
  - A. Approval of Staff Changes; Resignation of Varsity Baseball Coach, Hiring of FFA Advisor and 1.0 Educational Interpreter
  - B. Approval of New High School Course Requests
- IX. Consent (Action Items):
  - A. Approval of December 11, 2019, Regular Meeting Minutes
  - B. Approval of Policies:
    - 1. Policy #446.1 – Student Search Activities
    - 2. Policy #451 – Student Insurance Program – For Removal
    - 3. Policy #453 – School Health Services
    - 4. Policy #453.1 – Emergency Nursing Services
    - 5. Policy #453.2 – Student Immunizations
    - 6. Policy #453.3 – Communicable Diseases
- X. Board Development – Chair, Hammann:
  - A. Core Belief #3 – Co-Plan to Co-Serve and #4 – Universal Designed Learning
  - B. Develop Board Development Agenda Items for February 26, 2020, Meeting
- XI. Future Agenda – January 25, 2020, Budget Retreat Agenda
- XII. Executive Session – Convene in closed session Under Wisconsin State Statute 19.85(1)(c) (f) and (g), and Wis. Stat. 118.125, to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, namely, with regard to Administrators, to discuss performances and compensation, and to consider any resignations; to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations; and confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or likely to become involved, for the purpose of completion of a Step 3 meeting of a complaint under Board Policy 411.1 Rule, including deliberation and action.
- XIII. Reconvene into open session, to take action on any open or closed session items
- XIV. 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: 1/9/2020



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- 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

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V. Public Presentations

VI. Information & Discussion:

- A. High School Student Board Representatives Report
- B. Parliamentary Procedure
- C. Referendum Update
- D. School Board Election Update
- E. 2020-2021 Open Enrollment Limits
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  - A. Core Belief #3 – Co-Plan to Co-Serve and #4 – Universal Designed Learning
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- XI. Future Agenda – January 25, 2020, Budget Retreat Agenda
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Posted: 1/9/2020

**Board of Education Regular Meeting Agenda/Briefs**  
**Wednesday, January 15, 2020, 2019 at 6:00 pm**

**I. Pledge of Allegiance**

**II. Roll Call:** 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:**

- EEF Murder Mystery Dinner – January 18, 2020
- Wisconsin Association of School Board Convention (WASB) – January 22-24, 2020
- Crossing Guard Week – January 13-17, 2020
- Open Enrollment – February 3 – April 30, 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. Parliamentarian Procedure *Mr. Kvalheim, Agriculture Teacher and FFA Advisor along with his students will do a demonstration of Parliamentarian Procedure.*
- C. Referendum Update. *Mr. Roth, District Administrator, will provide the Board with an update on the Referendum building progress.*
- D. School Board Election Update. *The following candidates are running for three open seats for three year terms: Melissa Hammann, John Rasmussen, Curt Nyhus and Ann Elliott. A list of candidates in ballot order will be available the night of the Board Meeting.*
- E. 2020-2021 Open Enrollment Limits. *The Open Enrollment History Chart is enclosed. This will be voted on during the January 25, 2020 Budget Retreat Meeting.*
- A. First Reading of Policies:
  - 1. Policy #458—Wellness Policy
  - 2. Policy #460 – Student Scholarships
  - 3. Policy #461 – Wisconsin Technical Excellence Scholarship
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**VII. Public Presentations**

**VIII. Business (Action Items):**

- A. Approval of Staff Changes; Resignation of Varsity Baseball Coach, Hiring of FFA Advisor and 1.0 Educational Interpreter

*Resignation of Brian Cashore, Varsity Baseball Coach, effective for the 19-20 Baseball Season. Brian served as the Varsity Coach for the past 15 years.*

**Suggested Motion: I move to approve the resignation of Brian Cashore, Varsity Baseball Coach, effective for the 19-20 Baseball Season and thank him for his past 15 years of service.**

*Hiring of Karsen Vance, FFA Advisor. Karsen is in her first year in Evansville as an agricultural teacher. She graduated from UW Platteville with her Bachelors in Agriculture Education. Growing up she has been surrounded by agriculture, with a background in dairy and beef cattle, equine and grape production. She was heavily involved in 4-H, FFA (high school and collegiate levels), community service projects and showing at her county fair. She is looking forward to connecting with students, working with the FFA chapter, and continuing to grow and strengthen the Evansville agriculture education department as a whole. Karsen will start effective August 27, 2019 for an annual stipend of \$3,320.*

**Suggested Motion: I move to approve the hiring of Karsen Vance, FFA Advisor, effective August 27, 2019, for an annual stipend of \$3,320.**

*Hiring of Tamara Strauss, Educational Interpreter – American Sign Language. Tamara has her Associates and Bachelors in American Sign Language Interpreting and is in the process of finishing Educational Interpreter programming. She is currently working part-time in our district and is very excited to move to full-time. Working as an Educational Interpreter in the same district as her daughter is a dream come true for her and we are lucky to have found her.*

**Suggested Motion: I move to approve the hiring of Tamara Strauss, 1.0 Educational Interpreter, effective January 20, 2020, for an annual salary of \$41,500.**

- B. Approval of New High School Course Requests. *Mr. Everson and Mr. Knott have enclosed two new High School Course Requests to add Microsoft Office Specialist and Agribusiness courses.*

**Suggested Motion: I move to approve the Microsoft Office Specialist and Agribusiness courses for the 2020-2021 School Year.**

**IX. Consent (Action Items): Do you wish to remove any items?**

- A. Approval of December 11, 2019, Regular Meeting Minutes
- B. Approval of Policies:
  1. Policy #446.1 – Student Search Activities
  2. Policy #451 – Student Insurance Program – For Removal
  3. Policy #453 – School Health Services

**4. Policy #453.1 – Emergency Nursing Services**

**5. Policy #453.2 – Student Immunizations**

**6. Policy #453.3 – Communicable Diseases**

**Suggested Motion: I move to approve the December 11, 2019, Regular Meeting Minutes, Policy # 446.1 – Student Search Activities, Policy #451 – Student Insurance Program – For Removal, Policy #453 – School Health Services, Policy #453.1 – Emergency Nursing Services, Policy #453.2 – Student Immunizations and Policy #453.3 – Communicable Diseases.**

- X. Board Development – Chair, Hammann:**
- A. Core Belief #3 – Co-Plan to Co-Serve and #4 – Universal Designed Learning. Mr. Everson, Director of Curriculum and Instruction and Ms. Katzenberger, Director of Student Services, will present the 3<sup>rd</sup> and 4<sup>th</sup> Core Beliefs to the Board of Education.
  - B. Develop Board Development Agenda Items for February 26, 2020, Meeting.
- XI. Future Agenda – January 25, 2020, Budget Retreat Agenda**
- XII. Executive Session – Convene in closed session Under Wisconsin State Statute 19.85(1)(c) (f) and (g), and Wis. Stat. 118.125, to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, namely, with regard to Administrators, to discuss performances and compensation, and to consider resignations; to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations; and confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or likely to become involved, for the purpose of completion of a Step 3 meeting of a complaint under Board Policy 411.1 Rule, including deliberation and action.**
- XIII. Suggested Motion: I move to Convene in closed session Under Wisconsin State Statute 19.85(1)(c) (f) and (g), and Wis. Stat. 118.125, to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, namely, with regard to Administrators, to discuss performances and compensation, and to consider resignations; to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations; and confer with legal counsel who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or likely to become involved, for the purpose of completion of a Step 3 meeting of a complaint under Board Policy 411.1 Rule, including deliberation and action.**
- XIV. Reconvene into open session, to take action on any open or closed session items**
- XV. Adjourn**

**For Your Information:**

January 22-24 – WASB State Convention

January 25 – Board Budget Retreat at 8am

February 12 – Regular Board Meeting at 6pm

February 26 – Regular Board Meeting at 6pm

# Parliamentary Procedure

## Demonstration

### Evansville FFA Parliamentary Procedure Team

#### Background:

The FFA is a student run organization focused on Agriculture and Leadership. Leadership Development Events, previously known as Speaking Contests, include a Parliamentary Procedure competition. Each team consists of 6 students. A Chairperson, a Secretary, and 4 other members. The students have 10 minutes to demonstrate 10 different parliamentary abilities and one main motion. They are also judged on the quality of their debates. Wisconsin is broken into 30 districts with 3 districts per section. Evansville is in District 13 and Section 5 (Dane, Rock, Green Counties). Our team must place in the top 2 at district to move onto sectional contest. They must win section 5 to qualify for state. The state winner competes at the National FFA Convention in October. We are hosting the district contest this year and will be looking for judges for all 7 of the contest areas on Monday, February 10<sup>th</sup>.

#### Robert's Rules of Order:

Henry Martyn Robert was in charge of a U.S. Army meeting in 1863 in Milwaukee, WI. The meeting didn't go well so he set out to organize a set of rules to govern meetings that was more practical and easier to use and understand than previous guidelines of parliamentary law. His set of rules has become the standard by which meetings around the world are run.

