

- K. Additional Special Education Positions of Interpreter and Special Education Assistants.
- L. Continuous System Improvement (CSI) 2018 Year End Reports.
- M. Employee Handbook Committee.
- N. First Reading of Policies:
 1. #733-Energy Conservation.
 2. #733 Rule-Energy Conservation Administrative Rule.
- O. Second Reading of Policies:
 1. #445-Student Interviews With Law Enforcement Officers (By Non School Personnel).
 2. #445.1-Procedures For Conducting Student-Law Enforcement (Social Services) Interviews on School Premises.
 3. #446.1-Student Search Activities (Locker Search Activities).
 4. #455.1-Supervision of Students.

VI. Public Presentations.

VII. Business (Action Items):

- A. Approval of Additional Special Education Positions; Interpreter and Special Education Assistants.
- B. Approval of Staff Changes: Resignations of Food Service Workers and Teacher. Hiring of: Food Service Worker; Business Services Assistant; Teachers and Special Educational Assistants.
- C. Approval of Certified Staff Compensation Model.
- D. Approval of Sale Offer of Property at Corner of Lincoln Street/4th Street.
- E. Approval of 2018 Referendum Resolutions:
- F. Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes
- G. Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$34,000,000
- H. Resolution Providing for a Referendum Election on the Questions of the Approval of a Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes and an Initial Resolution Authorizing the Issuance of General Obligation Bonds in an Amount Not to Exceed \$34,000,000

VIII. Consent (Action Items):

- A. Approval of 2018-2019 Middle/High School Student Handbook Proposed Changes.
- B. Approval of Leases for Kids Korner, Kids Connection and Woodchucks.
- C. Approval of 2018-2020 Ringhand Brothers, Inc. Transportation Contract.
- D. Evansville Education Association Auxiliary (EEAA) 2018-2019 Approval of Contract
- E. 2018-2019 Salary Increase of 2.13% for Support Staff, Custodians and Food Service.
- F. Approval of Policies:
 1. #342.3-(Gifted and Talented) Advanced Learning Program.
 2. #351-Summer School.
 3. #443.8-Gang-Related or Other Criminal Acts and Student Safety.
- G. Approval of May 14, 2018, Regular and Executive Session Meeting Minutes.

IX. Resolution to rescind and declare void the action taken at the May 14, 2018 School Board Meeting in closed session with regard to fringe benefits for an employee (administrative assistant).

X. Future Agenda – June 27, 2018, Regular Board Meeting Agenda.

- XI. Executive Session – Under Wisconsin State statute 19.85(1)(c)(e) and (g); namely to consider discussing negotiations strategy concerning the 2018-2019 contract with the Evansville Education Association (EEA) covering teachers and the Evansville Education Association Auxiliary (EEAA) covering support staff; support staff compensation; wage claim; to consider compensation and performance evaluation data of a public employee over which the school board has jurisdiction or exercises responsibility (administrative assistant); and District Administrator evaluation.
- XII. Reconvene Into Open Session To Take Action, If Necessary, On Any Open or Closed Session Items.
- XIII. Adjourn.

This notice may be amended 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: 6/8/18

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs
Wednesday, June 13, 2018
6:00 pm
District Board and Training Center
340 Fair Street (Door 36)

I. **Roll Call:** Eric Busse Ellyn Paul Thomas Titus
 Melissa Hammann John Rasmussen
 Curtis Nyhus Kathi Swanson

II. **Approve Agenda.**

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

- Welcome Lindsay Krull, Board Deputy Clerk
- Wisconsin Outstanding State Elementary Art Educator of the Year Awarded to Michelle Velasquez-Klopp
- Back To School Days – August 9, 3-7 pm and August 15, 10-2pm
- First Day of School, September 4, 2018

IV. **Public Presentations.**

V. **Information & Discussion:**

- A. Sale of Property at Corner of Lincoln Street/4th Street. *Lori Allen of Allen Realty will be presenting an offer. Information is enclosed.*
- B. Breakfast Program Proposal. *Ms. Merath will present this. Enclosed is information.*
- C. K-12 Music Department Presentation of Curricular Revisions. *The K-12 Music Team will present their recent curricular revisions that includes modifying/aligning curriculum to new standards, as well as updates with referendum resource purchases.*
- D. 2018 Referendum Update:
1. School Perceptions Community Survey Comments. *Enclosed are the Community Survey Comments as requested.*
 2. Review Resolutions:
 - i. Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes.
 - ii. Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$34,000,000.
 - iii. Resolution Providing for a Referendum Election on the Questions of the Approval of a Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes and an Initial Resolution Authorizing the Issuance of General Obligation Bonds in an Amount Not to Exceed \$34,000,000.
- E. 2018-2019 Budget Update. *Business Manager, Ms. Merath, will give an update.*

- F. Leases for Kids Korner, Kids Connection, and Woodchucks. Ms. Merath has enclosed information for these leases.
- G. 2018-2020 Ringhand Brothers, Inc. Transportation Contract. Ms. Merath has enclosed the Transportation Contract.
- H. Certified Staff Compensation Model. Ms. Merath has enclosed information and is looking for approval later in the meeting.
- I. Evansville Education Association Auxiliary (EEAA) 2018-2019 Approval of Contract. Ms. Merath has enclosed the EEAA Contract Approval.
- J. 2018-2019 Salary Increase of 2.13% for Support Staff, Custodians and Food Service. Ms. Merath is asking that you approve the salary increase of 2.13% for support staff, custodians and food service, later in the meeting.
- K. Additional Special Education Positions of Interpreter and Special Education Assistants. Director of Student Services, Ms. Katzenberger, has enclosed information and will be asking for approval later in the meeting.
- L. Continuous System Improvement (CSI) 2018 Year End Reports. Enclosed are the end of year Reports from Technology, Climate and Culture/Health and Wellness, Communications and Community Engagement. At the last meeting Staff & Student Teaching and Learning was presented.
- M. Employee Handbook Committee. At the last Board Meeting, Policy #152 – Employee Handbook and Appendix A of Employee Handbook, were presented for a first reading with suggested changes and Board consensus was to keep the policy as is with no changes. The Board asked that this be back on the agenda.
- N. First Reading of Policies:
 - 1. #733-Energy Conservation.
 - 2. #733 Rule-Energy Conservation Administrative Rule.
- O. Second Reading of Policies:
 - 1. #445-Student Interviews With Law Enforcement Officers (By Non School Personnel).
 - 2. #445.1-Procedures For Conducting Student-Law Enforcement (Social Services) Interviews on School Premises.
 - 3. #446.1-Student Search Activities (Locker Search Activities).
 - 4. #455.1-Supervision of Students.

VI. Public Presentations.

VII. Business (Action Items):

- A. Approval of Additional Special Education Position; Interpreter and Special Education Assistants.

Suggested Motion: I move to approve additional special education positions: interpreter and special education assistants.

B. Approval of Staff Changes: Resignations of Food Service Workers and Teacher. Hiring of: Food Service Worker; Business Services Assistant; Teachers and Special Educational Assistants.

Resignations of:

- Annie Morton, Food Service Worker, Cook II, resigned effective May 18th, 2018. Annie worked in the District for 2 ½ years.
- Rene Vanthournout, Food Service Worker, Cook I, is resigning at the end of the 2017-2018 School Year. Rene has worked in the District for 6 years.
- Paige Baxter, Special Education Teacher, is resigning at the end of the 2017-2018 School Year. Paige has worked in the District for 2 years.

Suggested Motion: I move to approve the resignations of Annie Morton, Cook II, effective May 18th, 2018; Rene Vanthournout, Cook I, effective at the end of the 2017-2018 school year and Paige Baxter, Special Education Teacher effective at the end of the 2017-2018 school year and thank each of them for their service to the District.

Hiring of:

- Maria Ganoung, Food Service Worker, Cook II. Maria is currently employed by the District as a lunchroom supervisory at The Grove Campus. Maria operates a bakery from her home and has attended University of San Buenaventura for Business Administration. Maria will be paid an hourly rate of \$13.50. Maria Started May 14th, 2018.

Suggested motion: I move to approve the hiring of Maria Ganoung, Food Service Worker, Cook II effective May 14th, 2018, at a rate of \$13.50 per hour.

- Jodi McIntyre, Business Services Assistant. Jodi is currently the Albany School District Bookkeeper. Prior to that Jodi operated her own day care business for 17 years. With owning her own business, Jodi was responsible for paying staff, vendors and collecting monies. Jodi also has experience with working with DPI in the capacity of a food service program. Jodi brings many years of accounting experience.

Suggested motion: I move to approve the hiring of Jodi McIntyre, Business Services Assistant, effective July 9th, 2018, at a rate of \$18.50 per hour.

- Mallory Isbell, Special Education Teacher. Mallory graduated from UW Stevens Point in December of 2012 with a Bachelor's Degree in Elementary and Special Education with a minor in Emotional Behavior Disabilities. She has worked with children from Preschool age on up to age 21. She has been teaching at Oak Hill School in Hartford Connecticut where she opened a classroom in her agency for students with Emotional Behavior disabilities as well as significant trauma history. She was born and raised in Evansville where her family still lives, and she excited to be coming home. Mallory will be paid a salary of \$43,096 and will start on August 23, 2018.
- Amy Connors, Special Education Teacher. Amy began her career at Evansville Community School District as an Educational Assistant. It has always been her passion to help each child discover their individual gifts and talents and to reach their full potential. Amy really values the Evansville School Community here in Evansville because the parents and educators give great support to the district and understand that the

commitment to the school really does make a big difference. When not at school, Amy is a proud mother to her 3 teenage children that attend the Evansville Community School District. Amy and her husband Mike, who is a Dane County Sheriff's Deputy Sargent, love to take time to relax at home or enjoy vacations together. We're delighted to have Amy join our ECSD Family! Amy will be paid a salary of \$39,274 and will start on August 23, 2018.

- Kailee Fitzsimmons, 4th Grade Teacher. *Kailee graduated from UW Platteville in December 2015 with a major in Elementary Education and a minor in Early Childhood Education. She worked in the New Glarus School District as a sub before being hired by Wisconsin Dells School District in August of 2016 where she taught 2nd and 3rd grade. One of Kailee's strengths is building strong relationships with students, families and co-workers. She has a calm, quiet demeanor and will do whatever it takes to help a student to be successful in the classroom. Kailee will be paid a salary of \$40,548 and will start on August 23, 2018.*

Suggested motion: I move to approve the hiring of Teachers, Mallory Isbell, Special Education Teacher effective, August 23rd, 2018 at a salary of \$43,096; Amy Connors, Special Education Teacher effective, August 23rd, 2018 at a salary of \$39,274; and Kailee Fitzsimmons, 4th Grade Teacher effective, August 23rd, 2018 at a salary of \$40,548.

- Karen Bates, Educational Assistant, to replace Deb Sweeny. *Karen has always had a passion for children. She is caring, compassionate, patient and especially dedicated to students with special needs. Karen has recently moved to Evansville to be closer to her daughter who is a teacher in our district. Karen comes to us with just under 30 years of experience working with children as a professional photographer. She has owned and managed her photography businesses. Karen stated that her "heart is here in Evansville" and she is thrilled to be working in the Evansville School District. Karen will be paid an hourly rate of \$12.50 and will start on August 28th, 2018.*
- Lori Schultz, Educational Assistant, to replace Kathy Beal. *Lori has 27 years of experience raising a child with intellectual and physical disabilities. She is compassionate, patient, consistent and accepting – all traits required when working with students with disabilities. Lori is determined to help teachers manage their classrooms and students manage their disabilities. Lori is looking forward to changing gears from a Cook at the Middle School to an Educational Assistant because she know she will be helping students learn and grow to reach their full potential and overcome difficulties. Lori will be paid an hourly rate of \$12.50 and will start on August 28th, 2018.*
- Crystal Sperry, Educational Assistant. *Currently Crystal is a .53 Educational Assistant and will be moving to 1.0.*

Suggested motion: I move to approve the hiring of Special Education Assistant's Karen Bates and Lori Schultz, effective, August 28, 2018, at a rate of \$12.50 per hour, and increasing Crystal Sperry from .53 to 1.0 effective August 28, 2018.

For your information, Hiring of:

- Lindsay Krull, District Administrator Administrative Assistant. *Lindsay currently serves as the Receptionist and Supports Account Payable. Her new duties will begin June 13th. No action is required as this is a lateral move.*

C. Approval of Certified Staff Compensation Model.

Suggested motion: I move to approve the Certified Staff Compensation Model.

D. Approval of Sale Offer of Property at Corner of Lincoln Street/4th Street.

Suggested Motion: I move to approve the sale of the Property at Corner of Lincoln St/4th Street as per offer presented by Allen Realty.

E. Approval of 2018 Referendum Resolutions:

1. *Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes.*

Suggested Motion: I move to approve the Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes.

Roll Call Vote –

2. *Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$34,000,000.*

Suggested Motion: I move to approve the Initial Resolution Authorizing the General Obligation Bonds in an Amount Not to Exceed \$34,000,000.

Roll Call Vote –

3. *Resolution Providing for a Referendum Election on the Questions of the Approval of a Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes and an Initial Resolution Authorizing the Issuance of General Obligation Bonds in an Amount Not to Exceed \$34,000,000.*

Suggested Motion: I move to approve the Resolution Providing for a Referendum Election on the Questions of the Approval of a Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes and an Initial Resolution Authorizing the Issuance of General Obligation Bonds in an Amount Not to Exceed \$34,000,000.

Roll Call Vote –

VIII. Consent (Action Items): Do You Want To Remove Any Items?

- A. Approval of 2018-2019 Middle/High School Student Handbook Proposed Changes.
- B. Approval of Leases for Kids Korner, Kids Connection and Woodchucks.
- C. Approval of 2018-2020 Ringhand Brothers, Inc. Transportation Contract.
- D. Evansville Education Association Auxiliary (EAA) 2018-2019 Approval of Contract.
- E. 2018-2019 Salary Increase of 2.13% for Support Staff, Custodians and Food Service.
- F. Approval of Policies:
 1. #342.3-(Gifted and Talented) Advanced Learning Program
 2. #351-Summer School

3. #443.8-Gang-Related or Other Criminal Acts and Student Safety
G. Approval of May 14, 2018, Regular and Executive Session Meeting Minutes.

Suggested Motion: I move to approve:

- 2018-2019 Middle/High School Student Handbook Proposed Changes.
- Leases for Kids Korner, Kids Connection and Woodchucks.
- 2018-2020 Ringhand Brothers, Inc. Transportation Contract.
- Evansville Education Association Auxiliary (EEAA) 2018-2019 Contract.
- 2018-2019 Salary Increase of 2.13% for Support Staff, Custodians and Food Service.
- Policies:
 - #342.3-(Gifted and Talented) Advanced Learning Program
 - #351-Summer School
 - #443.8-Gang-Related or Other Criminal Acts and Student Safety
- May 14, 2018, Regular and Executive Meeting Minutes.

Roll Call Vote -

- IX. **Resolution to rescind and declare void the action taken at the May 14, 2018 School Board Meeting in closed session with regard to fringe benefit for an employee (administrative assistant).**

Suggested Motion: I move to approve the resolution to rescind and declare void the action taken at the May 14, 2018 School Board Meeting in a closed session with regard to fringe benefit for an employee (administrative assistant).

- X. **Future Agenda – June 27, 2018, Regular Board Meeting Agenda.**

- XI. **Executive Session – Under Wisconsin State statute 19.85(1)(c)(e) and (g); namely to consider discussing negotiations strategy concerning the 2018-2019 contract with the Evansville Education Association (EEA) covering teachers and the Evansville Education Association Auxiliary (EEAA) covering support staff; support staff compensation; wage claim; to consider compensation and performance evaluation data of a public employee over which the school board has jurisdiction or exercises responsibility (administrative assistant); and District Administrator evaluation.**

Suggested Motion: I move to go into Executive Session, under Wisconsin State statute 19.85(1)(c)(e) and (g); namely to consider discussing negotiations strategy concerning the 2018-2019 contract with the Evansville Education Association (EEA) covering teachers and the Evansville Education Association Auxiliary (EEAA) covering support staff; support staff compensation; wage claim; to consider compensation and performance evaluation data of a public employee over which the school board has jurisdiction or exercises responsibility (administrative assistant); and District Administrator evaluation.

- XII. **Reconvene Into Open Session To Take Action, If Necessary, One Any Open or Closed Session Items.**

Suggested Motion: I move that the School Board approve Kelly Mosher's retirement benefits as presented in her letter dated May 3, 2018.

Suggested Motion: I move to approve _____

XIII. Adjourn.

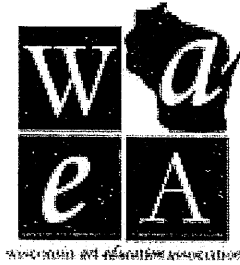
Suggested Motion: I move to adjourn the meeting.

FOR YOUR INFORMATION:

- Upcoming Board Meetings:

- June 27, Regular Meeting, 6:00 pm
- July 18, Regular Meeting, 6:00 pm
- August 8, Regular Meeting, 6:00 pm
- August 22, Regular Meeting, 6:00 pm

-Updated Board Committees and Assignments sheet.



May 18, 2018

Dear Ms. Michelle Velasque-Klopp,

On behalf of the Board of the Wisconsin Art Education Association, I am pleased to inform you that Michelle Velasque-Klopp is the recipient of the 2018 Outstanding Elementary Art Educator Award!

This award will be presented to Ms. Velasque-Klopp at the WAEA Fall Conference on Thursday, October 25, 2018, in Wausau, WI. There will be an Awards presentation followed by a reception for award winners, their guests and WAEA members..

Ms. Velasque-Klopp's service to art education in Wisconsin has been tremendous. The Wisconsin Art Education Association is pleased to recognize the efforts she has made with the presentation of this award. Michelle's dedication and continued commitment to art education is commendable and greatly appreciated.

We hope that you will be able to attend the award presentation. If you can, please reply via email to waeaawards@gmail.com. Thank you.

Sincerely,

Dr. Theresa Anne Kenney

WAEA Awards Chair, 2018

906 Avon St. La Crosse, WI 54603-2602

(414) 732-7276 email: waeaawards@gmail.com

WAEA: www.wiarted.org NAEA: www.arteducators.org

WRA-S
**WISCONSIN
 REALTORS®
 ASSOCIATION**
 4801 Forest Run Road, Madison, WI 53704-3269

Allen Realty, Inc

BROKER: ALLEN REALTY INC - ESTIMATED STTLMT

SELLER'S CLOSING STATEMENT

Property Address 420 S 4th ST, EVANSVILLE WI 53536 Date May 17, 2018
 Buyer KAREN BATES Seller JOINT SCHOOL DISTRIC NO 6 EVAN
 Social Security No. _____ Social Security No. _____
 Buyer _____ Seller _____
 Social Security No. _____ Social Security No. _____
 Buyer's Address _____ Seller's Address 420 S 4TH ST, EVANSVILLE, WI 53536
 Date of Sale Contract May 17, 2018 Date of Closing July 20, 2018

Purchase Price: \$ 60,100.00

SELLER'S STATEMENT

Total Cash Due From Buyer	\$ <u>55,100.00</u>	
Earnest Money Deposit	<u>5,000.00</u>	
Total Due Seller Before Disbursements		\$ <u>60,100.00</u>

DISBURSEMENTS:

Abstract/Title Policy: <u>THE TITLE TEAM</u>	<u>560.00</u>	
Wisconsin Transfer Fee: _____	<u>180.30</u>	
Special Assessments: <u>CITY OF EVANSVILLE</u>		
	<u>50.00</u>	
Recording Fees: <u>ROCK COUNTY REGISTER OF DEEDS</u>	<u>30.00</u>	
Brokerage Fee: <u>WAIVED</u>		
Mortgage or Land Contract Payoffs: _____	<u>0.00</u>	
	<u>0.00</u>	
Attorney Fees: <u>TITLE TEAM'S ATTY TO PREP WARR DEED</u>	<u>45.00</u>	
Delinquent Taxes: _____		
Other _____		
<u>2018 PRORATED PROP TAXES - N/A</u>		
Total Disbursements		<u>865.30</u>

Net Balance Due Seller \$ 59,234.70

ALLEN REALTY INC
 Broker

~~I accept this statement as being correct.~~

JOINT SCHOOL DISTRIC NO 6 EVAN Seller _____ Seller _____

WISCONSIN REALTORS® ASSOCIATION, 4801 Forest Run Road, Madison, WI 53704, Phone (608) 241-2047 Fax (608) 241-5168

Allen Realty, Inc, 803 Brown School Rd Evansville WI 53536
 Phone: 6088826840 Fax: 6088826856 Lori Allen school
 Produced with ZipForm® by zipLogix 18070 Fifteen Mile Road, Fraser, Michigan 48026 www.zipLogix.com



Evansville Community School District

340 Fair Street
Evansville, WI, 53536
Phone: (608) 882-5224

Jamie Merath
Business Manager
merathj@evansville.k12.wi.us

To: Board of Education
From: Jamie Merath, Business Manager
Subject: Breakfast Program
Date: June 13, 2018

Administration is looking to enhance the District breakfast program. Currently, Evansville Community School District offers a free breakfast to all students. This breakfast does not meet the nutritional guidelines of the USDA to qualify for a reimbursable meal, therefore the Food Nutrition Program (Fund 50) financially supports this program. For the last year the district on average serves about 80 students per day.

To ensure that there is not a disruption to education I have worked closely with each administrator to find out what will work best in their school building to being able to offer breakfast. Levi Elementary will have students to go to the cafeteria for breakfast after school bell rings. Students can choose to bring their own or will be able to get a school breakfast and will have 15-20 minutes to eat their breakfast. TRIS Intermediate School will have kiosks set up in the main hallways so that students entering the buildings before school and would like to take advantage of grabbing breakfast before class time will be able to do so. McKenna Middle School and the High School will offer a "Nutrition Break" which will be held between a morning passing times. Both schools will extend one of the morning passing times to 8-10 minutes to allow students time to go and grab a breakfast.

Joanie, Jason, Cari and myself went to the Edgerton School District to observe their "Nutrition Break" at the High School. This was so exciting to see students come to the cafeteria grab a breakfast and either sit and eat it or walk to their next period and eat. Edgerton allows their students 9 minutes and all students had eaten and were out of the cafeteria and onto class in a timely fashion.

Here are the proposed meal prices for the 2018-19 breakfast program:
Elementary and Intermediate - \$1.40 or \$7 per week
Middle and High School - \$2.00 or \$10 per week

Financially this program is anticipated to be a financial gain or at least to break even in the first year and anticipate growth in the years to follow. Offering a reimbursable breakfast in the Evansville Community School District is fiscally and nutritionally the right thing to do for our students and families. As a District we emphasize on Wellness and Nutrition and this helps to support our Districts mission on offering health alternatives for our students.

I am asking the Board of Education to approve Evansville Community School District to have a breakfast program for our students in the 2018-19 school year at the June 27, 2018 board meeting.



School Breakfast Before & After the Bell

Equipping Students for Academic Success



Why Breakfast At School

*** NUTRITIONAL BENEFITS ***



There are many nutritional benefits that are associated with eating breakfast.

- First, children who eat breakfast have energy for mental and physical activities. Whether studying in class or playing sports all children need energy to succeed.
- Students who eat breakfast have a higher intake of important nutrients such as calcium, dietary fiber, folate, and protein.
- Also, children who eat breakfast have a decreased risk of being overweight.
- Schools participating in the school breakfast program report fewer student visits to the school nurse after implementation of the program.



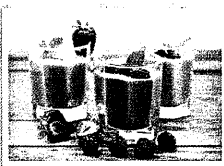
Why Breakfast At School

*** ACADEMIC BENEFITS ***



There are also several academic benefits associated with eating breakfast.

- Studies have shown an improvement in standardized test scores when students eat breakfast. Therefore, some schools have responded to this by providing breakfast to students on testing days. Ideally, all our children should be alert and ready to learn every day.
- Studies have shown that children who eat breakfast perform better when tested on cognitive functions such as short-term memory, arithmetic, and logical reasoning. All of these are essential for success in school.
- Teachers who were surveyed after participating in school breakfast programs noted an increased level of attentiveness in their students, as well as improved behavior.



Why Breakfast At School

*** PROMOTES OVERALL HEALTH & WELLBEING ***



- Studies have shown that making school breakfast convenient and accessible at school can be an incentive for getting kids to class.
- The benefits of breakfast extend beyond the children who are receiving it and into their surrounding environment. Children who eat breakfast demonstrate improved behavior and concentration. When children are well-behaved in school, class time is more productive.
- Breakfast helps students learn and perform better, and when students are doing better, schools are expected to do better as well. This is the logic that goes into initiatives to ensure that students eat breakfast on test days. Why not give them the same boost for learning every day?

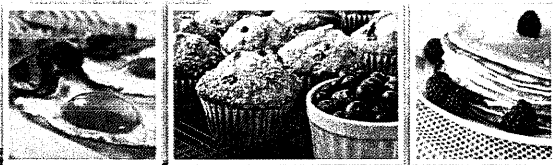


Why Breakfast At School

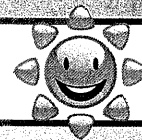
✧ NEGATIVE EFFECTS OF SKIPPING BREAKFAST ✧



- Eating breakfast is a healthy habit to teach children beginning at a young age and promotes overall school health.
- When children are hungry, they are facing a barrier to achievement. Studies have consistently shown that not only are there benefits to breakfast, such as the academic and nutritional benefits previously noted, but that skipping breakfast can actually have negative effects on children's learning abilities, such as diminished memory and problem-solving skills.



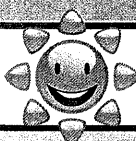
How Can We Improve Breakfast Participation?



Certain barriers to school breakfast have been identified. The results of one study conducted by the Food Research and Action Center (FRAC) shows that:

- There is often a lack of sufficient time allowed for eating breakfast, either before school or in class.
- Students prefer to be outside of the building with friends instead of inside eating breakfast before the start of the school day.
- There can be a lack of administrative or parental support for expanding the school breakfast program.
- There is a stigma that school breakfast is just for low income students, especially when school breakfast is only offered before school in the cafeteria.
- Providing breakfast through alternate service methods has been shown to be an effective way of increasing participation in school breakfast programs. Grab and Go bags are prepared by food service workers before the start of the school day and take a comparable or lesser amount of time than cafeteria breakfasts.
- Meals can be served from a cart or delivered to the classroom. Carts can be positioned in conveniently located areas such as in the hallway, cafeteria, near where the students come in from the buses.

When is the Best Time to Offer Breakfast?



● MID-MORNING NUTRITION BREAK:

A mid-morning nutrition break gives students the chance to obtain their breakfast after starting the school day. When students have not eaten breakfast, or must wait a long time for lunch, providing a mid-morning break gives them a needed nutritional boost to help them focus in class.

● OUTREACH EFFORTS:

Outreach efforts are an important part of running of a successful School Breakfast Program.

● INVOLVE KEY PLAYERS:

Involving key players is an essential component of outreach efforts. Obtaining support from school administrators, teachers, school staff, parents, etc. is one of the most important contributors to breakfast success.

Breakfast After the Bell

✧ OPTIONS THAT WORK ✧



● "Grab and Go" Breakfast:

Breakfast is served in prepackaged bags that are distributed to students as they arrive at school.

● Second Chance Breakfast:

Students are able to enjoy breakfast during an extended break, typically between first and second periods.

● Breakfast in the Classroom:

Breakfasts are delivered directly to the classroom using insulated bags to maintain the temperature of food items.



Breakfast After the Bell

PROMOTING THE PROGRAM



Join us for a Nutrition Break!
Grab some Breakfast and Savor it in your Homeroom or Commons

Breakfast Sandwiches Daily!
Starting May 2nd
During 1st, 2nd & 3rd Hour Commons & Upstairs and Lower Lobbies from 8:27—8:33am

TASTY • CONVENIENT • A SMART CHOICE

Those who qualify for free or reduced meals may purchase a breakfast OR the nutritious breakfast at no cost or a reduced cost.

Sauk County, Food Service Director
Whitewater-Ladewig High School
608-464-0100 ext. 500

Power Up With Breakfast!

No Time for Breakfast at Home? Eat Breakfast at School!

Did you know...

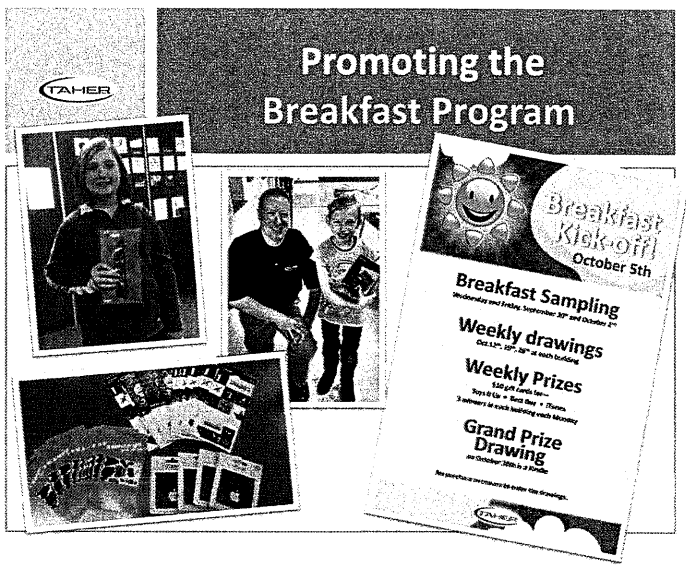
- A delicious hot breakfast is offered in all Monroe-Gregg schools every day from 7:35-8:00am.
- Elementary and Middle School students can pick up their Grab & Go Breakfast and enjoy it in their classroom.
- High School students can enjoy breakfast in the cafeteria with their friends.

