

# EVANSVILLE COMMUNITY SCHOOL DISTRICT

## Amended Amended Board of Education Regular Meeting Agenda

Monday, November 13, 2017

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](http://Evansville.k12.wi.us), and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.*

I. Roll Call: Mason Braunschweig      Melissa Hammann      Thomas Titus  
                 Eric Busse                              Keith Hennig              HS Board Rep Ava Parker  
                 David Hamilton                             John Rasmussen            HS Board Rep Maddy Krueger

II. Approve Agenda.

III. Public Announcements/Recognition/Upcoming Events:

- American Education Week – November 13-17, 2017
- Wisconsin Association of School Board Convention (WASB) – January 17-19, 2018

IV. Public Presentations.

V. Information & Discussion:

- A. High School Student Board Representatives Report.
- B. 2018 Potential Referendum Update.
- C. School Board Election Timeline.
- D. Attendance at WASB Convention in January.
- E. Selection of Delegate and Alternate to WASB Convention in January.
- F. New High School Courses: Beginning Class Piano; AP Psychology; and AP World History.
- G. Budget Development Timeline.
- H. Second Reading of Employee Handbook Suggested Changes:
  1. Part 3, Support Staff, Pg. 58, Section 2, 2.02, Evaluation Procedures, F.
  2. Part 1, All Employees, Pg. 25, Section 4, 4.01, Grievance Purpose.
  3. Part 1, All Employees, Pg. 39, Section 16, Conformity to Law.
  4. Part 2, Certified Staff, Pg. 48, Section 6, 6.01, Reasons for Reduction in Force.
  5. Part 3, Support Staff, pg. 60, Section 5, 5.01, Reduction in Staff.
  6. Part 3, Support Staff, Pg. 61, Section 6, 6.01, Notice of Resignation of Employment.
  7. Part 5, Co-and Extra-Curricular Staff, Pg. 73, Section 1, 1.01, C, Letter of Assignment.
  8. Part 6, Substitute and Seasonal Staff, Pg. 76, Section 1, 1.03, Dismissal/Removal From Substitute List and pg. 77, 2.02, F, Assignments and Responsibilities.
  9. Employee Acknowledgement, Pg. 79.

VI. Public Presentations.

VII. Business (Action Items):

- A. Approval of October 23, 2017, Regular Meeting Minutes.
- B. Approval of Staff Change: Retirement of Custodian.

VIII. Future Agenda – December 11, 2017, Regular Board Meeting Agenda.

- IX. Executive Session – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss Administrators' performances and discuss negotiations strategy concerning the 2017-2018 contract with the Evansville Education Association (EEA) covering teachers and the Evansville Education Association Auxiliary (EEAA) covering support staff.
- X. Reconvene Into Open Session to Take Action, if Necessary, On Any Open or Closed Session Items.
- XI. Adjourn.

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

Upon reasonable notice, 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: 11/2/17  
Re-Posted: 11/7/17  
Re-Posted: 11/8/17

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Amended Amended Board of Education Regular Meeting Agenda/Briefs  
Monday, November 13, 2017  
6:00 pm  
District Board and Training Center  
340 Fair Street (Door 36)

- I. **Roll Call:** Mason Braunschweig      Melissa Hammann      Thomas Titus  
Eric Busse      Keith Hennig      HS Board Rep Ava Parker  
David Hamilton      John Rasmussen      HS Board Rep Maddy Krueger

II. **Approve Agenda.**

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

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

- American Education Week – November 13-17, 2017
- Wisconsin Association of School Board Convention (WASB) – January 17-19, 2018

IV. **Public Presentations.**

V. **Information & Discussion:**

- A. High School Student Board Representatives Report – HS Reps Ms. Parker and Ms. Krueger have enclosed their report.
- B. 2018 Potential Referendum Update – District Administrator, Mr. Roth, will give an update.
- C. School Board Election Timeline – Enclosed is the 2018 election timeline. There will be three seats open (Braunschweig, Hamilton, and Hennig).
- D. Attendance at WASB Convention in January – Discussion on who is attending this convention will take place. The convention is January 17-19. Early registration deadline is December 15.
- E. Selection of Delegate and Alternate to WASB Convention in January – The Board needs to choose a delegate and alternate for the WASB Convention in January.
- F. New High School Courses: Beginning Class Piano; AP Psychology; and AP World History – High School Principal, Mr. Knott, is proposing to offer three new courses for the 2018-2019 school year: Beginning Class Piano; AP Psychology; and AP World History. Information is enclosed.

G. Budget Development Timeline – *Business Manager, Mr. Swanson, has enclosed the proposed budget development timeline.*

H. Second Reading of Employee Handbook Suggested Changes:

1. Part 3, Support Staff, Pg. 58, Section 2, 2.02, Evaluation Procedures, F.
2. Part 1, All Employees, Pg. 25, Section 4, 4.01, Grievance Purpose.
3. Part 1, All Employees, Pg. 39, Section 16, Conformity to Law.
4. Part 2, Certified Staff, Pg. 48, Section 6, 6.01, Reasons for Reduction in Force.
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8. Part 6, Substitute and Seasonal Staff, Pg. 76, Section 1, 1.03, Dismissal/Removal From Substitute List and pg. 77, 2.02, F, Assignments and Responsibilities.
9. Employee Acknowledgement, Pg. 79.

## VI. Public Presentations.

## VII. Business (Action Items):

A. Approval of October 23, 2017, Regular Meeting Minutes.

**Suggested Motion: I move to approve the October 23, 2017, regular meeting minutes as presented.**

B. Approval of Staff Change: Retirement of Custodian – *Please approve the retirement of Farley Erdmann, custodian, effective December 29, 2017.*

**Suggested Motion: I move to approve the retirement of Farley Erdmann, effective December 29, 2017, and thank him for his 20½ years of service to the District.**

VIII. **Future Agenda – December 11, 2017, Regular Board Meeting Agenda** – *Enclosed is a draft of the agenda.*

IX. **Executive Session** – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss Administrators' performances and discuss negotiations strategy concerning the 2017-2018 contract with the Evansville Education Association (EEA) covering teachers and the Evansville Education Association Auxiliary (EAA) covering support staff.

**Suggested Motion: I move under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, and**

to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss Administrators' performances and discuss negotiations strategy concerning the 2017-2018 contract with the Evansville Education Association (EEA) covering teachers and the Evansville Education Association Auxiliary (EEAA) covering support staff.

Roll Call Vote –

X. Reconvene Into Open Session to Take Action, if Necessary, On Any Open or Closed Session Items.

XI. Adjourn.

Suggested motion: I move we adjourn the meeting.

#### **FOR YOUR INFORMATION**

1. Upcoming Board Meetings:
  - December 11, Board Meeting
  - January 15, 2018, Board Meeting
  - January 27, Board Meeting
  - February 12, Board Meeting

## **November Meeting School Board Report:**

Maddy Krueger

Ava Parker

Previous Events:

**Tuesday October 17th:** Varsity girls volleyball had their first round of regional playoffs at McFarland (Lost).

**Friday October 20th:** Varsity boys football played at Mt. Horeb for the first round of regionals (Lost).

**Saturday October 21st:** Varsity Boys football won the regional title in a 3-0 against Whitewater.

**Thursday October 26th:** Varsity Boys soccer played against rival McFarland in sectional semi-final at MATC and won 1-0.

**Monday October 30th:** Winter sports meeting.

**Tuesday October 31st:** Was obviously Halloween, but FBLA members went trick-or-treating for canned goods to donate.

**Friday November 3rd:** Opening night for the fall play, The Brothers Grimm Spectaculathon.

**Saturday November 4th:** Poms/Cheer competition was in Beloit.

**Monday November 7th:** Choir Concert.

**Saturday November 11th:** Girls basketball scrimmage vs. Lake Mills at home.

Upcoming Events:

**Tuesday November 14th:** EHS blood drive, organized by student council (open to community members)

**Tuesday November 14th:** Varsity girls basketball at Oregon High School.

**Wednesday November 15th:** High school conferences are held in the commons.

**Saturday November 18th:** Big Band Bash in the High School commons from 7:00-11:00 pm.

**Tuesday November 21st:** Varsity Boys basketball vs. Barneveld at EHS.

**Wednesday November 22nd:** Thanksgiving break begins.

# SCHEDULE AT-A-GLANCE

2018 SPRING ELECTION

## NOVEMBER 2017

- 28
- Deadline for Publication of Type A Notice of Election
- On or About 28
- Prepare Packet of Information for Potential Candidates

## DECEMBER

- 1
- Earliest Date for Circulation of Nomination Papers, If Required  
(NOTE: Nomination Papers Are Not Required in Many School Districts)
- 1 - Jan. 2
- Most Candidates Will File Campaign Registration Statements, Declarations of Candidacy, and Nomination Papers (If Required) during this Period
- 22
- Deadline for Incumbents to File Notice of Noncandidacy (5:00 p.m.)
- On or About 31
- Clerk Notifies Non-Exempt Committees of Deadline for Filing Campaign Finance January Continuing Report (for Period Ending December 31)

## JANUARY 2018

- On or After 1
- Eligible Candidate Committees May Claim/Renew Reporting Exemption for 2018
- 2
- Candidate Deadline for Filing All Documents Needed to Establish Eligibility to Appear on the Ballot (5:00 p.m.)
  - Clerk Makes Initial Determination of Candidates' Eligibility for Ballot
- 9
- Drawing of Lots for Ballot Order; Certify Ballot Eligibility to County Clerk(s)
  - When a Primary is Required, Notice to Municipal Clerks of Primary Election
- 15
- Deadline for Non-Exempt Committees to File January Continuing Report
- 16
- Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent
- On or Before 29
- If Primary Election is Being Held, Provide Municipal Clerk with Ballots (If Separate Paper Ballots Are Utilized)

## FEBRUARY

- On or About 2
- If Primary Election is Being Held, Clerk Notifies Non-Exempt Committees of Deadline for Filing Preprimary Campaign Finance Report
- 6 - 12
- Deadline for Non-Exempt Committees to File Preprimary Report
- 13
- Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent
- 16
- Write-in Candidate Registration Deadline for Primary Election
- On or Before 19
- If Primary Election is Being Held, Choose Board of Canvassers
- 19
- If Primary Election is Being Held, Notice of Primary Election
- 20
- Spring Primary Election
- On or About 20
- If Primary Election Held, Issue Open Meetings Law Notice of Board of Canvassers Meeting(s)
- On or About 21
- If Primary Election Held, Receipt of Election Materials and Related Duties

## **FEBRUARY** *(continued)*

- On or About 21 - 27 • If Primary Election Held, Canvass of Primary Returns and Written Determination of Primary Results
- On or About 21 - Mar. 2 • If Primary Election Held, Recount Request May Be Filed
- On or About 23 - Mar. 2 • If Primary Election Held, Drawing of Lots for Ballot Order  
• If Primary Election Held, Certify Nominations and Ballot Order to County Clerk(s)

## **MARCH**

- On or Before 12 • Provide Municipal Clerk with Ballots (If Separate Paper Ballots Are Utilized)
- On or About 16 • Clerk Notifies Non-Exempt Committees of Deadline for Filing Preelection Campaign Finance Report
- 20 - 26 • Deadline for Non-Exempt Committees to File Preelection Report
- 27 • Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent
- 30 • Write-in Candidate Registration Deadline for Spring Election

## **APRIL**

- On or Before 2 • Choose Board of Canvassers
- 2 • Notice of Spring Election
- 3 • Spring Election
- On or About 3 • Issue Open Meetings Law Notice of Board of Canvassers Meeting(s)
- After 3 • Campaign Committees May File Campaign Finance Termination Report
- On or About 4 • Receipt of Election Materials and Other Related Duties
- 4 - 10 • Canvass of Election Returns and Written Determination of Election Results
- On or About 4 - 13 • Recount Request May Be Filed
- On or About 9 - 13 • Clerk Issues Certificate(s) of Election  
• Clerk Notifies Municipal and County Clerks of School District Officers
- On or Before 23 • School Board Members Take and File Official Oath
- 23 • School Board Members Take Office
- 23 - May 23 • Election of School Board Officials (i.e. Board Officers)

## **JUNE**

- On or About June 30 • Clerk Notifies Non-Exempt Committees of Deadline for Filing Campaign Finance July Continuing Report (for Period Ending June 30)

## **JULY**

- 16 • Deadline for Non-Exempt Committees to File July Continuing Report
- 17 • Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent





NEW COURSE PROPOSAL

Date: 10/9/17

Department Chairperson/Building Coordinator: Cindy Zblewski/Amanda Leahy

Department: Music

Building: Evansville High School

Proposed Course Title: Beginning Class Piano

Grade Level: 9-12

Course Length: 1 semester

Credits: .5

Requirement/Elective: Elective

Meeting Frequency: every other day

Anticipated Enrollment: 5-12

Prerequisites: none

Review & Discuss Within the Building Between Departments  
Comments:

Date: 10-02-17

APPROVAL

Principal's Approval:

Date: 10-15-17

Comments:

Director of Instruction/District Administrator's Approval:

Date: 10/17/17

Comments:

Board of Education Approval:

Date:

Comments:

I. **COURSE INFORMATION**

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

By adding this extra course, students will have the opportunity to gain rudimentary piano, music notation, and music theory skills. Students will work cooperatively to play in an ensemble and develop effective practice techniques. Students will listen to and learn about important pianists, composers, and compositions across a variety of genres and historical periods. Students will compose their own music using Finale Notation.

Adding this course to our curriculum will enhance the knowledge and abilities of current music students, but it will also give students who are not already participating in our performing ensembles an opportunity to engage with and learn about music in our school. It will begin to bridge the gap between current music students and non-music students. Participation in music is deeply satisfying to many students, and students often build emotional, social, and cognitive connections through music that they don't in other academic areas. Though the study of music in itself is beneficial, the effects of studying music and/or playing a musical instrument on a person's cognition is well documented.

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

Beginning Class Piano is for students who wish to develop basic piano skills. Students will receive individual and group instruction on piano technique, music notation, and music theory. No experience or prerequisites necessary.

- C. Course Outline: *Attach course outline which includes the major topics and concepts.*
- D. Materials & Resources: *Include text, computer/technology tools, and supplementary information.*

Text: Alfred's Basic Adult All-In-One Course, Book 1

Technology Tools: Finale Music Notation, recording program (Audacity or similar), Music Theory apps (Perfect Ear, Music Theory, or similar), Google Classroom

Supplementary Text: Alfred's Essential Music Theory

Supplementary recordings/readings found online

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

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

F. Student Assessment Procedures:

Students will be asked to demonstrate the techniques and skills taught in class through individual playing exams. Students will be assessed using rubrics for each playing exam. Students will take written quizzes to assess their knowledge of theory concepts. Students will compose music in class and perform their compositions to synthesize their knowledge and skills. Research papers and written projects will allow students to explore important composers, musicians, piano works, and historical concepts and demonstrate their learning.

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

No new personnel and minimal materials will be needed to implement this course. The biggest investment over time would be to acquire additional digital pianos. Ideally, each student in the class would have their own digital piano to use during class; digital pianos do not need to be tuned, and students can plug in headphones and practice individually. Our school owns two digital pianos, and two more would be sufficient for the near future. Depending on the enrollment of the class, we'd be able to manage 10-12 pianos total. These pianos would also be used for Solo and Ensemble rehearsals and performances and by students during class or on their own time.

Alternatively, students can share pianos during class instruction time; two students per piano is doable, and students would still be able to participate in group piano activities, although in a more limited way. During individual practice/assessment time, students would still have access to their own piano, whether it be a digital piano in the classroom area or an acoustic piano in a practice room.

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many		Approx. Cost	Total Cost
Professional	<u>  0  </u>		\$ <u>          </u>	\$ <u>  0  </u>
Support Staff	<u>  0  </u>		\$ <u>          </u>	\$ <u>  0  </u>
<u>Instructional Resources</u>				
Textbooks	<u> 12 </u>	@	\$ <u> 17 </u>	\$ <u> 204 </u>
Supplies				\$ <u>          </u>

Technology/Equipment Needed:

List/Cost:	4 Pianos	@	\$2000 <u>      </u>	=	\$8000 <u>      </u>
	4 Dollies	@	\$400 <u>      </u>	=	\$1600 <u>      </u>
	4 Headphones	@	\$40 <u>          </u>	=	\$160 <u>          </u>

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

Hours of time needed      0      @      \$20/hour/teacher =      \$\_0\_\_\_\_\_.

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

Currently, Evansville High School has no courses that fall under the category of Guitar/Keyboard/Harmonizing Instruments, and according to the National Association for Music Education, this course as proposed would help us reach the “Basic” level for students’ opportunity to learn.

This class would reach the following 2014 Music Standards:

**MU:Cr1.H.5a:** Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

**MU:Cr2.H.5a:** Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

**MU:Cr3.1.H.5a:** Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

**MU:Cr3.2.H.5a:** Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

**MU:Pr4.1.H.5a:** Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances

**MU:Pr4.2.H.5a:** Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

**MU:Pr4.3.H.5a:** Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments

**MU:Pr5.1.H.5a:** Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances

**MU:Pr6.1.H.5a:** Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

**MU:Re7.1.H.5a:** Demonstrate and describe reasons for selecting music, based on characteristics found in the music based on connections to interest, purpose, or personal experience

**MU:Re7.2.H.5a:** Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

**MU:Re8.1.H.5a:** Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text

**MU:Re9.1.H.5a:** Identify and describe how interest, experiences, and contexts (personal or social) affect the evaluation of music.

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

The curriculum course map will be completed by Spring 2018, ready to implement the following fall. Amanda Leahy will complete the map with collaboration with other music department colleagues.

## II. OTHER PERTINENT INFORMATION

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

We would convert the middle area between the band and choir rooms into a piano lab with digital pianos.

- D. To what extent will this curriculum change the need for teacher preparation each semester?

No additional time would be needed.

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

It does not conflict content-wise with other courses in the department. It will complement and enhance student learning in other music courses. It will not change the availability of other courses in the department as long as it is not scheduled against other music course offerings.

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

I would expect it to conflict with other classes, but since it is offered as an elective, it should not interfere with required courses.

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

None.

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

Keri Krebsbach and I have discussed this numerous times and feel that it would be advantageous for both current music students and students that do not have any connections with our department. Meghann Proper and I have discussed how this can be an asset to choir students in particular because they will be able to learn their music more independently. Cindy Zblewski suggested contacting teachers in surrounding districts who offer piano instruction like Big Foot High School and schools in the Madison Metropolitan School District. David Olson of Big Foot High School has offered to share some opinions and tips regarding implementing a class.

- I. If approved, this course will begin: Fall 2018 (*semester/year*)

Class Piano 1  
Evansville High School  
Amanda Leahy, instructor

- Course description: Students will work individually and in groups to learn about, practice, and develop fundamental piano skills. Also included in this course will be basic music theory and notation exercises and brief introductions to major piano works and composers.
- Text
  - Alfred's Adult All-in-One Piano Course, Level One
  - Alfred's Essentials of Music Theory
- Software/Websites
  - Finale 2014
  - Teoria (teoria.com)
- Other materials
  - Pencil (no pens allowed anytime)
  - A Notebook
  - A Folder or Binder
- GRADES
  - Grades will be based on POINTS and PERCENTAGES.
  - 40% Playing exams
  - 40% Written quizzes
  - 20% Projects/Papers
- Enduring Understandings
  - Students will develop basic piano skills
  - Students will identify effective practice techniques
  - Students will understand basic music theory and notation concepts
  - Students will develop appreciation for composers and major piano works
  - Students will work collaboratively to play in an ensemble
- Outline of Topics/Concepts
  - Posture/hand position/finger numbers
  - How the piano works: notes/keys, dynamics
  - Reading music/notation: staff, clefs, rhythm, pitch, measures, time signatures, key signatures, dynamics, ties, flats, sharps, naturals, articulations
  - Intervals, scales and chords
  - Simple songs in C position/G position
  - Practice techniques
  - Finale Notation Software
  - Composing simple melodies
  - Composing melodies with accompaniment
  - Playing as an ensemble
  - Musical styles and genres
  - Historical figures in piano composition and performance
  - Major works for piano

# ECSD

## NEW COURSE PROPOSAL

Date: 9/7/2017

Department Chairperson/Building Coordinator:

Department: Social Studies

Building: Evansville High School

Proposed Course Title: AP Psychology

Grade Level: 11/12

Course Length: One School Year

Credits: .5

Requirement/Elective: Elective

Meeting Frequency: A or B day throughout year

Anticipated Enrollment: 25-30

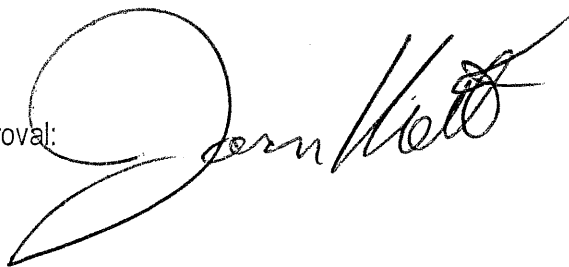
Prerequisites: Civics & Society, Junior+ Standing

Review & Discuss Within the Building Between Departments Date: 10/09

Comments: Discussion was supportive of creation of the curriculum to enhance both the course offerings available to students from the Social Studies Dept. as well as to expound on the introduction to psychology the students receive as part of their Civics & Society course requirement. The Social Studies Dept. thinks this, as well as a proposal to offer AP World History, would be well received by students who are otherwise forced to turn to online course offerings to supplement their learning.

### APPROVAL

Principal's Approval:

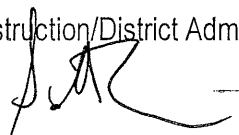


Date:

10-15-17

Comments:

Director of Instruction/District Administrator's Approval:



Date:

10/17/17

Comments:

Board of Education Approval:

Date:

Comments:



## I. COURSE INFORMATION

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

*As a Social Studies elective, AP Psychology would serve to supplement the course offerings of the department. Currently, there are 22 students taking AP Psychology online at this school. Many of the previous year's students did not take the AP test or scored 2 or lower on the test. By offering this course in a classroom setting, we would be able to bring money back into the school district, have hands on access to students to improve weaknesses in their understanding and allow them to have a much better chance of attaining college credit for their efforts. It is anticipated that we would increase the number of students taking the AP Psychology exam to 5/6<sup>th</sup> of the class roster and increase the average score from 2 to 3 (passing) in the first year. Psychology, as a class, has proven extremely popular in many surround school districts with Oregon HS offering 5 AP Psychology classes in a 9 period day, for example, while Jefferson HS and McFarland each offer 3 AP Psychology classes.*

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

The purpose of the AP Psychology course is to "introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice (AP Psychology Course Description 2014)." Students should leave the course being able to think critically and to use the scientific method to effectively evaluate information.

A variety of assessments will be used to determine understanding of concepts. Through the use of lectures, class discussions, experiments and demonstrations, students will practice developing their skills as scientists and psychologists. Additionally, students should feel prepared and confident in their ability to be successful on the AP Psychology Exam after taking this course.

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

- I. History /Approaches
- II. Research Methods
- III. Biological Bases of Behavior
- IV. Sensation/Perception
- V. States of Consciousness
- VI. Learning
- VII. Cognition
- VIII. Motivation/Emotion
- IX. Developmental Psychology
- X. Personality

- XI. Testing and Individual Differences
- XII. Abnormal Psychology
- XIII. Treatment of Psychological Disorders
- XIV. Social Psychology

See attached\*

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

**Textbook**

Psychology for High School by David G. Myers (11<sup>th</sup> Edition 2015)\*

\*HS currently owns 15 copies of this specific textbook and edition

**Resources**

*Forty Studies that Changed Psychology: Explorations into the History of Psychological Research* (6th Edition) by Roger R. Hock

*Annual Editions Psychology 47<sup>th</sup> ed.* McGraw-Hill Education (2016)

*Favorite Activities for the Teaching of Psychology (Activities Handbook for the Teaching of Psychology)* by Ludy T Benjamin Jr (2008)

*Desk Reference to the Diagnostic Criteria From DSM-5* American Psychiatric Assoc. (2013)

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

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

Laboratory time will consist of in/out classroom experiments that will broaden their understanding of the topic but always on campus such as creating scale models.

- F. Student Assessment Procedures:

Learning Experiment Project with rubric, Quizzes, Mid-Term Exam, Final Exam, Personal Reflection Essays (teacher graded) and Journal Entries (peer graded) Chapter Outlines, AP Final Exam, Practice AP Exam free response essay questions,

TOPSS APA Teachers of Psychology in Secondary School homework

Grade Structure

Testing/Quizzes/Project	60%
Homework	10%
Essay Writing (weekly)	20%
Notebook/Outlines/Journal	10%

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

*Textbooks updated as needed. Depending on class desirability, 15-20 more textbooks may be needed first year. Current cost per textbook is about \$80-100/book (~\$1200-2000 total). Supplemental materials such as 40 Experiments updated occasionally (every 5-10 years) with copies of some experiments being used in class (copy paper cost only), 2-3 copies of DSM V Desk Reference for teacher/student reference and Favorite Activities being updated for teacher only (every 3-5 years) at cost of ~\$300.*

- H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
Professional	___0___	\$___n/a___	\$___n/a___
Support Staff	___0___	\$___n/a___	\$___n/a___
<u>Instructional Resources</u>			
Textbooks	___~15___ @	\$___50-60___	\$___<\$2000___
Supplies			\$___<\$300___

Technology/Equipment Needed:

List/Cost: n/a

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

Hours of time needed 20+ @ \$20/hour/teacher = \$\_\_\_400\_

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

*Class would be AP elective that mirrors Wisconsin Academic State Standards as well as AP developed curriculum models.*

- J. Provide a timeline for the completion of core and individual curriculum maps for this course. Who will complete the curriculum maps?  
*By March 1, 2018 we should have core/individual curriculum maps completed. Tristram Bisgrove with input from SS dept will be completing maps. Current maps must mirror AP curriculum.*

## II. OTHER PERTINENT INFORMATION

- A. This course will be: (please check one)  
 an addition to the department's offering
- B. This course will require (please check the appropriate spaces):  
 the use of a text previously adopted and in use by students taking this course currently online.
- C. This course will require (please check appropriate spaces)  
 specialized organization of teacher time  
 specialized student grouping or sectioning  
 curriculum planning time (initially and then update every 2-3 years, minimal)
- D. To what extent will this curriculum change the need for teacher preparation each semester?  
*Currently, the Social Studies Department employs 3 ½ time teachers. This would need to increase to 4 full time with applicable prep time to accommodate new course offerings and expected course desirability.*
- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?  
*This course does not conflict with anything we currently offer in SS department.*
- F. To what extent does this course conflict with courses offered in other departments?  
*This course does not conflict with anything we currently offer as a school.*
- F. What course(s) would be deleted if this curriculum change is adopted?  
*N/A*
- H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

*Discussion of implementation was met with enthusiasm at the ability to offer new content to students that was not previously available. The current desire to also develop AP World History to bring curriculum in line with current offering of AP US History was also discussed over previous two school years. This offering from the Social Studies department would be in line with several desirable AP offerings currently only available to students online and as multiple class options in rival conference school districts.*

- I. If approved, this course will begin: Fall 2018 (semester/year)

**Course Outline**

<b>Time</b>	<b>Unit</b>	<b>Readings</b>
<b>First Quarter</b>		
1 block	History & Approaches	Prologue in Myers
2 blocks 1 block	Research Methods & Ethics Test day with essay	Ch. 1 in Myers
4 blocks 1 block	Biological Bases of Behavior Test day with essay workshop	Ch. 2 in Myers
2 blocks 1 block	Sensation Test day with essay	Ch. 6 in Myers
2 blocks 1 block	Perception Test day with essay workshop	Ch. 6 in Myers
3 blocks 1 block	States of Consciousness Test day with essay	Ch. 3 in Myers
<b>Second Quarter</b>		
	Research Project completed during this quarter	
3 blocks 1 block	Learning Test day with essay workshop	Ch. 7 in Myers
3 blocks 1 block	Cognition: Memory Test day with essay	Ch. 8 in Myers
4 blocks 1 block	Cognition: Language, Thought and Creativity Test day with essay workshop	Ch. 9 in Myers
1 block	Statistics	Ch. 1 in Myers TOPSS Stats Unit (homework)
4 blocks 1 block	Motivation and Emotion Test day with essay	Ch. 11/12 in Myers
3 blocks	Personality	Ch. 14 in Myers

1 block	Test day with essay workshop	
<b>Third Quarter</b>		
	Personality Portfolio Project completed during this quarter	
2 blocks 1 block	Testing and Individual Differences/Intelligence Test day with essay	Ch. 10 in Myers
3 blocks 1 block	Developmental Psychology Test day with essay	Ch. 4/5 in Myers
5 blocks 1 block	Social Psychology Test day with essay	Ch. 13 in Myers
4 blocks 2 blocks 1 block	Abnormal Psychology Case Study Lab Test day with essay	Ch. 15 in Myers
<b>Fourth Quarter</b>		
3 blocks 1 block	Treatment of Psychological Disorders Test day with essay	Ch. 16 in Myers
<b>AP Exam</b>		
10 blocks	Post AP Exam activities including: Guest speakers from medical field, exploratory experiment, case study, and/or research topic of interest	



NEW COURSE PROPOSAL

Date: 10/11/2017

Department Chairperson/Building Coordinator: SS Department/Proposal created by Karla Wickersham Edited by: DeeJay Redders

Department: Social Studies Department

Building: Evansville High School

Proposed Course Title: AP World History

Grade Level: 10/11/12

Course Length: One School Year

Credits: 1

Requirement/Elective:

Elective (but can replace required WH course)

Meeting Frequency:

A or B day throughout one school year

Anticipated Enrollment: 10-12 Students

Prerequisites: Civics & Society

Review & Discuss Within the Building between Departments:

Date: School Year 2016-2017, 10/9/17, and 10/11/17

Comments:

The SS department has discussed, over the last two years, future course offerings. The conclusion was made by the SS department to create, through collaborative process, an AP World History course. The AP World History course would allow students to receive instruction via the classroom as opposed to an online version, which can be costly and instructionally not as effective nor as valuable as an in-class experience. The department feels that the students would respond to this offering with excitement.

APPROVAL

Principal's Approval:

Date:

10-15-17

Comments:

Director of Instruction/District Administrator's Approval:

Date:

10/17/17

Comments:

Board of Education Approval:

Date:

Comments:

## I. COURSE INFORMATION

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

The Advanced Placement Program has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. The purpose of developing an AP World History course would allow our students to take advantage of the opportunity of earning college credit and the required World History credit required for graduation at EHS. A number of students that have taken the online version of this course did not complete the course as it presented many instructional and technological challenges. As a result, those students finished in my classroom, where I supplemented extra instructional WH materials, which ended in students scoring 3s and 4s on the AP World History exam. I anticipate the outcome to be successful.

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

AP World History is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History, students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the year in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

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

The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present:

- Technological and Environmental Transformations (to c. 600 BCE)
- Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)
- Regional and Trans regional Interactions (c. 600 CE to c. 1450)
- Global Interactions (c. 1450 to c. 1750)
- Industrialization and Global Integration (c. 1750 to c. 1900)
- Accelerating Global Change and Realignment (c. 1900 to the Present)

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.



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

- The school ensures that each student has a college-level world history textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom.
- The school ensures that each student has copies of primary sources and other instructional materials used in the course for individual use inside and outside of the classroom.
- The school ensures that students have access to support materials for the AP World History course, including scholarly, college-level works that correspond with course topics; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in a school or public library or via the Internet.
- Primary Sources and Secondary Sources (Written documents, images, cartoons, photographs, works of art, data sets, charts, maps)

Possible AP WH textbooks:

*Traditions & Encounters: A Global Perspective on the Past, AP® UPDATED Edition (6e), by Bentley and Ziegler, Bentley and Zeigler, 6 ed, McGraw-Hill Education.*

*Ways of the World with Sources, for the AP® Course, Third Edition, Strayer and Nelson, 3 ed, Bedford, Freeman and Worth Publishing Group.*

*Worlds Together, Worlds Apart, Karras, Pollard, Rosenberg, and Tignor, 1 ed, W.W. Norton.*

*Patterns of World History, Combined Volume, With Sources (In Publisher Preview), Von Siviers, Desnoyers, and Stow, 2 ed, Perfection Learning.*

*The Earth and Its Peoples: A Global History, Richard W. Bulliet, Pamela Kyle Crossley, Daniel R. Headrick, Steven W. Hirsch, Lyman L. Johnson, David Northup, 6 ed, National Geographic/Cengage Learning.*

*Voyages in World History, Valerie Hansen and Kenneth R. Curtis, 2 ed, National Geographic/Cengage Learning.*

*AP World History: Preparing for the Advanced Placement Examination, AMSCO/Perfection Learning, 1 ed, Perfection Learning.*

E. Instructional Methods: *Check applicable ones and explain wherever necessary.*

Which of these are used: Check with "X"

X  Lectures                      X  Demonstrations                       Field Trips

X  Discussions                      X  Term Papers                      X  Check Quizzes

Special Reports     Extra Reading     Individual Study Contracts

Laboratory (Hands-On)     AV Materials     Other

F. Student Assessment Procedures:

Maps & Timelines, Debates, Essays/Readings, Writing Activities, Reader Response Journals, Socratic Seminars, Scored Discussions, DBQs, Quizzes, Tests, Practice, Ap Exam, AP Final Exam

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

-Textbook Update (every 10 years...)  
-Supplemental Materials (every 5-10 years...)

H. Financial Impact: (First Year)

<u>Added Personnel</u>	<u>How Many</u>	<u>Approx. Cost</u>	<u>Total Cost</u>
Professional	___ .5 ___	\$ ___	\$ ___
Support Staff	___	\$ ___	\$ ___

Instructional Resources

Textbooks \_\_\_15-20\_\_\_ @ \$ \_\_\_80\_\_\_ \$ \_\_\_~\$1600\_\_\_  
Supplies \$ \_\_\_~\$200\_\_\_

Technology/Equipment Needed:

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

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

Hours of time needed    20+    @    \$20/hour/teacher = \$ \_\_\_400\_\_\_

- I. Explain how this new course will correlate with Wisconsin State Academic Standards, Common Core State Standards, Next Generation Science Standards and/or district remediation/acceleration plans.  
The AP World History course automatically correlates with our regular World History course as that was revamped to cover the appropriate units that would someday parallel an AP World History course starting Before Civilizations (8000 BCE-to present-time) using the Wisconsin Academic State Standards and the McRel national Standards (see attached).
- J. Provide a timeline for the completion of core and individual curriculum maps for this course. Who will complete the curriculum maps?  
The SS Department will work on the AP World History Curriculum Map with the Lead of World History Teacher, Karla Wickersham. In addition to strictly following the sample Syllabus provided by College Board in regards to creating an AP course at the high school. A specific timeline would have to be determined during our SS team/department time provided throughout the 2017-2018 school year.

## I. OTHER PERTINENT INFORMATION

- A. This course will be: (please check one)  
 an addition to the department's offering  
 a replacement for
- B. This course will require (please check the appropriate spaces):  
 the use of a text previously adopted and in use  
 the adoption of a new textbook/resources
- C. This course will require (please check appropriate spaces)  
 specialized organization of teacher time  
 specialized room arrangement or equipment (*explain below*)  
 specialized student grouping or sectioning  
 curriculum planning time
- D. To what extent will this curriculum change the need for teacher preparation each semester?  
This course will have to provide the SS department with a full time 4<sup>th</sup> teacher that would include a contracted prep time.
- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?  
There would not be a conflict.
- F. To what extent does this course conflict with courses offered in other departments?  
There would not be any conflict with the courses in other departments of the high school.

G. What course(s) would be deleted if this curriculum change is adopted?  
None

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

This proposed course has been discussed within the SS department since the 2016-2017 school year. It seemed to be the next obvious step in regard to our scope and sequence within the SS curriculum and credit requirements. It was also discussed that AP World History be the next natural step in adding course offerings within our department it would act similar to APUSH. For example, students would have the choice of taking regular WH or AP WH for HS graduation credit and/or college credit as well.

I. If approved, this course will begin: Semester 1/2018 (*semester/year*)

# 2018-2019 Budget Calendar

## Evansville Community School District

	v	Task	Responsibility
November 2017		<ul style="list-style-type: none"> <li>Create Budget Calendar for 2018-2019 School Year</li> </ul>	Business Manager
December 2017		<ul style="list-style-type: none"> <li>Administrative Team Budget Retreat – December 8, 2017</li> <li>Principals gather budget input from staff at staff meetings</li> <li>Set date for BOE Budget Retreat – January 27, 2018</li> <li>Approve administrative contracts</li> </ul>	Business Manager District Administrator Principals  Business Manager, District Administrator Board of Education
January 2018		<ul style="list-style-type: none"> <li>BOE Budget Retreat – January 27, 2018</li> </ul>	Business Manager District Administrator
February 2018		<ul style="list-style-type: none"> <li>Staffing recommendation to Board</li> </ul>	District Administrator
March 2018		<ul style="list-style-type: none"> <li>Zero-based budget process begins at building level</li> <li>Zero-based budget process begins for Director budgets</li> <li>Insurance Committee recommendation to Board</li> <li>Staff compensation recommendations to Board</li> <li>Approve staffing recommendations (contracts)</li> </ul>	Principals Directors Business Manager District Administrator Board of Education
April 2018		<ul style="list-style-type: none"> <li>Approve health insurance rates (committee)</li> <li>Approve compensation schedules</li> <li>Building and Director budget presentations to JR, SS</li> <li>Approve staff hiring (vacancy list) for 2018-19</li> </ul> <p>*Written notice of teacher layoff/non-renewal due by April 15</p>	Board of Education Board of Education Principals, Directors Board of Education
May 2018		<ul style="list-style-type: none"> <li>Review of open enrollment data</li> </ul> <p>*Written notice of teacher contract renewal due on or before May 15</p>	District Administrator
June 2018		<ul style="list-style-type: none"> <li>First draft of 2018-19 budget presented to BOE</li> </ul>	Business Manager
August 2018		<ul style="list-style-type: none"> <li>Updated draft of 2018-19 budget presented to BOE</li> </ul>	Business Manager
September 2018		<ul style="list-style-type: none"> <li>Third Friday pupil count</li> </ul>	Business Manager
October 2018		<ul style="list-style-type: none"> <li>Annual Meeting and Budget Hearing</li> <li>State aid and equalized property values are finalized</li> <li>Final 2018-19 budget is presented for approval</li> <li>Tax levy is certified</li> <li>2019-20 budget process begins</li> </ul>	BOE & Community Business Manager Board of Education Board of Education Business Manager

\*Wis. Stats. 118.22

EMPLOYEE HANDBOOK (EHB) PROPOSED CHANGES FROM OCTOBER 3, COMMITTEE MEETING						
#	Name on Form	EHB Part	EHB Page/Section/Section #	Employee HB Com Recommendation to Make Change	Board Approved	Date
				YES	NO	
1	Janessa Katzenberger	3 - Support Staff	Pg. 58, Section 2, #2.02, Evaluation Procedures, F	Yes		

Informational Changes From Attorney, Committee to Take No Action

2	Part 1, All Employees, Pg. 25, Section 4, 4.01, Grievance Purpose.			No action by Comm		
3	Part 1, All Employees, Pg. 39, Section 16, Conformity to Law.			No action by Comm		
4	Part 2, Certified Staff, Pg. 48, Section 6, 6.01, Reasons for Reduction in Force.			No action by Comm		
5	Part 3, Support Staff, pg. 60, Section 5, 5.01, Reduction in Staff.			No action by Comm		
6	Part 3, Support Staff, Pg. 61, Section 6, 6.01, Notice of Resignation of Employment.			No action by Comm		
7	Part 5, Co-and Extra-Curricular Staff, Pg. 73, Section 1, 1.01, C, Letter of Assignment.			No action by Comm		
8	Part 6, Substitute and Seasonal Staff, Pg. 76, Section 1, 1.03, Dismissal/Removal From Substitute List and pg. 77, 2.02, F, Assignments and ReEmployee Acknowledgement, Pg.			No action by Comm		
9	Employee Acknowledgement, Pg. 79.			No action by Comm		

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Employee Handbook Committee Minutes

The Employee Handbook Committee meeting was held, Tuesday, October 3, 2017, at 4:30 pm in the District Board and Training Center.

**Attendance**

Members in attendance: Keith Hennig, Brian Benson, Melissa Hammann, Michelle Klopp, and Jerry Roth. Absent: Thomas Titus.

**Appoint Someone to Take the Minutes**

Mr. Roth volunteered to take the minutes.

**Review**

Policy #152 – Employee Handbook, reviewed.

Employee Handbook Clerical Items guide sheet, reviewed.

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

#1 – Part 3, Support Staff, Pg. 58, Section 2, 2.02, Evaluation Procedures, F – Mr. Roth presented suggested language changes. Discussion. Committee recommends to the Board for approval.

**Informational Changes From Attorney, Committee to Take No Action**

Mr. Roth shared the following suggested changes from the District's attorney. No action to take place at this meeting. The Board will approve/deny these changes. Discussion.

- A. #1 – Part 1, All Employees, Pg. 25, Section 4, 4.01, Grievance Purpose.
- B. #2 – Part 1, All Employees, Pg. 39, Section 16, Conformity to Law.
- C. #3 – Part 2, Certified Staff, Pg. 48, Section 6, 6.01, Reasons for Reduction in Force.
- D. #4 – Part 3, Support Staff, pg. 60, Section 5, 5.01, Reduction in Staff.
- E. #5 – Part 3, Support Staff, Pg. 61, Section 6, 6.01, Notice of Resignation of Employment.
- F. #6 – Part 5, Co-and Extra-Curricular Staff, Pg. 73, Section 1, 1.01, C, Letter of Assignment.
- G. #7 – Part 6, Substitute and Seasonal Staff, Pg. 76, Section 1, 1.03, Dismissal/Removal From Substitute List and pg. 77, 2.02, F, Assignments and Responsibilities.
- H. #8 – Employee Acknowledgement, Pg. 79.

**Next Meeting Dates**

The next meeting dates: Tuesday, January 9, 4:30 pm and Monday, March 5, 4:30 pm.

**Adjourn**

Meeting adjourned at 5:03 pm.

Submitted by Mr. Roth, Member

Approved: \_\_\_\_\_, Chair  
Keith Hennig

Approved:

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

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

Employee/School Board Member Name: Janessa Katzenberger

Employee Handbook Part: III: Support Staff

Employee Handbook Page/Section/Section #: Pg. 58, Section 2, #2.02F

**Suggested Revision:**

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

A conference regarding the evaluation report will be held between the support staff member and building principal or district level administrator. Within five (5) days following the evaluation meeting, the employee may request a second meeting for clarification and/or discussion of any concerns. A copy signed by the employee and evaluator shall be submitted for filing in the employee's permanent file by June 1st. No employee shall be required to sign a blank evaluation form. Support staff are encouraged to respond to the evaluation in writing and this response shall accompany the evaluation report.

*See attached*

\*\*\*\*\*

**DISTRICT OFFICE USE ONLY**

Form received: 5-10-17, jw

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 Aut

Legal Impact: None

*lv*  
*(1)*



**From: Janessa Katzenberger**

**Part 3, Support Staff – Pg. 58, Section 2, 2.02 F – Support Staff  
Evaluation Procedures -**

**Current:**

F. - The Administrator conducting the evaluation meeting will notify the employee at least five (5) days in advance of the meeting time, place and that it is an evaluation conference. Within five (5) days following the evaluation meeting, the employee may request a second meeting for clarification and/or discussion of any concerns. A copy signed by the employee and evaluator shall be submitted for filing in the employee's permanent file by May 1<sup>st</sup>. No employee shall be required to sign a blank evaluation form. Support staff are encouraged to respond to the evaluation in writing and this response shall accompany the evaluation report.

**Proposed:**

**F. – A conference regarding the evaluation report will be held between the support staff member and building principal or district level administrator. Within five (5) days following the evaluation meeting, the employee may request a second meeting for clarification and/or discussion of any concerns. A copy signed by the employee and evaluator shall be submitted for filing in the employee's permanent file by June 1st. No employee shall be required to sign a blank evaluation form. Support staff are encouraged to respond to the evaluation in writing and this response shall accompany the evaluation report.**

14-  
①

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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

Employee/School Board Member Name: Melissa Hammann

Employee Handbook Part: Part 1, All Employees

Employee Handbook Page/Section/Section #: Pg. 25, Section 4, 4.01, Grievance Purpose

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

Proposed by Lawyer – The Board has adopted a grievance procedure for the orderly resolution of employee grievances related to discipline, termination, and workplace safety. ~~as well as for grievances related to purported violations, interpretation or inappropriate application of any provision addressed in the Handbook.~~ The exclusive means of resolving employee grievances shall be through the grievance procedure adopted by the Board. Any school employee of the District has the right of access to the grievance procedure.

\*\*\*\*\*

### DISTRICT OFFICE USE ONLY

Form received: 9-18-17 km

Board of Education Approval of Change: YES  or NO ; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 \$

Legal Impact: None

V-  
①

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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

Employee/School Board Member Name: Jerry Roth

Employee Handbook Part: Part 1, All Employees

Employee Handbook Page/Section/Section #: Pg. 39, Section 16, Conformity to Law

Suggested Revision:

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

To Delete Entire Section – Proposed by Lawyer  
~~If any provision of this Handbook, or addendum thereto, is held to be invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any sections, or addendum thereto, should be restrained by such tribunal, the remainder of this agreement shall not be affected thereby.~~

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DISTRICT OFFICE USE ONLY

Form received: 9-18-17 km

Board of Education Approval of Change: YES  or NO ; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 \$

Legal Impact: None

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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

Employee/School Board Member Name: Melissa Hammann

Employee Handbook Part: Part 2 – Certified Staff

Employee Handbook Page/Section/Section #: pg. 48, Section 6, 6.01-Reasons for Reduction in Force

Suggested Revision:

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

<p>Proposed by Lawyer</p> <p>A. When the judgment of the Board, a full or partial reduction in staff should occur; the Board agrees to effect such lay-offs at the end of the school year with written notification by April 30<sup>th</sup> for lay-offs due to enrollment decline and up to <del>June 5</del> <b>May 15</b> for lay-offs due to budget constraints. Such notification shall provide the affected teacher with the reason(s) for said lay-off.</p> <p>B. In determining which teachers shall be laid-off, the Board <del>shall</del> <b>may</b> take into</p>
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### DISTRICT OFFICE USE ONLY

Form received: 9-18-17 km

Board of Education Approval of Change: YES  or NO ; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 Am

Legal Impact: None

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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Employee/School Board Member Name: Melissa Hammann

Employee Handbook Part: Part 3, Support Staff

Employee Handbook Page/Section/Section #: Pg. 60, Section 5, 5.01-Reduction in Staff

Suggested Revision:

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

Proposed by Lawyer -  
A. When in the judgment of the Board, a full or partial reduction in staff should occur; the Board agrees to **attempt to** effect such layoffs with thirty (30) days' notice. Such notification shall provide the affected employee with the reason(s) for said layoff.  
B. In determining which employees shall be laid-off, the Board ~~shall follow~~ **may take into consideration** factors to help guide their decision: .....

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### DISTRICT OFFICE USE ONLY

Form received: 9-18-17 km

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 bus

Legal Impact: None

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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Employee/School Board Member Name: Melissa Hammann

Employee Handbook Part: Part 3 – Support Staff

Employee Handbook Page/Section/Section #: Pg. 61, Section 6, 6.01-Notice of Resignation of Employment

Suggested Revision:

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

Proposed by Lawyer -  
6.01 –  
The District requests a ~~written~~ notice of resignation from support staff members. The resignation shall be filed with the District Administrator at least fourteen (14) days prior to the effective date of resignation so as to ensure appropriate time to find a qualified replacement. The District Administrator has the authority to accept the resignation.  
  
Personal time or other benefit time may not be taken in place of the notice.

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### DISTRICT OFFICE USE ONLY

Form received: 9-18-17 km

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 Aug

Legal Impact: None

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# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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Employee/School Board Member Name: Jerry Roth

Employee Handbook Part: Part 5 – Co and Extra Curricular Staff

Employee Handbook Page/Section/Section #: Pg. 73, Section 1, 1.01, C-Letter of Assignment

Suggested Revision:

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

Proposed by Lawyer –  
To delete – C –  
~~Coaches and advisors are at-will employees and therefore have no expectation of continued employment. As such, coaches and advisors may be disciplined or discharged for any reasons without recourse to the grievance procedure.~~

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### DISTRICT OFFICE USE ONLY

Form received: 9-18-17 km

Board of Education Approval of Change: YES  or NO ; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 \$us

Legal Impact: None

# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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Employee/School Board Member Name: Jerry Roth  
Employee Handbook Part: Part 6 – Substitute and Seasonal Staff

Employee Handbook Page/Section/Section #: Pg. 76, Section 1, 1.03-Dismissal/Removal From Substitute List and pg. 77, 2.02, F-Assignments and Responsibilities

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

Proposed by Lawyer –  
1.03 – Dismissal/Removal From Substitute List –  
All substitutes are casual employees and therefore have no expectation of continued employment. ~~As such, substitutes may be disciplined or discharged for any reason without recourse to the grievance procedure.~~ Substitutes may also be removed from the substitute call list at the discretion of the District.  
  
2.02 – Assignments and Responsibilities  
F. Summer school and seasonal employees are at-will employees and therefore have no expectation of continued employment. ~~Summer school and seasonal employees may be disciplined or discharged for any reason without recourse to the grievance procedure.~~

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### DISTRICT OFFICE USE ONLY

Form received: 9-18-17 KM  
Board of Education Approval of Change: YES  or NO ; Action Date \_\_\_\_\_

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Cost Impact and Amount: \_\_\_\_\_ None Asus

Legal Impact: \_\_\_\_\_ None

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# EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Immediately Upon Board Approval

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Employee/School Board Member Name: Jerry Roth

Employee Handbook Part: Employee Acknowledgement

Employee Handbook Page/Section/Section #: Pg. 79

Suggested Revision:

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

See attached - Proposed by Lawyer -

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### DISTRICT OFFICE USE ONLY

Form received: 9-18-17

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: 0 Auto

Legal Impact: None

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## Employee Acknowledgement –

### Current –

*(To be signed and returned to the District Office)*

I hereby acknowledge that it is my responsibility to access the *School District of Evansville Employee Handbook* online. My signature below indicates that I agree to read the *Handbook*. It is also important to know that additional regulations, policies, and laws are in the *District's Board Policies*. The *Employee Handbook* and the *District's Board Policies* can be located on the District's website at [www.ecsdnet.org](http://www.ecsdnet.org).

The information in this *Handbook* is subject to change. I understand that changes in District policies may supersede, modify or eliminate the information summarized in this *Handbook*. As the District provides updated policy information, I accept responsibility for reading and abiding by the changes. Email notification regarding Handbook updates will be sent to all staff. I understand that this *Handbook* does not constitute an employment contract and does not confer a property interest in my future employment and/or further benefits with the District beyond the term of my current contract (if any). I understand that I have an obligation to inform the District Office of any changes in my personal information, such as phone number, address, etc. I also accept responsibility for contacting the District Office if I have any questions, concerns or need further explanation.

### New –

*(To be signed and returned to the District Office)*

I hereby acknowledge that it is my responsibility to access the *School District of Evansville Employee Handbook* online. My signature below indicates that I agree to read the *Handbook*. It is also important to know that additional regulations, policies, and laws are in the *District's Board Policies*. The *Employee Handbook* and the *District's Board Policies* can be located on the District's website at [www.ecsdnet.org](http://www.ecsdnet.org).

**The contents of this *Handbook* are presented as a matter of information only. The plans, policies and procedures described are not conditions of employment. The District reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in whole or in part, at any time with or without notice. The language which appears in this *Handbook* is not intended to create, nor is it to be construed to constitute, a contract between the District and any one or all of its employees or a guaranty of continued employment. Notwithstanding any provisions of this *Handbook*, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this *Handbook* or individual contract.**

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EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Monday, October 23, 2017, at 6:00 pm in the District Board and Training Center.

The meeting was called to order by President Mason Braunschweig. Roll call was taken. Members present: Braunschweig, Busse, Hamilton, Hammann, Hennig, Rasmussen, and Titus.

**APPROVE AGENDA**

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

**PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS**

District Administrator, Mr. Roth, praised and thanked High School Associate Principal, Mr. Cashore, and Principal, Mr. Knott, for their actions with the October 19 incident, and the help of office staff, Ms. Krumwiede and Ms. McCoy.

**INFORMATION & DISCUSSION**

Mr. Roth presented the proposed 2018-2019 school year calendar. Mr. Braunschweig shared that a staff member wanted to share a document for changing the high school graduation commencement date and he referred her to policy, as is not a calendar issue.

**BUDGET FINANCE**

Business Manager, Mr. Swanson, presented the 2017-2018 final budget. Mr. Roth presented the significant budget changes. Discussion.

Mr. Roth presented the third Friday attendance/open enrollment/home-schooled/JEDI/alternative education, and 4K student reports. Discussion.

Mr. Roth gave an update on the 2018 potential referendum. The Citizens Advisory Committee toured the high school facilities at their last meeting. Discussion.

Ms. Hammann gave an update on the Evansville Education Foundation. Discussion.

Mr. Swanson and Mr. Roth gave update on the Insurance Committee work. Committee will not make recommendations on HRA or HSA until the spring, rather than implementing a change on 1-1-18.

Budget Finance agenda items for January 27, 2018, meeting discussed.

**BUSINESS (Action Items)**

Motion by Ms. Hammann, seconded by Mr. Hennig, moved to approve the revised budgets as presented and the 2017-2018 tax levy amount of \$8,409,637 (mill rate = \$11.50/\$1,000 in property value). Discussion. Motion carried, 7-0 (roll call vote).

Motion by Mr. Hamilton, seconded by Mr. Titus, moved to approve the hiring of Stephanie Aasen, High School Girls JV Basketball Coach for a stipend of \$2,296 and Peter Hanke, Boys Middle School 7<sup>th</sup> Grade Basketball Coach for a stipend of \$1,808. Motion carried, 7-0 (voice vote).

### **CONSENT (Action Items)**

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the consent agenda items: 2018-2019 school year calendar; October 9, 2017, regular meeting minutes; and the September bills and reconciliation, as presented. Motion carried, 7-0 (roll call vote).

### **EMPLOYEE HANDBOOK COMMITTEE SUGGESTED CHANGES**

Mr. Roth presented for a first reading, Employee Handbook suggested changes:

1. Part 3, Support Staff, Pg. 58, Section 2, 2.02, Evaluation Procedures, F.
2. Part 1, All Employees, Pg. 25, Section 4, 4.01, Grievance Purpose.
3. Part 1, All Employees, Pg. 39, Section 16, Conformity to Law.
4. Part 2, Certified Staff, Pg. 48, Section 6, 6.01, Reasons for Reduction in Force.
5. Part 3, Support Staff, pg. 60, Section 5, 5.01, Reduction in Staff.
6. Part 3, Support Staff, Pg. 61, Section 6, 6.01, Notice of Resignation of Employment.
7. Part 5, Co-and Extra-Curricular Staff, Pg. 73, Section 1, 1.01, C, Letter of Assignment.
8. Part 6, Substitute and Seasonal Staff, Pg. 76, Section 1, 1.03, Dismissal/Removal From Substitute List and pg. 77, 2.02, F, Assignments and Responsibilities.
9. Employee Acknowledgement, Pg. 79.

Discussion.

### **BOARD DEVELOPMENT**

Mr. Braunschweig presented the 2017-2018 Continuous System Improvement (CSI)/District Goals. Discussion.

Mr. Bob Butler, WASB Associate Executive Director, presented on Key Work of a School Board. Discussion.

Board Development agenda items for January 27, 2018, meeting discussed.

### **FUTURE AGENDA**

November 13, 2017, regular meeting agenda shared.

### **ADJOURN**

Motion by Mr. Rasmussen, seconded by Mr. Titus, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 8:26 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved:  
Mason Braunschweig, President

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Monday, December 11, 2017**

**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](http://Evansville.k12.wi.us), and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.*

- I. Roll Call: Mason Braunschweig      Melissa Hammann      Thomas Titus  
                 Eric Busse                              Keith Hennig              HS Board Rep Ava Parker  
                 David Hamilton                             John Rasmussen            HS Board Rep Maddy Krueger
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Wisconsin Association of School Board Convention (WASB) – January 17-19, 2018
- IV. Public Presentations.
- V. Information & Discussion:
- A. High School Student Board Representatives Report.
  - B. 2018 Potential Referendum Update.
  - C. School Board Election Update.
  - D. Open Enrollment Class Limits.
  - E. 2016-2017 Financial Audit.
  - F. First Reading of Policies:
- VI. Public Presentations.
- VII. Consent (Action Items):
- A. Approval of New High School Courses: Beginning Class Piano; AP Psychology; and AP World History.
  - B. Approval of November 13, 2017, Regular Meeting Minutes.
  - C. Approve the October Bills and Reconciliation.
  - D. Approve the Employee Handbook Suggested Changes:
    - 1. Part 3, Support Staff, Pg. 58, Section 2, 2.02, Evaluation Procedures, F.
    - 2. Part 1, All Employees, Pg. 25, Section 4, 4.01, Grievance Purpose.
    - 3. Part 1, All Employees, Pg. 39, Section 16, Conformity to Law.
    - 4. Part 2, Certified Staff, Pg. 48, Section 6, 6.01, Reasons for Reduction in Force.
    - 5. Part 3, Support Staff, pg. 60, Section 5, 5.01, Reduction in Staff.
    - 6. Part 3, Support Staff, Pg. 61, Section 6, 6.01, Notice of Resignation of Employment.
    - 7. Part 5, Co-and Extra-Curricular Staff, Pg. 73, Section 1, 1.01, C, Letter of Assignment.
    - 8. Part 6, Substitute and Seasonal Staff, Pg. 76, Section 1, 1.03, Dismissal/Removal From Substitute List and pg. 77, 2.02, F, Assignments and Responsibilities.
    - 9. Employee Acknowledgement, Pg. 79.
- VIII. Future Agenda – January 15, 2018, Regular Board Meeting Agenda.
- IX. Adjourn.