#### 4 Main Objectives:

1. To focus on one item at a time
2. To extend courtesy to everyone
3. To ensure the rights of the minority
4. To observe the rule of the majority

#### Goal: Efficient and Fair meetings

#### Agenda:

1. Sets order when items are to be considered
2. Can be changed before approval at the beginning of the meeting
  - a. Move a particular action or other item up in the meeting
  - b. Move something to a specific time (at 6:45 we will take up \_\_\_\_)
  - c. Strike or add something to the agenda



**Debate:**

1. You may only speak twice on each debatable motion
2. You may only speak up to 10 minutes per debate
3. The person that moved the motion gets preference of first debate
4. Any person that has not yet spoken gets preference over someone that has already made their first debate
5. If the chair knows individuals that have opposite opinions, the chair should try to alternate debates among those opinions
6. Debate must relate to the motion being discussed

**Abilities/motions that limit or extend debate:**

1. I move to "limit or extend time for debate"
  - a. Examples: 1 more debate
  - b. 5 more minutes of debate
  - c. This motion requires a 2<sup>nd</sup>, is amendable, is not debatable, and requires a 2/3 vote
2. I move to "call for the previous question"
  - a. Really means "call for a vote on the motion"
  - b. Requires a 2<sup>nd</sup>, is not amendable, not debatable, and requires a 2/3 vote
  - c. When passed, an immediate vote on the motion is taken

**Demonstration:**

Students will demonstrate the following abilities:

1. Main motion
  - a. Amendment
  - b. Call for the previous question
  - c. Lay on the table
2. Main motion
  - a. Limit or extend time for debate
  - b. Postpone to a certain time
3. Take from the table
  - a. Request for information
  - b. Adjourn

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**  
**Tuesday, April 7, 2020 ELECTION**

**SCHOOL BOARD MEMBER CANDIDATES**  
**Three open seats for three year terms**

**Ballot Order**

Melissa Hammann 250 Eager Ct Evansville, WI 53536 608-882-9993 <a href="mailto:hammannm@evansville.k12.wi.us">hammannm@evansville.k12.wi.us</a>	Incumbent
Curtis Nyhus 219 N. Water St Evansville, WI 53536 608-882-1050 <a href="mailto:nyhusc@evansville.k12.wi.us">nyhusc@evansville.k12.wi.us</a>	Incumbent
Ann Elliott 414 Fowler Circle Evansville, WI 53536 608-333-2922 <a href="mailto:bellselliott@gmail.com">bellselliott@gmail.com</a>	
John Rasmussen 576 Garfield Ave Evansville, WI 53536 608-882-6525 <a href="mailto:rasmussenj@evansville.k12.wi.us">rasmussenj@evansville.k12.wi.us</a>	Incumbent

Voters will vote for three candidates for three year terms.

Any questions, feel free to contact Lindsay Krull, 608-882-3387.



## 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 annually** 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 ~~and physical activity~~. 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. ~~Teachers shall incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible.~~ District facilities shall be made available to students and community members before and after school, during the weekday 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 shall receive at least 225 minutes of physical education per week throughout the school year and are required to take the equivalent of one academic year of physical education on average.~~

~~All District high school students in each grade shall receive at least 225 minutes on average of physical education per week throughout the school year and 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:

~~In health education courses,~~ 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 ~~on an annual basis~~.

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

460

## 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 is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting, on a timely basis, a form or other means of notice as directed by the administration.~~
- 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 ~~he/she~~ **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  $\frac{3}{4}$  of the full school term in grades 9, 10 and 11, and beginning prior to November and continuing through February in grade 12.

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

#### Assignment of Responsibilities

A ~~work team~~ **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 ~~he/she~~ **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 ~~to an action affecting the family~~ 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(s)/guardian(s) who ~~enrolls a~~ **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 a school of~~ **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.

~~The building principals shall develop specific, positive procedures for sharing information with parents who have periods of physical placement. The schools' principals shall be responsible for developing procedures for use in the individual schools. If parents(s)/guardian(s) 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 ~~mail~~ **provide** materials ~~given to custodial parents(s)/ to the parents who have periods of physical placement~~ **and provide current demographic information.** ~~when the parent who has periods of physical placement requests such mailings and provides 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 “~~Emergency Record Card~~” information regarding the status of the parents who have periods of physical placement. ~~Where a court order is in effect, the building principal shall send a letter and “Confidential Questionnaire for Separated/Divorced Parents” to the custodial and parents who have periods of physical placement. The completed questionnaires(s) shall be kept in the Principal’s Office for future reference.~~

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



## RECORDING OR PHOTOGRAPHING OF STUDENTS

Video/audio recording and/or photographing of students may be used in the Evansville Community School District as a facet of instruction for enhancing learning, to assist in providing a safe and secure learning environment, and to monitor/record student achievement/behavior.

The District shall observe measures intended to protect the rights of individuals regarding participation in, and use of video/audio recording and photographing.

The following provisions outline the extent to which that protection can, and will be provided:

1. When video/audio recording devices are in use to monitor public areas of a school facility (i.e. hallways, entrance areas, parking areas, cafeterias, etc.) for security purposes, signs shall be posted at the facility entrances to notify persons utilizing the facility of this security measure.
2. Students shall only be video/audio recorded and photographed in accordance with established District procedures. Such procedures shall identify the conditions under which parental/guardian consent shall be required.
3. Video/audio recordings and photographs of students shall be kept confidential to the extent required by state and federal laws, and the District's student records policy and procedures.
4. Video/audio recording will not be conducted in private areas such as locker rooms, athletic locker rooms, changing rooms and bathrooms at any time.

### Parent/Guardian Consent

1. Video/audio recordings and photographs of students may be utilized by teachers, administrators or their designees within the District for educational purposes without advance consent of a student's parent/guardian.
2. Waiver forms of release shall be required from parents/guardians when:
  - a. Students participating in class activities are recorded or photographed and the video/audio recordings or photographs are going to be viewed or heard by individuals other than authorized teachers, administrators and students.
  - b. Students are to be involved in formal interviews using video or audio recordings or photographs by outside news media sources.
  - c. Students identified as having special educational needs are recorded or photographed in a special education setting.
3. Parent/guardian permission shall not be required when:
  - a. A student has voluntarily chosen or been allowed by their parent(s)/guardian to

- participate in, or be a spectator at, a school related activity that is open to the public such as an athletic event, concert, theatrical presentation, dance, etc.
- b. The student has chosen to be an officially designated school leader or role model, such as athlete, member of Homecoming Court, student council, etc. for which there is the potential for informal contact with news media.
  - c. The student has voluntarily chosen to participate in a class project for which the recording or photographs will not be viewed/listened to by persons other than members of the class.
  - d. Stock video or generic photographs (i.e., yearbook individual and group photos) are being obtained in public places (i.e., hallways, auditoriums, gymnasiums, parking areas, general classroom areas, playgrounds, athletic fields, etc.) by the District.
  - e. Outside news media record or photograph students in areas that cannot be effectively shielded from the public, such as playgrounds, parking lots, athletic fields. etc.

Legal Ref.: Sections 118.125 Wisconsin Statutes (Pupil Records)  
Chapter 19, Subchapters II and IV (General Duties of Public Officials)  
Family Educational Rights and Privacy Act  
Federal Copyright Law [17 U.S.C.]

Local Ref.: Policy #347 – Student Records  
Policy #363.2/554 – Acceptable use and Internet Safety Policy for Students, Staff  
and Guests  
Policy #731.3 – Privacy in Locker Rooms  
Policy #751.3 – Use of Video Cameras on School Buses  
Policy #771 – Copyright Compliance  
Policy #823 – Open Records Policy and Procedures for Access to Public 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.

~~All youth sports~~ **Any athletic facility use** requests for facility use 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. ~~I~~nterfere with the District's educational mission or co-curricular programs/activities;
2. ~~P~~pose an unreasonable risk of physical injury to students, staff or participants;
3. ~~P~~pose substantial risk to school security or of imminent illegal activities, or;
4. ~~R~~esult 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 ~~F~~facility ~~S~~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 the next board meeting following the date of donation.~~ **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 person requesting to post the information on the District website must follow the procedure below.~~
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 his/her **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

## 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**

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



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

455.1

## 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

## 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



## Memo

To: ECSD Board of Education  
From: Scott Everson, Director of Curriculum & Instruction  
Re: EHS New Course Proposals  
Date: December 2, 2019

With support of the EHS Business Education Department, EHS Agriculture Department, and EHS Leadership Team, Jason Knott and I are proposing two new courses to be offered at Evansville High School for the 2020-2021 school year:

- Microsoft Office Specialist (MOS)
- Agribusiness

Both courses are .5 credit elective courses; neither course will require additional FTE staffing. Like other HS elective courses, approval of courses means EHS will offer it as an opportunity. Whether the course runs depends upon student course request counts when building the EHS master schedule.

Suggested Motion: I move to approve adding the Microsoft Office Specialist and Agribusiness elective courses as presented.



## NEW COURSE PROPOSAL

Date: 11/6/19

Department Chairperson/Building Coordinator: Mandi Firgens -- submitting; Dana Hurda -- Dept. Chair

Department: High School Business Ed

Building: **Evansville High School**

Proposed Course Title: Microsoft Office Specialist (MOS) Grade Level: 11-12

Course Length: Semester

Credits: .5

Requirement/Elective: Elective

Meeting Frequency: A/B Schedule - Block

Anticipated Enrollment:

Prerequisites: Computer Applications

Review & Discuss Within the Building Between Departments

Date: 11/7/19

Comments: N/A

### APPROVAL

Principal's Approval:

Date:

Comments:

Director of Instruction/District Administrator's Approval:

Date:

Comments:

Board of Education Approval:

Date:

Comments:

I. **COURSE INFORMATION**

- A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

Students will follow the curriculum from Test Out, which will cover the areas of Microsoft Word, Excel, PowerPoint, and Access. Students will complete the required curriculum to prepare them for the MOS Certification Test. If students pass at least 2 of the 4 tests, EHS will be eligible to receive monies from the Technical Incentive Grant. Students will also be able to put on their transcripts that they are MOS Certified to use for future employment.

- B. Course Description: Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.

With over 90% of businesses expecting employees to have Microsoft Office skills, we are excited that this course is taught on a PC desktop computer using Microsoft Office 2016. Students will learn to be productive using Microsoft Office and other software tools for a wide range of jobs and other life pursuits. Students will have the opportunity to obtain an industry certification as a "Microsoft Word, Excel, Access, and PowerPoint Specialist".

- C. Course Outline: Attach course outline which includes the major topics and concepts.  
See attached.

- D. Materials & Resources: Include text, computer/technology tools, and supplementary information.