School Breakfast:
Tasty • Convenient • Smart Choice!

Kids do better in school and are more alert when they eat breakfast!

For more information about the breakfast or to schedule a presentation for your school, contact your local school administrator or contact the program manager at 608-464-0100 ext. 500.

Promoting the Breakfast Program



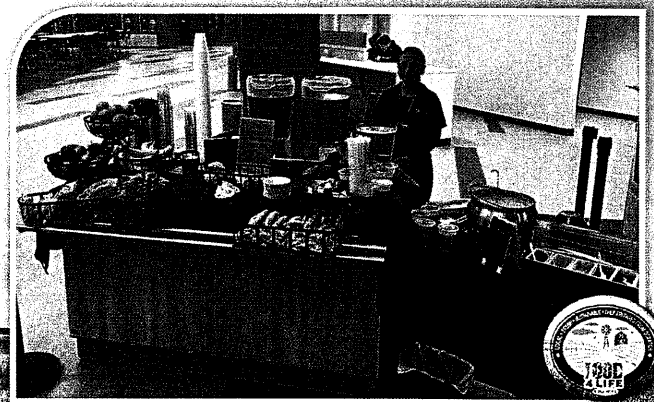
Breakfast Options

Fresh Fruit ★ Smoothies ★ Oatmeal Bar ★ Yogurt Bar ★ Hot or Ice Cold Beverages



Breakfast Kiosk and Beverage Bar

Fresh Fruit ★ Smoothies ★ Oatmeal Bar ★ Yogurt Bar ★ Hot or Ice Cold Beverages



Breakfast Options

★ SECOND CHANCE BREAKFAST ★



Breakfast Options

★ SECOND CHANCE BREAKFAST ★



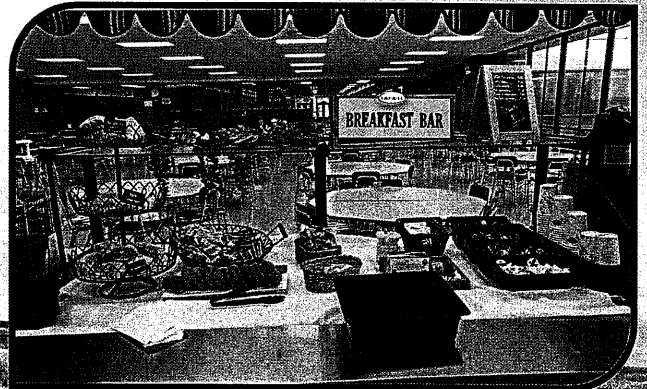
Breakfast Options

★ CEREAL BAR ★



BREAKFAST BAR

COFFEE BREWED FRESH • HOT OR ICED • SPECIALTY TREATS TOO!





Evansville Community School District
Community Survey Comment Analysis
May 23, 2018

The Comment Analysis Summary is intended to identify and represent the prevailing themes collected through the comments gathered in the community survey. A major theme is identified as a result of having multiple participants referencing similar issues or concerns. Supporting comments are included verbatim within each theme.

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While respondents were generally pleased with District communications, some shared ideas to make improvements.

Weekly update in the review would be appreciated. Know more about what is going on in Albany by paper than Evansville.

I don't need a text message, an email and a phone call for every update to the school status. Can I opt out of 1 or more of these options?

Only send out phone calls and texts to parents of students that the message is about. I have students who are in LL and TRIS and have received multiple phone calls for things happening at the HS this school year. Emails regarding that type of information would be fine.

Short, more frequent communications; repeat the message often because yours is one of hundreds of matters trying to get more of my time and interest

Should have only one Facebook page in the District, not one at the schools and district office.

Please disable the school lunch account phone call during the summer.

Main Stream what kind of information is actually sent out. Sometimes you will promote community athletic opportunities but other times you won't do so. You offer lots and lots of school sponsored fundraisers for community members (Harlow) but don't allow some. There's no consistency. Choose a plan and stick with it.

More effort needs to be made to distribute more complete information to the public. More detail needs to be recorded in the school board meeting minutes. The current process does not provide a good picture of what issues, discussions or decisions.

consistency from building to building could be improved. Cross training or forwarding of phones so that parents don't have to make multiple phone calls could be improved. Providing more detail in District Administrator article in paper could be improved and website is not easily navigated and could be improved.

Send quarterly updates/ newsletters to keep community members in the loop of district doings.

The more ways you can get out info to us, the better informed we can be. I also feel that it would be great if you would survey the community yearly about topics such as calendar, facilities, curric to involve the community and ask for their feedback in some decisions

Regular posting on school Facebook page of photos of events or activities and other news.

Respondents expressed support for the District to renew the operational referendum to maintain programs and services.

I have no problem paying higher taxes to provide the best and safest education for our children. I also feel that the school lunch program could have healthier options. I think with the help of the community, we could easily make this happen. There are many local farms that would be willing to help.

We need strong schools and should be willing to pay for them for the sake of our young people.

I would support renewing the operational referendum to help support jobs in the district as well as increase the security for the school.

\$9 per \$100,000 is incredibly cheap to maintain a good school system.

Students must keep up with changes in technology to be able to continue their education / get a job. Textbooks must keep up Staff must be reimbursed appropriately

School staff are all underpaid for what they do in this community. There is a great student support system here in Evansville and I believe many individuals go above and beyond to help all students. It is a great community to be a part of.

If you start cutting raises for teachers, I am afraid you are not going to have to great staff you have now.

i WOULD SUPPOERT AS LONG AS A LARGE PERCENTAGE GOES TO CLASSROOM STAFF & EQUIPMENT AND NOT TO ADMINISTRATION OR SPORTS ACTIVITIES.

Please DO NOT cut staff, programs, etc.!!!!

I would support a referendum renewal at or below the current amount.

When the operational referendum is broken down into an estimated annual increase of \$9 for each \$100,000 of a home's value over the current level, it seems hard to see a majority of community members not supporting this. if he referendum included significant borrowing though, that might be of issue. As things move out from Madison, surrounding communities will have to keep pace with population shifts. We aren't Oregon or Waunakee, but we are not Albany or Juda either. I answer tis question as definitely yes for the reasons that I moved here over 10 years ago. I plan to stay here until my 3 kids graduate. After that, who knows. A strong school district will attract long term families to the area theoretically.

We moved to this area because of the school district. Maintaining and/or improving the school district will only attract more people to the area which will increase the tax revenue for the area.

No doubt in my head - the above needs to happen to maintain current programming/services and address the issues listed.

Respondents generally supported District exploring a capital referendum to update the schools.

This is the perfect time to pursue a referendum because the tax impact will be as minimal as possible.

If you need new buildings or need more maintenance do what you have to do !

Doing nothing just postpones the need and would actually cost more in the long run.

Once debts are paid for the HS and other projects, it seems reasonable to ask tax payers to continue payments to fund additional building requirements.

Again, in my opinion, this is a no-brainer. If we can borrow \$30 million with no levy increase, I believe we should do that.

A major building project would affect the whole district. For those with children in the district the impact is obvious. For those with none currently or in the past, certainly the impact will be less direct and may go without consideration to broader implications. Major improvements could be a huge draw for those considering a move into the district. New people in turn could impact other town economics by encouraging service growth (new shops, restaurants, etc.) and these positive changes would in turn affect those without kids currently enrolled. One cannot say yea or nay to such a project w/o knowing exact details and w/o assurances that this will remedy current issues that have been plaguing the district for some time (loosing kids to other districts, inability to maintain reasonable class sizes, inappropriate planning for future needs including space usage, technology, and lack of consideration for future growth) so that a few years down the road we don't find ourselves in a similar boat. A project has to be all or nothing. There has to be strict oversight on adhering to a plan and budget and ultimately we must be smart about our dollars. Community input and involvement is essential. Bigger, fancier though doesn't necessarily equal better!

I feel that we need to improve our school's. We should keep up with changing needs and have a school that our community could be proud of.

\$105 a year is not that much when you consider the incredible benefit the city would get in the end. Definitely a great value!

Our children's Education is important and paying the money in an additional tax is worth the added cost. I would hope that this committee will also be looking into GRANTS, Focus On Energy, and with the new GEO Thermal System could also receive an Energy Credit.

These days we are also competing with other school districts for students. If improvements are not made, we will lose students and funding in the future. Let's be sure the taxpayers know that this is an investment in the future of our school system.

Respondents felt updates to the middle school are needed.

You can add my name to the list to help lobby for this. The middle school is in desperate need of repair or replacement Please reach out to me for help when needed.

The middle school is in horrible shape and in need of many improvements. It hasn't really changed since I went to school there, many years ago.

I agree that the library and the cafeteria are in great shape and need no repair. The gym, Auditorium bathrooms, and classrooms are in desperate need of replacement.

The specials areas of the MS are sub-par (no, I'm not a specials teacher). The band and chorus rooms are beyond crowded and outdated. The gym looks nice but is not big enough and is unairconditioned. In addition, parking is a nightmare here. For events, people just make up parking spaces. For example, when we have our All Stars breakfasts, there are so many parents here that staff cannot park in the morning. The auditorium is insufficient for all of our needs, including the size of the stage.

I would support this if it were the preferred option. I am surprised this is the best option but I also assume building a new middle school entirely is not as cost effective as reusing portions and building on the same site. The confined space within city blocks seems problematic but I trust the CAC has done a thorough review and this is the best option, so therefore, I would support this option.

The structure of the middle school is the best of all the district buildings. Maintaining buildings is not strong suite of ECSD, so why should we invest in a new building that you won't take care of? JCMcKenna needs a major remodel. Millions of dollars have gone into piece-mealing that building over the years, and now we should demolish most of that? This is not fiscally responsible. Let's gut the building in stages to meet today's needs.

I would support a renovation of the historic building, with minor additions or rebuilding of portions to address ADA, gymnasium and performance areas.

I also wouldn't mind us trying to save the building and updating as needed. Given architectural history is important to our community, we should look seriously at retaining as much of our past educational buildings as possible.

I've been a part or major remodel projects before. Estimate using the high end. Unforeseen things will be found. With that said, \$20M to improve seems short sighted, knowing remaining issues are going to be "kicked down the road" for a later group to address. I hope that logical decisions out weigh sentimental ones in this area. Not that I think this will definitely be an issue, but we are a bit of a historical town and it is an older building. Unless there is some sort of funding from a "historical society" perspective to assist, it is a building that still serves a particular need and it is not cost effective to continue current use of it with temporary repairs.

Respondents favored replacing JC McKenna with a middle school vs. an elementary school.

pass a referendum that has a little something in for everyone and build a new middle school. Also, remodel the other elem. buildings and now add a pool onto the HS. Also too, we should hire more teachers and lower class sizes.

The middle school needs a new building.

Give tax payers a 5 year break then build new middle school.

Start Planning a new Middle School now. Then in 3 years, ask for money through a referendum. Use this planning time wisely in order to propose a building plan that is sensible and fiscally efficient. Not like the high school plan. That was a disaster and came in millions over budget. We haven't forgotten that.

If the problem is the middle school, why begin consideration as providing new facilities for K-2?

as long as the funding would replace the middle school and energy updates in rest of buildings

JcMcKenna needs to be leveled/torn down and Levi is horrible as well. Start with the middle school and keep going.

JC McKenna needs all of the support before thinking about updating the Grove Campus

The current middle school is nearly 100 years old and would be better served converting to apartments or something else useful. In addition, a referendum often takes several failed attempts before passing. We are in need of improvements and should start the referendum process now.

The middle school facility is atrocious. Please request support/funding for a new middle school, potentially at a different site (land on west side of town?) Current middle-school site could be re-purposed as private apartments for which there is a large need in Evansville.

The middle school needs major updating and it's also away from the others schools. Create a campus by moving the middle school closer to the HS. Advanced students are walking over or getting rides for classes - middle school to HS is a big transition...if they were closer, students can become more connected and the transition to HS might be more natural for students.

Would need more information, however with information provided here, would prefer building a Middle school over building an elementary school.

yes new middle school. k-2 school should stay next to tris school.

I choose option 2, build a new middle school

Respondents expressed support for spending to improve school safety and security.

Lets make the necessary safety improvements to the existing schools, spend money now on technology and staffing. Let's hold off for a few more years on building projects.

Question number three does nothing to improve student safety. Update security cameras and armed officers in schools.

School Safety should be the upmost priority.

We need to keep our buildings updated and safe

I would say that the safety and learning of our kids and students is of utmost importance.

I would also be interested in seeing cost analysis to add metal detectors and having security guards present.

Safety is #1 always

I believe the extension of S. 3rd Street is a must have items along with the other safety improvements.

I feel like the increase in costs are well worth improving the functionality and safety of our schools.

Please add sidewalk to connect a perimeter walkway for pedestrians around the building. This was problematic for young kids attending summer school, attempting to travel safely from Fair Street to the front entrance. (Or change the front entrance to face towards the community! The high school seems like a backwards-facing building).

I support measures aimed at increasing safety, comfort, accessibility, and energy-efficiency. I hope very much these updates can be in a way that also preserves some of the historical features.

As much as I believe the collaborative learning space is needed, I do not place it on high priority as other adjustments can be made to help make this happen, and I think the greater importance needs to be placed on the infrastructure of the building itself and the security.

The end of 3rd street is a nightmare, and I don't even have to use it for my drop off/pick up situations. Is the city assisting with cost here? Doesn't much matter for the tax payer, but it helps the school district.

The drop off areas are wonderful and needed. They also address safety issues that we currently experience with traffic and students- thank you.

Safe schools with up to date technology is a priority.

Respondents felt updating school/building infrastructure was a high priority.

we are way behind in maint. and buildings.....its now or never

I would support updating existing schools. Not a perfect solution, but I don't want to pay for that perfect solution.

I am not sure I support all the key items listed above. I would be willing to support most such as replacing heating/ventilation and electrical systems, air quality improvements, doors and exterior masonry.

HVAC

Grove Campus needs to have the infrastructure replaced, the heating and cooling is horrible.

I do think that building infrastructure is also important. I feel that we should replace the infrastructure that needs replacing while setting up the schools for the best learning and safety of our children.

Infrastructure is critical (roof, heat, etc.) but without being involved in a cost benefit analysis with replacing the "geothermal" system we can't rank this item with any degree of knowledge.

I believe that general maintenance should be completed, roofs need to be replaced and there needs to be heating and cooling.

Building maintenance (roof, etc.) and a new middle school are "needs". Everything else is a "want".

I feel building a new middle school as well as building safety and infrastructure should be the main priority

Replacing equipment at or nearing the end of its useful life seems to be a no-brainer as it relates to the roof and heating.

The geothermal option must be done and has potential cost benefits associated therewith going forward. How much of the current operational referendum that was passed in perpetuity to support the high school is currently utilized (I believe it is about \$700,000 annually). Some of that is used to fund positions and purchases for daily maintenance, but it is unclear how much. Could some of that be used to help fund the roofs or some other maintenance project at the high school?

As previously stated, I'm not fully aware of the infrastructure, but based on the above information and the recommendations from CAC, I would support this.

My son graduated 8th grade last year (JC McKenna) and the HVAC system (air conditioning and quality) was not very comfortable.

Respondents expressed support for updating the Technical Education Classrooms/labs and better preparing students for the future.

I would support many of the Grove Campus projects and a new middle school; adding tech improvements at the h.s.

If you are going to take a significant amount of funds to update the school, then spend the money you need to do it well and set up our students with labs and learning environments that will enable them to learn and compete for jobs well into the future.

Add more classes focused on trades skills as a viable option instead of college, such as plumbing, electrical, HVAC, etc., to give the kids a taste of another, less costly, option for a career.

I work very closely with career pathways in Dane County. I wanted to be on the Citizens Advisory Committee (CAC) team, but unfortunately scheduled meetings were during my High School Youth Apprenticeship class that I help teach. It is what it is. With that said, many people have gone the route of the 4 year system for advanced education for many years, leaving a deficit of workers in the trades. Students in these areas are in the driver's seat of their career if they want to take full advantage of the situation, be it hands on trades, fulfilling the growing need of engineering, etc. This is being discussed at the UW level of sorts as well I believe (see UW-Green Bay Region's STEM Vision).

Great thought on updating career and tech edu class space, but how do you plan to meet these high expectations? Do you have the staff to teach these courses? the needed collaborative space?

I support CTE, but there is no mention of support for equipment updates for Business Education or Family and Consumer Science Education. If they also were given upgrades, I would consider it. I have seen the FCSE Room, and that room needs major upgrades.

I did not support elimination of tech programs. There are life long benefits for students regardless of career paths.

Don't think schools should have to be in the business of job training per se. But is important for kids to learn skills, useful skills with relevance to daily life, skills in areas they may have interests to explore.

Some respondents expressed concerns regarding the cost of the project(s) and the impact on taxes.

There is no need for a pool at all. Look at other school districts and the problems seem to be with upkeep and staffing - additional costs to the school district.

Taxes are high in this city

Its not the \$9 per 100k that is the problem, its the \$9 per 100k when several programs just need a minor tax increase which then turns into a large tax increase.

taxes for City of Evansville are already way out of limits, maybe increase the surrounding neighboring tax districts that utilize the Evansville School District

Teaching jobs are important. So are other jobs. A 2% raise is a lot considering I haven't had any raise in a few years. My healthcare contribution to the employer plan keeps rising, too. So it's a net decline in income at a time when you want more money from me. When are you going to discuss the additional methods you will use to develop funding for these projects besides taxes?

Work within the budget and cut costs where needed like what families have to do. Most jobs don't have wages increases like what was stated above (2.07%) and then 1.5% afterwards. School taxes in the area are very high compared to other areas in the state.

Not excited to continuously being asked to pay extra for operational costs. This money should already be included in the regular annual budget. I understand Walker and the republicans have interfered with local districts ability to gradually increase taxes to account for this. Maybe it's time to look into consolidation with other school districts. As a government employee, I'm not getting any pay increases and my income is not keeping up with inflation.

I would be much more open to additional spending once the high school is paid off. School property taxes are already too high.

Not interested in this at this time. The taxes here are high enough and I feel that soon you will have many exiting or not moving here as a result of even higher ones coming. Yikes!!!

I don't support anything that increases my taxes. Why don't you look into private funding and donations or wait til you pay off the current loan before you look to spend more money.

A pool would be wonderful, but not at that cost!

RESOLUTION AUTHORIZING THE SCHOOL
DISTRICT BUDGET TO EXCEED THE REVENUE
LIMIT BY \$1,200,000 A YEAR FOR FIVE YEARS
FOR NON-RECURRING PURPOSES

BE IT RESOLVED by the School Board of the Evansville Community School District, Dane, Green and Rock Counties, Wisconsin that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$1,200,000 a year beginning with the 2019-2020 school year and ending with the 2023-2024 school year, for non-recurring purposes consisting of maintaining educational programming and operating the district.

Adopted and recorded June 13, 2018.

Melissa Hammann
District President

ATTEST:

Ellyn Paul
District Clerk

INITIAL RESOLUTION AUTHORIZING
GENERAL OBLIGATION BONDS IN AN
AMOUNT NOT TO EXCEED \$34,000,000

BE IT RESOLVED by the School Board of the Evansville Community School District, Dane, Green and Rock Counties, Wisconsin that there shall be issued pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$34,000,000 for the public purpose of paying the cost of a district-wide school building and improvement plan consisting of: construction of a new middle school on the current middle school site and demolition of a majority of the existing building; an addition and renovations for technical education/STEAM improvements and roof replacement at the high school; safety, security, building infrastructure and general remodeling improvements at the Grove Campus; district-wide capital maintenance and building infrastructure improvements; and acquisition of furnishings, fixtures and equipment.

Adopted and recorded June 13, 2018.

Melissa Hammann
District President

ATTEST:

Ellyn Paul
District Clerk

RESOLUTION PROVIDING FOR A REFERENDUM
ELECTION ON THE QUESTIONS OF THE APPROVAL OF A
RESOLUTION AUTHORIZING THE SCHOOL DISTRICT
BUDGET TO EXCEED THE REVENUE LIMIT BY \$1,200,000
A YEAR FOR FIVE YEARS FOR NON-RECURRING
PURPOSES AND AN INITIAL RESOLUTION AUTHORIZING
THE ISSUANCE OF GENERAL OBLIGATION BONDS IN AN
AMOUNT NOT TO EXCEED \$34,000,000

WHEREAS, the School Board of the Evansville Community School District, Dane, Green and Rock Counties, Wisconsin (the "District"), has heretofore duly adopted resolutions entitled: "Resolution Authorizing the School District Budget to Exceed the Revenue Limit by \$1,200,000 a Year for Five Years for Non-Recurring Purposes" (the "Revenue Limit Resolution"); and "Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$34,000,000" (the "Initial Resolution"); and

WHEREAS, the School Board deems it to be desirable and in the best interest of the District to direct the District Clerk to submit the questions approved in the Revenue Limit Resolution and the Initial Resolution to the electors for approval or rejection at the regularly scheduled election to be held on November 6, 2018.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District as follows:

Section 1. Referendum Election Date. The District Clerk is hereby directed to call a referendum election to be held in the District at the regularly scheduled election to be held on November 6, 2018 for the purpose of submitting to the qualified electors of the District the propositions of whether the Revenue Limit Resolution and the Initial Resolution shall be approved.

Section 2. Notice to Electors. The District Clerk is directed to give notice by:

- (a) causing a Notice to Electors in substantially the form attached hereto as Exhibit A to be published in the Evansville Review within ten days after the date hereof.
- (b) causing a Notice of Election in substantially the form attached hereto as Exhibit B to be published in the Evansville Review in the issue published immediately prior to the fourth Tuesday before the referendum election.
- (c) causing a Notice of Referendum (which includes the facsimile of the sample ballot) in substantially the form attached hereto as Exhibit C to be published in the Evansville Review in the issue published immediately preceding the referendum election. This Notice shall also be posted in each polling place on election day.

If any of the municipalities within the District use an electronic voting system employing a ballot label and ballot card, the Notice of Referendum set forth in Exhibit C shall also include a

true, actual-size copy of the ballot label and ballot card in the form in which they will appear on election day.

Section 3. Polling Places and Hours. The District electors must vote at the referendum election at the times and polling places at which they cast their ballots in regularly scheduled elections.

Section 4. Referendum Election Officials. The election officials appointed in each of the municipalities within the District shall conduct the election.

Section 5. Official Referendum Ballot Form. The ballot to be used at the referendum election shall be prepared in accordance with the provisions of Sections 5.64(2) and 7.08(1)(a), Wisconsin Statutes. The ballot shall be substantially in the form attached hereto as Exhibit D.

The District Clerk shall cause to be printed sufficient ballots for use at said referendum election, both as actual ballots in those polling places which do not use voting machines and as absentee ballots where voting machines are used and as specimen ballots (the latter to be of a different and easily identifiable color from the actual ballot). The form of the ballot shall be filed with the official responsible for providing the ballots for the election, and the District Clerk shall file a copy of the ballot with the clerk of each county having territory within the District, as soon as possible after the date hereof but in no event later than 70 days prior to the election, as provided in Section 8.37, Wisconsin Statutes. If the District prepares the ballots, they should be delivered to the municipal clerks running the election at least 52 days prior to the election, to allow the municipal clerks to comply with their obligation to provide absentee ballots under Section 7.15, Wisconsin Statutes.

The municipal clerks of the municipalities within the District shall receive applications for absentee ballots and initial the same when issued to qualified absentee voters.

Section 6. Canvass. The returns of the referendum election shall be canvassed by the Board of Canvassers of each municipality within the District. Each Board of Canvassers shall certify the returns of the referendum election to the District Clerk. The District Clerk and two other reputable citizens appointed by the District Clerk prior to the date of the referendum election shall act as the District's Board of Canvassers for this referendum election. This Board of Canvassers shall meet in open session no later than 9:00 a.m. on the Tuesday after the election to determine the result of the referendum election. The canvass shall be open to the public and the District Clerk is directed to give due notice of said meeting.

Section 7. DPI Notice. Pursuant to the provisions of Sections 121.91(3) and 120.115(1), Wisconsin Statutes, the District Clerk shall notify the Department of Public Instruction of the date of the referendum election and shall provide the Department with copies of the Revenue Limit Resolution and Initial Resolution within 10 days after the adoption of the Revenue Limit Resolution and Initial Resolution and shall further notify the Department of the results of the referendum within 10 days following the election using the method prescribed by the Department.

Adopted and recorded June 13, 2018.

Melissa Hammann
District President

ATTEST:

Ellyn Paul
District Clerk



Evansville Community School District

340 Fair Street
Evansville, WI, 53536
Phone: (608) 882-5224

Jamie Merath
Business Manager
merathj@evansville.k12.wi.us

To: Board of Education
From: Jamie Merath, Business Manager
Subject: 2018-19 Budget Review
Date: June 13, 2018

I have begun the process to enter the 2018-19 budget into the Districts financial software, Skyward. At the same time I continue to review and analyze each area of our budget to see if there are areas that need to be adjusted do to actual activity and then review for possible future activity. There have been a few areas that I have been able to adjust that will impact the budget for 2018-19. Thus far these impacts have created a difference of a budget savings of \$1,763.

Budget Variables:

The Districts open enrollment period for health insurance closed on May 31, 2018. The Board of Education approved to offer a dual choice insurance to full time employees. The dual choice plans included a Health Reimbursement Account and a HDHP (Health Savings Account) insurance plan. I have started to work on ensuring that the proper budget is entered for each employee that is on the district insurance plan.

The Districts property, general liability and auto insurance renewals are currently under review by the insurance company. We are anticipating on these costs to remain pretty consistent.

For estimating purposes I have estimated the Districts aid and levy based upon 3rd Friday count remaining consistent and property values not increasing. On July 1st DPI will provide all districts with an estimated aid amount.

Fund 10 - General Fund - Projection Summary

Evansville Community School District | Preliminary 2018-19 Budget

BUDGET	REVENUE & EXPENDITURE PROJECTIONS										
	FY - 2018	FY - 2019	% Δ	FY - 2020	% Δ	FY - 2021	% Δ	FY - 2022	% Δ		
REVENUE											
Local Sources	\$5,276,290	\$5,262,789	▼ -0.26%	\$4,114,759	▼ -21.81%	\$4,528,542	▼ 10.06%	\$4,566,550	▼ 0.84%	\$5,230,961	▼ 14.55%
State Sources	\$14,780,781	\$15,199,347	▼ 2.83%	\$15,334,113	▼ 0.89%	\$14,944,608	▼ -2.54%	\$14,988,700	▼ 0.30%	\$14,324,289	▼ -4.43%
Federal Sources	\$182,119	\$182,119	▼ 0.00%	\$182,119	▼ 0.00%	\$182,119	▼ 0.00%	\$182,119	▼ 0.00%	\$182,119	▼ 0.00%
Other	\$823,533	\$576,779	▼ -7.50%	\$587,279	▼ 1.82%	\$597,779	▼ 1.79%	\$608,279	▼ 1.76%	\$618,779	▼ 1.73%
TOTAL REVENUE	\$20,862,723	\$21,224,034	▼ 1.72%	\$20,218,270	▼ -4.73%	\$20,253,048	▼ 0.17%	\$20,345,648	▼ 0.46%	\$20,356,148	0.05%
EXPENDITURES											
Salary and Benefits	\$12,862,761	\$13,388,019	▼ 4.08%	\$13,154,344	▼ -1.75%	\$13,154,344	▼ 0.00%	\$13,154,344	▼ 0.00%	\$13,154,344	0.00%
Other Objects	\$7,822,117	\$7,774,308	-0.61%	\$7,672,336	▼ 1.26%	\$7,896,260	▼ 0.30%	\$7,920,942	▼ 0.31%	\$7,945,624	▼ 0.31%
TOTAL EXPENDITURES	\$20,684,878	\$21,162,327	▼ 2.31%	\$21,026,680	▼ -0.64%	\$21,050,605	▼ 0.11%	\$21,075,286	▼ 0.12%	\$21,099,968	0.12%
SURPLUS / DEFICIT	\$177,845	\$68,707	(\$808,410)	(\$867,117)	(\$797,557)	\$10,853	(\$729,638)	\$67,918	(\$743,820)	(\$14,182)	
Change over Previous Year		(\$119,138)									
BEGINNING FUND BALANCE	\$2,575,719	\$2,763,564		\$2,812,271		\$2,003,861		\$1,206,305		\$476,667	
ENDING FUND BALANCE	\$2,753,564	\$2,812,271		\$2,003,861		\$1,206,305		\$476,667		(\$267,153)	
FUND BALANCE AS % OF EXPENDITURES	13.31%	13.29%		9.53%		5.73%		2.26%		-1.27%	



Evansville Community School District

340 Fair Street
Evansville, WI, 53536
Phone: (608) 882-5224

Jamie Merath
Business Manager
merathj@evansville.k12.wi.us

To: Board of Education
From: Jamie Merath, Business Manager
Subject: Building Lease Renewals
Date: June 13, 2018

Evansville Community School District currently has three building lease agreements with Creekside Place operating Woodchucks as a subgroup, Kids Korner and Kids Connection. These agreements are set to expire on June 30, 2018. The contracts have been modified to reflect a 2.7% increase and updated the effective agreement date to July 1, 2018 to June 30, 2020.