Test Out Online Curriculum  
Certiport Tests

- E. Instructional Methods: Check applicable ones and explain wherever necessary.  
Which of these are used: Check with "X"

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Lectures      | <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Field Trips                |
| <input checked="" type="checkbox"/> Discussions   | <input type="checkbox"/> Term Papers    | <input checked="" type="checkbox"/> Check Quizzes   |
| <input type="checkbox"/> Special Reports          | <input type="checkbox"/> Extra Reading  | <input type="checkbox"/> Individual Study Contracts |
| <input type="checkbox"/> Laboratory<br>(Hands-On) | <input type="checkbox"/> AV Materials   | <input type="checkbox"/> Other                      |

- F. Student Assessment Procedures:

Students will have the opportunity to take "pre-tests" on the Test Out program before taking the Certiport Certification test.

G. Financial Impact: Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.

EACH YEAR:

<p><u>Test Out Curriculum Costs:</u>          Cost - Desktop Pro Plus Courseware</p> <ul style="list-style-type: none"> <li>• 1 license per student - good for one year             <ul style="list-style-type: none"> <li>○ Up to 10 - \$250</li> <li>○ Up to 25 - \$625</li> <li>○ 50 - \$1000</li> <li>○ 100 - \$1500</li> <li>○ 250 - \$3000</li> <li>○ 500 - \$4000</li> </ul> </li> </ul>	<p><u>Certiport Testing Costs:</u></p> <ul style="list-style-type: none"> <li>• \$75 per test = \$150 for 2 tests for student to earn Technical Incentive Grant</li> <li>• OR Site License of \$3182.40 (500 individual tests)</li> <li>• Vouchers/Site License good for 1 year</li> </ul>
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H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
Professional	_____	\$ _____	\$ _____
Support Staff	_____	\$ _____	\$ _____
<u>Instructional Resources</u>			
Textbooks	_____ @	\$ _____	\$ _____
Supplies	varies (see above)		\$ VARIES

Technology/Equipment Needed:

List/Cost:	@	\$ _____	=	\$ _____
	@	\$ _____	=	\$ _____
	@	\$ _____	=	\$ _____

Curriculum/Course Development Time: (ex. Summer Curriculum Time)

Hours of time needed    20    @    \$20/hour/teacher =    \$ 400

I. Explain how this new course will correlate with Wisconsin State Academic Standards, Common Core State Standards, Next Generation Science Standards and/or district remediation/acceleration plans.

By completing this course, students will be more college and career ready in the area of Microsoft Office.

J. Provide a timeline for the completion of core and Individual curriculum maps for this course. Who will complete the curriculum maps?

Summer 2020 – Mandi Firgens

## II. OTHER PERTINENT INFORMATION

- A. This course will be: (please check one)  
 an addition to the department's offering  
 a replacement for
- B. This course will require (please check the appropriate spaces):  
 the use of a text previously adopted and in use  
 the adoption of a new textbook/resources
- C. This course will require (please check appropriate spaces)  
 specialized organization of teacher time  
 specialized room arrangement or equipment (*explain below*)  
 specialized student grouping or sectioning  
 curriculum planning time
- D. To what extent will this curriculum change the need for teacher preparation each semester? N/A
- E. To what extent does this course conflict with the content and/or student availability of other courses in your department? N/A
- F. To what extent does this course conflict with courses offered in other departments? N/A
- G. What course(s) would be deleted if this curriculum change is adopted? N/A
- H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)
- I. If approved, this course will begin: 2020-2021 School Year

# Microsoft – Semester Schedule

<p><u>Microsoft</u></p>	<p><u>Microsoft</u> <u>Access - Headphones are MIBS</u></p> <p><u>Computer Essentials</u> 2.3 File Management 2.3.9 2.3.10 2.3.11 2.3.12 2.3.13</p>	<p><u>Computer Essentials</u> 2.3 File Management 2.3.9 – Due 2.3.10 – Due 2.3.11 – Due 2.3.12 – Due 2.3.13 – Due</p>	<p><u>Goals Classroom</u> <u>Microsoft</u> <u>Access</u></p>	<p><u>Common Office Features</u> 3.1 Getting Started with Office 3.1.9 – Due 3.1.10 – Due</p>
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<p><u>Common Office Features</u> 3.2 Customizing Views and Options 3.2.4 – Due 3.2.5 – Due</p> <p><u>Common Office Features</u> 3.3 Printing Files 3.3.3 – Due 3.3.4 – Due</p>	<p>Class Goal (All students to pass I Can Questionnaire ACCESS (take on Scantron, run the results, then have students talk up and report how they did on each section (percentage). Discuss which ones they struggled with and how we will prepare for the test with this knowledge) Certiport Login (accommodations form)</p>	<p>Class Needs (What do you need the room to look like, sound like, etc. in order to pass the class goal) (How should Steibs handle those students who are not following the needs of the class?)</p> <p><u>Common Office Features</u> 3.4 Navigating Files 3.4.4 – Due 3.4.5 – Due</p>	<p><u>Common Office Features</u> 3.5 Working with Objects 3.5.4 – Due 3.5.5 – Due</p>	<p><u>Microsoft Access</u> Textbook – 1A</p>
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<p><u>Microsoft Access</u> Textbook – 1A – DUE</p>	<p><u>Microsoft Access</u> Textbook – 1B</p>	<p><u>Microsoft Access</u> Textbook – 1B – DUE</p>	<p><u>Microsoft Access</u> Textbook – 1G</p>	<p><u>Microsoft Access</u> Textbook – 1G – DUE</p>
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<p><u>Microsoft Access</u> Textbook – 2A</p>	<p><u>Microsoft Access</u> Textbook – 2A – DUE</p>	<p><u>Microsoft Access</u> Textbook – 2B</p>	<p><u>Microsoft Access</u> Textbook – 2B – DUE</p>	<p><u>Microsoft Access</u> Textbook – 1G</p>
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<p><u>Microsoft</u></p>	<p><u>Microsoft Access</u> Textbook – 2G – DUE</p>	<p><u>Microsoft Access</u> Textbook – 3A</p>	<p><u>Microsoft Access</u> Textbook – 3A – DUE</p>	<p><u>Microsoft Access</u> Textbook – 3B</p>
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<u>Microsoft Access</u> Textbook – 3B – DUE	<u>Microsoft Access</u> Textbook – 3G	<u>Microsoft Access</u> Textbook – 3G – DUE [Can Questionnaire – ACCESS (Determine which ones we need to review for tomorrow)]	<u>Microsoft Access</u> Mandatory Review for Test (All sit in middle) All Assignments due by Midnight for Credit	<u>Microsoft Access</u> Test Day!!
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Wall of Fame & Leaderboard PDSA Cycle [Can Questionnaire – Excel] <i>(Take on Scantron, run the results, then have students tally up and report how they did on each section (percentage). Discuss which ones they struggled with and how we will prepare for the test with this knowledge)</i>	<u>Microsoft Excel</u> 5.1 Introduction to Excel 5.2 Creating and Managing Workbooks 5.2.6 – Due 5.2.9 – Due 5.2.10 – Due	<u>Microsoft Excel</u> 5.3 Organizing and Entering Data 5.3.5 – Due 5.3.8 – Due 5.3.9 – Due	<u>Microsoft Excel</u> 5.4 Changing Properties and Printing Worksheets 5.4.5 – Due 5.4.8 – Due 5.4.9 – Due	<u>Microsoft Excel</u> 5.5 Formatting Cells 5.5.6 – Due 5.5.9 – Due 5.5.10 – Due
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<u>Microsoft Excel</u> 5.6 Entering Simple Formulas 5.6.6 – Due 5.6.9 – Due 5.6.10 – Due	<u>Microsoft Excel</u> 5.7 Using Advanced Functions 5.7.7 5.7.10 5.7.11	<u>Microsoft Excel</u> 5.7 Using Advanced Functions 5.7.7 – Due 5.7.10 – Due 5.7.11 – Due	<u>Microsoft Excel</u> 5.8 Displaying Data in Charts 5.8.4 – Due 5.8.7 – Due 5.8.8 – Due [Can Questionnaire – EXCEL. (Check in to see how they are doing and adjust how we are preparing)]	[No Student]
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<u>Microsoft Excel</u> 5.9 Organizing Data in Tables 5.9.5 – Due 5.9.8 – Due 5.9.9 – Due	<u>Microsoft Excel</u> 5.10 Summarizing Complex Data 5.10.6 – Due 5.10.9 – Due 5.10.10 – Due	<u>Microsoft Excel</u> Excel End-of-Chapter Exam – DUE	<u>Microsoft Excel</u> MOS 2016 Practice Exams – Excel Form A – DUE	<u>Microsoft Excel</u> MOS 2016 Practice Exams – Excel Form B – DUE [Can Questionnaire – EXCEL (Determine which ones we need to review for tomorrow)]
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<u>Microsoft Excel</u> Mandatory Review for Test (All sit in middle) All Assignments due by Midnight for Credit	<u>Microsoft Excel</u> Test Day!!	Wall of Fame & Leaderboard PDSA Cycle [Can Questionnaire – Word] <i>(Take on Scantron, run the results, then have students tally up and report how they did on each section (percentage). Discuss which ones they struggled with and how we will prepare for the test with this knowledge)</i>	<u>Microsoft Access</u> Mandatory Review for Test (All sit in middle) All Assignments due by Midnight for Credit	[No Student]
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<u>Microsoft Word</u> 4.1 Introduction to Word 4.2 Creating Documents and Using the Clipboard 4.2.7 – Due 4.2.10 – Due 4.2.11 – Due	<u>Microsoft Word</u> 4.3 Modifying Fonts 4.3.4 – Due 4.3.7 – Due 4.3.8 – Due	<u>Microsoft Word</u> 4.4 Formatting Paragraphs 4.4.6 – Due 4.4.9 – Due 4.4.10 – Due	<u>Microsoft Word</u> 4.5 Formatting Pages 4.5.5 – Due 4.5.8 – Due 4.5.9 – Due	<u>Microsoft Word</u> 4.6 Editing Documents 4.6.5 – Due 4.6.8 – Due 4.6.9 – Due
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<u>Microsoft Word</u> 4.7 Inserting Illustrations and Other Elements 4.7.5 – Due 4.7.8 – Due 4.7.09 – Due	<u>Microsoft Word</u> 4.8 Creating and Formatting Tables 4.8.5 – Due 4.8.8 – Due 4.8.9 – Due i Can Questionnaire – Word (Check in to see how they are doing and adjust how we are preparing)	<u>Microsoft Word</u> 4.9 Using Themes, Styles, and Templates 4.9.5 – Due 4.9.8 – Due 4.9.9 – Due	<u>Microsoft Word</u> 4.10 Managing References 4.10.6 – Due 4.10.9 – Due 4.10.10 – Due	<u>Microsoft Word</u> 4.11 Managing Headers, Footers, and Sections 4.11.6 – Due 4.11.9 – Due 4.11.10 – Due
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<u>Microsoft Word</u> 4.12 Using Office Collaboration Features 4.12.5 – Due 4.12.8 – Due 4.12.9 – Due	<u>Microsoft Word</u> End-Of-Chapter Exam – DUE	No school	No school	No school
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<u>Microsoft Word</u> MOS 2016 Practice Exams – Word Form A – DUE	<u>Microsoft Word</u> MOS 2016 Practice Exams – Word Form B – DUE i Can Questionnaire – Word (Determine which ones we need to review for tomorrow)	<u>Microsoft Word</u> Mandatory Review for Test (All sit in middle) All Assignments due by Midnight for Credit	<u>Microsoft Word</u> 	Wall of Fame & Leaderboard PDSA Cycle i Can Questionnaire – PowerPoint (Take on Scantron, run the results, then have students tally up and report how they did on each section (percentage). Discuss which ones they struggled with and how we will prepare for the test with this knowledge)
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<u>Microsoft PowerPoint</u> 6.1 Introduction to PowerPoint 6.2 Creating and Managing Presentations 6.2.4 – Due 6.2.7 – Due 6.2.8 – Due	<u>Microsoft PowerPoint</u> 6.3 Formatting Textual Content 6.3.5 – Due 6.3.8 – Due 6.3.9 – Due	<u>Microsoft PowerPoint</u> 6.4 Designing Slides 6.4.4 – Due 6.4.7 – Due 6.4.8 – Due	<u>Microsoft PowerPoint</u> 6.5 Using the Slide Master 6.5.4 – Dues 6.5.7 – Due 6.5.8 – Due	<u>Microsoft PowerPoint</u> 6.6 Formatting SmartArt and Shapes 6.6.4 – Due 6.6.7 – Due 6.6.8 – Due
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<u>Microsoft PowerPoint</u> 6.7 Formatting Tables and Charts 6.7.4 – Due 6.7.7 – Due 6.7.8 – Due I Can Questionnaire – PowerPoint (Check in to see how they are doing and adjust how we are preparing)	<u>Microsoft PowerPoint</u> 6.8 Formatting Pictures and Other Media 6.8.4 – Due 6.8.7 – Due 6.8.8 – Due	<u>Microsoft PowerPoint</u> 6.9 Applying Animations and Transitions 6.9.4 – Due 6.9.7 – Due 6.9.8 – Due	<u>Microsoft PowerPoint</u> 6.10 Delivering Presentations 6.10.5 – Due 6.10.8 – Due 6.10.9 – Due	<u>Microsoft PowerPoint</u> End-Of-Chapter Exam – DUE
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No school	No school	No school	No school	No school
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No school	No school	No school	<u>Microsoft PowerPoint</u> MOS 2016 Practice Exams – PowerPoint Form A – DUE	<u>Microsoft PowerPoint</u> MOS 2016 Practice Exams – PowerPoint Form B – DUE I Can Questionnaire – Word (determine which ones we need to review for tomorrow)
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<u>Microsoft PowerPoint</u> Mandatory Review for Test (All sit in middle) All Assignments due by Midnight for Credit	<u>Microsoft PowerPoint</u> <b>Test Day!!!</b>	<u>Microsoft PowerPoint</u> Wall of Fame & Leaderboard RDSA Cycle	<u>Microsoft Outlook</u> 8.1 Introduction to Outlook 8.2 Sending and Receiving Messages 8.2.7 – Due 8.2.10 – Due 8.2.11 – Due	<u>Microsoft Outlook</u> 8.3 Managing Messages 8.3.8 – Due 8.3.11 – Due 8.3.12 – Due
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<u>Microsoft Outlook</u> 8.4 Working with the Calendar 8.4.6 – Due 8.4.9 – Due 8.4.10 – Due	<u>Microsoft Outlook</u> 8.5 Managing Contacts and Groups 8.5.6 – Due 8.5.9 – Due 8.5.10 – Due	<u>Microsoft Outlook</u> Outlook End-of-Chapter Exam – DUE	<u>Microsoft Outlook</u> WHOLE COURSE Plan > Do > Study > Act	TestOut <del>Certification</del>
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TestOut <del>Assessment</del>	TestOut <del>Assessment</del>	Final exams (the additional exams for this class) <del>Assessment</del>	No school
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**Class Goal** – Students must pass two exams, but they get to decide which ones. Enter into the grade book: Exam #1, Exam #2, etc. rather than specific names.

**TestOut** – Challenge Labs should be 1 point of extra credit added to the assignment score.



## Microsoft Office Specialist Program

The Microsoft Office Specialist (MOS) Program provides industry-leading assessments of skills and knowledge through our new professional-level testing. These exams include multiple small projects within Microsoft Office, and students will be asked to solve on one project at a time. These small projects will test their skills as they would in the real world and validate their understanding of the Microsoft Office program functionality. This guarantees that every certified user has demonstrated the ability to operate the full features and gives students a commanding competitive edge in today's academic and professional environments.

### Office 365 and Office 2019

Office 365 and Office 2019 exams now include new Office features such as:

- 3D models
- Morph Animations
- New Excel Functions
- Ink

Also, the Office 365 and Office 2019 exams have been mapped to a set of revised objectives administered by the MOS program. These objectives will be tested on the exams. Some of the new objectives that are being tested are:

The Microsoft Office Specialist Office 365 and Office 2019 certifications that are available are Word Associate, Excel Associate, PowerPoint Associate, Outlook Associate, Access Expert, Word Expert & Excel Expert.

### MOS 2016

MOS 2016 incorporated feedback from expert advisors and teachers to improve the certification exams and make them stronger tools for assessment and student preparation.

- Revised instructions to avoid command and function names, requiring a deeper understanding of program functionality
- More objective content incorporated across the exam
- Real-world content for exam content
- Performance-based format for improved aptitude testing

The Microsoft Office Specialist 2016 certification exams that are available are Word, Excel, PowerPoint, Outlook, Access, Word Expert and Excel Expert.

### MOS 2013

MOS 2013 provides industry-leading assessments of skills and knowledge, giving students and professionals real-world exercises to apply their understanding of Microsoft Office.

The Microsoft Office Specialist 2013 certification exams that are available are Word, Excel, PowerPoint, Outlook, Sharepoint, OneNote, Access, Word Expert (part 1 & 2) and Excel Expert (part 1 & 2).

## Microsoft Office Specialist Program Pathway

The Microsoft Office Specialist Program for Office 365 and Office 2019 will measure multiple levels: Associate and Expert.

### ASSOCIATE

Microsoft Office Specialist Associate (July 2)

- Excel Associate
- Word Associate
- Outlook Associate
- PowerPoint Associate

### EXPERT

Microsoft Office Specialist Expert (May 2)

- Access Expert
- Word Expert
- Excel Expert

Microsoft Office Specialist Associate

Students will earn a certification for each exam of the four available associate certifications they will become a Microsoft Office Specialist - Associate and earn an additional certification for their accomplishment.

If students would like to advance even further and earn their Associate Certification and any two of the three available expert certifications they will become a Microsoft Office Specialist - Expert and earn an additional certification with the Microsoft Office Specialist Program.

\*For 2016 and 2019, higher proficiency exams will be available in the future.

## Microsoft Office Specialist Impact

Why are Microsoft Office Specialist certifications so valuable for students, teachers, and school systems? For students, teachers, and administrators, it's about going the same mile, but about effort, achievement, and transformation. That's where Microsoft Office Specialist comes in.

- For students, Microsoft Office Specialist certifications boost academic performance, prepare them for the demands of post-secondary education, and help them stand out in a competitive job market.
- For educators who teach Microsoft Office Specialist courses, they enjoy a more engaged student body and course that provides targeted training and support every step of the way.
- For administrators who invest in the Microsoft Office Specialist program, they see lower numbers of dropouts and disciplinary code, more diplomas & degrees, and higher GPA's.

## Microsoft Office Specialist Exams Details

- Available for Office 365 and Office 2019, Office 2016 and Office 2013
- Number of Questions: Between 25 and 45 total (depending on version)
- Question Type: Project-based testing
- Duration: Start with a 30 minute

## Microsoft Office Specialist Exams

- Word Associate** - Transform ideas into professional documents
- Excel Associate** - Reveal trends and gain insights with powerful analysis tools
- PowerPoint Associate** - Enhance your ability to communicate with your audience
- Outlook Associate** - Facilitate the flow of connectivity with email and calendar tools
- Access Expert** - Track and report sales and information
- Word Expert** - Cultivate your Word skills, and go deeper into the program's capabilities
- Excel Expert** - Expand your Excel proficiency by unlocking Excel's full power

## Digital Badging

Students can digitally broadcast their accomplishments with Microsoft Office Specialist online badges. These digital badges contain verifiable data that employers and admission committees value the student's skills and why it matters. In other words, digital badges give instant credibility.

## Learn, Practice, Certify

Preparing your students for certification is a big responsibility. Through Certipraxis full pathway solution you can prepare your students for the Microsoft Office Specialist certification with tailored learning materials, practice tests, and a performance-based certification exam officially endorsed by Microsoft. Adding these materials into your curriculum is easy and seamless.