Evansville Community School District

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Evansville, WI, 53536
Phone: (608) 882-5224

Jamie Merath
Business Manager
merathj@evansville.k12.wi.us

To: Board of Education
From: Jamie Merath, Business Manager
Subject: Transportation Contract Renewal
Date: June 13, 2018

Attached is the 2018-2020 Ringhand Brothers, Inc Transportation Contract. Below is a summary of the proposed increases. The estimated overall increase for 2018-19 is 1.9% and 1.54% for 2019-20.

	Current	Proposed 2018-19	Proposed 2019-2020
Regular Routes	452,314	461,360	470,587
Mid-Day Routes	92,039	92,952	94,812
Spec Ed Routes (est)	86,140	88,730	88,730
Co-Curricular/Field Trip (est) hours-2,966	39,329	40,130	40,130
Co-Curricular/Field Trip (est) miles-28,000	35,000	35,280	35,280
	\$704,822.16	\$718,451.98	\$729,539.00

**AGREEMENT BETWEEN EVANSVILLE COMMUNITY SCHOOL DISTRICT,
EVANSVILLE, WISCONSIN, and RINGHAND BROTHERS, INC.,
FOR THE TRANSPORTATION OF STUDENTS
2018-2020**

IT IS HEREBY CONTRACTED AND AGREED between the Evansville Community School District, Evansville, Wisconsin, by its' Board of Education and Mr. Scott Ringhand, hereinafter designated as Ringhand Brothers, Inc., whereby Ringhand Brothers, Inc. agrees to transport personally, or by an agent or qualified assignee, all eligible students as determined by Evansville Board of Education policy, residing in the Evansville Community School District to the school buildings or other designated sites within the District boundaries within a reasonable time prior to the opening of school and agrees to return them to their respective bus stops within a reasonable time after the end of the school day. This will be done in accordance to the provision and limitations of Sec. 121.51 of the Wisconsin Statutes.

SERVICE

Ringhand Brothers, Inc. agrees to maintain and operate vehicles used to meet the District's transportation needs at all times in a safe, efficient and lawful manner and to satisfy all legal requirements of the Board of Education, the Wisconsin Motor Vehicle Department and the Department of Public Instruction. Ringhand Brothers, Inc. shall meet the standards provided in Sec. 110.06(2) of the Wisconsin Statutes.

It is agreed that failure of Ringhand Brothers, Inc. to provide the service listed herein due to extreme weather conditions or impassable road conditions, sickness or accident, shall not be adjudged as a breach of contract. After consulting appropriate agencies, the district administrator of schools shall determine the opening and closing of school due to inclement weather.

DRIVERS

Ringhand Brothers, Inc. shall hire, supervise, and replace all drivers. Ringhand Brothers, Inc. shall replace any driver who, in the opinion of the District, is detrimental to the best interest of the students riding the buses.

All drivers employed by Ringhand Brothers, Inc. shall meet all requirements of rules, regulations and Wisconsin Statutes of any governmental agency. They shall be required by their employer, Ringhand Brothers, Inc., to attend District sponsored Driver Training and Instructional sessions at School District expense.

As a condition of employment, Ringhand Brothers, Inc. shall request a motor vehicle report (MVR) on each new driver and shall require that person to complete a physical examination, including a test for the disease of tuberculosis or a chest x-ray.

Ringhand Brothers, Inc. must conform to federal regulations (49 CFR, Part 382) governing alcohol and controlled substance testing for persons who possess a commercial driver's license and operate a commercial motor vehicle.

TESTING COMPENSATION:

The District will pay up to \$1,230 for the cost of drug and alcohol testing programs by a qualified agency for Ringhand Brother’s Inc. employees chosen at random and new employees.

REGULAR TRANSPORTATION COMPENSATION:

The District will pay \$461,360 for the 2018-2019 school year, to maintain thirteen (13) morning and afternoon student bus routes. Ringhand Brothers, Inc. will supply at least seventeen (17) buses each carrying at least 65 students. The amount for 2018-2019 is \$35,489 per route.

The District will pay \$470,587 for the 2019-2020 school year, to maintain thirteen (13) morning and afternoon student bus routes. Ringhand Brothers, Inc. will supply at least seventeen (17) buses each carrying at least 65 students. The amount for 2019-2020 is \$36,199 per route.

CO-CURRICULAR TRIP COMPENSATION:

The District will pay \$1.26 per mile plus \$13.53 per hour per driver. There will be a \$5.00 minimum charge for the use of a bus for co-curricular trips.

METHODS OF PAYMENT

Payment for the previous month's services rendered under this contract will be made within 10 days of receipt of an invoice.

INSURANCE

Ringhand Brothers, Inc. agrees to procure and deliver to the district prior to the opening of school, a certificate of insurance against liabilities to the District for damage to property and injury of students for whom transportation is provided under the terms of this contract. Liability insurance coverage shall include the following:

- \$1,000,000 General Liability – each occurrence.
- \$ 5,000 Medical expense.
- \$3,000,000 Automobile Liability – combined single limit – each accident.
- \$2,000,000 Umbrella Liability – each occurrence.

Ringhand Brothers, Inc. agrees to procure and deliver to the District prior to the opening of each school year a certificate of insurance for workers' compensation coverage.

REGULAR BUS ROUTES

Ringhand Brothers, Inc. shall organize bus routes in such a manner as to realize maximum utilization of each vehicle subject to the approval of the District Administrator. At the beginning of each school year, Ringhand Brothers, Inc. shall provide the district with a schedule and a list of riders and bus driver for each bus route.

The list of bus riders shall be adjusted to record changes throughout the school year. All buses shall be of sufficient capacities to legally accommodate the number of passengers residing on said routes.

TRAINING AND SAFETY

All drivers shall hold a valid first aid card to maintain a high level of safety during student transportation. All bus drivers will be required to attend at least one meeting yearly prior to the start of the school year for the purpose of reviewing behavior expectations of students, discipline procedures and ways to minimize

behavior problems on busses. Student safety and bus evacuation drills will be held in accordance with board policy and recommendations from the insurance carrier. All drivers will record daily attendance of students on the bus.

CO-CURRICULAR SERVICE

All out-of-school-district and co-curricular use of any Ringhand owned vehicle shall be authorized by the district administrator or principal and shall be accompanied by a trip authorization slip from the school office. The district administrator or a building principal will inform Ringhand Brothers, Inc. of co-curricular and special trip needs at least twenty-four (24) hours prior to departure time.

NEW BUSES AND INSTALLATION OF COMMUNICATION/SURVEILLANCE SYSTEMS

On or before September 1, 2016 Ringhand Brothers, Inc. will put into operation of their bus fleet two (2) new buses. Identification numbers of the new buses will be submitted to the district administrator. Ringhand Brothers, Inc. shall maintain and upgrade as necessary an emergency communication system that will adequately serve all buses and the School District. Ringhand Brothers, Inc. agrees to allow the installation of cameras on all busses at District expense. Ringhand Brothers, Inc. shall provide copies of all bus inspection reports to the District Administrator or designee.

FUEL

The Evansville Community School District will purchase all fuel for use in school bus transportation of students. Ringhand Brothers Inc. will be responsible for reimbursing the District fifty-one (51) cents per gallon of fuel used each school year. The District will subtract \$1,100 from each monthly invoice. An adjustment will be made on the final bill that will reflect the difference between the total of the monthly deductions and the actual gallons of fuel purchased multiplied by fifty-one (51) cents.

COMPENSATION FOR SPECIAL EDUCATION ROUTES AND SERVICES

It is hereby agreed between the Board of Education of the Evansville Community School District and Ringhand Brothers, Inc. to transport eligible Early Childhood and eligible 4-Year-Old Kindergarten students, at their own risk, safely, promptly, and comfortably for the regularly scheduled school days to the Evansville Elementary School.

The District will pay \$92,952 per year for the 2018-2019 school year, to maintain three (3) mid-day ECH/4K student bus routes as verified and for the number of days in actual attendance. The amount for 2018-2019 is \$30,984 per route.

The District will pay \$94,812 per year for the 2019-2020 school year, to maintain three (3) mid-day ECH/4K student bus routes as verified and for the number of days in actual attendance. The amount for 2019-2020 is \$31,604 per route.

It is also agreed between the Board of Education of the Evansville Community School District and Ringhand Brothers, Inc., to transport students for the 2018-2019 school year with physical disabilities, at Ringhand Brothers, Inc.'s, own risk in a vehicle with power lift, safely, promptly, and comfortably for the regularly scheduled school days to the Evansville School District for \$8,699 per student with a \$20,000 minimum.

It is also agreed between the Board of Education of the Evansville Community School District and Ringhand Brothers, Inc., to transport students for the 2019-2020 school year with physical disabilities, at Ringhand Brothers, Inc.'s, own risk in a vehicle with power lift, safely, promptly, and comfortably for the regularly scheduled school days to the Evansville School District for \$8,873 per student with a \$20,000 minimum.

The person transporting shall carry the proper liability and other insurance on the transporting vehicle, and, in addition, hold an appropriate license and have the transporting vehicle inspected as required.

The payments cited in this agreement, at the mentioned rates, shall be the sole consideration to be received by Ringhand Brothers, Inc. for the services rendered under the terms of this contract for transporting children.

This contract is to be considered as binding between the parties or their assignees hereto for a period from July 1, 2018 to June 30, 2020.

Dated this ____ day of June 2018.

Ringhand Brothers, Inc.

Evansville Community School District

Owner

President

Dated

Clerk



Evansville Community School District

340 Fair Street
Evansville, WI, 53536
Phone: (608) 882-5224

Jamie Merath
Business Manager
merathj@evansville.k12.wi.us

To: Board of Education
Subject: Certified Staff Compensation Model
Date: June 13, 2018

At the May 14, 2018 board meeting the Board of Education decided to continue with the current certified staff Compensation Model until a Compensation Committee is formed and brings a recommendation to the full Board of Education on a new compensation model.

My recommendation to the Board of Education is to approve to stay with the current compensation model until a revised compensation model is brought forward to the Board of Education from the Compensation Committee.

**MASTER AGREEMENT
BETWEEN THE
EVANSVILLE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION**

AND

EVANSVILLE EDUCATION ASSOCIATION AUXILIARY

2018-2019

ARTICLE 1: Recognition

The Evansville Community School District Board of Education recognizes the Evansville Education Association Auxiliary as the exclusive representative for the collective bargaining of base hourly wages for all full-time and regular confidential, supervisory, and custodial and maintenance employees.

ARTICLE 2: Wage

Attached as Appendix A is a list of the 2018-2019 bargaining unit members and their hourly base wage for the 2018-2019 school year.

ARTICLE 3: Duration

The Master Agreement shall have a term commencing July 1, 2018, and ending June 30, 2019.

ARTICLE 4: Law-Saving Clause:

If any provision of this Agreement is or shall at any time be contrary to law, than such provision shall not be applicable or performed or enforced, except to the extent permitted by law and any substitute action shall be subject to appropriate negotiation between the Board and Auxiliary. All other provisions shall not be affected, thereby, and shall remain in force for the term of this Agreement.

<u>Full Name</u>	<u>2018-19 Base Wage</u>
Anderson, Mary Elizabeth	\$ 14.80
Batinich, Deanna	\$ 16.73
Bongard, Jean	\$ 15.60
Bowers, Sally	\$ 13.12
Carlsen, Patricia	\$ 17.99
Day, Kallie	\$ 12.93
Dowden, Dana	\$ 12.93
Doyle, Amy	\$ 12.77
Faldet, Amy	\$ 13.12
Garetson, Dawn	\$ 12.93
Heinzelman, Lynne	\$ 12.77
Hionis, Amy	\$ 12.77
Hrdlicka, Jay	\$ 13.96
Hurley, Jenna	\$ 12.77
Katzenmeyer, Jenny	\$ 16.73
Krupke, Jill	\$ 14.17
Long, Randene	\$ 14.48
Lyons, Donnell	\$ 13.12
Madsen, Gayla	\$ 15.35
Otto, Ivy	\$ 16.73
Pearson, Shelby	\$ 13.79
Pope, Lynne	\$ 14.17
Reese, Lindsay	\$ 16.73
Schuett, Catherine	\$ 17.34
Southers, Sheri	\$ 12.93
Sperry, Crystal	\$ 12.77
Sumwalt, Jennifer	\$ 15.32
Wille, Katherine	\$ 13.79
Zagelow, Gina	\$ 12.93
Zee, Carol	\$ 17.99
Garvoille, SuAnn	\$ 13.79
Haegle, Leann	\$ 14.80
Hamilton, Jenean	\$ 14.80
Jorgensen, Laura	\$ 13.12
McCoy, Kathryn	\$ 17.08
Templeton, Amy	\$ 17.34
Thornton, Tina	\$ 21.50
Yeager, Dawn	\$ 13.35
Zastoupil, Amy	\$ 12.93

Evansville Community School District
EEAA Appendix A Hourly Base Wage

For the EEAA:

Catherine Schuett

Lindsay Reese

Jennifer Sumwalt

Mary Anderson

Tina Thornton

Date

For the Board of Education:

Melissa Hammann, President

Kathi Swanson, Vice President

Curtis Nyhus, Treasurer

Jerry Roth, Superintendent

Jamie Merath, Business Manager

Date

Memo

To: School Board of Education

From: Janessa Katzenberger, Director of Student Services

Date: June 6, 2018


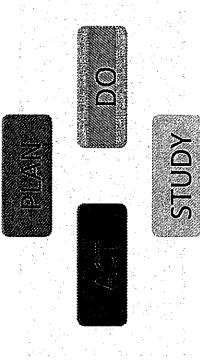
RE: Additional Educational Assistants

As many of you know, an Individualized Education Plan (IEP) is provided for all students with a disability found eligible and requiring special education services. Each year the IEP team meets to discuss, draft, and implement a new IEP to reflect a clear understanding of the student's present level of achievement and functional performance, identify the effect of the student's disability and disability-related needs, develop ambitious and attainable annual goals, and align required supports and special education services. Although our goal is always to increase student independence, many students with disabilities require additional adult support and/or specially designed instruction to access an education, regulate behaviors, and/or provide basic needs.

Historically, we have "clustered" students with disabilities in specific classrooms in which we could provide a special educator to co-teach or an educational assistant to support (determined by student's IEP). However, that service delivery model has proven to be unsuccessful. Because students with disabilities are disproportionately represented, special educators and educational assistants are unable to successfully support the significant amount of needs in the classroom. Either way, regardless of whether we stay with this service delivery model or distribute students with disabilities proportionately, additional staffing is required to successfully support students within the general education environment (a least restrictive environment protection under The Individuals with Disabilities Education Act (IDEA)).

In addition to classroom support, the district has also had an increase of students requiring one on one adult support due to significant social emotional dysregulation, communication needs, and requirement of physical assistance. Next year the number of students requiring one on one adult support will increase by about 8 students. This increase comes due to newly enrolled students, currently enrolled students showing new needs, and currently enrolled students moving to full-time status (previously early childhood, 4k, Alt Ed, or provided homebound services).

After meeting with each building to determine schedules and student needs for next year, it has been determined that an additional four full-time Educational Assistants along with increasing a current EA from .53 FTE to full time status is required. This is the minimum requirement to ensure students with disabilities protected under IDEA are provided equitable access to an education, specially designed instruction, and necessary academic and behavioral support correlated to their disability-related needs to attain a level of achievement with their annual IEP goals and make necessary academic progress.

 <p>Evansville Community School District</p>	<p align="center">Continuous Improvement Plan: Technology 2017-18</p>	
<p>Priority Area</p> <p>Providing high quality job-embedded professional learning opportunities in the area of technology to District staff.</p>	<p>Strategic Objective</p> <p>To develop professional learning opportunities for staff in the area of technology, design multiple opportunities for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement, and to provide professional learning opportunities that transfer to classroom instruction that addresses 21st Century Skill development for students.</p>	<p>Strategic Focus</p> <p>To develop and implement professional learning opportunities that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.</p>
<p>Goal: Develop and implement a high quality professional learning plan that provides technology learning options as a means to support staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.</p> <ul style="list-style-type: none"> • Objective 1.1: Design multiple opportunities for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement. • Objective 1.2: Provide professional learning opportunities by staff, for staff, for technology integration into classroom lessons that address 21st Century Skill development for students. • Objective 1.3: Provide professional learning opportunities for technology integrators and staff integrating technology. 		
<p>Timeline for Completion: May 2018</p>		

Beginning of Year				
DATE	ACTION STEP	MEASURE/INDICATOR What data will be collected and analyzed? How will you know when the step is complete/successful? By when?	LEADER	STATUS/OUTCOME
1.1 ECSD Information Technology Standards for Educators:				
	Develop a survey to gather teacher input on a multitude of topics related to technology and education in Evansville.	Survey data	CSI Tech Team	Data to drive decision-making
1.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES				
	<p>Optional eduCLIMBER training for teaching staff</p> <p>Utilize eduCLIMBER to analyze student data:</p> <ul style="list-style-type: none"> • Find all data sets related to your students • Use dashboards • Create dashboards • +Create Interventions • +Create Incidents • +Create Assessments • +Create Classrooms 	Staff feedback	CSI Tech Team Vendor support	Increased staff comfort and familiarity
	Optional Google Classroom training for teaching staff	Staff feedback	CSI Tech Team Library Media Specialist	Increased staff comfort and familiarity
	Building staff meeting miscellaneous technology trainings	Staff feedback	CSI Tech Team Library Media Specialist	Increased staff comfort and familiarity

1.3 PROFESSIONAL DEVELOPMENT FOR TECHNOLOGY INTEGRATORS

	<p>Planning for Technology Integrators to participate in meaningful professional development</p> <ul style="list-style-type: none"> • WEMTA -WI Educational Media & Technology Association • SLATE - State Leaders Advancing Technology in Education • CESA workshops/webinars • Skyward • Brainstorm • Other relevant events/workshops 	<p>Funds are secured to ensure that the appropriate stakeholders are able to participate</p>	<p>Library Media Specialists Technology Integrator Technology Department CSI Tech Team Information Systems Administrative Assistant</p>	<p>Technology Integrators register for appropriate related PD events.</p>

Middle of Year				
DATE	ACTION STEP	MEASURE/INDICATOR What data will be collected and analyzed? How will you know when the step is complete/successful? By when?	LEADER	STATUS/OUTCOME
1.1 ECSD Information Technology Standards for Educators:				
	Develop and administer a new staff survey with the purpose of helping determine the future direction of the CSI Technology committee and District Technology.	Survey data	CSI Technology Team Building Leadership Teams	Greater than 90% response from teaching staff.
1.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES				
	Optional eduCLIMBER training for teaching staff Utilize eduCLIMBER to analyze student data: <ul style="list-style-type: none"> • Find all data sets related to your students • Use dashboards • Create dashboards • +Create Interventions • +Create Incidents • +Create Assessments +Create Classrooms	Staff feedback	CSI Tech Team Vendor support	Increased staff comfort and familiarity
	Optional Google Classroom training for teaching staff	Staff feedback	CSI Tech Team Library Media Specialist	Increased staff comfort and familiarity
	Building staff meeting miscellaneous technology trainings	Staff feedback	CSI Tech Team Library Media Specialist	Increased staff comfort and familiarity

1.3 PROFESSIONAL DEVELOPMENT FOR TECHNOLOGY INTEGRATORS

<p>Planning for Technology Integrators to participate in meaningful professional development</p> <ul style="list-style-type: none"> • WEMTA - WI Educational Media & Technology Association • SLATE - State Leaders Advancing Technology in Education • CESA workshops/webinars • Skyward • Brainstorm • Other relevant events/workshops 	<p>Documentation of attendance, participation, evaluation and sharing is collected via PDMS.</p>	<p>Library Media Specialists Technology Integrator Technology Department CSI Tech Team Information Systems Administrative Assistant</p>	<p>PDMS records indicate conference and workshop attendance and evaluation. Integrators presented and shared information and skill development with appropriate stakeholders.</p>
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End of Year				
DATE	ACTION STEP	MEASURE/INDICATOR What data will be collected and analyzed? How will you know when the step is complete/successful? By when?	LEADER	STATUS/OUTCOME
1.1 ECSD Information Technology Standards for Educators:				
	Evaluate staff survey data to provide future direction for CSI Technology Committee and District Technology.	Data indicators that will be useful for the District.	CSI Tech Team	New CSI Technology goals/direction for 18-19 School year.
1.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES				
	<p>Optional eduCLIMBER training for teaching staff</p> <p>Utilize eduCLIMBER to analyze student data:</p> <ul style="list-style-type: none"> • Find all data sets related to your students • Use dashboards • Create dashboards • +Create Interventions • +Create Incidents • +Create Assessments 	Staff feedback	CSI Tech Team Vendor support	Increased staff comfort and familiarity
	Building staff meeting miscellaneous technology trainings	Staff feedback	CSI Tech Team Library Media Specialist	Increased staff comfort and familiarity
1.3 PROFESSIONAL DEVELOPMENT FOR TECHNOLOGY INTEGRATORS				
	<p>Planning for Technology Integrators to participate in meaningful professional development</p> <ul style="list-style-type: none"> • WEMTA - WI Educational Media & Technology Association • SLATE - State Leaders Advancing Technology in Education • CESA workshops/webinars 	Documentation of attendance, participation, evaluation and sharing is collected via PDMS.	Library Media Specialists Technology Integrator	<p>PDMS records indicate conference and workshop attendance and evaluation.</p> <p>Integrators presented and shared information and skill development with appropriate</p>

	<ul style="list-style-type: none">• Skyward• Brainstorm• Other relevant events/workshops		Technology Department CSI Tech Team Information Systems Administrative Assistant	stakeholders.
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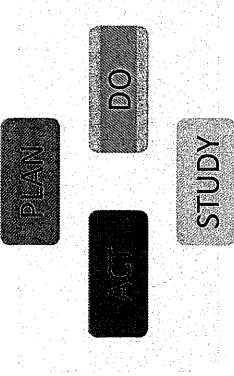
Summary Report of Progress in 2017-18

The 2017-2018 CSI Technology Committee experienced a year of rebuilding and transition. Our initial intent at the beginning of the year was focused largely on all-staff professional development opportunities; however, through the development of a new staff survey and after analyzing staff input, we determined midyear that the entire focus of the CSI Technology for the District needed to shift. Like technology as a whole overall, we have learned that we need to adapt. Our focus for next school year will largely focus on individual software needs and procedures (see below). We realized that all-staff professional development for singular software programs does not very well meet the needs of the majority of our teachers. Instead, we plan to utilize the CSI Technology Committee to create district procedures that allow staff access and implementation of individual software and applications. Likewise, we plan to revisit this committee's strategic goal, focus, and priority for 2018-2019.

Focus for 2018-19

We have determined that the following topics will be major points of emphasis for the CSI Technology Committee next school year:

- Catalog of software and subscriptions (Clever software?)
- Consolidate software/subscription purchases to one budget
- Evaluate current software/subscriptions
- Create a process to obtain new software subscriptions
- Vetting process/criteria (flow chart)
- Free software process/criteria
- Understanding privacy for current and new software subscriptions/accounts (awareness training of privacy for staff; students)
- Ongoing communication to staff (monthly)

 Evansville Community School District	<p align="center">Continuous Improvement Plan Climate and Culture, Health and Wellness Committee 2017-18</p>	
<p align="center">Priority Area Climate and Culture and Health and Wellness</p>	<p align="center">Strategic Objective</p> <p align="center"><i>The ECSD is committed to working as a team to ensure a safe, respectful, nurturing, and invigorating environment where learning is a shared responsibility</i></p>	<p align="center">Strategic Focus</p> <p align="center">Increasing staff overall emotional and physical health and build a sustainable positive school and district climate and culture.</p>

DATE	ACTION STEP	MEASURE/INDICATOR What data will be collected and analyzed? How will you know when the step is complete/successful? By when?	LEADER	STATUS/OUTCOME
<p>Strategic Plan Aligned Goal 1: To build a sustainable positive school climate through a supportive environment in which staff model attitudes and value expectations fostered by respect, effective communication, positive relationships, involvement and collaborative decision-making</p>				
	Provide opportunities for staff to come to together	End of Year Recognition Party	Committee	Party to occur 06/11/2018.
<p>Strategic Plan Aligned Goal 2: Ask leaders at all levels to play an active, visible role in the wellness initiative by modeling healthy behaviors</p>				
	Increase trusting relationship between staff and administration	Decrease the amount of staff who do not feel their supervisor creates an open and trusting relationship from 9.7% to 0%.	Committee	From 9.7% to 6.4%. Progressing, but would like to see the number continue to decrease.
<p>Strategic Plan Aligned Goal 3: Foster a culture that supports healthy lifestyles (e.g. work-life balance)</p>				
	Increase physical health throughout the district	Retain the amount of staff who feel the district would support them if they wanted to make changes to be physically healthier from 58.1% reporting 'Yes' and 29% reporting 'Somewhat'.	Committee	From 12.9% reporting no to 6.5%

	Develop a network of wellness champions across the district to help promote health management and programs		Committee	Champions are members of the committee.
	Increase emotional health throughout the district	Decrease the amount of staff who feel the ECSD would support them if they wanted to make a change to increase their emotional health from 30.6% of staff members reporting 'No' to 25% reporting 'No' on the ECSD Aggregate health Assessment Report	Committee	From 30.6% reporting no to 15.4% no.


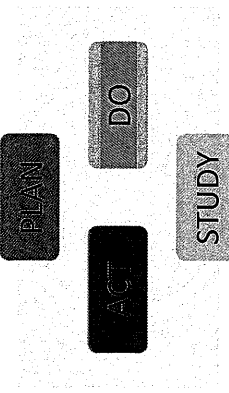
Summary of Progress for 2017-2018

2017-2018: The Committee started the year by assessing areas of improvement determined in 2016-2017, and it was determined that all areas of improvement within our sphere of influence were accomplished. We continued our primary focus on physical, nutritional, and emotional health improvement for all staff. Our committee brainstormed multiple future opportunities to raise awareness for staff in all health areas. Starting next year, our plan is to implement activities such as food preparation mini-courses, staff outings, wellness competitions, and more. The committee also organized the end-of-year recognition party for all staff.

According to the 2017-2018 Annual Aggregate Health Assessment Report, over half of the staff are at risk due to lifestyle behaviors in the areas of BMI/Weight, Nutrition, and sleep. Over half the staff are at risk for mental health concerns due to stress, and over half the staff are at risk of biometric concerns due to high blood pressure.

Focus for 2018-19

As indicated above, multiple opportunities for staff

 Evansville Community School District	<p align="center">Continuous Improvement Plan Communication and Community Engagement 2017-18</p>	
<p align="center">Priority Area Communication and Community Engagement</p>	<p align="center">Strategic Objective <i>The Evansville Community School District will communicate, engage and develop partnerships with students, families, staff and citizens to achieve academic excellence and positive citizenship for all students.</i></p>	<p align="center">Strategic Focus Development and Implement a Comprehensive Communication Plan</p>
<p>Strategic Plan Aligned Goal <i>By June of 2018, we will use a tool to send notifications to families that are timely, improve the effectiveness of our website and create a district brochure to share our story.</i></p>		
<p>Timeline for Completion June 2018</p>		

DATE	ACTION STEP	MEASURE/INDICATOR <small>What data will be collected and analyzed? How will you know when the step is complete/successful? By when?</small>	LEADER	STATUS/OUTCOME
Beginning of Year				
Nov.-Dec 2017	Investigate the use of an app to send notifications to families and/or create a button on the website for information that changes frequently including events, school closings, etc.	Implementation of an app or button on website.	Team	

Jan-Feb 2018	Create a survey for families to gather information on the effectiveness of our new websites. What is missing, etc.?	Survey data will be used to improve the website	Team	
March-June 2018	Create a brochure for the district to showcase all of the wonderful things that make our district a great place to be for students, staff and families.	Completion of Brochure	Team	
Middle of Year				
Nov.-Dec 2017	Investigate the use of an app to send notifications to families and/or create a button on the website for information that changes frequently including events, school closings, etc.	Implementation of an app or button on website.	Team	Investigated this with Larry and Scott. Sent out the Rschools Today App to families by placing on all of the websites.
Jan-Feb 2018	Create a survey for families to gather information on the effectiveness of our new websites. What is missing, etc.?	Survey data will be used to improve the website	Team	Survey created and sent out to staff and families.
End of Year				
March-June 2018	Create a brochure for the district to showcase all of the wonderful things that make our district a great place to be for students, staff and families.	Completion of Brochure	Team	Began work on brochure by exploring models from other school districts. Our CSI Committee only had two active members so we are going to need so focus on getting more members to complete this work.