## NEW COURSE PROPOSAL

Date: 10/10/19

Department Chairperson/Building Coordinator: James Kvalheim/Jason Knott

Department: Agriculture

Building: **Evansville High School**

Proposed Course Title: AgriBusiness

Grade Level: 9<sup>th</sup>-12<sup>th</sup>

Course Length: 1 Semester

Credits: 0.5 Credits

Requirement/Elective: Elective

Meeting Frequency: A/B Schedule

Anticipated Enrollment: 20 Students

Prerequisites: None

Review & Discuss Within the Building Between Departments      Date:  
Comments:

### APPROVAL

Principal's Approval:      Date:

Comments:

Director of Instruction/District Administrator's Approval:      Date:

Comments:

Board of Education Approval:      Date:

Comments:

I. **COURSE INFORMATION**

- A. Rationale for Course: (Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)

The current course offerings do not include an agriculture business course or any course similar. This course would cover a major sector to the agriculture field. Students will have the opportunity to develop an understanding of

- B. Course Description: Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.

This course has been designed to give students a sound understanding of what it takes to manage an agricultural business. These practices will be useful for students' personal financial management and will also expose them to career opportunities in the agribusiness management field.

- C. Course Outline: Attach course outline which includes the major topics and concepts.

Outline Attached

- D. Materials & Resources: Include text, computer/technology tools, and supplementary information.

**Agribusiness Fundamentals and Applications 2<sup>nd</sup>,**

- E. Instructional Methods: Check applicable ones and explain wherever necessary.  
Which of these are used: Check with "X"

- |  |  |   |
|--|--|---|
| * Lectures                               | * Demonstrations                       | * Field Trips                                       |
| * Discussions                            | <input type="checkbox"/> Term Papers   | * Check Quizzes                                     |
| <input type="checkbox"/> Special Reports | <input type="checkbox"/> Extra Reading | <input type="checkbox"/> Individual Study Contracts |
| * Laboratory<br>(Hands-On)               | * AV Materials                         | <input type="checkbox"/> Other                      |

- F. Student Assessment Procedures:

Students will be assessed through projects, labs, quizzes, and tests. There will be a hand full of major projects within units for students to be able to implement all the skills they are learning within the unit into their project as well as connect it to research that they will do for the project.

- G. Financial Impact: Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.

The following financial needs for this course will be used to supplement instruction materials including course curriculum, worksheets, video links and assessments on the content of the course.

- H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
Professional	_____	\$_____	\$__0__
Support Staff	_____	\$_____	\$__0__
<u>Instructional Resources</u>			
Textbooks	<u>25</u> @	\$ <u>150</u>	\$ <u>3750</u>
Supplies	<u>Agribusiness MyCaert Subscription</u>		\$ <u>200/year</u>

Technology/Equipment Needed:

List/Cost:	@	\$_____	=	\$_____
_____	@	\$_____	=	\$_____
_____	@	\$_____	=	\$_____

Curriculum/Course Development Time: (ex. Summer Curriculum Time)

Hours of time needed	<u>30</u>	@	\$20/hour/teacher =	\$ <u>600</u>
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- I. Explain how this new course will correlate with Wisconsin State Academic Standards, Common Core State Standards, Next Generation Science Standards and/or district remediation/acceleration plans.

This course will align with the following agriculture standards:

- **ABS2: Students will use appropriate management planning principles in AFNR business enterprise.**
- **ABS3: Students will apply generally accepted accounting principles and skills to manage cash budgets, credit budgets and credit for AFNR business.**
- **ABS6: Students will use industry-accepted marketing principles to accomplish AFNR business objectives.**

- J. Provide a timeline for the completion of core and individual curriculum maps for this course. Who will complete the curriculum maps?

This course will be developed throughout the remainder of the school and over the summer break. Karsen Vance will be completing the curriculum maps for this course.



## II. OTHER PERTINENT INFORMATION

- A. This course will be: (please check one)
- an addition to the department's offering
  - a replacement for
- B. This course will require (please check the appropriate spaces):
- the use of a text previously adopted and in use
  - the adoption of a new textbook/resources
- C. This course will require (please check appropriate spaces)
- specialized organization of teacher time
  - specialized room arrangement or equipment (explain below)
  - specialized student grouping or sectioning
  - curriculum planning time
- D. To what extent will this curriculum change the need for teacher preparation each semester?

**This will not change the amount of teacher preparation.**

- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

**This course should not conflict with the content of the courses that are currently offer but will offer more opportunity to the students. This course would only affect the number of other sections of course will be offered, if this course would be approved.**

- F. To what extent does this course conflict with courses offered in other departments?

**This course should not conflict with other classes. There may be some overlap with the business department on the basic concepts of business but the concepts offered with this course would be focused on agriculture and the business styles/mehtods specific to the industry.**

- G. What course(s) would be deleted if this curriculum change is adopted?

**None. This would be an addition to the course offerings in the department.**

- H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

**Jim and I both feel this course would be a great addition to our department and our offerings of**

agriculture education to the students at EHS.

I. If approved, this course will begin: Fall/2020\_\_\_\_\_ (semester/year)

# **AgriBusiness Course Outline:**

*Evansville AgriScience Department*

*Instructor: Karsen Vance*

## **Unit #1: Introduction to Agriculture Business Industry**

- Background in Agriculture Industry
- Careers in Agriculture

## **Unit #2: Economics in Agriculture**

- Supply and Demand
- Inputs, Costs and Returns

## **Unit #3: Markets and Trading**

- Market Types
- Options
- Hedging
- MAJOR PROJECT: Trading Challenge

## **Unit #4: Financial Management**

- Financial Record Keeping
- Investments and Savings
- Budgets (personal & business)
- Excel/Sheets

## **Unit #5: Business Management**

- Business Types
- Risk Management
- Contracts
- MAJOR PROJECT: Business Plan

## **Unit #6: Sales Methods**

- Selling Environments
- Sales Techniques
- Relationship Building
- Publication (flyers, posters informational, media)

## **Unit #7: Career Development**

- Resumes
- Cover Letters
- Job Applications
- Interviewing skills

## **Unit #8: International Agriculture**

- US influence in International Agriculture
- International Markets

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, December 11, 2019, at 6:00 pm 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, Nyhus, Paul, Rasmussen, Swanson, as well as high school representative Diebold.

APPROVE AGENDA

Motion by Mr. Rasmussen, second by Ms. Swanson, to approve the agenda. Motion carried, 6-0 (voice vote).

Ms. Klaehn joined the meeting at 6:02 pm.

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS:

- EEF Murder Mystery Dinner – January 17 & 18, 2020
- Wisconsin Association of School Boards Convention (WASB) – January 22-24, 2020

PUBLIC PRESENTATIONS: None

INFORMATION & DISCUSSION:

Ms. Diebold, High School Representative, reported on activities at the four buildings.

- LEVI: Kindergarten traveled to Whitewater for the play, *Lyle Lyle Crocodile*; several first grade classrooms earned Little Blue Booster celebrations; second grade students will sign the National Anthem at a Badger men's basketball game on December 21; in December, all grades will practice lockdown/barricade drills through the use of *I'm Not Scared... I'm Prepared* resources.
- TRIS: Students and staff met in H.E.R.O.E.S groups, which stands for Helping Everyone Respect Others Every Day at School; the 4<sup>th</sup> grade concert on November 14 featured a camping theme; the 5<sup>th</sup> grade sponsored a Holiday Food Drive with a goal of collecting 1,500 items. If successful, Ms. Dorn will take a pie in the face at the TRIS December Celebration and the 5<sup>th</sup> grade class that collects the most items will pie their teacher.
- J.C. McKenna: Blue Notes traveled to Stoughton Hospital, Stoughton Manor, Levi Leonard classes, Evansville Manor, and Evansville Nursing Home on December 5 to sing holiday songs; 7<sup>th</sup> and 8<sup>th</sup> grade bands presented a concert on December 6; Ms. Baumberger's class received the highest score in a trivia contest where staff members shared what they were grateful for; the traditional staff vs. 8<sup>th</sup> grade boys basketball game will be held on December 20; during December, students will be writing appreciation notes to the construction company and the neighbors around the middle school.
- High School: The 14<sup>th</sup> annual Big Band Bash was held in November; the new Environmental Club received a \$1,000 donation from Evansville Water & Light; auditions are currently being held for the spring musical, *Crazy for You*; the EHS Dance Team held the first Dancing with the Starz of Evansville, with Kaylee Bauman and Mrs. Kopf winning first place; FFA is creating Blessings Bags to be donated to residents at the Heights; EHS Vocal Jazz was chosen to be featured on the NBC 15 Sounds of the Season program on Christmas Eve and Christmas Day.

Mr. Roth, District Administrator, introduced Ford Poulson, Qualtrics, and Steve Zach, an independent contractor, to provide details on how they provide Employee Climate Survey services. The approach by Qualtrics is to conduct a comprehensive online survey of all staff, staff and students, or staff, students, and parents. Mr. Zach's approach would focus on a targeted set of employees, with a thirty-minute discussion with representatives of each employee group focused around a specific set of questions. The Board Climate Survey Committee of Ms. Hammann, Ms. Swanson, Ms. Klaehn, and Mr. Roth recommended using a blended approach with Qualtrics providing a global survey and Mr. Zach the targeted discussion. Total cost for the blended approach would be approximately \$7,500. Mr. Roth indicated that there is money available in the budget for this.

Zack Bloom, CPA, and Jessica Nordenstrom, Senior Accountant, from Wegner CPA presented the 2018-2019 Audit Report. Mr. Bloom commended Ms. Merath, Business Manager, on an audit that found zero audit findings that would require resolution. He also noted two new laws that will be in effect in upcoming fiscal years. The first ensures that the district has evaluated all student activities in Fund 60 to determine there is no administrative control, keeping the district in compliance with new standards for fiduciary activities. The second law will require a lease asset and a lease payable on the books for all leases at the end of June 2021. The district currently has no outstanding leases.

Mr. Schwartz, Levi Leonard principal, introduced staff from the four 4K sites and discussed philosophy, growth, and plans for 4K services in the district. Those attending included Jammie Fellows and Carrie Burkhalter (Kids Korner), Tina Harnack (Magic Moments), Michele Soto (Pathway Preschool), and Lee Ann Halla and Angie Olsen (Wee Ones). Mr. Schwartz indicated that 5K teachers feel that students who participate in the 4K program are more prepared socially and emotionally for the rigors of kindergarten. He reported that they are currently about a month ahead in preparation for registration for fall 4K enrollment.

Mr. Roth provided an update on the referendum building progress. Due to weather issues, construction was reported as being about four days off schedule, but that Cullen does not believe this to be a problem.

Ms. Hammann explained the timeline for the spring election for three school board seats. Those positions are currently filled by Ms. Hammann, Mr. Nyhus, and Mr. Rasmussen. At the time of the meeting, one incumbent had filed papers to seek re-election. Incumbents have until December 27 to file a Notice of Non-Candidacy if they are not seeking re-election. All candidates wishing to appear on the spring ballot must submit all completed paperwork by 5:00 pm on January 7, 2020.

Mr. Everson, Director of Curriculum and Instruction, provided information on the results of the 2018-2019 State Report Card. He also provided the summary report cards for the district, TRIS, JC McKenna, and the high school.

Mr. Knott, High School Principal, and Kelly Fanta, Advanced Learner Coordinator, reviewed historical data on AP Exam fees, as well as a proposal for the district to cover the cost of exam fees when students take the exams for AP classes completed through EHS course offerings. Mr. Knott noted that some students are unable to take the exams to earn college credits because of an inability to pay. Comparisons were made between the AP exam process for earning college credit and the Start College Now and Early College Credits programs. Under state law, the latter two programs require that the district pay for costs for up to 18 credits with no consideration of a family's ability to pay. Beloit Turner currently subsidizes the AP exam fee, and four other districts are considering full payment. Motion by Ms. Johnson, second by Mr. Nyhus, to table further discussion until the board budget retreat on January 25, 2020. Motion carried, 7-0 (voice vote).

Mr. Knott and Mr. Everson presented a proposal for offering two additional courses at the high school: Microsoft Office Specialist certification and an Agribusiness course. Both courses are 0.5 credit elective courses, and neither will require additional FTE staffing. Whether either course runs will be dependent upon student course request counts at the time that the master schedule is built.

Ms. Katzenberger, Director of Student Services, reviewed the need for a full-time Educational Interpreter. A trial run on the position was completed during the fall and there is a need to increase the position from three hours per day to full-time. Typical hiring practices would be followed.

Ms. Hammann asked for board input on the resolutions being considered during the WASB Convention in January. Board consensus was to instruct Ms. Paul, the district's voting delegate, to vote in the affirmative on all resolutions.

Mr. Everson, Director of Curriculum, presented proposed Staff and Student calendars for the 2020-2021 school year. By consensus, the board sent the calendars back to committee last month to request adjustments to protect student contact days and professional development days. The latest calendar produced at a November 25 meeting includes 174.5 student contact days, one full day and two half-days for grading, eight professional development days, one work day, two compensatory days, and three paid holidays.

PUBLIC PRESENTATIONS: None

POLICIES:

Ms. Swanson, Board Vice President, presented for a first reading Policy #443.4 – Student Alcohol, Tobacco, and/or Other Drug Use; Policy #443.41/522.1 – Definition 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.

Ms. Swanson presented for a second reading Policy #446.1 – Student Search Activities; Policy #451 – Student Insurance Program – For Removal; Policy #453 – School Health Services; Policy #453.1 – Emergency Nursing Services; Policy #453.2 – Student Immunizations; Policy #453.3 – Communicable Diseases; Policy #453.4 – Administering Medications to Students; Policy #453.4 Form – Medication Consent Form; Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form.

Mr. Rasmussen, Treasurer, presented the November donation report with \$4,910 donated. Those donations included funds for the high school STEM lab, as well as funds for music, historical non-fiction books, ozobots for STEAM, sensory room updates, and kindergarten playground updates, all at Levi Leonard.

Ms. Johnson reported on the Evansville Education Foundation. The Murder Mystery Dinner fundraiser in January will have a 1980s theme. Tickets are priced at \$50 per person. JoMarie Oakeson is the newest member of the Foundation board. The Grove Market donated \$826 to the Foundation that had been added to their collection jar over a two-month period.

Ms. Merath submitted the October summaries for Funds 10 and 27. To date, revenues for the district are \$2,180,587, while expenditures is at \$5,388,070. This disparity is a result of the way equalization aid is

distributed by the state and is the reason the district needs to borrow funds on a short-term basis. If aid was distributed equally across months, the district would have already received \$8,788,029.

**BUSINESS (ACTION ITEMS):**

Motion by Mr. Rasmussen, second by Ms. Swanson, to approve the Act 143 School Violence Event Drill Reports as presented. In discussion, Ms. Dobbs, Middle School Principal, explained that egress changes due to construction at the middle school led to the drills at that building being fire marshal barricade drills. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, second by Mr. Nyhus, to approve the new middle school name to be J.C. McKenna Middle School. Motion carried, 7-0 (voice vote).

Motion by Mr. Nyhus, second by Mr. Rasmussen, to approve the presented wording change for the High School Handbook. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, second by Ms. Swanson, to approve the compensation increase as presented for Jessica Mohrbacher for earning a master's degree. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, second by Mr. Nyhus, to approve the 2020-2021 Staff and Student Calendars as presented. Motion failed, 2-5 (voice vote, Hammann, Johnson, Paul, Nyhus, Swanson opposed).

Motion by Mr. Nyhus, second by Ms. Swanson, to set minimum student contact days to 175. Motion by Mr. Rasmussen, second by Mr. Nyhus, to amend the motion to set minimum student contact days to 175 unless the Department of Public Instruction or other government body instructs otherwise. Motion to amend failed (voice vote, Hammann, Klaehn, Paul, Swanson opposed). Original motion passed, 6-1 (voice vote, Rasmussen opposed).

When the 2021-2022 calendar is reviewed, the committee will include representatives from administration, school board, and one staff member from each building.

Motion by Ms. Johnson, second by Ms. Swanson, to approve a climate survey. Motion by Ms. Klaehn, second by Ms. Swanson, to amend the motion to accept Mr. Roth's suggestion to hire Qualtrics to do a general climate survey and Mr. Zach to do a secondary survey. Motion to amend carried, 7-0 (voice vote). Motion on original motion as amended carried, 7-0 (voice vote).

Motion by Ms. Swanson, second by Mr. Nyhus, to approve the hiring of a 1.0 FTE Educational Interpreter. Motion carried, 7-0 (voice vote).

**CONSENT (ACTION ITEMS):**

Motion by Mr. Rasmussen, second by Ms. Swanson, to approve the November 13, 2019, Regular Meeting Minutes, October Bills and Bank Reconciliation, Policy #512 – Employee Harassment, Boys Hockey and Swim Co-op Opportunities, Co-curricular Stipend Changes. Motion carried, 7-0 (roll call vote).

**EXECUTIVE SESSION:**

Motion by Mr. Rasmussen, second by Mr. Nyhus, 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; namely to discuss Administrators' performances and terms of written contracts. Motion carried, 7-0 (roll call vote), at 9:56 pm.



Motion by Ms. Swanson, second by Ms. Paul, to reconvene into open sessions. Motion carried, 7-0 (voice vote).

Motion by Ms. Johnson, second by Ms. Klaehn, to approve the language changes in the contract for District Administrator Jerry Roth. Motion carried, 7-0 (voice vote).

ADJOURN:

Motion by Ms. Johnson, second by Mr. Rasmussen, to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 10:54 pm.

Submitted by Ellyn Paul, Clerk

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

UNAPPROVED MINUTES

## STUDENT SEARCH ACTIVITIES

It is the policy of the Evansville Community School District to provide a safe and healthy environment for all persons in school buildings and on school premises. School officials have a duty to investigate any suspicion that items or materials harmful to the health and safety of students, school personnel, or property are present within the school or on school premises. This includes, but is not limited to, conducting search activities as outlined in this or other Board policies.

- Locker Searches

A school locker is provided for the convenience of the student to be used solely and exclusively for the storage of the student's wearing apparel and school-related materials during the time the student is attending school. No student shall use the locker for any other purpose. The locker is assigned to a student but remains the property of the District. At no time does the District relinquish its exclusive control of the lockers. Locker searches may be conducted as determined necessary or appropriate without notice, without student consent, and without a search warrant. Locker searches under this policy may be conducted by the District Administrator, a building principal or designee, or a law enforcement official acting at the request of or in conjunction with school authorities as listed above.

- Search of Students and/or Their Personal Belongings

District staff may conduct a search of a student or the student's personal belongings (e.g., backpacks) when the student voluntarily consents to the search or where there is reasonable suspicion that the student has in their possession items that violate the law, Board policies or school rules. The search shall be conducted in a reasonable manner and must not be overly intrusive in light of the age and sex of the student and nature of the infraction. Searches of a student's person or personal belongings should generally be conducted outside the presence of other students. No District official, employee, or person acting as an agent of the District shall conduct a strip search of a student.

- Vehicle Searches

The District may search student-operated vehicles parked on school premises when there is reasonable suspicion of a violation of the law, Board policies or school rules or the student has given consent to the search of the vehicle.

- Use of Trained Animal Units in Safety and Search-Related Activities

The Board authorizes the use of trained animal units to detect the presence of drugs, explosive devices, or other illegal items/substances on school property under the following conditions:

1. The presence of the trained animal unit on school property is authorized in advance by the District Administrator or designee or is pursuant to a court order or warrant;
2. A law enforcement officer specifically trained to work safely and completely with the trained animal unit must handle the animal; and
3. The sheriff or chief of the law enforcement agency providing the service verifies the trained animal unit is capable of accurately detecting specific contraband.