Summary Report of Progress in 2017-18	
Sent out Rschools App, Created Survey and sent out, began work on Brochure.	
Focus for 2018-17	
Student survey results to info our work, continue work on Brochure and work to increase the membership of the Committee as well as supporting the Referendum as needed.	

EVANSVILLE COMMUNITY SCHOOL DISTRICT
POLICY COMMITTEE MINUTES

A Policy Committee meeting was held Monday, May 21, 2018, at 5:19 pm in the District Office Conference Room.

Committee Members Present: Curt Nyhus, Kathi Swanson, Steve Shulta and Jason Knott.

Approve April 19, 2018, Minutes: Motion by Mr. Nyhus, seconded by Ms. Swanson, moved to approve the April 19, 2018, minutes as presented. Motion carried, 2-0 (voice vote).

Old Business:

Policy #466.1 – Locker Searches Activities – Policy came forward from the May 14th, 2018, Board meeting for further review. Policy discussed and suggested changes made. Policy to go to the Board for a second reading.

New Business:

Policy #345.51 – Academic Awards – Policy came forward from High School Principal, Mr. Knott with suggested changes. Policy discussed. Policy to go to the Board for a first reading with suggested changes.

Policy #345.52 – Academic Awards Starting with the Class of 2019 – Policy came forward from High School Principal, Mr. Knott for removal. Policy discussed. Policy to go to the Board for a first reading with suggested changes.

Old Business:

Policy #537 – Professional Staff Development – Policy deferred to June meeting as no administrator was present to discuss.

Policy #733 – Energy Conservation – Policy came forward from Administrative Team with suggested changes. Policy discussed. Policy to go to the Board for a first reading with suggested changes.

Policy #733 Rule – Energy Conservation Administrative Rule – Policy came forward from Administrative Team for review. Policy discussed and revised. Also discussed need for a software tool to better evaluate energy usage. Policy to go to the Board for a first reading with suggested changes and to discuss the need for an energy usage software tool.

Discuss Future Policy Procedures:

Committee reviewed past policy review process and discussed. New policy review process document created. Document to be reviewed by Committee.

Next Meeting Date: The next meeting will be Monday, June 18, 2018, at 5:15 pm.

Adjourn – motion by Ms. Swanson, second by Mr. Nyhus, to adjourn the meeting. Motion carried, 2-0 (voice vote). Meeting adjourned at 6:38 pm.

Submitted by Lindsay Krull, District Administrative Assistant

Approved: _____ Dated: _____ Approved: 6/18/18
Kathi Swanson, Chair

Approved: April 14, 1986
Revised: April 10, 2006
Revised:
1st Reading: 6/13/18

733

ENERGY CONSERVATION

It is the policy of the **Evansville Community School District Board of Education** to conserve energy to the extent compatible with the District's educational goals. The implementation of this policy is the joint responsibility of administrators, teachers, students, support personnel, and the public using District facilities, and its success is based on cooperation at all levels.

The District Administrator will maintain accurate records of energy use and results from conservation programs.

The Director of Buildings & Grounds will provide leadership and support for energy management conservation, including implementation of energy audits and conservation programs.

To ensure the overall success of the energy management program, the following specific areas of emphasis will be adopted:

1. Every student, employee, and user of District facilities should contribute to energy efficiency.
2. All unnecessary lighting in unoccupied areas will be turned off.
3. The custodial staff at each school will be responsible for shutdown of the facility when closed each evening.
4. Established standards for acceptable indoor air quality will be maintained.
5. Proper preventative maintenance of HVAC units will be performed.
6. Tasks to prevent and respond to water intrusions within buildings will be performed, including maintaining proper drainage around buildings.
7. Relative humidity will be monitored and maintained at appropriate levels.

The district administrator and/or his/her designee shall develop short and long-range strategies in the areas of facilities management and curriculum development that address energy awareness and conservation.

Legal Ref.: Sections 1.12, 66.0133, 118.01(2)(a)3, 121.02(1)(i) Wisconsin Statutes
PI 8.01(2)(i) Wisconsin Administrative Code
COMM 63 and COMM 64 Wisconsin Administrative Code

ENERGY CONSERVATION
Administrative Rule

These guidelines are not intended to be all-inclusive. Our hope is that all staff and users will follow them on a consistent basis.

Objectives:

1. Ensure adequate comfort of students, staff and other users of facilities.
2. Control and manage cost.
3. Ensure a healthful school environment in compliance with applicable government requirements.
4. Set an example as a responsible user of energy and natural resources.

Responsibilities:

1. Staff, students and users of the facility should strive to utilize all district resources in an environmentally conscious manner.
2. The custodian is responsible for control of common areas, i.e., halls, cafeteria, etc.
3. Since the custodian is typically the last person to leave a building in the evening, he/she is responsible for verification of the nighttime shutdown.
4. The principal is responsible for overall energy usage of his/her building.
5. The Director of Buildings & Grounds will perform routine audits of all facilities and communicate the audit results to the appropriate personnel.
6. The Director of Buildings & Grounds will provide regular reports to principals indicating performance with regard to energy savings.

General:

1. All unnecessary lighting in unoccupied areas should be turned off. Teachers should utilize natural lighting where appropriate and make certain that lights are turned off when leaving an empty classroom for more than 10 minutes.
2. All lights will be turned off when students and teachers leave school.
3. Outside lighting should be off during daylight hours.
4. Gym lights should not be left on for extended periods unless the gym is being utilized.
5. All lights, except security lighting, will be turned off when facilities are not occupied. Exceptions may be made for ~~homecoming or other times~~ **special events** when safety and protection of persons or property require additional lighting.
6. During unoccupied periods, custodians will turn on lights only in the areas in which they are working.
7. Educational efforts will be made to help staff refrain from turning lights on unless definitely needed and to understand that lights not only consume electricity, but also give off heat that places an additional load on the air conditioning equipment and thereby increases the use of electricity necessary to cool the room.
8. Coffee makers, hot plates, toaster ovens, and other appliances, not required for instructional purposes, or deemed by the ~~Safety Coordinator~~ **Director of Building & Grounds** as a potential safety hazard, shall not be kept in classrooms.
9. ~~Effective with the 2005-2006 school year,~~ Refrigerators, space heaters, and microwave ovens, other than as needed for instructional or health reasons, ~~will be removed from classrooms.~~ Such appliances will be confined to staff and faculty planning rooms or centrally located spaces where they can be appropriately used and monitored.

10. Doors and windows between conditioned space and non-conditioned space should remain closed as much as possible.
11. Exhaust fans should be turned off every day and during unoccupied hours.
12. Office machines (copy machines, laminating equipment, etc.) shall be switched off each night and during unoccupied times, unless equipped with a power saver mode. Fax machines may remain on.
13. Computers, including network equipment, should be turned off according to guidelines set by the network administrator **IT (Information Technology) Manager**.
14. ~~PC's should be programmed for the "energy saver" mode using the power management feature. If network constraints restrict this for the PC, monitors should be set to "sleep" after 10 minutes of inactivity.~~ **District computer monitors and CPUs are scheduled to go into power saving mode according to District power management software parameters.**
15. Areas of water intrusions will be repaired and standing water eliminated.
16. Positive building pressure will be maintained.
17. A moisture extraction plan should be implemented when cleaning carpets.

Cooling Season Occupied Set Points: 74° F Heating Season Occupied Set Points: 68° F
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Modifications may be made in cooperation with the Director of Buildings and Grounds to deal with unique situations.

Air Conditioning Equipment:

1. Occupied temperature settings shall NOT be set below 74° F.
2. During unoccupied times, room air conditioning equipment should be turned off. The unoccupied period begins at the end of the regular school day, unless community activities are scheduled. It is anticipated that the temperature of the classroom will be maintained long enough to afford comfort for the period the teacher remains in the classroom after the students have left. Efforts will be made to operate air conditioning in occupied zones only.
3. Air conditioning start times may be adjusted (depending on weather) to ensure classroom comfort when school begins.
4. Outside air dampers will be closed during unoccupied times.
5. Ceiling fans should be operated in all areas that have them.
6. Relative humidity levels should not exceed 60% at any time.
7. MERV (Minimal Efficiency Rating Value) 7-8 filtration is recommended (screens tiny microbes which helps minimize dust, mold and other particles that can trigger asthma attacks).
8. The district wide maintenance program will ensure clean coils and drain pans.
9. Air conditioning should be utilized in classrooms during the summer months only when classrooms are scheduled for summer school or other community activities. Relative humidity levels should be monitored to verify level remains below 60%. Air conditioning may be used by exception as needed (e.g. cleaning crew, maintenance, etc.).
10. Keep doors closed as much as possible in areas which have evaporative coolers such as the high school, kitchens, cafeterias and gymnasiums.

Heating Equipment:

1. Efforts will be made to operate heating systems in occupied zones only, except as noted below.
2. Occupied temperature settings will NOT be above 68° F.
3. The unoccupied temperature setting will be 55° F (i.e., setback). This may be adjusted to a 60° F setting during extreme weather.
4. The unoccupied time will begin at the end of the regular school day, unless the area is used for community activities.

5. Domestic hot water systems should be set no higher than 120° F or 140° F for cafeteria service (with dishwasher booster).

Local Ref.: Policy #733 – Energy Conservation

Approved: ~~January 11, 1988~~
Revised: ~~August 2, 1993~~
Revised: October 12, 1998
Revised: November 13, 2006
Revised:
1st Reading: 5/14/18; 2nd Reading: 6/13/18

445

**STUDENT INTERVIEWS WITH LAW ENFORCEMENT OFFICERS
BY NON-SCHOOL PERSONNEL**

The **Evansville Community School District** recognizes that cooperation with law enforcement and social service agencies supports the education of students and is necessary for **the education and protection of students**, for maintaining a safe environment in the District's schools and for safeguarding all school property. **At the same time, the District recognizes its responsibility to protect the educational process and to provide for the concerns of parents/guardians regarding the welfare of their children.**

~~Law enforcement and other government agency officials who are officers shall be called to the school when laws may have been violated and in situations which threaten the safety of students, employees and/or the public. In these situations, students may be interviewed by law enforcement officers in accordance with Board policy, state statute and established procedures. for assistance shall be permitted to interview students as necessary for the situation. Law enforcement or other agency initiated interviews with students shall be permitted under conditions established by the building principal and as required by law.~~

Law enforcement-initiated student interviews that are not school-related shall not be conducted on school premises, except in emergencies or as specifically required by law. Law enforcement officers initiating such student interviews shall be requested to comply with District procedures.

Reasonable and appropriate attempts shall be made to notify parents/guardians of students interviewed by law enforcement officers. Parental/guardian consent for an interview or the presence of a parent/guardian during a police interview is not required. The building principal or appropriate school designee shall be present during the law enforcement/social services officer interview as determined appropriate by the building principal/designee and consistent with law enforcement/social services agency standards.

All student interviews with law enforcement officials conducted on school premises shall receive prior approval of the building principal or designee. If a request ~~from a law enforcement official~~ for a student interview is denied, the building principal or designee shall state the reason for the denial. Law enforcement officials may appeal the decision made by the building principal or designee to the District Administrator.

This policy and implementing procedures are not applicable when law enforcement officers are investigating allegations of suspected or threatened child abuse or neglect.

~~Non-school personnel shall conduct their business with students at a time other than during normal school hours to the extent possible. When it is necessary to interview students on school premises, the interview shall be conducted in such a way so as not to interrupt the learning environment. This may include a school staff member rather than law enforcement removing the~~

~~student from class, interviews conducted in an office conference room, and coordinating the start of the interview with class schedules.~~

~~Law enforcement initiated student interviews that are not school related shall not be conducted on school premises except in emergencies or as specifically required by law. Law enforcement officials may cite students for violations of traffic and/or municipal ordinances on school grounds.~~

~~When deemed appropriate and necessary, a school staff member shall be present during a student interview with non-school personnel. Parent/guardian notification will be attempted prior to law enforcement officers involvement in a student interview, except for cases involving allegations of child abuse or neglect.~~

Legal Ref.: Sections 48.19 Wisconsin Statutes (Taking a Child Into Custody)
48.981(3)(c) (Abused or Neglected Children and Abused Unborn Children)
118.125(2) (Pupil Records)
118.257(2) (Liability for Referral to Police)
950.045 (Accompaniment by a Victim Advocate)

Local Ref.: Policy #445.1 – Procedures for Conducting Student-Law Enforcement Interviews on School Premises

PROCEDURES FOR CONDUCTING STUDENT-LAW ENFORCEMENT/~~SOCIAL~~
SERVICES INTERVIEWS ON SCHOOL PREMISES

A. Types of Interviews:

1. A student victim interview is an interview with a student who is a victim of a crime, including abuse or neglect.
2. A student witness interview is an interview with a student who is thought to have some information that would be helpful to officials in investigating some crime or other offense.
3. A student suspect interview is an interview with a student who is suspected of some violation of the law or some other offense.

B. General Requirements Regarding Student-Law Enforcement/~~Social Services~~ Officer Interviews:

1. Law enforcement/~~social service~~ officers should make every reasonable attempt to interview students outside of the school setting except in cases where the school has requested law enforcement assistance, in emergencies, or as specifically required by law.
2. All student interviews by law enforcement/~~social services~~ officers on school premises shall be conducted in such a way as to minimize school disruptions. All student interviews will follow the guidelines listed:
 - a. Interviews should be coordinated with the student's schedule if at all possible.
 - b. Interviews should not be allowed during an exam except in an emergency.
 - c. The principal or his/her designee will summon the student from his/her class, unless the law enforcement agency and school administration feel the situation warrants personal contact with the law enforcement/~~social services~~ officer and the interview will be conducted in an office setting to promote confidentiality.
 - d. Parent/guardian notification will be attempted when law enforcement/social service officers are involved in a student interview, except for cases involving allegations of child abuse or neglect.
 - e. The building principal or appropriate school designee ~~may~~ **shall** be present during the law enforcement/social services officer interview as determined appropriate by the building principal/designee and consistent with law enforcement/~~social services~~ agency standards.
3. School officials shall attempt to notify a student's parent/guardian prior to law enforcement/~~social services~~ officers conducting a student suspect interview. A student suspect interview may be conducted if attempts to reach the parent/guardian are unsuccessful if an emergency exists as determined by the building principal/designee and the law enforcement/~~social services~~ agency. Emergency situations are defined as:
 - a. a delay may result in flight of a suspect;
 - b. destruction of evidence;
 - c. opportunity to cover up a crime;
 - d. or an unacceptable threat to the community.

Mandated Policy -

~~LOCKER STUDENT SEARCHES~~ ACTIVITIES

~~The school provides a locker for convenience of the student to be used solely and exclusively for the storage of outer garments, footwear and school-related materials. No student shall use the locker for any other purpose.~~

~~The locker assigned to a student is the property of the District. At no time does the District relinquish its exclusive control of such lockers. A locker may be searched as determined necessary or appropriate without notice, without student consent, without a search warrant, and without notification of parent/guardian. The search may be conducted by the district administrator, a building principal, an assistant principal, a police school liaison officer or a school employee designated by the district administrator or building principal.~~

~~Any unauthorized item found in the locker may be removed. Items removed from the locker may be held by the school for return to the parent(s)/guardian(s) of the student or retained for disciplinary proceedings, or turned over to law enforcement officials. The adult student or parent/guardian of a minor student shall be notified of items removed from the locker and turned over to law enforcement officials.~~

~~The District shall include a copy of this policy in the student handbook that is distributed annually to each student enrolled in the District.~~

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 other law enforcement official who is acting at the request of or in conjunction with school authorities.

- **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 Canine Units in Safety and Search-Related Activities**

The Board authorizes the use of trained canine 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 canine 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 canine unit must handle the canine; and
3. The canine unit is represented by the sheriff or chief of the law enforcement agency providing the service as capable of accurately detecting specific contraband.

The District shall not use trained canine 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 canine 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.

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.

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 school liaison officer or other 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.

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 handbook.

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

Approved: January 11, 1988
Reviewed: November 12, 2007
Revised:
1st Reading: 5/14/18; 2nd Reading: 6/13/18

455.1

SUPERVISION OF STUDENTS

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. School personnel assigned to their supervision serve *in loco parentis*.

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 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 his/her assigned group unsupervised except when an arrangement has been made to take care of an emergency.

During school hours, or while engaging in school-sponsored activities, students shall be released only into the custody of parents or other authorized persons. The school administration shall assure that anyone who wishes to contact a student during the school day is doing so for proper reasons.

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

Local Ref.: ~~Evansville Education Association (EEA) Contract~~
Policy #352.3 – Planning and Supervision of School Trips

ECSD

Evansville Community School District

JC McKenna Middle
Evansville, WI, 53536
Phone: (608) 882-4780
Fax: (608) 882-5744

Joanie Dobbs
Principal
dobbsj@evansville.k12.wi.us

Jane Sperry
Administrative Assistant
sperryj@evansville.k12.wi.us

To: Board of Education

Subject: Student/Family Handbook

Date: April 24, 2018

The clerical changes to the current Student/Family Handbook for next school year are described below:

- Consistent font
- Consistent formatting
- Removal of the signature cover page since this is done online through the registration process
- Addition of the RtI Reading chart
- Addition of the RtI Math chart
- Homework RtI chart updated to reflect current practice
- Added verbiage to awards section to explain how the awards are earned
- Addition of prescription pain killers and sports injuries in athletic section

Please feel free to contact me if you have any questions.

Mission Statement

"Educating & engaging the whole student"
To create a stimulating, caring and socially responsible
environment that encourages students to reach their individual
potential.

JC McKenna Middle School

www.ecsdnet.org/ems

2018-2019 Student/Family Handbook

Name _____

Address _____

Telephone _____

School _____ Grade _____

I acknowledge that I have read and understand the Student expectations as outlined in the Student/Family Handbook. I understand that each student infraction will be reviewed on an individual basis. I understand that disciplinary decision will be based on the evidence related to each individual infraction.

Student Signature and Date:

Family/Guardian Signature and Date:

Team Teacher Signature and Date:

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JC McKenna Student Discipline Code Book 26 - 35

JC McKenna Extra / Co-Curricular Code Book 36 - 45

Nondiscrimination Statement

The Evansville Community School District prohibits harassment or discrimination against any pupil in any program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability, or any other basis protected by law.

We are pleased to welcome you to JC McKenna Middle School, JCM. Here at JCM, we want every student to succeed and are committed to working with you and your family to ensure that the students can learn and grow in a safe and supportive environment.

As a student at JC McKenna, you will undergo many changes during your years here. There will be new friends, new teachers, new learning and a variety of new experiences and opportunities. We encourage you to get involved. This is your school and there are several academic and extra-curricular opportunities for you. The supportive and caring staff encourage you take advantage of all that is offered. Accept the challenges you will face with determination and enthusiasm. During middle school, expectations increase, responsibilities increase and your positive leadership skills are of utmost importance. We hope that with clear expectations, a strong instructional program, and the support of your family and teachers, you will make the most of your middle school experience. It does go by quickly!

The purpose of this handbook is to inform our students and families about the policies and procedures. You will also find essential information that will allow you to understand how JCM functions. If you have any questions, please do not hesitate to contact us. We look forward to working with each of you!

Joanie Dobbs

JCMcKenna Middle School Principal

608.882.3302

dobbsj@evansville.k12.wi.us

MIDDLE SCHOOL BUILDING ACCESS

MORNING ACCESS

Students are allowed in the cafeteria from 7:30 to 7:45. If a student is not eating breakfast, they are required to stay on the playground until the first bell rings unless they have a pass. Depending on weather conditions, students may be allowed early access into the cafeteria. If students need to come in the school early, they may enter door #15 by the office.

BUS DROP OFF

Students will be dropped off at the northeast end of the school in the morning. Students will then be required to walk to the playground using the path at the north end of the building. Students can then gain access to the building through doors #6 and #14 on the playground side of the building (west side) in the morning.

FAMILY DROP OFF

Families should drop off students at the back of the school on Second Street. Please do not drop students off on First Street in front of JC McKenna. The combination of buses, traffic, and students who walk to school makes dropping students off on First Street hazardous.

Families may not drop off students in the Liberty Street parking lot. The lot is too small to accommodate all the traffic in the morning.

VISITOR ACCESS TO THE BUILDING

During the school day visitors must enter school at door #15. All doors are locked during school hours for safety purposes. Visitors must sign in at the office when visiting the school during school hours. Visitors must enter at the office (door #15) when visiting the school and follow District Security Protocol.

CODE OF CLASSROOM CONDUCT

Restorative Practices

J.C. McKenna Middle School embraces the concept of restorative practices. When students make errors in judgment they are encouraged to admit their errors and fix the problem. When we wrong an individual or the community we are responsible for repairing the damage. When students choose restorative practices traditional consequences outlined in the handbook may not be instituted.

Positive Behavioral Expectations and Supports (PBIS)

McKenna Motto: Be Respectful, Be Responsible, Be Safe, Be a Learner

The above motto helps students learn the expectations of our school. Expectations of respectful, responsible and safe learning behavior are in place for all areas of J.C. McKenna including classrooms, hallways, bathrooms and performance areas. These expectations are taught to students and are posted throughout the school. Students receive reminders when needed and acknowledgements when teachers, staff, or other students notice their positive behavior. Positive acknowledgements include parent contacts to share student's accomplishments, such as phone calls or letters home. Students may also receive McKenna Money to be used by students in order to participate in activities or receive rewards.

Encouraged Behaviors

The school encourages students to respect themselves, the school and others. We also work on a daily basis to encourage the following character traits in our students: Responsibility, Respect, Empathy, Positive Attitude, Cooperation, and Honesty.

Prohibited Classroom Behaviors

Teachers who remove a student from class must submit either a classroom referral or an office referral by the end of the next school day. A teacher may remove a student from class who exhibits the following behaviors.

1. Behavior that interferes with a person's work or school performance.
2. Harassment behavior that creates an intimidating, hostile or offensive classroom environment.
3. Possession or use of a weapon (see page 12), look-alike weapons or other article that might cause bodily harm to persons in the classroom.
4. Fighting.
5. Taunting, baiting, inciting and/or encouraging a fight or disruption.
6. Pushing, striking, or any improper physical contact of a student or staff member.
7. Profanity.
8. Defiance of authority / insubordination.

9. Interference – intentionally obstructing a student or staff member from carrying out his/her duties. Restricting another person’s freedom to properly utilize classroom facilities or equipment.
10. Use, possession, dispersion or sale of tobacco, alcohol or other mood-altering chemicals or paraphernalia associated with their use on school property.
11. Willful damage to property.
12. Theft.
13. Cheating.
14. Any other dangerous, unruly or disruptive behavior that interferes with the ability of the teacher to teach and/or maintain an appropriate academic atmosphere.

Placement Options

A principal or designee is required by law to place a student who has been removed from a class by a teacher in one of the following:

1. The classroom from which the student was removed, if after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that readmission to the class is the best or only alternative.
2. Another class in the school or another appropriate place in the school, as determined by the principal or designee.
3. Another instructional setting in or outside of the school.
4. An alternative education program as defined by law. According to state statutes, an alternative education program is defined as an instruction program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs and that is offered in place of regularly scheduled curricular programs.

Factors for Placement Decisions

1. The reason the student was removed from class and the severity and/or frequency of the offence.
2. The type of placement options available for particular schools and any limitations on such placement (e.g., costs, availability, location, space, staff resources).
3. Student individual needs and interests.
4. Classmate needs and interests.
5. The estimated length of time for the placement (i.e., remainder of the class period or school day vs. remainder of the school year).
6. Whether the student has been removed from a teacher’s class before (repeat offender). The relationship of the placement to any disciplinary action (e.g., if student suspension from school is required as a result of the student’s conduct, is the placement applicable before and/or after the suspension is served?).
7. Laws and regulations (e.g., Individuals with Disabilities Education Act) and other district policies and procedures.

Family/Guardian Notification

The principal or designee shall review each instance of student removal from class. After receiving a written referral for the removal from the teacher, informing the student of the reason(s) for removal and providing an opportunity to present their version of the situation, the principal or designee will make a placement decision regarding the student and notify the guardian in accordance with district policy and procedures.

Revised: August 11, 2008 430

Revised: September 13, 2010

Revised: November 12, 2014

SCHOOL ATTENDANCE

The Evansville Community School District Board of Education encourages a strong partnership between the home, school, and community. It recognizes a positive relationship between good school attendance and success in school and employment. Frequent absence of students from regular classroom learning experiences disrupts the continuity of the instructional process.

In accordance with state law, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter or semester in which they become eighteen years of age, or unless they have a legal excuse, fall under one of the exceptions outlined in the state statutes, or have graduated from high school.

School Notification

Unexpected Absences (for example, illness and emergencies)

Student attendance is monitored throughout each school day. Parent(s)/guardian(s) should notify the school office prior to 9:00 a.m. the morning of an unexpected absence to report the absence. There are three (3) ways to excuse a student the morning of an unexpected absence. The parent(s)/guardian(s) may call the attendance clerk of the pertinent building, email the attendance clerk or use the District electronic student information system to excuse their child(ren). If it is not possible to notify the District prior to 9:00 am the day of the absence, a note explaining the student's absence should be presented to the school attendance clerk immediately upon return to school. All absences must be cleared before the end of the second school day after the absence or the student may be considered unexcused and truant.

Parent(s)/guardian(s) who have not notified the school the morning of the absence will be notified by voice mail/phone that their child is absent as part of our safe arrival program.

Pre-Arranged Absences (for example, college visits and doctor appointments)

Parent(s)/guardian(s) must submit prior written approval to excuse their child for each absence.

Parent(s)/Guardian(s) Excused

Parent(s)/guardian(s) may excuse their child(ren) for up to ten (10) days per year for any purpose. If the principal/attendance officer determines that the student will exceed the ten (10) day limit, days beyond ten (10) will be considered unexcused unless they are documented by the parent(s)/guardian(s) as meeting one of the "School Excused" exceptions and have approval of the principal. Policies for obtaining and completing work for pre-arranged absences will be set by each building and provided annually in the school handbook.

School Excused/Unexcused

Students are expected to be in attendance unless there is a need to be absent for one of the following reasons under the following conditions:

1. Student illness: The school may require a written verification from physician.
2. Sudden emergencies: The school will require written verification upon return to school.
3. Educational opportunities approved by the district administrator or building principal.
4. Suspension from school.
5. Religious holidays.

A note specifying the reason for the absence must be given to the school before the end of the second school day after the absence. The school reserves the right to record the absence as unexcused if no excuse is given or the reason given cannot be substantiated. The parent(s)/guardian(s) will be notified if the absence is recorded as unexcused. Five (5) or more unexcused absences will require an attendance conference with the parent(s)/guardian(s) and a written plan to improve attendance.

Medical Related Absences

Students going to the doctor or dentist during school hours must bring back a slip from their doctor/dentist stating the date and time of the appointment. On appointment days, students are expected to spend the balance of the day in school unless excused by the doctor/dentist. While infrequent absences due to illness are normal, frequent absences jeopardize a student's standing in classes. If a student is absent more than five (5) days per semester because of illness, the school may require a doctor's statement to excuse the student for illness. Failure to produce a doctor's excuse at that point would result in an unexcused absence.

Missed School Work

In the case of excused absences, time will be allowed for make-up work, including exams with full credit given for work completed.

The school may not deny a student credit in a course or subject solely because of the student's unexcused absences from school. Students will be permitted to take examinations missed during unexcused absences, following the procedures in the relevant school handbook.

Unexcused Absences or Truancy

School officials will proactively involve parent(s)/guardian(s) when a student's attendance is of concern due to frequency of absences and/or tardiness. The school attendance office will communicate with the parent(s)/guardian(s) to discuss the causes of the absences and to try to arrange for a solution. The Board does not distinguish between truant and unexcused. Thus, all absences not covered under the excused absence list above will be considered unexcused and have the same meaning as "truancy" under Wisconsin Statutes.

Consequences will vary depending on the age of the student. Each building is responsible for establishing age-appropriate consequences consistent with State Statute. Under State Statute and City Ordinance, a truancy citation may be issued, depending on age of the student and length of absence.

A student's parent(s)/guardian(s) will be notified by telephone and/or voice mail as soon as it is ascertained that a student is truant. Any student found to be truant will be required to attend a conference with the principal/attendance officer or designee. The student and parent(s)/guardian(s) will be informed of the penalty to be imposed by the school for the truancy. Mitigating factors in a student's family, emotional, educational, or health situation will be considered along with the need to develop an attendance plan. The student will also be warned of the consequences of continued truancy both at school and through the

municipal court. The principal/attendance officer will positively reinforce the reasons for good attendance and attempt to assess the factors that may have contributed to the truancy, calling upon appropriate school personnel as needed. If the student has more unexcused absences and reaches the habitual truant level, a certified letter will be sent to the parent(s)/guardian(s) requesting a parent(s)/guardian(s) conference to discuss the truancy. At this time, a referral to the municipal court may also be sent for action under state truancy laws for habitual truants.