The District shall not use trained animal units to sniff a student's person, including articles of clothing a student is wearing or a bag while the student is holding it. A positive reaction by a trained animal unit will provide reasonable suspicion for a search of a student's locker, vehicle or other property in accordance with this policy.

- Use of Metal Detectors

The Board authorizes the use of "wand" metal detectors and/or stationary metal detection equipment and should be limited to those occasions where the school official has an articulable suspicion that the student(s) being examined may be carrying a weapon.

- Use of Passive Alcohol Sensor

The passive alcohol sensor device is a non-invasive high-speed breath alcohol-screening instrument, which can be used as a "sniffer" for overt, or covert alcohol detection. This device may be used to sample a student's breath to detect alcohol use. Screening may be used with individual students when reasonable suspicion exists that a student is under the influence or has used alcohol.

Reasonable suspicion shall refer to any of the following:

1. Observed use or possession of alcohol;
2. Odor of an alcoholic beverage or the presence of an alcohol container;
3. Slurred speech, unsteady gait, lack of coordination, bloodshot or glazed eyes; or

All due process rights of students will be observed. Further, the Board allows the use of passive alcohol sensor devices at school, on school buses or at any school-sponsored activity.

When an administrator has reasonable suspicion that a student is under the influence of alcohol at school or a school-sponsored event, the student shall be given a passive alcohol sensor screening (PAS). If the student fails the passive assessment, they will be given a fifteen minute wait period after which the passive screening will be re-administered. If screening results are negative, no action shall be taken. If the student declines to take the screening, when reasonable suspicion exists, or if such screening proves positive they shall be subject to appropriate disciplinary action as set out in the District's disciplinary policies.

To the extent permitted by law, a school official conducting student-related search activities under this or any other Board policy may request the active assistance of a law enforcement official. When a law enforcement officer(s) is conducting a search ~~at the request of or in~~ conjunction with school authorities, the officer(s) may comply with the same reasonable suspicion standard as school personnel in conducting the search, as opposed to their usual probable cause standard.

To the extent prohibited by law, school employees shall not request or require a student to disclose the access information for any of the student's personal Internet accounts. School officials may remove any unauthorized item found as a result of a search. Items belonging to the student but removed or temporarily confiscated by the District will generally be held by the school for return to the student's parent/guardian (for students who are minors) or, if appropriate, turned over to law enforcement. The student and their parent/guardian shall be notified of any unauthorized item belonging to the student/family that has been found and turned over to law enforcement officials.

Students and their parents/guardians shall be informed of this policy and the specific provisions related to locker searches through the student and family handbook.

Legal Ref.: Sections 118.32 Wisconsin Statutes (Strip Search by School Employees)  
118.325 (Locker Searches)  
118.45 (Tests for Alcohol Use)  
948.50 (Strip Search by School Employee)  
995.55(3) (Access to Personal Internet Accounts of Students)

Local Ref.: Student and Family Handbooks  
Policy #447 – Student Discipline: Detention, Suspension and Expulsion

Approved: January 11, 1988

451

Revised: June 10, 2002

Revised: August 9, 2010

1<sup>st</sup> Reading: 11/13/19; 2<sup>nd</sup> Reading: 12/11/19; Approval: 1/15/2020

## STUDENT INSURANCE PROGRAM

The District shall not provide any type of health or accident insurance for injuries incurred by children at school, including those incurred while participating in co- and extra-curricular programs. The District may, however, offer students the opportunity to purchase health and dental insurance.

Insurance application forms shall be available to all students.

Legal Ref.: Section 120.13(2) Wisconsin Statutes (School Board Powers: Insurance)

FOR REMOVAL

Approved: October 9, 2006

453

Revised: April 12, 2017

1<sup>st</sup> Reading: 11/13/19; 2<sup>nd</sup> Reading: 12/11/19; Approval: 1/15/2020

## SCHOOL HEALTH SERVICES

The Evansville Community School District Board of Education shall provide a school health services dedicated to providing and maintaining the physical, mental, and emotional health of all students while remaining in compliance with state and federal laws and regulations.

School health services shall provide information and instruction to enable students to take responsibility for their own health, the health of others and an understanding of the fundamental principles of a healthy lifestyle.

The District's health services program shall include the following:

1. Conducting and initiating various health examinations (i.e., vision and hearing screeners).
2. Cooperation of the Board with local and state officials in the event of epidemics, and/or natural disasters, or any conditions judged potentially dangerous to schools and community.
3. Daily observation of students' health.
4. Maintenance of appropriate health records.

Legal Ref: Sections 115.777 Wisconsin Statutes (Special Education Referrals)

121.02(1)(g) (School District Standards)

PI 8.01(2)(g) and PI 11.36 Wisconsin Administrative Code



Revised: October 9, 2006

453.1

Revised: April 9, 2012

Revised: April 12, 2017

1<sup>st</sup> Reading: 11/13/19; 2<sup>nd</sup> Reading: 12/11/19; Approval: 1/15/2020

## EMERGENCY NURSING SERVICES

The Evansville Community School District shall provide emergency nursing services in accordance with state law and established procedures. The objective of emergency nursing services is to provide immediate care of illness or injury occurring during the school day and at all school sponsored activities.

In providing the emergency nursing service, the District shall:

1. Employ its own nurse, currently licensed by the State of Wisconsin, or contract with the Rock County Health Department for the purpose of directing emergency nursing services.
2. Arrange for a physician to serve as medical advisor.
3. Establish written policies and procedures for dealing with accidental injury, illness, and administration of medication at school and at all school-sponsored activities. These policies and procedures will be developed by the District and reviewed by the medical advisor and the school nurse or the Rock County Health Department and be adopted by the Board.
4. Ensure that in the absence of the school nurse, the medical emergency response team is responsible for providing or obtaining emergency care.
5. Designate the school health clerk as the person responsible for the actual implementation of the emergency nursing program in each school building.
6. Provide a health area at each school, which is equipped with the supplies necessary to provide emergency care in accordance with established procedures.
7. Maintain a record system at each school which includes accident reports, medication logs, and a log of rendered services.
8. Provide for the annual review of the Emergency Nursing Services manual to include the Director of Student Services, district health clerk, school nurse, or the Rock County Health Department.
9. Obtain and maintain emergency information for each student and district employee. Failure by the parent or legal guardian to provide updated emergency information for their child will give the District the authority to provide emergency care as needed according to school approved procedures.

Legal Ref: Sections: 118.07(1) Wisconsin Statutes (Health and Safety Requirements)

118.125 (Pupil Records)

118.29 (Administration of Drugs to Pupils and Emergency Care)

118.291 (Asthmatic Pupils; Possession and Use of Inhalers)

121.02 (1)(g) (School District Standards)

146.81-146.83 (Miscellaneous Health Provisions)

252.12 (HIV and Related Infections, Including Hepatitis C Virus Infections; Services and Prevention)

PI 8.01 (2)(g) Wisconsin Administrative Code

Local Ref.: Policy #453 – School Health Services

Policy #453.3 – Communicable Diseases

Policy #453.4 – Administering Medications to Students

Policy #453.4 Form – Medication Consent Form

Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form

Approved: January 11, 1988

453.2

Revised: October 9, 2006

Revised: April 12, 2017

1<sup>st</sup> Reading: 11/13/2019; 2<sup>nd</sup> Reading: 12/11/19; Approval: 1/15/2020

## STUDENT IMMUNIZATIONS

The Evansville Community School District requires each student to present evidence of completed basic and recall (booster) series immunizations unless the student, if an adult, or the parent, guardian or legal custodian of a minor student submits a written waiver based on health, religious, or personal conviction reasons to the District.

In accordance with state law, all students enrolled in grades 4K-12 shall meet immunization requirements. Immunizations are required for measles, rubella, diphtheria, pertussis (whooping cough), polio, tetanus, mumps, hepatitis B, and varicella (chicken pox).

The District shall follow the timelines set forth by the Wisconsin Department of Health Services for ensuring compliance with the immunization requirements. If the compliance level is less than 99%, noncompliant students shall be excluded from school by the building principal under the conditions and to the extent authorized by law.

The District will utilize the Wisconsin Immunization Registry to ensure accurate immunization records and maintain district compliance with state law.

The District recognizes that this policy will not act as a barrier to students qualifying under the McKinney-Vento Homeless Education Assistance Act.

Legal Ref.: Sections 118.125(1)(c) Wisconsin Statutes (Pupil Records)  
120.12(16) (School Board Duties)  
252.04 (Immunization Program)  
HFS 144 Wisconsin Administrative Code  
Every Student Succeeds Act  
U.S. Department of Education – Part C – Homeless Education

Local Ref.: Policy #453 – School Health Services

Approved: January 1988

453.3

Revised: December 13, 2004

Revised: April 12, 2017

1<sup>st</sup> Reading: 11/13/19; 2<sup>nd</sup> Reading: 12/11/19; Approval: 1/15/2020

## COMMUNICABLE DISEASES

The Evansville Community School District shall follow federal, state and local laws and regulations, and in cooperation with the Rock County Health Department shall establish and maintain appropriate health and safety standards regarding known or suspected communicable diseases, as well as the reporting of disease and disease control.

Communicable disease control procedures shall be maintained in cooperation with the Rock County Health Department. Any person who knows or suspects that a student has a communicable disease shall notify the District nurse or building principal. The District nurse or building principal, shall then notify the parent/guardian for further testing and diagnosis. If required, pursuant to public health statutes and regulations, the District nurse or building principal will make a report to the Rock County Health Department.

The Wisconsin Department of Health Services chart “Wisconsin Childhood Communicable Diseases” available at (<https://www.dhs.wisconsin.gov/publications/p4/p44397.pdf>) will serve as a reference for the District’s response to communicable diseases. The chart will be available in all school health offices.