As a consequence of a student's truancy the student may be assigned to detention or to a supervised, directed study program. The program need not be held during the regular school day. The building team will develop the conditions under which credit may be given for work completed during the period of detention or assignment to a supervised, directed study program. A student must be permitted to take any examinations missed during a period of assignment to a supervised, directed study program.

Habitual Truancy

A student who is absent from school without an acceptable excuse for part or all of five (5) or more school days per semester will be declared habitually truant. If so, the student's parent(s)/guardian(s) will be notified in writing of the student's status. Within five (5) days after the date the habitual truancy notice has been sent to the parent(s)/guardian(s), by certified mail, a meeting will be scheduled with them and school officials to discuss the student's truancy. With the consent of the student's parent(s)/guardian(s), the date for the meeting may be extended for an additional five school days. If student is attending the District as a nonresident open enrollment student, revocation of open enrollment status will occur and student will be required to return to resident district. The Board will actively support any and all ordinances and laws dealing with truant students.

Legal Ref.: Sections 118.15 of the Wisconsin Statutes (Compulsory School Attendance)
118.153 (Children At Risk of Not Graduating From High School)
118.155 (Released Time for Religious Instruction)
118.16 (School Attendance Enforcement)
118.162 (Truancy Committee and Plan)
118.163 (Municipal Truancy and School Dropout Ordinances)
118.164 (Removal of Pupils From the Class)
118.165 (Private Schools)
Local Ref.: Policy #428, Full-Time Public School Open Enrollment
Policy #431, Compulsory Student Attendance & Alternative Programs

TRUANCY

State law does not distinguish between tardiness and truancy:

State Statue 118.16 (1)(c) "Truancy" means any absence of part or all of one or more days from school during which the school attendance officer, principal or teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent pupil, and also means intermittent attendance carried on for the purpose of defeating the intent of s. 118.15.

Contributing to Truancy means any student 17 years of age or older who, by act or omission, knowingly encourages or contributes to the truancy of a student.

Unexcused Tardy/Absence Consequences:

Tardiness to school (arrival after 7:50)—will result in detention after the 3rd time a student is tardy to school.

Absent during the day (i.e.: Skipping class):

Students found to be skipping class or otherwise unaccounted for during the day will be assigned a consequence:

Habitual Truancy: Absent from school for part or a whole school day more than 5 times in a semester without an appropriate reason.

Daily Truancy: Absent from school or class more than two blocks without an appropriate excuse or failure to serve a detention for being absent from school for less than two blocks.

Municipal Citation: Citation amounts are not set by the Evansville Community School District—please consult with the local police department regarding citation amounts.

Juvenile Referral: Typically a juvenile referral is made for students under the age of 12. This is a referral sent to the Evansville Police Department. Typically this results in a referral to the Rock County Human Services Department and may result in probation, intake to juvenile detention (jail) and/or a combination of consequences as determined by Rock County.

Contributing to Truancy: Any adult 17 years of age or older who, by act or omission, knowingly encourages or contributes to the truancy of a student.

Students are allowed 5 absences due to illness per semester.

Any absence after the allowed 5 will need a valid medical excuse from a doctor. An example of a valid note is one that is signed by the medical provider or one sent via email from a medical provider authorized to send such documentation. (A Screenshot of an appointment is not a valid medical note).

Intervention Process for Tardiness to School

SCHOOL-WIDE PRACTICE

- Students tardy to school will enter through the main office to check in with office staff.
- Office staff will issue a pass to the student (or notify the teacher via email) allowing the student to class
- 3 Tardies to school –parent contact is made by school staff

Tardy to Class

- All students are expected to be in class on time.
- Staff will take attendance each class period they have students scheduled.
- Staff will communicate with other staff that students had permission to be tardy. This communication can be with a pass or via email.

Staff may document (with an office referral) the steps they have taken to address the tardiness. When an office referral is made regarding student attendance. The referral will be reviewed by the building principal and an appropriate consequence will be determined and decided.

Procedure for Leaving and Returning to the Building during the School Day

Students who need to leave the building for any reason during the school day must-obtain a pass from the office.

Passes

Late to School: Students will enter through the main office and attendance will be recorded by the office staff. If needed a pass will be issued to the student to go to their assigned class. If there is a reason for the tardiness, students should present a written excuse from home. If a bus is late, staff are notified and attendance is accounted for.

Late to Class: If students are late for a class, they should obtain a ~~tardy~~-pass from the teacher they were last with, not the office.

During Lunch Hour: If any student needs to be with a teacher, at a locker, or in the halls during lunch and/or lunch recess, they need to have a pass.

Appointments: Students must bring a note to the office to receive a pass to leave, and then check in at the office when they return from the appointment. (Refer to the District Attendance Policy for further clarification).

Consequences for attendance related matters can include the following—more than one consequence may be assigned depending on the circumstances:

- A meeting with the principal and/or designee to discuss attendance
- A meeting with the student and his/her parent to discuss attendance
- A detention—to be served (during the day—during bonus recess time)
- A detention—to be served after school on assigned detention days
- A meeting with law enforcement to talk about attendance
- A referral to the police department for a possible citation or juvenile referral

FEES AND FINES

Information regarding specific amounts of student fees will be available in August, prior to the start of school. All fees and fines must be paid prior to the end of the school year in order to be able to participate in the year-end activities. (Such as reward trips, talent show, 8th grade recognition).

GRADES

At the end of every 9 weeks a student will get a report card listing their letter grade in each of their core classes. Grades are accessible through Family Access at our website, www.ecsdnet.org.

At the conclusion of every 12 weeks, students in Art, Computers and Tech Ed will receive a letter grade, which shows their academic progress in the class taken during that grading period. Reports of progress, exemplary or unsatisfactory, are completed at the midpoint of each trimester when appropriate. Grades are accessible through Family Access at our website, www.ecsdnet.org.

JC McKenna Middle School frequently measures student progress during the school year. Currently the following assessments are given to middle school students:

- The Wisconsin Knowledge and Concepts Exam (WKCE), 8th grade only for Science and Social Studies.
- Forward Exam for 6-8 grades.
- STAR Testing (Up to 3 times a year to monitor student progress).
- Eighth graders periodically take the National Assessment of Educational Progress (NAEP).

HOMEWORK

Homework is an important part of every JC McKenna Middle School student's education. Students should expect to spend an average of 30-60 minutes every evening to complete their homework.

Homework Responsibilities:

Student Responsibilities

- accurately record information regarding both short and long term assignments in your assignment notebook
- accurately record information regarding assignments, due dates, and daily objectives in your assignment notebook
- manage personal time wisely so that school assignments are complete, accurate and turned in on time
- take the initiative to ask questions and seek help when necessary
- take pride in school work

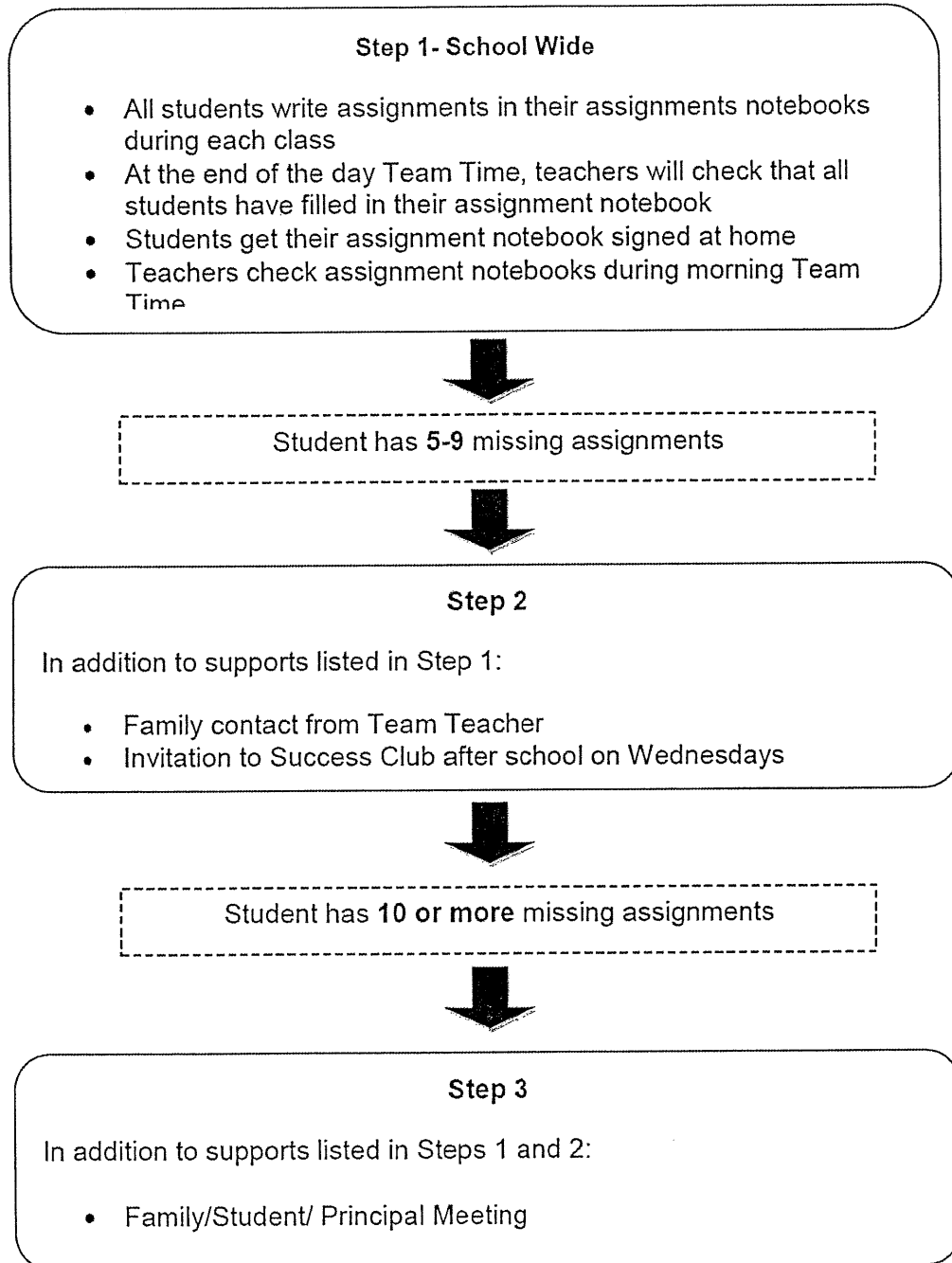
Teacher Responsibilities

- clearly explain homework assignments
- have daily objectives and assignments displayed and/or discussed
- coordinate amounts of work assigned with grade level teaching teams so as not to overload students
- communicate questions and problems to students and/or parents

Family/Guardian Responsibilities

- provide a quiet study area
- consistently check your student's assignment notebook to be sure that it is neat and up-to-date
- answer your student's questions about homework
- contact teachers when there are concerns regarding your student's homework

JC McKenna Homework Support Process



PROMOTION OF STUDENTS

Refer to School District Policy on Promotion #345.4.

Students may be retained in the same grade when their standards of achievement or social, emotional, mental, or physical development would not allow satisfactory progress into the next higher grade. Recommendations will be made by staff, after working with the student and guardians to improve the students' progress. Where professional measures demonstrate a lack of academic gains, the school district reserves the right to deny advancement.

There are some conditions, which may make it desirable for a student to be placed in the senior high environment rather than be retained in the Middle School, even when subjects have been failed. This may be done at the recommendation of the principal and staff with the approval of the district administrator.

SCHOOL COUNSELING

Counseling services are available to all J.C. McKenna students. Our counselor works closely with teachers, administrators, school/community personnel, and parents to ensure that student's academic, personal/social and career goals and needs are addressed, promoting the education of the whole child and academic success. The counselor's primary obligation is to the student and their progress through school. The school counselor can be contacted to help address concerns which may affect a student's ability to profit from their education.

STUDENT GOVERNMENT

The School Board of the Evansville Community School District supports the organization of a middle school student council. The purpose of the J. C. McKenna Student Council is to foster ideas of student leadership and government, and promote the concept of service for and within the student body through projects and activities that benefit students, staff, the community, and beyond.

The J. C. McKenna Student Council does not have the authority to make policies for the district or regulations for the school. Student Council may make recommendations to administration on topics of student concern, however. The principal and Student Council will maintain open channels of communication.

J. C. McKenna Student Council officers are elected democratically each spring for the upcoming school year. Students who complete all procedures and run as candidates for office but are not elected become members of the Presidential Council for the upcoming school year. Any J. C. McKenna student who wishes to be a member of Student Council may complete an application to be a Member at Large in the fall of each school year. Student council advisers are selected by the administration.

SAFETY/EMERGENCY DRILLS

Safety/emergency drills are held at regular intervals throughout the year. Anyone visiting the school during an emergency drill must evacuate the building with the students and staff, in a quiet and orderly fashion.

MEDICATION PROCEDURES

From Evansville School District Policy # 453.4

Medications should be administered to students by guardians at home. If that is not possible the following guidelines must be followed in order for school staff to safely dispense medication during the school day:

1. A medication consent form (453.4) must be completed and signed by the child's doctor for all prescription medications.
2. A medication consent form (453.4) must be completed and signed by the child's guardian for both prescription and non-prescription medications.
3. All prescription medications must be in the original container from the pharmacy.
4. All non-prescription medication must be labeled and in the original container.
5. School staff will not split medications. If your child requires a medication to be split, please bring medication that is already split to school.
6. Prescription medication will only be given according to the doctor's written instructions. School staff will not change the dosage of the medication or the time when the medication is given unless there is a signed statement from the doctor for this change.

Any student possessing prescription or non-prescription medication without following the procedures set forth in policy 453.4 may be subject to disciplinary action.

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

Understanding Non-medical/Misuse of Prescription Medications

Prescription Medications

- The class of prescription drugs most commonly prescribed for pain is opioids, such as Vicodin, Percocet, Codeine, Demerol or Oxycontin. Under a doctor's orders, these medications can be very helpful. But if used improperly, they can be dangerous.
- Most individuals who misuse prescription medications, particularly teens, believe these substances are safer than illegal drugs because they are prescribed by a doctor. Doctors take into account things like the patient's age, weight, and medical history; the drug's form, dose, and possible side effects; and the potential for addiction, when prescribing medications.
- 70% of people 12 and older who abuse prescription drugs get them from family and friends, and 60% of teens who have abused prescription pain killers have done so before the age of 15.

What is Addiction?

- Addiction is a disease characterized by compulsive drug seeking behavior regardless of the consequences. As the illness progresses, an addicted person needs more of the drug, the illness becomes harder to treat, and the risk of overdose increases.
- Misusing medication can lead to serious consequences including addiction, other substance use, criminal activity, and even death.

- People who misuse pain killers might not understand how these factors interact and put them at risk for serious negative consequences.

It is important for parents/guardians to be aware of what substances your child may be exposed to or using during the season. What are the signs and symptoms you should look for?

Signs of use

- Anxiety/Irritability
- Insomnia
- Long periods of sleep
- Loss of appetite/nausea
- Watery eyes
- Chills
- Depression
- Disorientation
- Pinpoint pupils

Signs of dependency

- Change in personality
- Social withdrawal
- Change in daily habits
- Neglect responsibilities
- Forgetfulness
- Increased sensitivity
- Change in appearance
- Receiving lower grades
- Increased absence

Signs of overdose*

**If you see any of these signs, consider this an emergency and call 911 immediately.*

- May not awaken when aroused
- Cold, clammy skin
- Blue lips, face, hands
- Struggle for breath
- Elevated body temperature
- Vomiting
- Behaving irrationally/confused

Take Action! What can you do if your child is prescribed medication?

1. Know -- Know what medications your child is using and the signs of use, dependency, and overdose.
2. Monitor -- The adult in the household should maintain possession of the medication and closely monitor the dosage and refills. Although most youth are capable of self-administering over-the-counter pain killers, prescription opiates should be closely supervised by an adult. Set clear rules with your medications! Never share, take more than prescribed, or mix with other drugs.
3. Talk -- Discuss the dangers of prescription medications with your child. Emphasize that just because they are prescribed by a doctor, it does not make them safe!
4. Lock Your Meds -- Keep all prescription medications locked up to keep your family and friends safe! When the prescription is no longer needed, dispose of the unused medication at any Drop Box location.

ACCIDENTS

Every student in the building or on school grounds, at practice sessions, or any athletic event must report an accident/injury to the staff member in charge and/or to the office immediately. Except in dire emergencies, this must be done before seeing a doctor.

DRESS AND GROOMING

Students at J.C. McKenna Middle School are encouraged to dress appropriately for the school setting. We expect all students to follow the school guidelines regarding personal appearance.

1. Students are expected to wear clothes that are considered appropriate and conducive to learning. Hats and outdoor apparel (e.g. jackets, sunglasses) shall not be worn in the classroom.
2. Students are expected to wear hairstyles and clothing that are safe and healthy. Special requirements may be necessary in certain areas such as physical education, art, band, science lab, and technical education classes.
3. Students are expected to wear clothes that do not damage school property or the property of others (e.g. shoes that scratch and or mark floors, chains, clothes with metal rivets).
4. Students are expected to meet the requirements of the situation when representing the school and the community so as not to distract from the group or occasion.
5. Students are expected to leave backpacks, bags in their lockers during the school day.

Guidelines:

- Any tops that expose the chest, whole back, undergarments or stomach are not allowed.
- Shirts must be able to be tucked in when arms are extended above the head.
- Excessively short, loose, or tight clothing is not allowed,
- Pants, jeans and shorts should be worn on the hips so undergarments (under clothes) are not visible.
- Clothes or accessories that promote tobacco, alcohol or drugs usage are not allowed.
- Clothing with obscene or vulgar material is not allowed.
- Chains / spiked collars are not allowed.
- Students should not wear outdoor clothing (hats, hoods, coats, sunglasses, etc.) in the building.

Keep in mind that J.C. McKenna administration and staff requires personal clothing choices that are responsible, appropriate and conducive to learning.

COMPUTERS / TECHNOLOGY

Technology is a way of life. We need to respect it and use it the right way. We use technology every day and should be able to continue using it. But, your technology privileges might be taken away if you commit the following offenses:

1. Viewing/printing of inappropriate materials.
2. Use of chat rooms or any type of instant messaging
3. Any use of cell phones, MP3 players or any handheld device during school hours.
4. Hacking (corrupting or stealing) student files or school technology
5. Tampering/messing with student work or files

A hacker is a programmer, who breaks into computer systems in order to steal, change or destroy information. Computers and related technology represent a sizable investment by the Evansville community into our schools. Students are expected to acknowledge this privilege by always treating this equipment with the utmost care and respect. Damage to equipment by a student may result in loss of computer privileges, payment of replacement costs by the student or parent, or other appropriate consequences.

FOOD SERVICE INFORMATION

To receive hot lunch, you are to have a 4-digit lunch number and need to have a positive balance in your account.

A la-Carte: A la-Carte costs an extra amount and can greatly impact your food account balance if you take it often.

Payments for your account should be placed in a box located at the office and should be paid before 8:30 AM.

Vending Machine: Food or drinks from vending machine cannot be eaten during lunch hours.

(Refer to ECSD Policy #762)

Through a computerized lunch accounting program, the District shall maintain family lunch accounts to handle payments for meals offered to all students. All families who have students in the school district have a family meal account. The system functions as a debit system, similar to a checking account. There must be money in the family account in order to serve the student(s) in the lunch line. The Evansville Community School District maintains accurate records of meals sold and served to students in the National School Lunch Program. Parents/guardians are responsible for and are expected to maintain their food service account with a positive balance. Students eligible for free or reduced priced meals are charged accordingly in a confidential manner.

FREE & REDUCED LUNCHES:

Free and reduced meal prices are available to anyone who qualifies per the current income eligibility guidelines provided by DPI. Applications for free or reduce meal prices are available at Back to School Days and are also available at the district office any time during the school year. School funding for state and federal programs is often based on the number of families that qualify. We encourage you to apply if you are eligible, for your families and our district's benefit, even if your child(ren) rarely chooses to eat school meals. Students on free meals are only eligible to receive one free lunch and/or breakfast (where applicable) daily.

A LA-CARTE:

High School and Middle School students have access to additional breakfast and lunch items known as "a la carte". These items are priced between \$.25 and \$2.75. Parents should note that the purchase of these items can have a significant effect on the amount spent for daily lunch purchases.

Please discuss with your student an appropriate amount they should be spending for a la carte items, and the nutritional impact of their decisions. It is not possible for food service to monitor or prevent overspending by students on ala carte items. Families receiving

free/reduced meals should note that ala carte items are not eligible for free/reduced prices, but must be paid for.

PAYMENTS:

There is a box located by each office for students to drop off payments. These payments must be in this box no later than 8:30 AM to be reflected in service line balances that day. There is a minimum deposit of \$5.00. Payments also can be dropped off or mailed to the district office at 340 Fair Street. Checks should be addressed to the Evansville School District. Automatic electronic payment options are available through Family Access. If you have multiple children in the district, you may send payments to school with any one of them and it will be credited to the family account. Please send all payments in a clearly labeled envelope with at least one child's first and last name and the amount of the payment. This envelope is important to assure that the correct amount is credited to your family's account.

LOW BALANCES:

Families are encouraged to keep a record of account balances and can monitor accounts in the following ways:

1. They may use the software Family Access on the school's website to monitor their food service activity and balances. The school website is ecsdnet.org. Please call the District Office at 882-3391 or 882-3380 to set up this free service. Please note that students are set up with one primary guardian/payer. If the second guardian requests use of Family Access, permission must be given by the primary guardian/payer.
2. Parents/guardians who do not have Internet access may contact the food service department at 882-3580 to request information on their account.
3. Upon request by the student, food service personnel will provide balance information to the student.
4. Families will receive an automated phone message for low balance accounts.

LUNCH MENUS: can be viewed on the District web site at ecsdnet.org and are provided in school newsletters.

QUESTIONS: may be directed to the Food Service Department at 882-3580.

Food Consumption

Students must consume food and beverages in the cafeteria only. Students may consume food in classrooms or Team on special occasions approved by the teacher.

Lunch at the middle-school is a closed campus.

All students are required to remain on school grounds during the entire lunch hour. Any student who wishes to go home must have written permission from a guardian. Any exceptions must be changed through the office.

Students will be expected to adhere to the following Lunch Room Expectations:

- Bags and books should be placed in a locker before coming to lunch

- Bring the equipment you will need for outside recess with you (coats, hats, basketballs, etc.)
- Keep eight (8) seats to the round tables unless otherwise given permission to add chairs
- You can save a seat for yourself, but not for your friend(s)
- Students should leave their coat, sweatshirt, hat, etc. at the table before entering the lunch line
- Pick up any trash in and around your table area
- Wait to be excused by a lunch room supervisor and slide your chair in when dismissed
- Bring a pass with you before lunch if you need to see a staff member during lunch time
- Gum and Pop are not allowed during the lunch period
Students may not order food for delivery at the middle-school; however, parents may bring in food for students from area restaurants for special occasions by notifying the office first.
- Leave the tables and seats clean for other students
- Throwing food, bags, cartons, other items will result in consequences
- Food and drinks should be consumed in the cafeteria before leaving for lunch recess
- 8th grade students will place chairs into stacks of 8 and the end of their lunch period-- other grades eating during the last lunch period of the day will be expected to stack chairs.
- Assigned seating may be made by staff members—students will need to follow the assigned seating.
- Electronic devices are to be used during the recess portion of lunch not inside at the lunch table
- Students need to be outside for the last 10 minutes of lunch recess in order to allow enough time for the food service staff to clean and prepare for the next lunch period.

Students requested by a staff member to be elsewhere—need to use a foam tray and head to that location without incident—examples: you were assigned a lunch detention by a staff member. The student would enter the cafeteria to get their lunch items and head directly to the assigned location.

Lunch room staff will have a list of names of students expected to eat in other location.

Lunch Recess Expectation:

- Students should be prepared to be outside for lunch recess as often as possible
- Staff consult the NOAA wind chill chart to determine safe and appropriate conditions for outside lunch recess—please be prepared
- Students are expected to play safely—no tackle football, no pushing, shoving, etc.
- Unsafe play may result in the loss of recess time or restriction from the activity where students were being unsafe
- Students can bring their own equipment to use for lunch recess (footballs, basketballs, soccer balls, chalk, jump ropes, etc.) Students are expected to use their equipment safely. Unsafe use may result in the confiscation of the equipment to be returned to the student at a later time
- The school may provide a limited amount of equipment for students—please return all equipment to the ball cart when lunch recess is over (as indicated by a staff member whistle or the school bell)

- When equipment (footballs, soccer balls, etc.) lands on the roof, students are expected to notify a staff member—the items may not be returned as staff are not able to retrieve items from the roof regularly due to other duties, obligations and staff safety during inclement weather
- Students may use their electronic device outside for music and games. They do so at their own risk
- Food and Drinks are not to be consumed outside, any garbage outside should be placed in the trash cans, we expect students to help keep the building and grounds looking clean
- Students are expected to work to resolve their own conflicts about unfair teams, rule violations and other difficulties. Staff will help them negotiate rules and expectations, but do not act as referees. Staff may limit or ban activities if they continue to cause difficulties and the students are not able to reach an agreement
- Students playing in an unsafe manner may lose their lunch recess privileges
- Students will be outside in the winter and can play in and around the snow hills and ice in a safe manner. Staff members will explain the rules of safe behavior at lunch recess and students playing in an unsafe manner may have some recess restrictions. Example of safe playing (sliding down snow hills): example of unsafe playing (pushing/shoving on the snow hills)
- Playing unsafely in the snow or on the ice may result in being restricted to playing on the blacktop only.

On Occasions when lunch recess is inside

- Students will be dismissed from the lunch room by lunch supervision staff
- Students should walk to the gym and sit quietly on the bleachers (the same ones they do to get ready for Phy. Ed. class)
- When the majority of students are in and seated quietly, staff will give directions for lunch recess for the day—depending on the equipment available
- Lunch supervision staff in conjunction with the Phy. Ed. Staff will determine what equipment can be used and the manner it should be used
- Students not wishing to play with the equipment available may remain on the bleachers and talk or play on their electronic device (at their own risk)
- At the end of lunch recess, students should replace the equipment to the location determined by staff
- Students will be dismissed out both sets of double doors and are expected to walk to their locker and/or next classroom.

LOCKERS

All students are assigned a locker at the beginning of the year. Students are to occupy the locker assigned to them. Items of value should not be stored in the locker. An additional Phy. Ed. locker will also be assigned. It is the responsibility of the student to make sure their lockers are locked. Any damage to the locker will be the responsibility of the student assigned to the locker.

School lockers are the property of the Evansville Public Schools. At no time does the Evansville School District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.

School bags / backpacks should be kept in student's lockers and not taken into the classrooms.

TEXTBOOKS

All students are furnished with textbooks for required classes. Students are expected to keep their books covered. Loss or destruction of textbooks is the student's responsibility. Fines will be assessed near the end of the year. Students will be charged according to the following schedule:

1. New Book – 100% of the purchase price.
2. 1-year-old book – 80% of the purchase price.
3. 2-year-old book – 60% of the purchase price.
4. 3-year-old book – 40% of the purchase price.
5. 4 or more years old – 20% of the purchase price.

STUDENT PUBLICATIONS

Student publications and media productions shall serve as educational tools, as media for reporting school events, as a means of expression for students, as forums for disclosure of issues, and as sources of entertainment and enlightenment in the Evansville Community School District.

The Board encourages students to develop and present, in a limited public forum, their creative expression through the production of student publications and media production projects that are within appropriate standards reflective of the educational setting and community. Appropriate standards in the District shall be interpreted as:

1. Development of student responsibility in distinguishing between freedom and license.
2. Consideration by the faculty of the maturity levels of students and of appropriate standards of journalistic and media production taste.
3. Care for the development of skills of written expression and media production among students.
4. The preclusion of any material of defamatory content.

The middle and high schools may publish school newspapers. Published yearbooks may be purchased by elementary, intermediate, middle and high school students. Formats for all yearbooks and school newspapers must be approved by the building administration. The advisor shall review the material or content with the building principal. The advisor and building principal reserve the right to review, modify, edit or prohibit the final publication/presentation. The building principal shall have final authority to determine the appropriateness of the content of all student publications/presentations. He/she has the authority to prevent or restrain the duplication and/or distribution of the publication/presentation.

TELEPHONE

The office telephone is for school business and can only be used by students for emergencies with the permission of the office personnel. Students will be called to the office for a phone call only in an emergency; otherwise a message will be given to them.

SCHEDULE CHANGES

If it becomes necessary to change your schedule during the year due to some unforeseen situation, students should go to the guidance counseling office to request a schedule change. No program change can be made without written permission from parents and permission from teachers involved and the guidance school counselor. Students are expected to complete courses that they elect.

VISITORS

Students may bring visiting students of middle school age to school if the student will add to the educational opportunities at school (i.e., from a foreign country, or has a unique and valuable experience to share with students). A form may be obtained in the office, and must be signed by the student, visiting student, Home Base teacher, and parent no less than one week before the visit. The principal or designee will determine if a visitor may visit.

SCHOOL DANCES

Dances are held at JC McKenna for the enjoyment of students, staff and faculty. Organizations that want to sponsor a dance must have the date approved with the principal. Dances and social events at JC McKenna are for students who attend the middle school. Exceptions to this rule will be made on a case by case basis for former students who have moved away during the school year.

SCHOOL CLOSINGS

The District Administrator shall have authority to close the district schools in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel.

When determining whether or not to close school due to hazardous weather, the District Administrator shall consult, as applicable, with the National Weather Service, law enforcement, county health and emergency management agencies, and the District bus Contractor. Upon reaching a decision to close the schools, the District Administrator shall get the announcement out via "Alert Now" phone call, post on the District website and notify local television and radio stations who participate in announcing school closings. Every effort will be made to have school cancellation/late start notification posted by 6:15 a.m. and early dismissal by 11:00 a.m.

SAFETY RESPONSE PLAN

The Evansville School District has developed a comprehensive Safety Response Plan to deal with a variety of situations from Accidents to Weapons. When a response is needed to a particular situation, we will attempt to get information out on the district website at ecsdnet.org as soon as possible. Parents should not contact the school or their students when an emergency is in progress. This ties up the phone lines, and takes staff time away from dealing with the situation. If a parent should arrive at school, not knowing a situation is in progress such as a tornado warning, we will invite the parent in to help supervise students if it is appropriate. If not, we will ask the parent to leave and wait until we have issued an all-clear in consultation with the appropriate authorities.

GENERAL BUS INFORMATION AND REGULATIONS

School Board Policies; 443.2, 443.21

1. Be on time at the designated pick-up points.
2. Be careful in approaching bus stops. Walk on the left side toward oncoming traffic. If you cross the road, do so in front of the bus after checking with the bus driver for a hand signal to cross.
3. Bus riders shall load the bus at their school's loading zone unless permission is granted otherwise.
4. Reach your seat in the bus without disturbing or crowding other students. **The bus driver retains the right to assign seats.**
5. Riders are not to extend any part of their bodies out of the windows or move about the bus at any time.
6. Riders are expected to obey the bus driver at all times.
7. Help keep the bus clean, sanitary and orderly – no littering.
8. Damage done to seats or other bus equipment must be paid by the rider or his/her parents/guardians.
9. Riders shall remain seated unless exiting the bus.
10. If you cross the road, do so in front of the bus, after checking with the driver for a hand signal to cross.
11. **The bus is considered an extension of the classroom. Therefore, the same expectations and consequences for student behavior exist while riding the school bus.**
12. The bus driver is in charge of the bus at all times, and retains the right to establish additional rules necessary to promote the health, welfare, and safety of riders.
13. Students must have written permission from parents or guardians to leave the bus at a spot other than their regular stop.
14. Students requesting for rides on a bus other than their designated bus transportation will be treated on an individual basis dependent on bus routes, seating availability, and driver's discretion. Written parent request is required.
15. Boom boxes, radios, tape players, Ipods, or any other electronic or battery powered devices are prohibited. (Unless permission is granted from the bus driver).
16. These rules apply for any trip that is sponsored by the school.

Violation of bus regulations will be reported to a building principal who may administer standard disciplinary consequences as well as suspension and/or expulsion of bus riding privileges.

SPORTSMANSHIP AND MIDDLE SCHOOL AND HIGH SCHOOL EVENTS

J.C. McKenna Middle School students should support their athletic teams, performance groups, etc. by displaying good sportsmanship and other appropriate behaviors at all times. Attendance as a participant or spectator in any co-curricular activity is a privilege that can be revoked for improper behavior. Use the following as a guide to sportsmanship.

The individual student should:

1. Consider the visiting team, fans and the officials as guests and treat them as such.
2. Respect the rights of students from the opposing school.
3. Respect the authority and judgment of the coach.
4. Respect the rights of spectators.
5. Cheer for both teams in a courteous manner.
6. Respect the property of the school and the authority of school officials.
7. Recognize good plays by either team.

8. Applaud an injured player when he/she is removed from the game.
9. Support the cheerleaders wholeheartedly. However, fans should not draw attention to themselves during routines, or distract the team.
10. Accept the Officials decision as final.
11. Show self-control – at all times during the game and after.
12. Be modest in victory and gracious in defeat.
13. Consider it a privilege and duty to encourage everyone (players and spectators alike) to live up to the rules of fair play and sportsmanship.
14. Students must be in the gym, not in the halls.
15. Once students leave the building, they will not be allowed to re-enter.

BUILDING WIDE AWARDS/RECOGNITIONS

Presidential Fitness Awards

The Presidential Youth Fitness Award recognizes students who score in the Healthy Fitness Zone in at least five FitnessGram assessment categories.

President's Education Awards

This award recognizes academic success in the classroom. To be eligible, students must meet requirements in the following categories. Category A: Students are to earn a grade point average of 90 on a 100 point scale. Category C: 1. High achievement in reading or math on state tests or nationally-normed tests. OR 2. Recommendations from a teacher plus one other staff member.

PBIS (Positive Behavioral Interventions and Supports) Tickets

Each student has the opportunity to receive tickets for displaying respectful, responsible, safe and positive learning behavior(s). Students can use their tickets to participate in activities and/or receive prizes.

Positive Behavior Award

Rewards given weekly to reward positive behaviors of students.

Perfect Attendance Award

Students with perfect attendance for the academic school year receive a certificate and recognized at an all school assembly.

Honor Roll

Students receiving an A or a B in each class at the end of each quarter earn honor roll recognition.

High Honor Roll

Students receiving an A in all classes at the end of each quarter are on the high honor roll.

All STAR Award

Each quarter 3 students per grade level receive the All STAR Award. These students are recommended by the grade level teachers, voted on and then recognized by the staff with their families in attendance. All STAR students are those that go above and beyond each day and are known for making a positive impact in the school environment.

JC MCKENNA MIDDLE SCHOOL STUDENT DISCIPLINE CODE

The behavior and conduct of students attending J.C. McKenna Middle School shall reflect standards of good citizenship, high morality, self-discipline, responsibility and respect for others. These expectations lead to a positive learning environment that promotes acceptance of individual differences and talents.

J.C. McKenna Middle School's discipline code was established and will be consistently enforced for the health and safety of all students, staff, parents and community members. Students are expected to observe the rules and regulations stated in the discipline code. Infractions of the discipline code have the potential of changing the climate of the school and can interfere with the educational process. Therefore, according to Evansville Community School District Policies #443.10 and #443.11, students who decline to conduct themselves according to these rules will be subject to consequences as outlined within this discipline code.

Students who are identified as breaking the discipline code will be afforded due process to determine if a consequence is merited. Due process guidelines are outlined in ECSD Policy #440. According to ECSD Policy #347 and 347.1, documented infractions will be retained in student files until one year after the student moves to the next school.

It is understood by the school staff and administration that a high percentage of middle school students may never be in violation of the discipline code. The focus of our school is to identify and promote the positive behaviors that middle school students demonstrate. Staff and administration will celebrate our students' successes through various classroom and school positive incentive programs.

This code book outlines infractions and maximum consequences for each infraction. Please keep in mind that consequences vary from verbal reprimand to possible expulsion. After completing a thorough investigation, the administration retains the right to assign consequences that are appropriate for each infraction. Disciplinary actions will be based on the needs of all students in the school district.

DISCIPLINE INFRACTIONS AND CONSEQUENCES

1. ALCOHOL – CONTROLLED SUBSTANCES – LOOK A LIKE / COUNTERFEIT SUBSTANCES

Any fermented malt beverage or intoxicating liquors as defined in Chapter 125, Wisconsin Statutes. Any controlled substance or counterfeit substance as defined in section 961.01(5), Wisconsin Statutes. (Refer to Board Policy 443.4, 443.41/522.11)

- **Under the influence, use or possession**
 - Guardian notified.
 - Police notified.
 - Follow district drug and alcohol policy.
 - Up to five (5) days of out-of-school suspension.
 - Possible referral to District Administrator for review and possible recommendation to the School Board for expulsion.
- **Transfer of**
 - Guardian notified.
 - Police notified.
 - Follow district wide drug and alcohol policy.
 - Up to five (5) days of out-of-school suspension.

Referral to District Administrator for review and possible recommendation to the School Board for expulsion.

- **Repeated offenses**
Guardian notified.
Police notified.
Follow district wide drug and alcohol policy.
Up to five (5) days of out-of-school suspension.
Referral to District Administrator for review and possible recommendation to the School Board for expulsion.
- **Sale of**
Guardian notified.
Police notified.
Follow district wide drug and alcohol policy.
Up to five (5) days of out-of-school suspension.
Referral to District Administrator for review and possible recommendation to the School Board for expulsion.

Alcohol/drug violations will require an evaluation by a certified AODA counselor before students return to school.

2. **BATTERY**

Causing bodily harm to another by an act that is intended to cause bodily harm to another person without the consent of the person harmed.

Guardian notified.

Up to five (5) days out-of-school suspension and/or referral to police.
Possible referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

3. **BULLY VIOLENCE/HARASSMENT**

Bully violence/harassment occurs whenever anyone intentionally, repeatedly, and over a period of time inflicts or threatens to inflict physical or emotional injury or discomfort upon any person's body or feelings. This type of intimidation may be subtle, but will not be tolerated. (Refer to Board Policy #411.1 and 411.4). Victims will be encouraged to fill out an official complaint form in the office after a bullying incident.

Guardian notified.

First Offense: Up to five (5) days in or out-of-school suspension and /or referral to police.

Second Offense: Up to five (5) days out-of-school suspension and referral to police.

Repeated Offense: Up to five (5) days out-of-school suspension and referral to police.

Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

4. **CHEATING**

Submitting/copying information or assignments of any type that was not produced by the person claiming it as original. This includes dishonesty on daily assignments, projects, term papers, tests, etc.

Cheating is of course, not allowed in this school, whether telling someone the answers by;

-Cell phone (which is not supposed to be in class)

-Any other electronic device

-Verbally

-Or on paper

Guardian notified.

First Offense: Student-teacher-principal conference. A grade of an "F" will be assigned to the work. Up to five (5) days of in-school suspension.

Second Offense: Student-teacher-guardian-principal conference. A grade of an "F" will be assigned to the work. Up to five (5) days of out-of-school suspension.

Repeated Offenses: Student-teacher-guardian-principal conference. The students will be assigned a grade of an "F" to the term of that class. Up to five (5) days of out-of-school suspension.

5. **TECHNOLOGY MISUSE**

- No chat rooms, chat groups, chat lines or chat boxes, and no games without specific assignment or permission.
- No music or other audible sounds without specific assignment and permission.
- No viewing, exploring or printing of obscene or otherwise inappropriate material. (Refer to ECSD Board Policy #363.2)

Guardian notified.

First Offense: Detention or Suspension

Second Offense: Suspension or loss of computer privileges for a quarter.

Third Offense: Suspension or referral to the superintendent for expulsion.

6. **COMPUTER TAMPERING – HACKING/DAMAGE**

Any unauthorized use or misuse of computer technology (hardware or software) including the copying of software and/or use of unauthorized software. (Refer to ECSD Board Policy #363.2)

Guardian notified.

First Offense: Up to five (5) days in-school suspension. Possible referral to police.

Repeated Offense: Up to five (5) days out-of-school suspension with loss of computer access and privileges to district computers for a time to be determined by a district official.

In all cases, the student is required to make restitution for damages, including repair and labor costs.

7. **DISCRIMINATORY ACTS**

Any act, verbal or in writing, directed toward a person on the basis of race, sex, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or disability that promotes negative stereotyping, degrades or flagrantly demeans any individual.

Guardian notified.

First Offense: Up to five (5) days out-of-school suspension and/or referral to police.

Repeated Offense: Up to five (5) days out-of-school suspension and referral to police.

Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

8. **DISORDERLY CONDUCT**

Engaging in violent, abusive, indecent, profane, boisterous, unreasonably loud or otherwise disorderly conduct under circumstances in which the conduct tends to cause or provoke a disturbance.

Guardian notified.

First Offense: Up to five (5) days in-school suspension and/or referral to police.

Second Offense: Up to five (5) days out-of-school suspension and/or referral to police.

Repeated Offense: Up to five (5) days out-of-school suspension and referral to police.
Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

9. **DISRESPECT**

To insult, call names, dishonor or in other manners abuse verbally or in writing any member of the school staff or student body.

Guardian notified.

Up to five (5) days in-school or out-of-school
Suspension

Severe and repeated offenses may result in a referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

10. **DRESS CODE**

All dress code issues, as identified in the student handbook, are reasonably related to valid educational purposes of the Evansville community as a method of maintaining discipline and protecting the health, safety and educational well-being of all students. (Refer to ECSD Board Policy #443.10)

Guardian notified.

To be determined by the building administrator or designated official.

11. **FALSE ALARMS**

The act of initiating a false fire alarm, an impending bombing or other catastrophe that causes a classroom or school to be disrupted.

Guardian notified.

Up to five (5) days out-of-school suspension and referral to police.

Possible referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

Restitution to the Evansville Community School District for monetary losses accrued due to events related to the false alarm. (e.g., reimbursement to law and fire officials for response to false alarms)

12. **FIGHTING**

Aggressive, hostile bodily contact with others.

Guardian notified.

First Offense: Up to five (5) days out-of-school suspension and/or referral to police.

Second Offense: Up to five (5) days out-of-school suspension and referral to police.

Repeated Offenses: Up to five (5) days out-of-school suspension and referral to police.
Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

13. **FIREWORKS**

Anything manufactured, processed or packaged for exploding, emitting sparks or combustion.

Guardian notified.

First Offense: Up to five (5) days in or out-of-school suspension and/or referral to police.
Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

Repeated Offenses: Up to five (5) days out-of-school suspension and referral to police.
Possible referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

14. **FORGERY**

The act of falsely using, in writing, the name of another person or falsifying time, dates, grades, addresses or other data on school forms.

Guardian notified.

First Offense: Up to five (5) days in or out-of-school suspension and/or referral to police.

Repeated Offenses: Up to five (5) days out-of-school suspension and/or referral to police.
Possible referral to the District Administrator for review.
Possible recommendation to the School Board for expulsion.

15. **HEALTH AND SAFETY**

Conduct or behavior which endangers the health or safety of any student, staff or other persons.

Guardian notified.

First Offense: Up to five (5) days in-school or out-of-school suspension and/or referral to police.

Repeated Offenses: Up to five (5) days in-school or out-of-school suspension and/or police referral.
Possible referral to the District Administrator for review.
Possible recommendation to the School Board for expulsion.

16. **INSUBORDINATION**

The willful failure to respond or carry out a reasonable directive by authorized school personnel.

Guardian notified.

First Offense: Up to five (5) days in-school suspension

Second Offense: Up to five (5) days out-of-school suspension and student-parent administrator meeting.

Repeated Offenses: Up to five (5) days out-of-school suspension
Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

17. **LOITERING**

Being present in any school building at a time, or in a manner, not usual or permitted, including restricted areas and times. Students should leave the building as soon as possible at the end of the school day unless they are under the supervision of an adult.

Guardian notified.

First Offense: Up to five (5) days in-school suspension.

Second Offense: Up to five (5) days in-school suspension, parent conference with principal.

Repeated Offense: Up to five (5) days out-of-school suspension, parent conference with principal, and/or referral to police.

18. **PHYSICAL ATTACK ON A STAFF MEMBER**

The act of intentionally pushing or striking a staff member on or off school grounds.

Guardian notified.

Police notified.

Up to five (5) days out-of-school suspension

Referral to the District Administrator for review with possible recommendation to the School Board for expulsion.

19. **SEXUAL HARASSMENT**

Engaging in any type of sexually-oriented conduct that would interfere with another's ability to learn or function in the school environment including inappropriate touching of any kind.

Guardian notified.

Up to five (5) days out-of-school suspension.

Possible referral to police for sexual assault charge.

Possible referral to the District Administrator for review.

Possible recommendation to the School Board for expulsion.

20. **THEFT**

The act of taking or concealing the property of another without that person's consent.

Guardian notified.

Up to five (5) days out-of-school suspension.

Possible referral to police with restitution and damages to be paid by the offending student.

21. **THREATS OR INTIMIDATING ACTS / BULLYING**

The act of verbally or by gesture threatening the well-being, health or safety of any person on school property or in route to or from school.

Of all the wonderful things that are allowed in this school, two that are not are bullying and harassment. This is not tolerated or allowed in any way. "I'm not punching them so it's not bullying" is not necessarily true. Bullying or harassment is...

- Emotionally hurting
- Threatening
- Physically hurting
- or teasing anyone in any way

Guardian notified.

First Offense: Up to five (5) days in or out-of-school suspension and/or referral to police.

Second Offense: Up to five (5) days out-of-school suspension and referral to police.

Repeated Offense: Up to five (5) days out-of-school suspension and/or referral to police.
Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

22. **TOBACCO USE OR POSSESSION (including look-alike products)**

The use of or possession of any tobacco product. This includes but not limited to smoking tobacco, chewing tobacco or snuff. (Refer to ECSD Board Policy #832.1)

Guardian notified.

Police notified for citation of underage tobacco violation.
Up to five (5) days out-of-school suspension.

23. **VANDALISM/CRIMINAL DAMAGE**

Vandalism; Purposely destroying other people's items/property is the definition of vandalism.

- Graffiti
- Tampering with the sprinkler system
- Tampering with the fire alarms
- Destroying locks
- Tampering with security systems.
- Intentionally breaking school property.

The act of intentional destruction of property belonging to others. This may also include the tampering with or causing the discharge of any sprinkler system or other apparatus installed in a school building for the prevention of fire or the safety of the population or school property.

Guardian notified.

First Offense: Up to five (5) days out-of-school suspension. Police notified and restitution to cover the loss to the school district.

Repeated or Severe Offense: Up to five (5) days out-of-school suspension. Police notified and restitution to cover the loss to the school district.
Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

24. **WEAPONS (including look-alike items)**

Weapons are defined as any object that by its design and/or use can cause bodily injury or property damage. This includes, but is not limited to, guns, ammunition, explosives, knives, razors, karate sticks, nunchakus, metal knuckles, chains, chemical sprays, and similar items. Articles designed for other purposes (e.g., ice pick) which are used in a manner that

would inflict bodily harm and/or to intimidate, will be considered weapons. (Refer to ECSD Board Policy #831)

Possession of firearm

Guardian notified.

Referral to police.

Five days out-of-school suspension.

Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

Possession of a weapon other than a firearm

Guardian notified.

Possible referral to police.

Five days out-of-school suspension.

Referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

Students who inadvertently bring a weapon (non-firearm) to school must immediately and without incident turn the weapon over to the building principal or designated official. Full cooperation of the student will be taken into consideration before any disciplinary action is determined.

25. GANG-RELATED OR OTHER CRIMINAL ACTS AND STUDENT SAFETY

From ECSD Policy #443.8

The Board recognizes that students must feel physically safe in school. Gang-related or other criminal acts committed by individual students or groups of students interfere with the mission of the District. Intimidation, weapons or the threat of violence have no place in our schools.

Related Definition

A "gang" as defined by this policy is:

1. A group of three or more individuals with a unique name, identifiable marks or symbols;
2. Who claim turf or territory,
3. Who associates on a regular basis, and/or,
4. Who engage in anti-social or criminal activity.

School administrators shall monitor student behavior by using the following criteria to identify gang involvement.

The criteria to be considered include, but are not limited, to the following:

1. Having gang tattoos.
2. Wearing gang garb that could include the color of clothing, head covering or methods of grooming.
3. Displaying gang markings or slogans on personal property or clothing.
4. Possessing literature that indicates gang membership.
5. Admitting or alleging gang membership.
6. Being arrested with known gang members.
7. Attending functions sponsored by the gang or known gang members.
8. Obtaining corroborating evidence from reliable and multiple sources such as relatives, faculty, staff, students or citizens of gang involvement.
9. Receiving information from law enforcement agencies that a youth is a gang member.
10. Exhibiting behavior fitting police profiles of gang related activity.
11. Being stopped by the police with a known gang member.

12. Loitering, riding or meeting with a gang member.
13. Selling or distributing drugs for a known gang member.
14. Helping a known gang member commit a crime.
15. Committing a crime at the request of or on behalf of a known gang member.

School staff will monitor and document the existence of gang activity or weapons in the schools. If school officials record student involvement for monitoring purposes, the parents/guardians of the student will be informed in writing by school officials.

Disciplinary Action

Depending on the number of gang affiliation indicators and severity of the threat to student safety, some or all of the following actions may occur:

1. Conference with guardian and student to discourage gang related activities.
2. Detention.
3. Suspension.
4. Expulsion.

26. ELECTRONIC COMMUNICATION DEVICES ON SCHOOL PREMISES

ECSD Policy #443.5

The Evansville Community School District restricts student possession and use of electronic communication devices for the following purposes:

- Medical
- School
- Educational
- Vocational
- Parental communication or other legitimate purpose, while on premises owned or rented by or under the control of a school of the Evansville District.

The device shall not be used in a way that disrupts the learning environment. The device may only be used before and after school, or during recess time at lunch. Administrative approval may be given if circumstances indicate other use is necessary. Phones may not be used in restrooms or locker rooms at any time. Failure to follow these guidelines will result in confiscation of the device and will only be returned to the parent/guardian.

During local or other emergencies, an announcement may be made for all student electronic communication devices to be turned off, so emergency networks are not overwhelmed.

Building principals shall inform students and their parents/guardians of this policy by publishing the above statement in the student and parent handbooks.

Legal Ref.: Sections 118.258 Wisconsin Statutes
120.13(1)

- First Offense:** Returned to the student at the end of the day.
- Second Offense:** Returned to the student at the end of the day and a 30-minute detention.
- Third Offense:** Parent must pick up the device from administration or designee, student will serve a 30-minute detention.

Possession of a cell phone by middle school students is a privilege and not a right. Serious or repeated violations of school policies while using a cell phone may result in the suspension of that privilege. In addition, students who violate school rules or policies while using a cell phone do not have a right to absolute privacy of the content in/on the cell phone. An administrator or a designee

may review the content of a cell phone to determine if school rules were violated.

Note: Students may have personal music players during their lunch period.

This student code book was designed to help ensure consistency and fairness of discipline procedures. School officials will review each infraction on an individual basis. Disciplinary decisions will be based on the evidence related to each infraction. Disciplinary actions will be decided within the building. Serious infractions may also be reviewed by the Office of the District Administrator and referred to the Evansville Community School District Board of Education. Students and parents have the right to appeal disciplinary decisions made by the building principal or designee. When a student or parent believes that disciplinary procedures and/or due process were not followed they may appeal to the Office of the District Administrator.

JC MCKENNA MIDDLE SCHOOL EXTRA / CO-CURRICULAR CODE

Extra Curricular Activities

Football Wrestling
Volleyball Cross Country
Basketball Track and Field

Co-Curricular Activities

Forensics Blue Notes
Quiz Bowl Jazz Band
Student Council Spanish Club
POMS Drama Club

PHILOSOPHY

The primary purpose of education is to provide each student with the values and training necessary to lead a rewarding and successful life. The extra/co-curricular programs at JC McKenna are an integral part of the educational process as it provides certain opportunities and emphasizes definite aims, which is difficult to duplicate in other school activities.

Participation in extra/co-curricular activities is a privilege. Involved students have a responsibility to follow established rules of conduct, maximize their performance, and present a positive image to fellow students, the Evansville community, and the larger world.

GOALS

The goals of the Evansville Schools extra/co-curricular programs are:

1. To help students develop leadership skills and responsibility.
2. To promote teamwork, with the development of such commitments as loyalty and cooperation.
3. To promote the ideals of good sportsmanship and fairness that make for winning and losing graciously.
4. To provide opportunities for students to set personal goals and to work toward success.
5. To generate a sense of unity by providing a focus of interests on activity programs for students, staff, and community.
6. To practice self-discipline and emotional maturity in learning to make decisions under pressure.
7. To promote excellence by providing opportunities for the expression of gifted and talented abilities.
8. To create alternatives for personal enrichment by providing outlets for students with varied needs, interests and abilities.
9. To provide opportunities for personal enjoyment.
10. To promote a philosophy for life-long health and worthy use of leisure time, either as a participant or spectator.

11. To develop an understanding of the value of activities in a balanced educational process.

SPORTSMANSHIP

JC McKenna students should support their athletic teams, performance groups, etc. vigorously by displaying good sportsmanship and other appropriate behaviors at all times. Attendance as a participant or spectator in any co-curricular or extra-curricular activity is a privilege that can be revoked for improper behavior. Use the following as a guide to sportsmanship.

The individual student should:

1. Consider the visiting team, fans, and the officials as guests and treat them as such.
2. Respect the rights of students from the opposing school.
3. Respect the authority and judgment of the coach.
4. Respect the rights of spectators.
5. Respect the property of the school and the authority of the school officials.
6. Cheer for both teams in a courteous manner.
7. Acknowledge good plays by either team.
8. Applaud an injured player when he/she is removed from the game.
9. Support cheerleaders and pom-poms.
10. Accept the official's decision as final.
11. Show self-control at all times during and after the game.
12. Be modest in victory and gracious in defeat.
13. Consider it a privilege and duty to encourage everyone (players and spectators alike) to live up to the spirit of the rules of fair play and sportsmanship.

ACADEMIC REQUIREMENTS

It is the expectation that a student will maintain a 2.0 GPA and be passing all of his/her classes to be participating in athletics. Both the principal and the coaches will be monitoring student grades to ensure appropriate progress. Progress reports include, grade reports, mid-term reports, and weekly reports. At the discretion of the coach and principal, a student-athlete may sit if they are not keeping up with current schoolwork.

A failing grade during grade checks (Monday of each week) will result in the following actions:

The athlete will have one (1) week to be passing all classes. During this warning week, the athlete will be allowed to practice and compete but will be required to complete a form for that class/subject with that teachers' signature(s) verifying current grades. This form is to be returned to the coach by the end of the day on Friday.

During each sport's season, an athlete is only given this courtesy warning week a single time; any failing grade after the warning constitutes ineligibility.

If the athlete does not return the form by the deadline or is still not passing all classes by the end of the week, they will become ineligible starting the following Monday.

While ineligible, the athlete is expected to practice and attend all home games/meets (ineligible athletes will not travel to away competitions) unless excused by the coach. The athlete cannot suit up but is expected to sit on the team's bench.

In order for the athlete to regain eligibility, they will need to return a new eligibility form with the class or classes in question signed by that teacher.

Students who become ineligible will remain so for at least five (5) school days. During that time, students may be required to attend academic remediation sessions after school until eligible. Ineligible students may not participate in or attend contests or events with the team or group until all grades are passing or if the student has made significant academic progress.

At the end of the five (5) school day ineligibility period, a student will continue to remain ineligible on a five school day basis until the student is achieving above the (F) level in all subjects and has a least a 2.0 grade point average.

The guardian and athlete will be notified by the coach or principal as to which contest(s) the athlete will be ineligible.

STUDENT-ATHLETE CONDUCT IN THE CLASSROOM

Suspension/Detention

Any student who is serving a suspension (in-school or out-of-school) cannot participate in any practice sessions or athletic contests for the period of the suspension. For example, a student suspended in-school or out-of-school on a Tuesday is ineligible to practice or compete anytime Tuesday. In addition, any absences from practice resulting from a suspension will be addressed according to the policies of the specific coach. Those students serving detention during practice sessions will be subject to the specific coach's discipline.

Removal from a classroom for disciplinary reasons

If a student-athlete is removed from a classroom for any disciplinary reason by a staff member, they may be ineligible to practice or compete on that school day and will be subject to the specific discipline of the principal and coaching staff.

Sports Injuries and Prescription Pain Killers

Understanding Non-medical/Misuse of Prescription Medications

Prescription Medications

- The class of prescription drugs most commonly prescribed for pain is opioids, such as Vicodin, Percocet, Codeine, Demerol or Oxycontin. Under a doctor's orders, these medications can be very helpful. But if used improperly, they can be dangerous.
- Most individuals who misuse prescription medications, particularly teens, believe these substances are safer than illegal drugs because they are prescribed by a doctor. Doctors take into account things like the patient's age, weight, and medical history; the drug's form, dose, and possible side effects; and the potential for addiction, when prescribing medications.
- 70% of people 12 and older who abuse prescription drugs get them from family and friends, and 60% of teens who have abused prescription pain killers have done so before the age of 15.

What is Addiction?

- Addiction is a disease characterized by compulsive drug seeking behavior regardless of the consequences. As the illness progresses, an addicted person needs more of the drug, the illness becomes harder to treat, and the risk of overdose increases.
- Misusing medication can lead to serious consequences including addiction, other substance use, criminal activity, and even death.
- People who misuse pain killers might not understand how these factors interact and put them at risk for serious negative consequences.

It is important for parents/guardians to be aware of what substances your student athlete may be exposed to or using during the season. What are the signs and symptoms you should look for?

Signs of use

- Anxiety/Irritability
- Insomnia
- Long periods of sleep
- Loss of appetite/nausea
- Watery eyes
- Chills
- Depression

- Disorientation
- Pinpoint pupils

Signs of dependency

- Change in personality
- Social withdrawal
- Change in daily habits
- Neglect responsibilities
- Forgetfulness
- Increased sensitivity
- Change in appearance
- Receiving lower grades
- Increased absence

Signs of overdose*

**If you see any of these signs, consider this an emergency and call 911 immediately.*

- May not awaken when aroused
- Cold, clammy skin
- Blue lips, face, hands
- Struggle for breath
- Elevated body temperature
- Vomiting
- Behaving irrationally/confused

Take Action! What can you do if your athlete is prescribed medication?

1. **Know** -- Know what medications your athlete is using and the signs of use, dependency, and overdose.
2. **Monitor** -- The adult in the household should maintain possession of the medication and closely monitor the dosage and refills. Although most youth are capable of self-administering over-the-counter pain killers, prescription opiates should be closely supervised by an adult. Set clear rules with your medications! Never share, take more than prescribed, or mix with other drugs.

3. Talk -- Discuss the dangers of prescription medications with your athlete. Emphasize that just because they are prescribed by a doctor, it does not make them safe!

4. Lock Your Meds -- Keep all prescription medications locked up to keep your family and friends safe! When the prescription is no longer needed, dispose of the unused medication at any Drop Box location.

ALCOHOL-TOBACCO-OTHER DRUG USE OR POSSESSION

The use or possession of alcohol, tobacco products or other drugs is prohibited. Any student with such an infraction will receive a suspension from the activity and from school. The following suspensions apply for extra/co-curricular activities. Suspensions will be served simultaneously for students involved in more than one co/extra-curricular activity at the same time. (Please refer to the JC McKenna Middle School Student Discipline Code for school related suspensions.)

1st offense: The student will be suspended for 20% of a season or activity. Suspensions will transfer to the next sport or activity if the suspension cannot be completed during the current season or activity.

2nd offense: The student will be suspended equivalent to 50% of a season or activity. Suspensions will transfer to the next sport or activity if the suspension can't be completed during the current season or activity.

3rd offense: The student will be suspended from all sports and activities for a 12-month period beginning on the date of the offense.

If a student is not involved in a sport or activity at the time of the violation they will be suspended from the next sport or activity in which they participate.

Students who violate the Drug and Alcohol Use or Possession Policy will be offered an opportunity to participate in a Student Assistance Program (SAP) on the first offense only. If the student successfully completes the SAP program, they will have their first violation reduced to 25% of a season or activity.

If a student refuses the opportunity to participate in the SAP program on the first offense they will not be offered the opportunity for the remainder of their middle school career.

APPEAL PROCESS

Evansville Community School District recognizes the due process rights of students. The student and their guardians may appeal if they believe the alleged offense did not occur or the proper procedures were not followed. A student and their guardians must follow the outlined procedures related to Co-Curricular or Extra-Curricular suspensions.

At the beginning of each school year, building principals will be responsible for establishing separate appeal councils for co-curricular and extra-curricular activities, with alternate members suitable for covering the range of activities. Coaches or advisors of the activity in which the student appellant participates will not hear the case. The Appeal Council will be comprised of a principal acting as a nonvoting chairperson, activities director, one coaching/advising faculty representative, one non-coaching/advising faculty representative, and one student representative.

APPEAL PROCEDURE

A student and/or their guardians may formally appeal the suspension decision in writing to the school administrator or designee within five (5) days of the suspension.

The principal will set the date for the hearing. The Appeal Council will conduct the hearing within three (3) full school days of receiving the written appeal request, barring extenuating circumstances.

The Appeal Council will hear the appeal presented by the student and their guardians. The Appeal Council will deliberate and rule on the appeal in private by majority vote, and communicate the decision in person or by phone within one (1) full school day to the student and parents/guardians, barring extenuating circumstances. The hearing decision will be placed in writing and mailed to the student and his/her parents/guardians within five (5) full school days.

A student and/or their guardians may formally initiate a second appeal by mailing of the written appeal to the school administrator or designee within three (3) full school days of the findings from the Appeal Council. A requested second appeal will be before the district administrator. The district administrator will conduct a second hearing within three (3) full school days of receiving the written request for a second appeal. The district administrator will hear the appeal presented by the student and their guardians. The district administrator will rule on the appeal and communicate the decision to the student(s) and guardians in person or by phone in one (1) full school day, barring extenuating circumstances. The district administrator's finding will be placed in writing and mailed to the student and their guardians within five (5) full school days.

If the student and their guardians are not satisfied with the findings in the prior appeals, a third appeal may be requested in writing to the School Board within

three (3) full school days of the findings from the district administrator. A requested third appeal will be added to the business of the next scheduled Board of Education meeting in closed session. The Board of Education will hear the appeal presented by the student and their guardians. The Board of Education will deliberate, rule on the appeal by simple majority vote, and communicate the decision to the student(s) and guardians in person or by phone in one (1) full school day barring extenuating circumstances. The Board of Education's findings will be placed in writing and mailed to the student and their guardians within five (5) full school days.

The provisions as outlined above shall be the sole and exclusive remedy of appeal for students suspended from activities.

ATHLETIC EQUIPMENT

Participants of co and/or extra-curricular activities are expected to take pride in our facilities, property and equipment. The school district provides uniforms and equipment necessary for participation on a loan basis. Each athlete is held financially responsible for any lost, stolen or misplaced uniform or equipment checked out to them. Deliberate damage to school property or equipment will not be tolerated. A referral will be made to law enforcement agencies for restitution.

Students may participate in another co and/or extra-curricular activity once the lost, stolen or misplaced equipment is replaced or appropriate restitution has been made.

ATHLETIC PROGRAMS

All student athletes must meet all eligibility requirements of the W.I.A.A. for Junior High/Middle Schools along with the requirements established by JC McKenna Middle School staff and administration.

ATTENDANCE

A student must be in school on the day of a contest and on days of practice by 10:00 a.m. to be eligible to participate. Exceptions are made for medical appointments with supporting documentation. The principal will review all exceptions for absence to determine eligibility.

FEES

All student fees must be paid in full prior to participating in a co/extra-curricular activity. Fees will not be refunded after the first four days of team practice.

INCOMPLETES

When a student has a grade marked as incomplete at the end of a grading period, participation is at the discretion of the Principal, Activities Director and Coach/Advisor.

INELIGIBILITY CONTACT

When a student is deemed ineligible, a letter will be sent home or a phone call will be made by the coach/advisor to inform the parents. A guardian may request a conference with the coach/advisor and/or principal to discuss the ineligibility.

INJURIES

Participants are required to report all injuries that may occur during a school-sponsored activity to their coach/advisor. An accident report will be completed by the coach/advisor and guardians will be notified as soon as possible.

IN-SCHOOL OR OUT OF SCHOOL SUSPENSION

Students receiving an in-school or out-of-school suspension will not be allowed to practice the day of the suspension and will be suspended from the next contest or event. Additional suspension from contests and practice will be at the discretion of the coach/advisor and principal.

MEDICAL CONCERNS AND/OR ALLERGIES

Participants with medical concerns and/or allergies are required to give written notification to the coach/advisor stating the medical concern or allergy. A student may not participate in interscholastic athletics until the school has written evidence of (a) parental permission and (b) a physical examination by a licensed physician. (Article XXVII - General Rules of Eligibility of the W.I.A.A.)

First year athletes are required to have a completed physical exam card and a signed permission card on file in the school office before participating in any athletic practices or events. Second year athletes are required to have a signed alternate permission card on file in the school office.

All athletes are required to have an insurance waiver card on file with the school office or obtain insurance through the Evansville Community School District.

PRACTICE BEFORE PARTICIPATING IN A SPORT CONTEST

Students are required to participate in a minimum number of practices as defined by the WIAA before being permitted to compete in an athletic contest. The minimum number of practices may be extended at the discretion of the coach and/or principal.

REQUIRED FORMS

Students participating in extra/co-curricular activities and a parent/guardian must provide and sign an Attendance Card, an Emergency Waiver, a Physical Exam Card and a Pledge Card before students begin participation in an extra/co-curricular activity. (See Appendix B)

TRANSPORTATION TO AND FROM AN EVENT/ACTIVITY

All participants are required to ride the school bus to the event and follow all bus riding policies. Students who elect to return from an event with their parents/guardians must present a signed **Travel Release Form** to the coach/advisor by 3:00 on the day of the event. This form can be obtained by contacting the school office.

Students who want to ride home with an adult (age 18 or above) other than their parent/guardian must present a signed note from the parent/guardian to the school office 24 hours before the event. The request must include the name of the person providing the transportation from the event, the reason for the alternative transportation and the parent/guardian phone number to verify written request.

A request for alternative transportation relieves the Evansville Community School District and its employees from all liability related to the alternative transportation.

ADDITIONAL POLICIES AND DECISIONS

Coaches/Advisors may develop additional policies that are not presented in this code. Students and parents will be informed of additional policies prior to participating in a sport or activity.

Administration reserves the right to develop and place into practice policies and decisions as needed to address specific issues and concerns that may not be explicitly detailed in this code.

This code is a 12-month code that will extend throughout the calendar year. Violations and consequences of this code will extend to non-school days that fall outside the normal school year calendar.

To: Board of Education
From: Jason Knott Evansville High School Principal
Date: May 2nd, 2018

2018-19 EHS Student Handbook Changes

Board,

Please see the proposed student handbook changes for the 2018-19 School Year for Evansville High School.

Please feel free to contact me with any questions or concerns.

Jason

From Pages 8 and 9

AUTOMOBILES AND OTHER VEHICLES

Driving a car or other motor vehicle to school is a privilege granted to students by the state, school, and parents. In the interest of student safety, students to whom school bus transportation is provided by the district are encouraged to ride the school bus to and from school.

In an attempt to provide maximum safety for all students, the following procedures and rules will be followed by students who want to drive a motor vehicle to school and park in the school parking lot:

- ~~1. Students who drive their motorized vehicles to school and park vehicles on the school property, or work on them in the shop area, must complete a Parking Permit application available in the office and submit a Parking Permit fee of \$80/year, \$40/semester or \$20/term so that your vehicle is registered with the school. Registration must occur at the beginning first 3 days of school. Parking Fees will not be refunded if a student's parking privileges are revoked. Parking permits will only be issued after all other fees have been paid.~~
- ~~2. A parking tag is necessary and will be issued to all students who have a completed an approved Student Driving and Parking Permit application form. The parking tag must be affixed in the manner designated. Cycles must be registered and will be issued a registration sticker~~
3. All student vehicles must be properly parked in the designated areas in the front student parking lot West of the school, or in designated lot with permission.
4. Speed limits of 15 M.P.H., posted traffic patterns, and designated parking areas must be adhered to.
5. Students are not to be in, or on, any motor vehicle, or in the school parking lot during school hours, including noon hour, unless they are either legitimately entering or leaving the school grounds by motor vehicle.
6. Students are prohibited from driving their vehicles from the high school parking lot during the school day, including the noon hour. Students that have parent request slips or have been requested by a parent telephone call to leave during the school day for an acceptable reason, have been excused by the office, and have properly signed out may drive their automobiles from the school parking lot during the school day. It is the general policy of the school that once a student's car is parked on the school parking lot, it will remain there until the end of the school day. Seniors will be able to leave during TRI time if they meet the behavioral and attendance requirements, and have parental permission.
7. The use of recreational and/or non-licensed vehicles is prohibited on all Evansville School District grounds, parking lots and driveways.
8. Parking on school grounds is a privilege and not a right and thus a student election of this privilege is tantamount to consent for school officials to search their parked cars on school grounds.
9. **Penalties:** Students who are found to be in violation of the preceding rules and regulations will face disciplinary action which can include detention, suspension, expulsion, revocation of driving or parking privileges, towing of vehicle, or referral to the Evansville Police Department.

From Page 13

FIRE, TORNADO AND LOCK DOWN DRILLS

Drills will be held at unexpected times during the year to train students to move out of the building or to shelter areas as the case may be. Quick, efficient movement without panic or noise is essential. Students are to leave the building according to the directions in each classroom.

The tornado signal will be signaled by an announcement by a high school administrator. Remember to leave books, etc., stay in line, refrain from talking, and walk quickly to the directed safe area. Don't run. Remain calm.

The hold-lock and hold-lock secure drills will be signaled by an announcement by a high school administrator. Remember to be calm and don't speculate.

ALICE protocol will be followed in the event of an immediate or imminent threat or action by an active assailant. (Add)

From Page 15

GRADUATION REQUIREMENTS

In order to receive an Evansville High School diploma, students must have been enrolled in class or participated in an activity approved by the school board during each class period of each school day and have satisfied all high school credit requirements. Students shall select a minimum of four classes per term and should earn a minimum of eight credits per year. They shall be in regular attendance for eight semesters, except as otherwise provide by state law or local rule.

<u>Course</u>	<u>Credits Required</u>
English Language Arts	4
Social Studies	3.5
Mathematics	3
Science	2 (3**) —3
Personal Finance	.5
Additional Academic Credit*	1
Physical Education	1.5
Health Education	.5
Elective Courses	12 (11**) —11
TOTAL CREDITS	28

Credit* = elective from Science, Social Studies, Math, English or World Languages

~~**Beginning with the class of 2017~~

Senior Graduation Project

~~Starting with the class of 2015,~~ Students will need to successfully complete and present a Senior Graduation Project as a graduation requirement. **A student presentation will be required during one of two nights designated during the school year, unless arranged with the project coordinator and administration in advance. There will be one night designated per semester for the presentations. (Add)**

Alternative Education Program

~~The Alternative Education Program requires students to successfully complete Program competencies as an alternative or supplement to traditional high school classes. Students successfully completing the Program requirements will receive an Evansville Community School District High School diploma. Students attending the Program who choose to take Evansville High School elective classes will be able to substitute one EHS credit for two competencies, as often as needed. Likewise, students transferring between Evansville High School and the Alternative Education Program (or vice versa) will transfer credits to competencies at a one-to-two ratio.~~

The Alternative Education Program requires students to complete Program competencies as an alternative to traditional high school classes. Students successfully completing all Program requirements will receive an Evansville Community School District High School diploma. Students attending the Program who choose to take Evansville High School elective classes in addition to Program competencies will be able to substitute one EHS credit for two competencies. Likewise, students transferring between Evansville High School and the Alternative Education Program (or vice versa) will transfer credits-to-competencies at a one-to-two ratio.

GUIDANCE AND COUNSELING

~~Counseling and guidance services are provided. Our counselor works closely with teachers, administrators, school/community personnel, and parents as they investigate problems and concerns of the students. The counselor's primary obligation is to the individual and his/her progress through the school. Any problem or concern, which affects the individual's ability to profit from his/her education, is of major concern to the school counselor.~~

~~Entrance requirements for colleges, vocational schools, etc. vary greatly. Students should check to determine those requirements by examining college catalogs or by consulting the counselors. Many of the Wisconsin schools of higher education now require the ACT test as a requirement for admission to be used for counseling and placement purposes. It is becoming more expensive each year, but financial resources are available for students who are sincerely interested in higher education. The counselors will be happy to provide financial aid information to any student interested in continuing his/her education.~~

~~The Guidance Resource Area is a facility for all students. Information on colleges, vocational and technical schools, military service, careers, employment, and scholarships is readily accessible. Students and faculty are welcome and encouraged to use these materials located in the Guidance area. The Wisconsin Career Inventory System (WCIS) is also available for student use on the school computer network.~~

COUNSELING AND STUDENT SERVICES

Counseling and guidance services are provided. Our counselors, psychologist and social worker work closely with teachers, administrators, school/community personnel, and parents as they try to remediate issues and concerns of students. The student services staff's primary obligation is to the individual student and their progress through school. Any problem or concern, which affects the individual's ability to profit from their education, is of concern to the school counselors, social worker and school psychologist.

Entrance requirements for colleges, vocational schools, etc. vary greatly. Students should check to determine those requirements by examining college catalogs or by consulting the counselors. Many of the Wisconsin schools of higher education now require the ACT test as a requirement for admission to be used for counseling and placement purposes. It is becoming more expensive each year, but financial resources are available for students who are sincerely interested in higher education. The counselors will be happy to provide financial aid information to any student interested in continuing their.

The Student Services Resource Area is a facility for all students. Information on colleges, vocational and technical schools, military service, careers, employment, mental health needs and scholarships are readily accessible. Students and faculty are welcome and encouraged to use these materials located in the student services office. Career Cruising is also available for student use on the school computer network.

START COLLEGE NOW

Eligible juniors and seniors may participate in the Wisconsin Start College Now. This program allows students to enroll in courses at colleges and or technical schools at school district expense. The courses must be different from those offered at the high school. Students must register with the school counselor in the fall (by October 1st) for spring courses and in the spring (by March 1st) for fall courses.

From pages 17,18, 19

HONOR AWARDS

Honor Roll

Students will receive grade points based on the following scale:

A = 4.00	C = 2.00
A- = 3.67	C- = 1.67
B+ = 3.33	D+ = 1.33
B = 3.00	D = 1.00
B- = 2.67	D- = .67
C+ = 2.33	F = .00

An honor roll is made at the end of each semester grading period. The grade points mentioned above will determine the honor roll according to the following:

High Honors:	3.6 - 4.0
Honors:	3.0 - 3.59

Any student with an "F" or "I" grade in that semester is not eligible for the honor roll.

Graduation honors are determined by the following seven consecutive semester cumulative grade point averages:

High Honors:	3.6 - 4.0
Honors:	3.0 - 3.59

Academic Letter

EHS students will receive academic honors based on the accumulation of points each semester (replace)throughout high school. They will receive points each semester based on their GPA for the term as follows:

3.00 - 3.24 = 1 point
3.25 - 3.74 = 2 points
3.75 - 4.00 = 3 points

Points will be computed cumulatively over a high school career for each student that attends on a full-time basis. Students will receive awards as follows:

21 points = Letter (or pin if already a letter winner)
33 points = Academic Medal
45 points = Academic Plaque
The 45 points must be earned by the end of a senior's third term.

Class of 2019

21 points-Letter (or pin if already a letter winner)

27 points-Academic Medal

33 points =Academic Plaque (Must be earned by the end of a senior's 1st semester)

Class of 2020

15 points-Letter (or pin if already a letter winner)

21 points-Academic Medal

27 points =Academic Plaque (Must be earned by the end of a senior's 1st semester)

Class of 2021

9 points-Letter (or pin if already a letter winner)

15 points-Academic Medal

21 points =Academic Plaque (Must be earned by the end of a senior's 1st semester)

The awards will be distributed at the spring Awards Night ceremony.

Valedictorian and Salutatorian Awards

~~Students selected for Valedictorian and Salutatorian honors shall be chosen from the graduating class membership on the basis of their accumulated grade point average (GPA), calculated to the third decimal place, after the conclusion of the 14th quarter (term) of a sequence of 16 quarters, as shown on the official high school transcript. The student(s) ranked first in GPA will be named valedictorian and the student(s) ranked second in GPA will be named salutatorian.~~

~~To become eligible for the Valedictorian and Salutatorian awards, a student must have been enrolled at Evansville High School on a full-time basis for six consecutive complete quarters, including the conclusion of the 14th quarter of schooling for the senior class. The student must have earned enough credits to qualify as a member of the senior class and may be considered as a candidate for an award one time.~~

~~A student who joins a graduating class as a result of satisfying the District's early graduation policy and rules is also eligible for Valedictorian or Salutatorian honors.~~

Wisconsin Academic Excellence Scholarship

The class Valedictorian shall be awarded the State of Wisconsin Academic Excellence Scholarship according to the conditions of WIS STATS 39.41, Chapter HEA 9 of the Wisconsin Higher Education Board Rules and local policy or rules.

If more than one student is named as class Valedictorian, the student with the highest ACT test score recorded, at the conclusion of the 14th quarter, will receive the scholarship. The following tie breaking criteria will be applied:

If the highest ACT scores are of equal value, the student with the greater number of academic course credits at the conclusion of the 14th quarter will receive the scholarship.

If the number of academic course credits are of equal value, the student with the greatest GPA of academic courses taken at the end of the 14th quarter will receive the scholarship.

The student with the highest SAT test score recorded, at the conclusion of the 14th quarter, will receive the scholarship.

From Pages 23,24, 25

LEARNING MATERIALS CENTER (LMC)

The Learning Materials Center, or LMC, is open from 7:30-3:30 each school day. Students and staff are encouraged to make full use of all available print, media, and digital resources.

Facilities/Resources

Seating choices for students include tables for independent study or collaboration and comfortable chairs for leisurely reading.

- Desktop computer lab, as well as mobile laptop cart available for class sign-out
- Internet, network, e-mail and data base access
- Virtual Library resources available at <http://www.evansville.k12.wi.us/hslmc>
- Kindles, MP3 players, boom boxes, flip cameras and flash drives available for checkout
- Scanners, a copy machine and a printer use for students and staff

Circulation

All books circulate for a period of four weeks. Kindles may be checked out for a week, and laptops, flash drives, magazines, videotapes, and DVD's circulate overnight. There are no overdue fines, but students will be charged for damaged or lost items.

Services

- Book selection consultation with individuals or classes
- Individual or class instruction relating to:
 - any part of the research process
 - database access and use
 - applications such as digital movies, podcasts, social networking, wikis, etc.

Access

Any student with a pass from the library media specialist, teacher or study hall monitor is welcome in the LMC during class. The LMC is also open during lunch, by appointment, and students may eat lunch in the LMC if they have a sack lunch and wish to work during this time. Computer use is not allowed while eating. Age of majority students are also allowed to use the LMC during their open class period(s). These students may enter the LMC after class has started and before class ends if they wish.

The Evansville High School LMC is a vibrant center of learning. Collaboration is an essential part of learning, so the atmosphere in the LMC definitely allows for discussion. We just ask that you keep the level of your discourse such that other patrons are not distracted by your conversations. Patrons who choose not to follow this guideline may lose individual LMC privileges for a short time, but will always be allowed in the LMC with a class.

Database Passwords

SIRS Issues Researcher: username: evansville password: evansville

Health Resource Center: username: evansville password: Evansville

LIBRARY MEDIA CENTER (LMC)

The Library Media Center, or LMC, is open from 7:30am-3:30pm each school day. Students and staff are encouraged to make full use of all available print, media, and digital resources.

Facilities/Resources

Seating choices for students include tables for independent study or collaboration and comfortable chairs for leisurely reading.

- Desktop computer lab, as well as mobile laptop/Chromebook carts available for class and individual sign-out
- Internet, network, e-mail and database access
- Virtual Library resources available at <http://www.ecsdnet.org/programs-support/evansville-high-school.cfm>

- A variety of media is available for checkout, including but not limited to: headphones, tablets, chargers, video cameras, sound recording devices, flash drives
- A copy machine with scanner and a printer use for students and staff

Circulation

All books circulate for a period of four weeks. Audiovisual materials circulate for one week. Laptops and Chromebooks circulate for one day and must be returned by the end of the school day. . Students are sent a weekly reminder of overdue items and can renew books and audiovisual materials once if no one is on hold for the item(s). There are no overdue fines, but students will be charged for damaged or lost items. At the end of the school year, students will also be charged for any items not returned to the LMC. If a student has overdue item(s) they will not be allowed to check-out materials until the overdue item(s) are paid for or returned.

Services

- Book selection consultation with individuals or classes
- Individual or class instruction relating to:
 - o any part of the research process
 - o database access and use
 - o applications such as digital movies, podcasts, social networking, wikis, etc.

Access

Any student with a pass from their assigned teacher of the corresponding block is welcome in the LMC during class. The LMC is also open during lunch, by appointment, and before and after school. Students are allowed to have small snacks and covered drinks in the LMC. Computer use is not allowed while eating or drinking. Age of majority students are also allowed to use the LMC during their open class period(s).

The Evansville High School LMC is a vibrant center of learning. Collaboration is an essential part of learning, so the atmosphere in the LMC definitely allows for discussion. We just ask that you keep the level of your discourse such that other students are not distracted by your conversations. Students who choose not to follow this guideline may lose individual LMC privileges for a short time, but will always be allowed in the LMC with a class.

Database Passwords

SIRS Issues Researcher: username: EVANSVILLE password: evansville

Overdrive e-books: username: regular school username password: regular school password

From Pages 25

LOCKERS

All students will be assigned a corridor locker. Students are to occupy the locker assigned to them and keep it locked. ~~Items of value should not be stored in the locker.~~ The Evansville School District assumes no responsibility for stolen items.

School lockers are the property of the Evansville Community School District. At no time does the Evansville district relinquish its exclusive control of lockers provided for the convenience of students enrolled in our school. Materials

displayed in the locker shall be in good taste and all material must be removed at the close of the school year. Periodic inspection of corridor lockers will occur to ensure that lockers are clean, orderly, and in compliance with laws and regulations. School officials will search a particular locker if reasonable suspicion exists that some item kept in the locker is in violation of school rules.

BACKPACKS

Backpacks, purses, book bags, gym bags and other similar items belong in lockers during the school day. These items can be used to carry books and other materials to and from school, but they may not be used during the school day and may not be brought into classrooms, labs and other areas of the school except for staff-designated times and areas. Backpacks and purses are NEVER to be left unattended. Any unattended backpack or similar bag will be checked, confiscated, and taken to the office.

From Page 27

MOBILE COMMUNICATION DEVICES

Cell phones and other mobile devices shall not be used in a way disruptive of the learning environment. Unless otherwise indicated, the device shall be stored in the locker **or students may choose to store it in the device storage pockets located in classrooms. The devices shall not emit noise while located in the locker or in the storage pockets.** The device may only be used during lunch in the commons, during passing times, and before and after school, ~~and in a classroom with explicit instructional purposes as indicated by the teacher, and in such a manner so as not to disrupt any school activity.~~ Phones may not be used in restrooms or locker rooms at any time. Failure to follow these guidelines will result in confiscation of device. A detention will be assigned with the first and subsequent violations. The device will be returned only to the parent/guardian on all violations. **Following a 3rd device violation during a school year, the student may have their personal device privileges revoked for the duration of the school year.** Possession of a cell phone by high school students is a privilege and not a right. Serious ~~or repeated~~ violations of school policies while using a cell phone **may result in immediate** suspension of that privilege for the remainder of the school year. In addition, students who violate school rules or policies while using a cell phone do not have a right to absolute privacy of the content in/on the cell phone. **The District is not responsible for the safety or security of personal electronic devices that students choose to bring to school.**

From Page 28

SPORTSMANSHIP

Evansville High School students should support their athletic teams, performance groups, etc. vigorously by displaying good sportsmanship and other appropriate behaviors at all times. Attendance as a participant or spectator in any co-curricular or extra-curricular activity is a privilege that can be revoked for improper behavior. Use the following as a guide to sportsmanship. **If a student is removed from a sporting event for a violation of the sportsmanship code, a meeting will be required with the student, guardians, athletic director, and principal within 48 hours of the incident and prior to the student being able to attend future co-curricular and extra-curricular events.**

The individual student should:

1. Consider the visiting team, fans, and the officials as guests and treat them as such.
2. Respect the rights of students from the opposing school.
3. Respect the authority and judgment of the coach.
4. Respect the rights of spectators.
5. Respect the property of the school and the authority of the school officials.
6. Cheer both teams in a courteous manner.
7. Acknowledge good plays by either team.
8. Applaud an injured player when he/she is removed from the game.

9. Support cheerleaders and pom-pons.
10. Accept the official's decision as final.
11. Show self-control at all times during and after the game.
12. Be modest in victory and gracious in defeat.
13. **Our main objective is to provide a safe, sportsman-like, and positive environment for our students to play games in and spectators to view games.**
14. Consider it a privilege and duty to encourage everyone (players and spectators alike) to live up to the spirit of the rules of fair play and sportsmanship.

From Page 45

Report All Injuries

1. All injuries must be reported to the head coach immediately.
2. Always consult with the head coach, **athletic trainer**, or athletic director if it is necessary to see the physician or dentist.
3. **If there is an injury to an athlete during a competition, an athlete's return to competition will be determined by the athletic trainer. If an athletic trainer is unavailable, the decision will be made by the coach.**
4. In case of emergency, athletes will be sent to our local doctor(s) or to a local hospital. Parents/guardians should indicate any specific doctor desired on the student's medical card.
5. Parents/guardians and/or athletes need to inform the athletic director or head coach of any special medical problems, regardless to how minor they may seem.
6. Should an injury be discovered after the athlete has returned home, the head coach and/or athletic director should be notified.
7. If an athlete requires a physician's care, the physician must sign a statement that the athlete is physically fit to resume participation before the athlete will be allowed to practice or compete.

From Page 48 and 49

1. Academic eligibility for any 9 week time frame shall be determined by the previous nine-week time frame grades. The following two standards describe the criteria an athlete must meet to earn the privilege of participating for Evansville Schools. These standards will determine whether a student athlete is eligible, ineligible, or on academic probation.

First Academic Standard

The student earned passing grades in a minimum of 20 credit hours (3.0 ninety-minute blocks per day in high school) and currently enrolled in 20 credit hours.

Second Academic Standard

A. Eligible if

No F's were earned and a ~~1.5~~ **2.0** GPA or higher was accumulated for the 9-week term.

Or

One F was earned but a ~~1.75~~ **2.25** GPA or higher was accumulated for the 9-week term.

B. On Probation if

Did not meet eligibility Standard **A** above
And

Earned no more than one F but also accumulated a GPA from ~~1.25–1.74~~ **1.50–1.99** for the 9-week term.

C. Ineligible if

Did not meet the eligibility or probationary standards listed above.

A student found academically **ineligible** is unable to participate in non-athletic extra/co-curricular activities for a **minimum of fifteen consecutive school days**. This penalty will begin once a grade list shows a student ineligible and will include all non-athletic extra/co-curricular activities occurring during the period of ineligibility.

Mid-term (9 week time frame) grades and end of semester determine eligibility.

A student on probation must meet with his/her grade level principal or designee to commit to a plan for academic remediation. If a probationary student follows this plan appropriately, he/she will remain eligible for competition for the next 15 consecutive school days. At the end of this 15-day period, the grade level principal will contact individual teachers for current grade point, which must meet the eligibility requirements or suspension will be immediate for the remainder of the 9 week time frame. A student on probation unwilling to commit to and follow through with an academic remediation plan will be ineligible for competition for the entire/remaining 9 week time frame.

A student ineligible for participation must meet with his/her grade level principal or designee at the beginning of the ineligibility period to commit to a plan for academic remediation if he/she wishes to attempt to regain eligibility sometime during the current 9 week time frame. An ineligible student is not allowed to participate for 15 consecutive school days. If the ineligible student has followed this plan appropriately, at the end of this 15-day period, the grade level principal will contact individual teachers for current grades which must meet the eligibility. **The athlete will regain eligibility at any point during the 9 week term if they meet the academic eligibility requirements.** ~~requirements or suspension will be immediate for the remainder of the 9 week time frame.~~ An ineligible student who refuses to commit to and follow through with an academic remediation plan will be ineligible for the entire 9 week time frame.

Students who were ineligible or probationary at the beginning of a given 9-week time frame but follow the stated procedures to regain eligibility at the 15-day mark are eligible academically for the remainder of the 9-week term, provided that they submit a weekly grade check form from their teachers to the grade level principal each week for the remainder of the 9 week time frame. This form can be obtained from the office.

From Page 51

Honesty Clause:

- ~~1. If the student has violated the Athletic Code, student is required to inform their coach and/or the high school administration immediately.~~
2. The athlete shall be truthful.
3. The athlete shall be forthcoming with information.
4. The athlete shall not be deceptive.
5. The athlete shall be cooperative.

Add Prescription Misuse Understanding to Page 13

Understanding Non-medical/Misuse of Prescription Medications

Prescription Medications

The class of prescription drugs most commonly prescribed for pain is opioids, such as Vicodin, Percocet, Codeine, Demerol or Oxycontin. Under a doctor's orders, these medications can be very helpful. But if used improperly, they can be dangerous.

Most individuals who misuse prescription medications, particularly teens, believe these substances are safer than illegal drugs because they are prescribed by a doctor. Doctors take into account things like the patient's age, weight, and medical history; the drug's form, dose, and possible side effects; and the potential for addiction, when prescribing medications.

70% of people 12 and older who abuse prescription drugs get them from family and friends, and 60% of teens who have abused prescription pain killers have done so before the age of 15.

What is Addiction?

Addiction is a disease characterized by compulsive drug seeking behavior regardless of the consequences. As the illness progresses, an addicted person needs more of the drug, the illness becomes harder to treat, and the risk of overdose increases.

Misusing medication can lead to serious consequences including addiction, other substance use, criminal activity, and even death.

People who misuse pain killers might not understand how these factors interact and put them at risk for serious negative consequences.

It is important for parents/guardians to be aware of what substances your child may be exposed to or using during the season. What are the signs and symptoms you should look for?

Signs of use

Anxiety/Irritability

Insomnia

Long periods of sleep

Loss of appetite/nausea

Watery eyes

Chills

Depression

Disorientation

Pinpoint pupils

Blue lips, face, hands

Struggle for breath

Elevated body temperature

Vomiting

Behaving
irrationally/confused

Signs of dependency

Change in personality

Social withdrawal

Change in daily habits

Neglect responsibilities

Forgetfulness

Increased sensitivity

Change in appearance

Receiving lower grades

Increased absence

Signs of overdose*

**If you see any of these signs,
consider this an emergency and call
911 immediately.*

May not awaken when
aroused

Cold, clammy skin

Take Action! What can you do if your child is prescribed medication?

- 1. Know → Know what medications your child is using and the signs of use, dependency, and overdose.**
- 2. Monitor → The adult in the household should maintain possession of the medication and closely monitor the dosage and refills. Although most youth are capable of self-administering over-the-counter painkillers, prescription opiates should be closely supervised by an adult. Set clear rules with your medications! Never share, take more than prescribed, or mix with other drugs.**
- 3. Talk → Discuss the dangers of prescription medications with your child. Emphasize that just because they are prescribed by a doctor, it does not make them safe!**
- 4. Lock Your Meds → Keep all prescription medications locked up to keep your family and friends safe! When the prescription is no longer needed, dispose of the unused medication at any Drop Box location.**

ACADEMIC AWARDS THROUGH THE CLASS OF 2018

High School Honor Rolls

The Evansville Community School District shall maintain an honor roll for high school students who demonstrate high academic achievement. There shall be high honor roll and honor roll categories, which is established accordingly.

Each ~~quarter~~ **semester**, student grades will be calculated and honor rolls established and published according to the following ranges:

High Honor Roll = 3.60 - 4.00

Honor Roll = 3.00 - 3.59

Academic Awards

Students will receive academic honors based on the accumulation of points and names of students on honor rolls shall be published, each ~~quarter~~ **semester**, throughout high school as follows:

3.00 - 3.24 = 1 point

3.25 - 3.74 = 2 points

3.75 - 4.00 = 3 points

Students will receive awards for accumulated points as follows. For transfer students, grades earned in schools other than Evansville will be converted if necessary and included in the total accumulation of points.

Class of 2018

21 points = Letter (or pin if already a letter winner)

33 points = Academic Medal

45 39 points = Academic Plaque (must be earned by the end of a senior's third quarter)

Class of 2019

21 points-Letter (or pin if already a letter winner)

27 points-Academic Medal

33 points =Academic Plaque **

Class of 2020

15 points-Letter (or pin if already a letter winner)

21 points-Academic Medal

27 points =Academic Plaque **

Class of 2021

9 points-Letter (or pin if already a letter winner)

15 points-Academic Medal

21 points =Academic Plaque **

****Must be earned by the end of a student's 7th semester**

All students who have met the above criteria will receive an award at the spring Academic Awards ceremony. Senior students meeting a Laude standard will receive their respective honor cords during the Academic Awards ceremony to wear at the graduation ceremony.

Any student graduating Summa Cum Laude (determined by the end of a student's **7th** semester) will receive an Academic Plaque.

Wisconsin Academic Excellence Scholarship

The top ranked student(s) shall be awarded the State of Wisconsin Academic Excellence

Scholarship according to the conditions of state statute, the Wisconsin Higher Education Board Rules, and local policy or rules. The scholarship is awarded to the top two graduates attending a Wisconsin post-secondary education facility from high schools with enrollments of at least 500 students. High schools with enrollments below 500 students receive one scholarship.

If the top ranked student(s) are not attending a Wisconsin post-secondary education facility, the scholarship will go to the next eligible student(s).

The Laude System procedures will be used to determine the Wisconsin Academic Excellence Scholarship awardees. Top ranking will be determined by Laude Score at the end of the 7th semester. The Laude score for this determination will credit students for AP and/or Departmental Honors courses they are registered for during their 8th semester while utilizing their end of 7th semester G.P.A.

Breaking a Tie

The following progressive tie breaker criteria will be in effect if more than two students are top ranked via the above Laude criteria:

1. Highest Composite ACT test score recorded at the conclusion of the ~~14th-quarter~~ **7th semester**;
2. If the highest Composite ACT scores are of equal value, the student with the greatest number of academic course credits (credits received in English/Language Arts, Mathematics, Science, Social Studies, and Spanish/World Languages courses), at the conclusion of the ~~14th-quarter~~ **7th semester**, will receive the scholarship. Academic courses completed at accredited post-secondary institutions will count as academic credit if the student earns a grade of B- or higher. For every 3 or 4 post-secondary credits completed with a grade of B- or above, a student will earn 1 high school credit. The exact determination will be made by the high school based on the rigor of the post-secondary course. Students will be informed in advance of enrollment in the post-secondary class whether it will count as an academic course and the number of high school credits that will be earned. Students are responsible to present their post-secondary transcripts to the high school guidance office when the class is completed;
3. If still equal, then the student with the greatest G.P.A. in academic courses (English/Language Arts, Mathematics, Science, Social Studies, and Spanish/World Languages) taken, at the end of the ~~14th-quarter~~ **7th semester**, will receive the scholarship. Courses are noted in the registration handbook;

4. If still equal, then the student with the highest SAT test score recorded, at the conclusion of the ~~14th quarter~~ 7th semester, will receive the scholarship;
5. If still equal, then a name drawn from a hat will make the final determination.

Legal Ref.: Sections

39.41 Wisconsin Statutes (Academic Excellence Higher Education Scholarships)

PI 9 Wisconsin Administrative Code

HEA 9

Local Ref.: Policy #345.53 - Laude System

Policy #460 - Student Scholarships

Policy #462 - WI Technical Excellence Scholarship

Approved: ~~May 11, 1987~~

342.3

Revised: September 10, 1990

Revised: February 13, 2006

Revised:

1st Reading: 4/23/18; 2nd Reading: 5/14/18; 3rd Reading: 6/13/18

A law or rule, or an expert recommendation, requires district to make local decision

~~GIFTED AND TALENTED ADVANCED LEARNING PROGRAM~~

The **Evansville Community School District Board of Education** and professional staff members are dedicated to developing a systematic and continuous program for the identification and education of gifted and talented students. The District is committed to providing the necessary staff, services, facilities, materials and professional development to maintain a comprehensive program that will meet the individual needs of **advanced learners**. ~~identified students.~~

In recognition of the broad and diverse needs of **our advanced learners**, ~~gifted and talented students~~, the Board of Education adopts and supports **the ECSD Plan of Service for Advanced Learning**. ~~Wisconsin Comprehensive Integrated Gifted Education Plan, which follows, as an organizational model. The Administrative Team and Gifted and Talented Resource Staff adapt and modify the curriculum according to this model in order to meet State Educational Standard (t).~~

Legal Ref.: Sections 118.35 Wisconsin Statutes (**Programs for Gifted and Talented Pupils**)

121.02(1)(t) (School District Standards)

PI 8.01(2)(t), Wisconsin Administrative Code

Local Ref.: ECSD Plan of Services for Advanced Learning

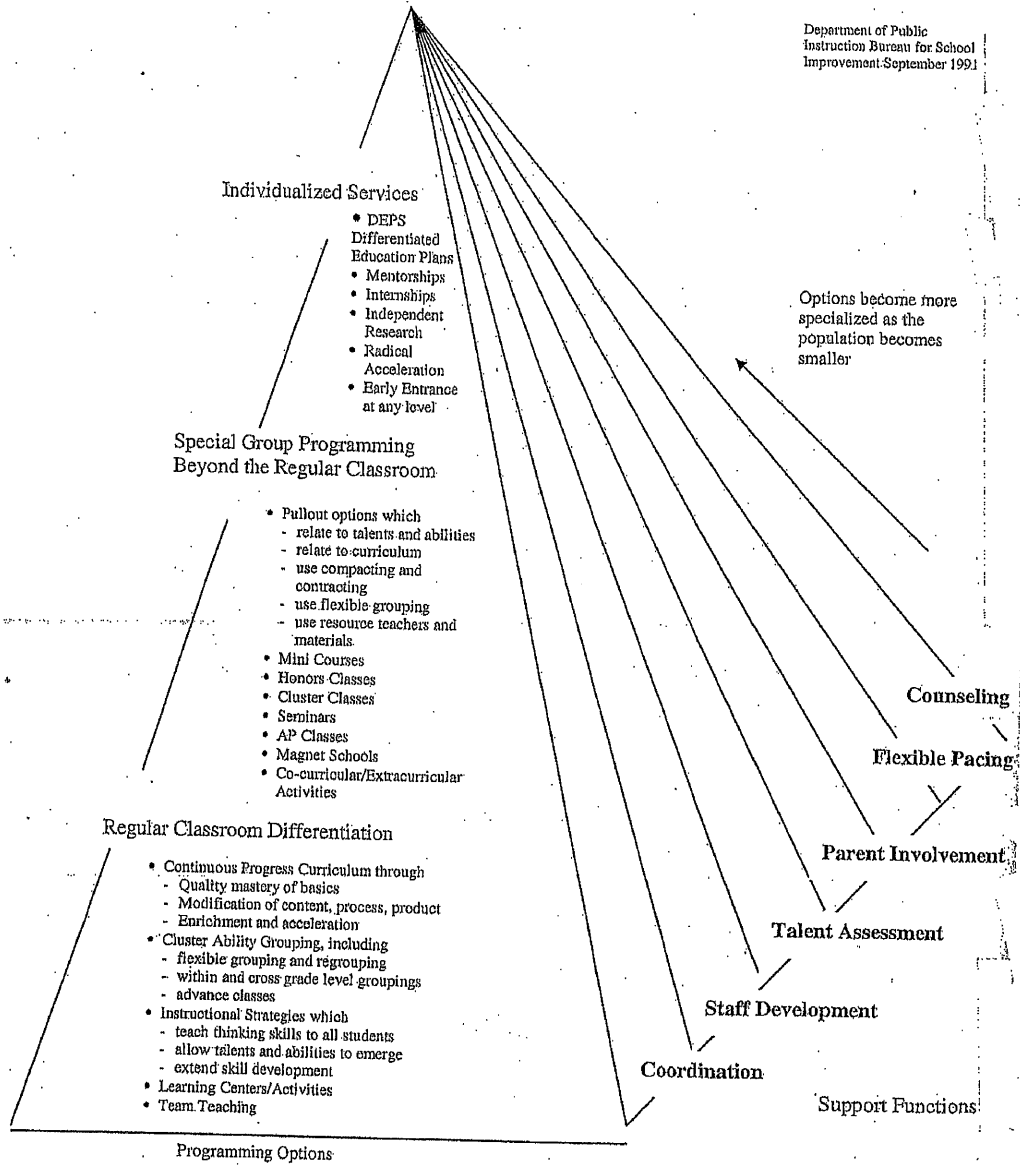
Note – School Board – Link to review document:

http://www.ecsdnet.org/cms_files/resources/Advanced%20Learning%20Plan%20of%20Service%20Board%20Copy.pdf

ALSO, DELETE THE FOLLOWING PAGE: 342.3

WISCONSIN'S COMPREHENSIVE INTEGRATED GIFTED PROGRAMMING MODEL

Department of Public
Instruction Bureau for School
Improvement, September 1991



Approved: May 11, 1987
Revised: January 8, 2007
1st Reading: 4/23/18; 2nd Reading: 5/14/18; 3rd Reading: 6/13/18

351

Recommendation by Administration is to remove as is not required

SUMMER SCHOOL

The Evansville School District may offer summer school programs for remedial and enrichment instruction in grades pre-school through nine when the District funds are available.

When enrolled in summer school, consistent student attendance is expected, the same as during the school years.

Summer school programs must have the approval of the Board.

Legal Ref.: Sections 118.04 Wisconsin Statutes
121.14
121.54(4)
121.58(4)
PI 17, Wisconsin Administrative Code

GANG-RELATED OR OTHER CRIMINAL ACTS AND STUDENT SAFETY

The **Evansville Community School District Board of Education** recognizes that students must feel physically safe in school. Gang-related or other criminal acts committed by individual students or groups of students interfere with the mission of the District. Intimidation, weapons or the threat of violence have no place in our schools.

The Board further recognizes that the presence of gangs, gang activities, and gang affiliations can cause a disruption of or interfere with school and school activities. Students enrolled in the District shall not be involved in anti-social, gang-related, or criminal activities which disrupt school or school sponsored activities. Students will refrain from gang-related activities in school or at school sponsored activities. Gang-related, gang titled, anti-social or criminal activities will not be tolerated and will be reported to and monitored by school administrators.

Related Definition

A "gang", as defined by this policy is **a group of two or more individuals that:**

1. **engages in anti-social or criminal activity and/or;**
2. ~~A group of three or more individuals with~~ **has** a unique name, identifiable marks or symbols;
3. ~~who~~ claims turf or territory;
4. ~~who~~ associates on a regular basis. ~~and/or;~~
5. ~~who engage in anti-social or criminal activity.~~

School administrators shall monitor student behavior by using the following criteria to identify gang involvement.

The criteria to be considered include, but are not limited, to the following:

1. Having gang tattoos.
2. Wearing gang garb that could include the color of clothing, head covering or methods of grooming.
3. Displaying gang markings or slogans on personal property or clothing.
4. Possessing literature that indicates gang membership.
5. Admitting or alleging gang membership.
6. Being arrested with known gang members.
7. Attending functions sponsored by the gang or known gang members.
8. Obtaining corroborating evidence from reliable and multiple sources such as relatives, faculty, staff, students or citizens of gang involvement.
9. Receiving information from law enforcement agencies that a youth is a gang member.
10. Exhibiting behavior fitting police profiles of gang related activity.
11. Being stopped by the police with a known gang member.
12. Loitering, riding or meeting with a gang member.
13. Selling or distributing drugs for a known gang member.
14. Helping a known gang member commit a crime.
15. Committing a crime at the request of or on behalf of a known gang member.

School staff will monitor and document the existence of gang activity or weapons in the schools. If school officials record student involvement for monitoring purposes, the parents/guardians of the student will be informed in writing by school officials.

The District Administrator will coordinate all efforts related to this policy and any other gang activities undertaken by the District to eliminate gang-related anti-social behavior.

When the administration verifies a student's involvement in gang activities, the parent/guardian and law enforcement agencies will be notified.

Students in violation of this policy will receive disciplinary action which may include suspension or expulsion.

Disciplinary Action

~~Depending on the number of gang-affiliation indicators and severity of the threat to student safety, some or all of the following actions may occur:~~

- ~~1. Conference with parent/guardian and student to discourage gang-related activities.~~
- ~~2. Detention.~~
- ~~3. Suspension.~~
- ~~4. Expulsion.~~

Legal Ref.: Sections 120.12(2) Wisconsin Statutes (School Board Duties)
120.13(1) (School Board Powers)
947.01 (Disorderly Conduct)
947.013 (Harassment)
Chapter 948 (Crimes Against Children)

Local Ref.: Policy #831 – Weapons on School Property

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Monday, May 14, 2018, at 6:00 pm in the District Board and Training Center.

The meeting was called to order by President Ms. Hammann. Roll call was taken. Members present: Busse, Hammann, Nyhus, Paul, Rasmussen, Swanson, Titus, and HS Rep. Parker. Absent: HS Rep. Krueger.

APPROVE AGENDA

Motion by Mr. Busse, seconded by Ms. Swanson, moved to amend the agenda, moving V. L. Middle/High School Student Handbook Proposed Changes to V. C, and everything else moved down. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, to approve the amended agenda. Motion carried, 7-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Recognition of HS Board Rep Ava Parker and Maddy Krueger
- Teacher Appreciation Week – May 7 – 11, 2018
- 2017 Wisconsin Advanced Placement Advisory Council PaceSetter Award
- 2018 Jerry Awards
- End of Year Celebration – June 11, 2018

PUBLIC PRESENTATIONS

Staff member, Mr. Dave Kopf, spoke in favor of keeping the Employee Handbook Committee.

INFORMATION & DISCUSSION

High School Student Board Representative Ms. Parker, presented high school events. Discussion.

Ms. Hammann presented the 2019 music trip to New Orleans.

Ms. Hammann presented the middle/high school student handbook proposed changes. Discussion.

Director of Curriculum & Instruction, Mr. Everson, presented the CSI – Staff and Student Teaching and Learning Committee Data update and celebration. Discussion.

Mr. Everson presented an update on the 2018 referendum. A referendum communication plan and draft Resolutions were shared. Discussion.

Business Manager, Ms. Merath, presented an update on the 2017-2018 budget. Discussion.

Ms. Merath presented an update on the 2018-2019 budget. Discussion.

Ms. Merath presented the 2018-2019 lunch prices, with no increase from 2017-2018. Discussion.

Ms. Merath presented a Procurement Card Resolution. Discussion.

Ms. Merath presented a change to the dental insurance, to consider going self-funded. Discussion.

Ms. Merath presented employee group comparables and certified compensation models. Discussion.

High School Principal, Mr. Knott, presented the 2018-2019 start and end times. Discussion.

Ms. Hammann led discussion on the 2018 open enrollment applications. Discussion. An Open Enrollment Committee will be created.

Ms. Hammann led discussion on open enrollment strategy. Discussion.

Ms. Merath gave an update on the safety grant. Discussion.

Ms. Hammann led discussion of having a Board Member serve on the City of Evansville Joint Review Board. Discussion. Mr. Busse will serve on behalf of the Board.

Ms. Swanson presented for a first reading, policies: #152-Employee Handbook; Appendix A of Employee Handbook; #445-Student Interviews With Law Enforcement Officers (By Non School Personnel); #445.1-Procedures for Conducting Student-Law Enforcement (Social Services) Interviews on School Premises; #446.1-(Locker) Student Search Activities; and #455.1-Supervision of Students. Discussion. Policy #152-Employee Handbook and Appendix A of Employee Handbook will remain as is with no changes.

Ms. Swanson presented for a second reading, policies #342.3-(Gifted and Talented) Advanced Learning Program; #351-Summer School; and #443.8-Gang-Related or Other Criminal Acts and Student Safety. Discussion.

PUBLIC PRESENTATIONS

None.

BUSINESS (Action Items)

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the retirements of Kathy Beal, Special Educational Assistant, effective June 10, 2018, and Kelly Mosher, District Administrative Assistant, effective August 3, and thank each of them for their service to the District. Discussion. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Titus, moved to approve the Special Education Teachers' resignations of Michael Maves and Kimberly Katzenmeyer, effective at the end of the 2017-2018 school year, and thank Mr. Maves and Ms. Katzenmeyer for their service to the District. Discussion. Motion carried, 7-0 (voice vote).

CONSENT (Action Items)

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve:

- 2019 music trip to New Orleans;

- Dental insurance, to go self-funded with the plan remaining the same;
- Resolution authorizing issuance of individual Procurement Cards, Resolution number 052018-1;
- All 2018 open enrollment IN and OUT applications;
- Policies:
 - #374-School Fund Raising Activities
 - #374.1-Outside Fund Raising for Co-and Extra-Curricular Programs
 - #374.2-Fund Raising for Outside Organizations by Staff or Students
 - #374 Form-Fund Raising Form
 - #374 Form 1-Post Fund Raising Form
 - #374 Form 2-Fund Raising Activities
- April 23, 2018, regular and April 25, 2018, special meeting minutes;
- and the February reconciliation and March bills and reconciliation.

Motion carried, 7-0 (roll call vote).

FUTURE AGENDA

June 13, 2018, regular meeting agenda shared.

EXECUTIVE SESSION

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to go into executive session, under Wisconsin State Statute 19.85(1)(c)(e) and (g); namely to consider discussing negotiations strategy concerning the 2018-2019 contract with the Evansville Education Association (EEA) covering teachers and the Evansville Education Association Auxiliary (EEAA) covering support staff; and a personnel matter. Motion carried, 7-0 (roll call vote).

RECONVENE INTO OPEN SESSION TO TAKE ACTION, IF NECESSARY, ON ANY OPEN OR CLOSED SESSION ITEMS

Reconvened in open session at 10:40 pm.

Motion by Mr. Rasmussen, seconded by Ms. Swanson, moved to approve the hiring of McKenzie Baumberger, 1st Grade Teacher, for the 2018-2019 school year, for a salary of \$38,072. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Titus, moved to approve the hiring of Abby Beyerl, High School Varsity Cheerleading Coach, for a stipend of \$3,046. Motion carried, 7-0 (voice vote).

ADJOURN

Motion by Mr. Rasmussen, seconded by Mr. Titus, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 10:42 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved: 6/13/18
 Melissa Hammann, President

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

An executive session of the Board of Education of the Evansville Community School District was held Monday, May 14, 2018, at 9:28 pm in the District Board and Training Center.

Members present: Busse, Nyhus, Paul, Rasmussen, Titus, Swanson, and Hammann. Others in attendance: Business Manager, Ms. Merath, and Director of Curriculum & Instruction, Mr. Everson.

Motion by Mr. Rasmussen, seconded by Mr. Nyhus, moved to approve Ms. Mosher's retirement requests as presented in her letter dated May 3, 2018. Motion carried, 5-2 (Busse, Titus)(voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to reconvene into open session. Motion carried, 7-0 (voice vote). Meeting in open session at 10:40 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____
Melissa Hammann, President

**RESOLUTION OF THE SCHOOL BOARD OF
EVANSVILLE COMMUNITY SCHOOL DISTRICT
RESCINDING AND DECLARING VOID**

A PREVIOUS ACTION OF THE SCHOOL BOARD TAKEN MAY 14, 2018

WHEREAS legal counsel for the Evansville Community School District (District) has raised an issue as to the sufficiency of the public notice given for the executive session on May 14, 2018 as it related to discussion of and action on fringe benefits for an administrative assistant; and,

WHEREAS the School Board for the Evansville Community School District (Board) desires to eliminate any concern that discussion and action taken as to this matter has occurred at a properly noticed meeting; and,

WHEREAS the School Board has noticed this issue for discussion and action at the June 13, 2018 School Board meeting.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that the action taken by the Board at the May 14, 2018 School Board meeting in closed session with regard to fringe benefits for an employee is hereby rescinded and declared void.

Adopted: June 13, 2018.

District Clerk

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, June 27, 2018

6:00 pm

District Board and Training Center

340 Fair Street (Door 36)

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

- I. Roll Call: Eric Busse Ellyn Paul Thomas Titus
 Melissa Hammann John Rasmussen
 Curtis Nyhus Kathi Swanson
- II. Approve Agenda
- III. Public Announcements/Recognition/Upcoming Events:
- Back to School Days – August 9, 3-7pm and August 15, 10-2pm
 - First Day of School, September 4, 2018
- IV. Information and Discussion:
- A. Youth Options Report.
 - B. Bullying Report.
 - C. Academic Standards.
 - D. CESA2 Report by Board Representative.
- V. Budget Finance – Chair, Nyhus
- A. Discussion Items:
 - 1. 2017-2018 Budget Update.
 - 2. School Donations/Fund Raising Activities.
 - 3. Evansville Education Foundation Update.
 - 4. Insurance Committee Update.
 - B. Develop Budget Finance Agenda Items for August 22nd Board Meeting.
- VI. Business (Action Items):
- A. Staff Changes.
 - B. Approval of Transferring Money to Fund 46.
- VII. Consent (Action Items):
- A. Breakfast Program.
 - B. Approval of Policies:
 - 1. #445-Student Interviews With Law Enforcement Officers (By Non School Personnel).
 - 2. #445.1-Procedures For Conducting Student-Law Enforcement (Social Services) Interviews on School Premises.
 - 3. 446.1-Student Search Activities (Locker Search Activities).
 - 4. #455.1-Supervision of Students.
 - C. Approval of June 13, 2018, Meeting Minutes.
 - D. Approval of April and May Bills and Bank Reconciliation.
- VIII. Review Policies – Chair, Swanson
- A. Second Reading of Policies:
 - 1. #733-Energy Conservation.

2. #733 Rule-Energy Conservation Administrative Rule.

- IX. Board Development – Chair, Hammann
- X. Future Agenda.
- XI. Adjourn.

This notice may be amended 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.

DRAFT

**COMMITTEE LIST
AS OF May 14, 2018**

BOARD COMMITTEES AND ASSIGNMENTS

<u>Board Committees of the Whole:</u>	<u>Board Member Chairs:</u>
Board Development	President (Hammann)
Budget Finance	Treasurer (Nyhus)
Co-And Extra-Curricular (as needed)	Treasurer (Nyhus)
Employee Handbook	
Open Enrollment Committee	Paul, Swanson

<u>Board Sub-Committees:</u>	<u>Board Members:</u>
Continuous System Improvement (CSI): - Staff and Student Teaching and Learning - Communication and Community Engagement - Technology - Climate and Culture - Facilities and Operations	Board/Admin Team Members: Hammann, Paul, Admin Team Swanson, Roth, Dorn Busse, Nyhus, Everson, Knott, Martin, Nyhus, Katzenberger, Knott Titus, Cashore, Rasmussen, Roth, Shulta, Merath
Insurance (October – February)	Paul, Rasmussen
Policy Development	Nyhus, Swanson
<i>(The Board Committees above are posted in accordance with the Open Meeting Law)</i>	

<u>Other:</u>	
<u>CESA 2 Representative:</u> Rasmussen	
<u>City of Evansville Joint Review:</u> Busse	
<u>Evansville Education Foundation:</u> Paul	
<u>Negotiations/Compensation Assignments:</u> Support Staff (Custodians, Food Service, Educational Assistants, Administrative Assistants, Clerks) Teachers	<u>Board Members:</u> President, Vice President, Treasurer (Hammann, Swanson, Nyhus)