For purposes of the District’s communicable disease policy, communicable diseases include, but are not limited to, the following:

Ameobiasis	Lice
Campylobacter	Measles
Chicken pox (varicella)	Meningitis
Chlamydia	Mononucleosis virus
Cytomegalovirus	Mumps
Gastrointestinal viruses	Pertussis
Giardiasis	Rotavirus
Gonorrhea	Salmonella bacteria
Hepatitis B virus	Scabies
HIV/AIDS	Shigella bacteria
Impetigo	Syphilis
Influenza virus	Tuberculosis

Each case shall be assessed on an individual basis, using current literature, state and local recommendations and policies, state statutes and administrative codes. A team effort including the school nurse, health clerk, school staff, health department staff and any appropriate medical consultants shall be utilized to prevent the transmission of communicable diseases.

Students may be excluded from school and/or school-related activities if they are suspected of or diagnosed as having a communicable disease, as defined by the Wisconsin Department of Health Services, that poses a significant health risk to others or that renders them unable to adequately pursue their studies or perform their jobs. Students who are excluded shall be excluded until a

physician allows them to return to school. Students excluded from school pursuant to this policy may appeal their exclusion in accordance with established procedures.

Employees who provide services or perform duties that expose them to a significant health risk, may be excused by the District, from providing such duties until such time as they are no longer exposed to a significant health risk. During the excused time, the employee will be reassigned to other duties. No employee shall refuse to perform their duties or refuse to work with, or provide services to students because they have (or may have) a communicable disease if the communicable disease does not pose a significant health risk to others.

In recognition that an individual's health status is personal and private, all information reported under this policy shall remain confidential in accordance with state and federal law.

#### Appeal Process

In situations where there is a disagreement with the District's decision or recommendation, an appeal may be made within five days to the district administrator, or designee. The appeal shall be in writing and shall include the following:

- Statement of facts
- Statement of relief requested
- Any necessary medical information required

The district administrator, or designee, shall render a decision in writing within five days of receipt of the appeal. In the event there is disagreement with the district administrator's decision, the matter may be appealed within five days to the school board. For purposes of this process, a "day" shall be defined as regular working days excluding Saturdays, Sundays and days school is not in session during the school year. During summers, paid holidays are excluded.

Legal Ref.: Sections: 103.15 Wisconsin Statutes (Restrictions on Use of an HIV Test)  
111.34 (Disability: Exceptions and Special Cases)  
118.01(2)(d)2c (Educational Goals and Expectations)  
118.125 (Pupil Records)  
118.13 (Pupil Discrimination Prohibited)  
118.25 (Health Examinations)  
121.02(1)(i) (School District Standards)  
146.82-146.83 (Confidentiality of Patient Health Care Records)

Local Ref.: Policy #453 – School Health Services

# Equity at ECSD

2019-2020





# Our Equity Core Beliefs at ECSD



## Co-Plan to Co-Serve

Educators work in teams focused on building upon each other's capacity through a **co-plan to co-serve** model to continually serve students and increase student achievement.

## Co-Plan to Co-Serve



Staff *proactively* share knowledge and expertise with each other to intentionally increase each others' capacity to better educate all learners.

## Co-Plan to Co-Serve Teams

There is no such thing as an “average” or “typical” learner. Planning is intentional to prepare for all learners.

Curricular planning focus for all learners the first time the concept is taught versus adapted after-the-fact.

Collaborative teams that focus on student learning (not necessarily teaching); teachers work together to analyze and improve their practice.

# Implementation

Where are we currently?

Barriers to effective implementation of Co-Plan to Co-Serve team model:

- Time for planning and collaboration
  - Looks different in every building
  - Holding pattern for 1 hour/week
- Discomfort
- Change in philosophy

Goals for the future

## UDL

A continuum of lesson planning and instruction for each learner will be utilized in all learning environments with emphasis on **universally designed learning**.

# UDL at a Glance

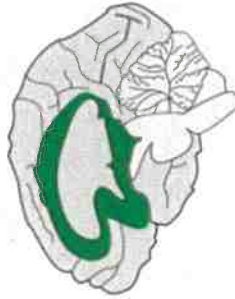
## Video

### Universal Design for Learning Guidelines

Visit the UDL Guidelines 

AFFECTIVE NETWORKS:

THE **WHY** OF LEARNING



#### **Engagement**

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:

THE **WHAT** OF LEARNING

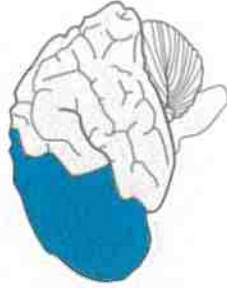


#### **Representation**

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:

THE **HOW** OF LEARNING



#### **Action & Expression**

For strategic, goal-directed learners, differentiate the ways that students can express what they know.



# Universal Design for Learning (UDL)

## Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



## Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



## Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).



Scientifically valid framework for guiding educational practice

Provides flexibility:

- Student Engagement
- Representation: How information is presented
- Action & Expression: Response or demonstration of knowledge and skills

Reduces barriers in instruction:

- Provides appropriate accommodations, supports, and challenges
- Maintains high achievement expectations for all students



# What's the Difference?

## Differentiation

Evaluates the individual student

Retrofits instruction during delivery of lesson

Focuses on individual disability

Conforms to the "normal"/"average"

Reactive (back end)

Works around barriers

## UDL

Evaluates environment, classroom, culture

Designs instruction with each student in mind

Focuses on variability

Values Variability

Proactive (front end)

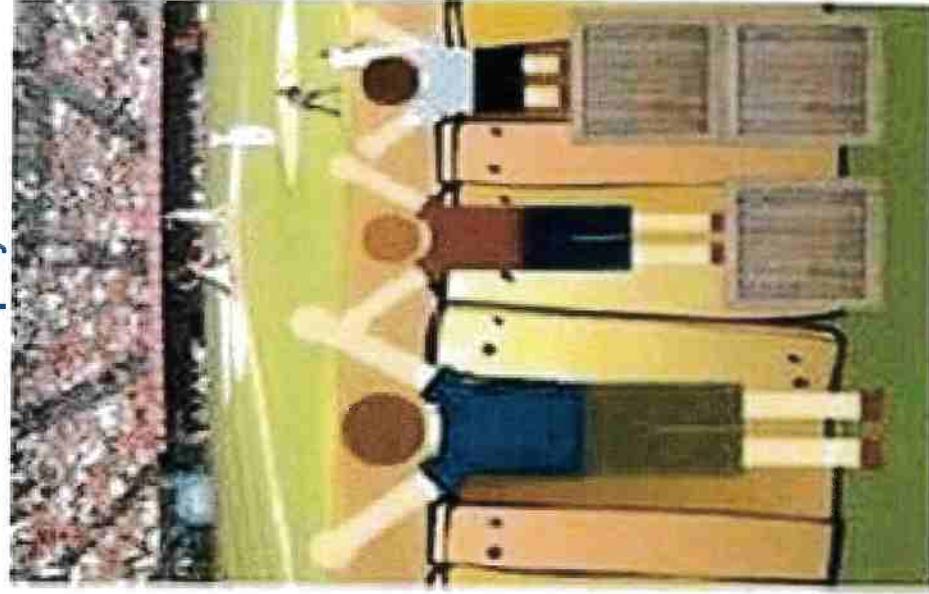
Removes barriers

# The "UDL" Approach - Providing Variability and Flexibility

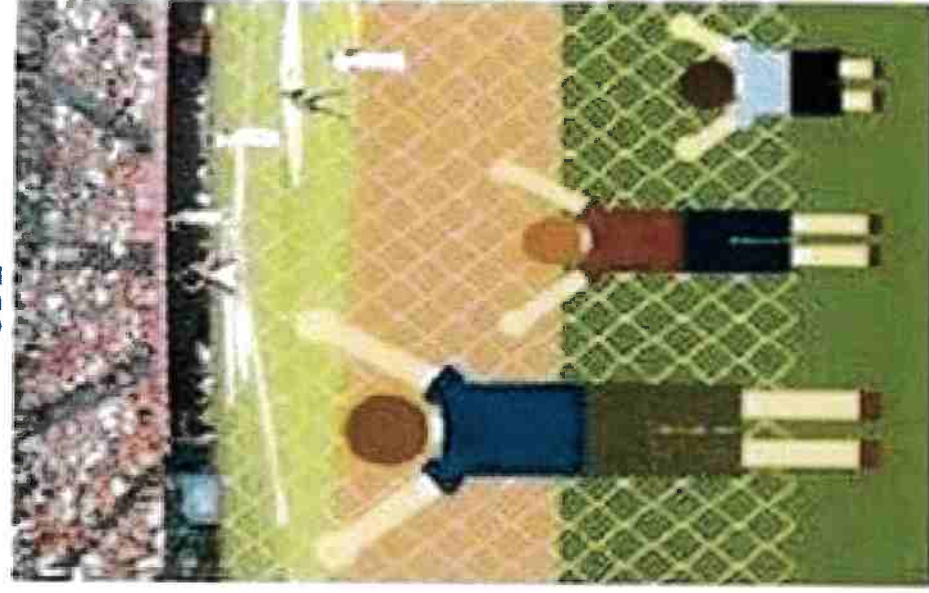
Equality



Equity



UDL





**Board of Education Budget Retreat Agenda  
Saturday, January 25, 2020 at 8:00 am  
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  
Jan Klaehn Kathi Swanson
  
- 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. Budget Finance – Chair, Rasmussen:
  - A. Budget Retreat Presentation
  - B. Develop Budget Finance Agenda Items for February 26, 2020 Meeting.
  
- VI. Consent (Action Items):
  - A. Approval of January 15, 2020, Regular Meeting Minutes
  - B. Approval of November and December Bills and Reconciliation.
  - C. Approval of 2020 Open Enrollment Limits.
  
- VII. Future Agenda – February 12, 2020, Regular Meeting Agenda
  
- VIII. 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: