



**Board of Education Regular Meeting Agenda
Wednesday, November 13, 2019 at 6:00 pm
District Board and Training Center
340 Fair Street (Door 36)**

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

- I. Pledge of Allegiance

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

- III. Approve Agenda

- IV. Public Announcements/Recognition/Upcoming Events:
 - American Education Week – November 18-22, 2019
 - Wisconsin Association of School Board Convention (WASB) – January 22-24, 2020
 - Introduction of Tycian Hanson, New Buildings & Grounds Director

- V. Public Presentations

- VI. Information & Discussion:
 - A. High School Student Board Representatives Report
 - B. Future Boys Hockey & Swim Co-Op Opportunities
 - C. Co-Curricular Stipend Changes
 - D. Referendum Update
 - E. School Board Election Timeline
 - F. Attendance at WASB Convention – January 22-24
 - G. Selection of Delegate and Alternate to WASB Convention in January
 - H. Middle School Naming Survey Results
 - I. Climate Survey Discussion
 - J. 2020-2021 Staff and Student Calendars
 - K. Sexual Harassment Staff Training in December

- VII. Public Presentations

- VIII. Policies – Chair, Swanson
 - A. First Readings
 - 1. Policy #411.1 – Prohibition of Student Discrimination and Harassment
 - 2. Policy #411.1 Rule – Student Discrimination Complaint Procedures
 - 3. Policy #411.1 Form – Student Discrimination or Harassment Complaint Form
 - 4. Policy #411.2 – Prohibition of Harassment on School Bus
 - 5. Policy #411.3 – Prohibition of Student Bullying
 - 6. Policy #411.3 Form – Bullying Report
 - 7. Policy #446.1 – Student Search Activities
 - 8. Policy #451 – Student Insurance Program

9. Policy #453 – School Health Services
 10. Policy # 453.1 – Emergency Nursing Services
 11. Policy #453.2 – Student Immunizations
 12. Policy #453.3 – Communicable Diseases
 13. Policy #453.4 – Administering Medications to Students
 14. Policy #453.4 Form – Medication Consent Form
 15. Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form
- B. Second Reading:
1. Policy #512 – Employee Harassment
- IX. Budget Finance – Chair, Rasmussen
- A. Discussion Items:
 1. Donations Review
 2. Insurance Committee Update
 3. 2020-2021 Budget Calendar
 - B. Develop Budget Finance Agenda Items for December 11, 2019 Board Meeting
- X. Business (Action Items):
- A. Approval of Staff Changes; Hiring of 2nd Shift Custodian, Middle School Wrestling Coach and Crossing Guard
 - B. Approval of 2021 JC McKenna Overnight Fieldtrip to Washington, D.C.
- XI. Consent (Action Items):
- A. Approval of October 23, 2019, Regular Meeting Minutes
 - B. Approval of Employee Handbook Changes
 1. Part II, Certified Staff, Pg. 53, Section 8, 8.01, A – Retirement Benefits
 2. Part III, Support Staff, Pg. 63, Section 8, 8.01, Holidays
 3. Part III, Support Staff, Pg. 61, Section 7, Paid Vacations
 4. Part II, Certified Staff, Pg. 47, Section 5, 5.11, Teacher Mentors
 - C. Approval of Policies:
 1. Policy #443.8 – Gang-Related or Other Criminal Acts and Student Safety
 2. Policy #447 – Student Discipline: Detention, Suspension and Expulsion
 3. Policy #447.1 – Use of Seclusion and Physical Restraint by Staff
 4. Policy #512 Rule – Employee Harassment Complaint Procedure – Administrative Rule
 5. Policy #512 Form – Employee Harassment Report Form
 6. Policy #513 – Bullying in the Workplace
 7. Policy #831 – Weapons on School Property
- XII. Board Development – Chair, Hammann:
- A. Core Belief #2 – Learning Targets
 - B. Develop Board Development Agenda Items for December 11, 2019, Meeting
- XIII. Future Agenda – December 11, 2019, Regular Board Meeting Agenda
- XIV. Adjourn

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

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

Posted: 11/7/19

Board of Education Regular Meeting Agenda/Briefs
Wednesday, November 13, 2019, 2019 at 6:00 pm

I. Pledge of Allegiance

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

III. Approve Agenda

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

IV. Public Announcements/Recognition/Upcoming Events:

- **American Education Week – November 18-22, 2019**
- **Wisconsin Association of School Board Convention (WASB) – January 22-24, 2020**
- **Introduction of Tycian Hanson, New Buildings & Grounds Director**

V. Public Presentations

VI. Information & Discussion:

- A. High School Student Board Representatives Report. Ms. Diebold & Mr. Senter will present their High School Board Representatives Report.
- B. Future Boys Hockey & Swim Co-Op Opportunities. Ms. Varsho, Athletic and Activities Director, has enclosed information regarding these two new opportunities. This will be voted on at the December 11, 2019, Board Meeting.
- C. Co-Curricular Stipend Changes. Ms. Merath, Business Manager, has enclosed information regarding the Co-Curricular Stipend changes.
- D. Referendum Update. Mr. Roth, District Administrator will provide an update regarding the Referendum.
- E. School Board Election Timeline. The 2020 WASB Election Schedule is enclosed. There will be three open seats for the April 7, 2020 Election. (Hammann, Nyhus & Rasmussen)
- F. Attendance at WASB Convention – January 22-24. The Board will discuss who will be attending this convention. Early registration deadline is December 15.
- G. 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.
- H. Middle School Naming Survey Results. The Board of Education will discuss the results of the survey for the naming of the Middle School.
- I. Climate Survey Discussion. Mr. Roth has collected information and has enclosed a memo and supporting documentation regarding a climate survey for all staff.
- J. 2020-2021 Staff and Student Calendars. Mr. Everson has enclosed a memo and the proposed Staff and Student Calendars for the 2020-2021 School Year. This will be voted on for approval at the December 11, 2019 Board Meeting.
- K. Sexual Harassment Training for Staff in December. The Board will discuss the Sexual Harassment Training for all staff that will be taking place in December.

VII. Public Presentations

VIII. Policies – Chair, Swanson

A. First Reading:

- 1. Policy #411.1 – Prohibition of Student Discrimination and Harassment
- 2. Policy #411.1 Rule – Student Discrimination Complaint Procedures

3. Policy #411.1 Form – Student Discrimination or Harassment Complaint Form
4. Policy #411.2 – Prohibition of Harassment on School Bus
5. Policy #411.3 – Prohibition of Student Bullying
6. Policy #411.3 Form – Bullying Report
7. Policy #446.1 – Student Search Activities
8. Policy #451 – Student Insurance Program
9. Policy #453 – School Health Services
10. Policy # 453.1 – Emergency Nursing Services
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12. Policy #453.3 – Communicable Diseases
13. Policy #453.4 – Administering Medications to Students
14. Policy #453.4 Form – Medication Consent Form
15. Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form

B. Second Reading:

1. Policy #512 – Employee Harassment

IX. Budget Finance – Chair, Rasmussen

A. Discussion Items:

1. Donations Review. Ms. Merath has enclosed a memo and an updated list of donations received so far this year.
2. Insurance Committee Update. Ms. Merath will provide an update to the Board regarding the Insurance Committee.
3. 2020-2021 Budget Calendar. Ms. Merath has enclosed a Budget Calendar for the 2020-2021 School Year.

B. Develop Budget Finance Agenda Items for December 11, 2019 Board Meeting

X. Business (Action Items):

A. Approval of Staff Changes; Hiring of 2nd Shift Custodian, Middle School Wrestling Coach and Crossing Guard.

Hiring of Jon Nichols, 2nd Shift Custodian. Jon was a Paraprofessional at the Janesville School District from 2013-2017. He used various types of equipment and tools, maintained ball fields, does plumbing, carpentry, electrical and has HVAC experience. Jon will start on November 18, 2019 for an hourly wage of \$16.00.

Suggested Motion: I move to approve the hiring of Jon Nichols, 2nd Shift Custodian, effective November 18, 2019 for an hourly wage of \$16.00.

Hiring of Jered Meuer, Middle School Wrestling Coach. Jered's wrestling background dates back to first grade. He wants to help student-athletes experience the positive long-lasting effects wrestling can have on their lives. Jerad will start on January 1, 2020 for a stipend of \$1,961.

Suggested Motion: I move to approve the hiring of Jered Meuer, Middle School Wrestling Coach, effective January 1, 2020 for a stipend of \$1,961.

Hiring of Kelsey Olvera, Crossing Guard. Kelsey has been working for UPS but has over nine years of experience as a CNA with the Evansville Manor. Kelsey is a graduate of Evansville High School and has three children enrolled in the ECSD. Kelsey will start on November 7, 2019 for an hourly wage of \$18.00.

Suggested Motion: I move to approve the hiring of Kelsey Olvera, Crossing Guard, effective November 7, 2019 for an hourly wage of \$18.00.

- XI. Consent (Action Items): Do you wish to remove any items?**
- A. Approval of October 23, 2019, Regular Meeting Minutes
 - B. Approval of Employee Handbook Changes
 - 1. Part II, Certified Staff, Pg. 53, Section 8, 8.01, A – Retirement Benefits
 - 2. Part III, Support Staff, Pg. 63, Section 8, 8.01, Holidays
 - 3. Part III, Support Staff, Pg. 61, Section 7, Paid Vacations
 - 4. Part II, Certified Staff, Pg. 47, Section 5, 5.11, Teacher Mentors
 - C. Approval of Policies:
 - 1. Policy #443.8 – Gang-Related or Other Criminal Acts and Student Safety
 - 2. Policy #447 – Student Discipline: Detention, Suspension and Expulsion
 - 3. Policy #447.1 – Use of Seclusion and Physical Restraint by Staff
 - 4. Policy #512 Rule – Employee Harassment Complaint Procedure – Administrative Rule
 - 5. Policy #512 Form – Employee Harassment Report Form
 - 6. Policy #513 – Bullying in the Workplace
 - 7. Policy #831 – Weapons on School Property

Suggested Motion: I move to approve, the October 23, 2019, Regular Meeting Minutes, Employee Handbook Changes: Part II, Certified Staff, Pg. 53, Section 8, 8.01, A – Retirement Benefits, Part III, Support Staff, Pg. 63, Section 8, 8.01, Holidays, Part III, Support Staff, Pg. 61, Section 7, Paid Vacations, Part II, Certified Staff, Pg. 47, Section 5, 5.11, Teacher Mentors, Policy #443.8 – Gang-Related or Other Criminal Acts and Student Safety, Policy #447 – Student Discipline: Detention, Suspension and Expulsion, Policy #447.1 – Use of Seclusion and Physical Restraint by Staff, Policy #512 Rule – Employee Harassment Complaint Procedure – Administrative Rule, Policy #512 Form – Employee Harassment Report Form, Policy #513 – Bullying in the Workplace, Policy #831 – Weapons on School Property.

- XII. Board Development – Chair, Hammann:**
- A. Core Belief #2 – Learning Targets. *Mr. Everson, Director of Curriculum and Instruction and Ms. Katzenberger, Director of Student Services, have enclosed information and will discuss Core Belief #2 – Learning Targets. This is the 2nd of 5 ECSD Core Beliefs.*
 - B. Develop Board Development Agenda Items for December 11, 2019, Meeting

XIII. Future Agenda – December 11, 2019, Regular Board Meeting Agenda

XIV. Adjourn

For Your Information:

December 11 – Regular Board Meeting at 6pm

December 27 – Deadline for Incumbents to file Notice of Non-Candidacy Form

January 7 – Candidate deadline for filing documents needed to establish eligibility to appear on the ballot

January 14 – Drawing of lots for ballot order

January 15 – Regular Board Meeting at 6pm

January 22-24 – WASB State Convention

February 12 – Regular Board Meeting at 6pm

February 26 – Regular Board Meeting at 6pm



Andie Varsho | Athletic & Activities Director
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640 S. Fifth Street | Evansville, WI 53536

To: Board of Education
Subject: Extra-Curricular Activities Co-Op Additions
Date: November 13, 2019

Attached is the proposed additions to Extra-Curricular Activities for boys swim Co-Op with Edgerton and boys hockey Co-Op with Milton

The estimated cost to add these Extra-Curricular Activities is prorated based on individual participants (5-8 in swimming and 6 in hockey).

Estimated participant cost for Boys Swim with Edgerton (10): \$3,333

Estimated participant cost for Boys Hockey with Milton (6): \$10,385

Estimated transportation cost for these two activities is: \$11,885.40.

There are two student-athletes that have shown interest in competing in JV only contest with Milton this winter, which is no cost to the district.

Title IV

Title IV has a test which is based upon three aspects: substantial proportionality, full and effective accommodation of athletic interests and abilities, and continued practice of women's program expansion.

Substantial proportionality needs to have a variance of 5%. In 2018-19 school year we had the following:

Unduplicated Participation Variance: -4.0%

Duplicated Participation Variance: -2.9%

If we added both boys swimming and hockey with 20 total potential student-athletes that only play either boys swimming or hockey the variance would be the following:

Unduplicated participation Variance: -0.9%

Duplicated Participation Variance: -1.2%

Women's athletics have full and effective accommodations of athletic interest and abilities.

Current athletic pairings offered at Evansville High School with the potential additions of Boys Co-Op Swimming and Boys Co-Op Hockey.

Football/Volleyball, Girls Golf/Boys Golf, Girls Basketball, Boys Basketball, Cross Country Co-Ed, Track Co-Ed, Boys Soccer/Girls Soccer, Boys Swimming/Girls Swimming, Girls Hockey/Boys Hockey, Baseball/Softball and Wrestling – open to both boys and girls.

Motion: I move to approve the addition of Boys Swim Co-Op with Edgerton and Boys Hockey Co-Op with Milton starting in 2020-21 season.

2020-2021 Edgerton Boys Swim Co-op Proposal

Costs:

5-6 home meets
Workers: 400/meet
Officials: 120/meet
Lifeguard: \$9 per hour (average home meet is 2 hours)
Coaches: Approx. \$3000 for Head/\$2000 Assistant
Busing: Approx. \$200 per dual away meet
Approx. Cost of the program \$10000

Projected 2020-21 Edgerton Prorated Cost:

At the end of the season, Edgerton and Evansville agreed to split the "total cost of the program" based on percentage of kids in the program (example: Edgerton has 20 students participate/Evansville has 10 students participate.....On a \$10000 cost (workers/officials/coaches/lifeguard/busing/tournaments), Edgerton would pay \$6667 and Evansville would pay \$3333)

Currently we have 4 individuals' interested – projected 5-8 participants.

Approx. \$50 per swimsuit (responsibility of student-athlete)

Projected 2020-21 Transportation Cost to/from Edgerton:

Estimated Transportation Total: \$5816.40

Total Estimated Cost (based on 10 participants): \$3,333 + \$5816.40 = \$9,149.40

Process for Approval: Deadline March 1, 2020

Step 1: Evansville Board Approval

Step 2: Edgerton Board Approval

Step 3: Southern Lakes Conference Approval

Step 4: WIAA Approval

Boys Co-Op Hockey Proposal

10 home meets - usually

Workers - \$1500 (we utilize volunteers when possible)

Officials - \$2000

Coaches - \$15,400 (\$6000 - head coach; 2 assistants at \$4700 each)

Busing - at least \$6000 for all competitions; varsity and JV away games.

Ice time - we are looking at just over \$20,000 for this year.

Estimated Cost: \$45,000 – If Milton has 20 players and Evansville has 6 players. Prorated cost: \$10,385

2019-2020 Season Cost – JV ONLY:

\$600 per student-athlete (responsibility of student-athlete)

Participants: 2 for JV only competition

2019-2020 Travel Cost:

Transportation will be the individual's responsibility during the 2019-2020 season.

No WIAA approval for 2019-2020 JV ONLY

2020-21 Milton Boys Hockey Co-Op Proposal

2020-2021 Cost:

Prorated by individuals involved in program.

Projected Participants: 6 Hockey players

Transportation Costs:

Estimated Cost: \$6,069

Total Cost: \$6,069 + \$10,385 = \$16,454

Process for Approval: Deadline is March 1, 2020

Step 1: Evansville School Board Approval

Step 2: Milton School Board Approval

Step 3: Badger South Conference Approval

Step 4: WIAA Approval

**EFFECTIVE ACCOMMODATION & PARTICIPATION OPPORTUNITIES
PRONG NUMBER ONE OF THE THREE-PRONG TEST
ASSESSMENT OF "SUBSTANTIAL PROPORTIONALITY"**

Key Issue: Is the Athletic Participation Rate of Women Substantially Proportional to Enrollment Percentage of Women?

1. Compute Female Enrollment Percentage: $\frac{\# \text{ Girls Enrolled at School } 246}{\# \text{ Total Students Enrolled at School } 555} = 44.3 \%$
2. Compute Unduplicated Female Participation Rate: $\frac{\# \text{ Girls Participating in One or More Sports}^* 141}{\# \text{ Total Students Participating in One or More Sports}^{2012} 292} = 48.3 \%$
3. Compute Duplicated Female Participation Rate: $\frac{\# \text{ Total Participations by Girls in All Sports}^{244}}{\# \text{ Total Participations of Boys & Girls in All Sports}^{516}} = 47.2 \%$
4. Unduplicated Participation Variance [1 minus 2] = 4.0% 5. Duplicated Participation Variance [1 minus 3] = -2.9%

In order to interpret the implications of unduplicated and duplicated variances in 4 and 5, refer to pages 2-9 through 2-13. It is important to note that neither the regulatory language in any of the Title IX sources of law, nor the Office of Civil Rights, nor any court case has precisely set forth a clear rule defining "substantially proportional" - that is, what constitutes an acceptably small variance. Several court cases and settlement agreements have "hinted at" 5% as an acceptable variance, however this measure should be relied on only as a red flag to identify a substantial proportionality problem where variances exceed 5%, not as a guarantee that your school is in compliance if the variance is less than 5%. Also note that to verify the unduplicated participation variance and duplicated participation variance, you may repeat the above set of computations using the number of boys in the numerator of each computation - the variances calculated in 4 and 5 should be identical to the variances computed for girls.

* Count each student only once regardless of how many sports the student participates in. The "unduplicated" rate measures how many of the boys and how many of the girls at your school participate in athletics.

** Count students who participate in more than one sport twice or three times as the case may be. The duplicated rate measures the total number of sports "participations" and compares the relative number of boys' participations to the number of girls' participations. Count only the number of students on teams as of the date of the first competition - do not count unfilled slots on teams as "participations."

EFFECTIVE ACCOMMODATION & PARTICIPATION OPPORTUNITIES
PRONG NUMBER ONE OF THE THREE-PRONG TEST
ASSESSMENT OF "SUBSTANTIAL PROPORTIONALITY"

Key Issue: Is the Athletic Participation Rate of Women Substantially Proportional to Enrollment Percentage of Women?

Adding 20 / Sport Athletes 10 - Swim 10 - Hockey (All Boys)

- 1. Compute Female Enrollment Percentage:
Girls Enrolled at School 246 = $\frac{246}{555}$ = 44.3 %
Total Students Enrolled at School 555
- 2. Compute Unduplicated Female Participation Rate:
Girls Participating in One or More Sports* 141 = $\frac{141}{312}$ = 45.2 %
Total Students Participating in One or More Sports 312
- 3. Compute Duplicated Female Participation Rate:
Total Participations by Girls in All Sports** 244 = $\frac{244}{534}$ = 45.5 %
Total Participations of Boys & Girls in All Sports 534
- 4. Unduplicated Participation Variance [1 minus 2] = -0.9 % 5. Duplicated Participation Variance [1 minus 3] = -1.2 %

In order to interpret the implications of unduplicated and duplicated variances in 4 and 5, refer to pages 2-9 through 2-13. It is important to note that neither the regulatory language in any of the Title IX sources of law, nor the Office of Civil Rights, nor any court case has precisely set forth a clear rule defining "substantially proportional" - that is, what constitutes an acceptably small variance. Several court cases and settlement agreements have "hinted at" 5% as an acceptable variance, however this measure should be relied on only as a red flag to identify a substantial proportionality problem where variances exceed 5%, not as a guarantee that your school is in compliance if the variance is less than 5%. Also note that to verify the unduplicated participation variance and duplicated participation variance, you may repeat the above set of computations using the number of boys in the numerator of each computation - the variances calculated in 4 and 5 should be identical to the variances computed for girls.

* Count each student only once regardless of how many sports the student participates in. The "unduplicated" rate measures how many of the boys and how many of the girls at your school participate in athletics.
** Count students who participate in more than one sport twice or three times as the case may be. The duplicated rate measures the total number of sports "participations" and compares the relative number of boys' participations to the number of girls' participations. Count only the number of students on teams as of the date of the first competition - do not count unfilled slots on teams as "participations."



To: Board of Education
Subject: Co-Curricular Salary Schedule Update
Date: November 13, 2019

The attached co-curricular schedule adds a stipend for the following stipends:

- Concession Stand Supervisor
- Concession Stand Operations Supervisor
- FFA Advisor

The estimated cost to add/edit these stipends is \$7,606 - \$8,417.

Motion: I approve to add co-curricular stipends for the Concession Stand Supervisor, Concession Stand Operations Supervisor and FFA Advisor.

Co-Curricular Salary Schedule

Base Calculation Amt = \$41,500.00

Position	% of base amount	1-2 Yrs of Service	3-4 Yrs of Service	5-6 Yrs of Service	7+ Yrs of Service
Head Football	11%	4,565	4,793	5,129	5,539
Head Basketball	11%	4,565	4,793	5,129	5,539
Head Wrestling	11%	4,565	4,793	5,129	5,539
HS Band Director	11%	4,565	4,793	5,129	5,539
Senior Grad	9%	3,735	3,922	4,196	4,532
Head Musical Director	9%	3,735	3,922	4,196	4,532
Head Baseball	8%	3,320	3,486	3,730	4,028
Head Softball	8%	3,320	3,486	3,730	4,028
Head Track	8%	3,320	3,486	3,730	4,028
Head Volleyball	8%	3,320	3,486	3,730	4,028
Head Cross Country	8%	3,320	3,486	3,730	4,028
Head Soccer	8%	3,320	3,486	3,730	4,028
Head Boys Golf	8%	3,320	3,486	3,730	4,028
Head Girls Golf	8%	3,320	3,486	3,730	4,028
Pom-pom Advisor	8%	3,320	3,486	3,730	4,028
HS Cheerleading Advisor	8%	3,320	3,486	3,730	4,028
FFA Advisor	8%	3,320	3,486	3,730	4,028
Assistant Football	7%	2,905	3,050	3,264	3,525
Assistant Basketball	7%	2,905	3,050	3,264	3,525
Assistant Wrestling	7%	2,905	3,050	3,264	3,525
Assistant Varsity Basketball	7%	2,905	3,050	3,264	3,525
Assistant Varsity Track	7%	2,905	3,050	3,264	3,525
Assistant Varsity Baseball	7%	2,905	3,050	3,264	3,525
Assistant Varsity Softball	7%	2,905	3,050	3,264	3,525
Assistant Varsity Swim	7%	2,905	3,050	3,264	3,525
Assistant Boys Golf	7%	2,905	3,050	3,264	3,525
Assistant Girls Golf	7%	2,905	3,050	3,264	3,525
Musical Vocal Director	7%	2,905	3,050	3,264	3,525
Musical Orchestra Director	7%	2,905	3,050	3,264	3,525
Musical Technical Director	7%	2,905	3,050	3,264	3,525
JV2 Football	6%	2,490	2,615	2,798	3,021
JV2 Basketball	6%	2,490	2,615	2,798	3,021
Assistant Baseball	6%	2,490	2,615	2,798	3,021
Assistant Softball	6%	2,490	2,615	2,798	3,021
Assistant Track	6%	2,490	2,615	2,798	3,021
Assistant Cross Country	6%	2,490	2,615	2,798	3,021
Assistant Volleyball	6%	2,490	2,615	2,798	3,021
Assistant Soccer	6%	2,490	2,615	2,798	3,021
JV Pom-pom Advisor	6%	2,490	2,615	2,798	3,021
HS Choir	6%	2,490	2,615	2,798	3,021
FBLA	6%	2,490	2,615	2,798	3,021
Drama Coach	6%	2,490	2,615	2,798	3,021
Permanent Noon Duty	5%	2,075	2,179	2,331	2,518
Assistant Drama Coach	5%	2,075	2,179	2,331	2,518
HS Forensics	5%	2,075	2,179	2,331	2,518

JV2 Baseball	5%	2,075	2,179	2,331	2,518
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Position	% of base amount	1-2 Yrs of Service	3-4 Yrs of Service	5-6 Yrs of Service	7+ Yrs of Service
JV2 Volleyball	5%	2,075	2,179	2,331	2,518
JV2 Softball	5%	2,075	2,179	2,331	2,518
HS Science Olympiad	5%	2,075	2,179	2,331	2,518
Global Education Project	5%	2,075	2,179	2,331	2,518
HS Math Team	5%	2,075	2,179	2,331	2,518
MS Wrestling	4.5%	1,868	1,961	2,098	2,266
MS Football	4.5%	1,868	1,961	2,098	2,266
MS Basketball	4.5%	1,868	1,961	2,098	2,266
MS Track	4.5%	1,868	1,961	2,098	2,266
MS Cross Country	4.5%	1,868	1,961	2,098	2,266
MS Volleyball	4.5%	1,868	1,961	2,098	2,266
MS Band Director	4.5%	1,868	1,961	2,098	2,266
HS Student Council	4.5%	1,868	1,961	2,098	2,266

MS Future Problem Solving	4%	1,660	1,743	1,865	2,014
MS Student Council	4%	1,660	1,743	1,865	2,014
Assistant Forensics	4%	1,660	1,743	1,865	2,014
HS Jr. Class & Prom Advisor	4%	1,660	1,743	1,865	2,014
HS Sr. Class & Grad Advisor	4%	1,660	1,743	1,865	2,014
Concession Stand Supervisor	4%	1,660	1,743	1,865	2,014
Concession Operations Super.	4%	1,660	1,743	1,865	2,014

MS Science Olympiad	3%	1,245	1,307	1,399	1,511
HS Future Problem Solving	3%	1,245	1,307	1,399	1,511
MS Forensics	3%	1,245	1,307	1,399	1,511
MS School Newspaper	3%	1,245	1,307	1,399	1,511

HS & MS Quiz Bowl Coach	2%	830	872	933	1,007
MS Choir	2%	830	872	933	1,007
ES Music	2%	830	872	933	1,007
National Honor Society	2%	830	872	933	1,007
Intermediate Choir	2%	830	872	933	1,007
Percussion Music - TRIS	2%	830	872	933	1,007
Choir Director - TRIS	2%	830	872	933	1,007
Elem/Int Club Advisor	2%	830	872	933	1,007

Evansville Community School District
Extended Season Coaching Compensation

Evansville Coaches will be compensated for tournament coaching time past the "expected" season. For Compensation will be provided after the "expected" season at the rate of \$125 for the head coach and \$100 for any designated assistant(s). This amount will be paid each week competition occurs past the "expected" season.

Extended season coaching compensation will be paid to the coaches per sport as indicated below:

Football - Head Coach + 4 Assistants

Volleyball, Cross Country, Wrestling, Baseball, Softball, Track, Soccer - 1 Head Coach + 1 Assistant



Jerry Roth | District Administrator
rothj@evansville.k12.wi.us | (608) 882-3386

Lindsay Krull | District Administrative Assistant
krulll@evansville.k12.wi.us | (608) 882-3387

340 Fair Street | Evansville, WI 53536

Memo:

To: ECSD Board of Education
From: Mr. Roth, District Administrator
Re: 2020 School Board Election
Date: November 13, 2019

Enclosed is the 2020 Spring Election Schedule.

In April of 2020, the Board will have three open seats. (Ms. Hammann, Mr. Rasmussen and Mr. Nyhus). All three seats are for three year terms.

By December 27, 2019 Incumbents must file a Notice of Non-Candidacy if they decide they will not be running.

By January 7, 2020, Candidates that are running for office must have all of their paper completed and submitted in order to appear on the ballot. District Office will be open until 5pm this day.

Thank you,

Jerry Roth
District Administrator

SCHEDULE AT-A-GLANCE

2020 SPRING ELECTION

NOVEMBER 2019

- 26
- On or About 26
- Deadline for Publication of Type A Notice of Election
- Prepare Packet of Information for Potential Candidates

DECEMBER

- 1
- 1 - Jan. 7
- 27
- On or About 31
- Earliest Date for Circulation of Nomination Papers, If Required (NOTE: Nomination Papers Are Not Required in Many School Districts)
- Most Candidates Will File Campaign Registration Statements, Declarations of Candidacy, and Nomination Papers (If Required) during this Period
- Deadline for Incumbents to File Notice of Noncandidacy (5:00 p.m.)
- Clerk Notifies Non-Exempt Committees of Deadline for Filing Campaign Finance January Continuing Report (for Period Ending December 31)

JANUARY 2020

- On or After 1
- 7
- 14
- 15
- 16
- On or Before 27
- On or About 31
- Eligible Candidate Committees May Claim/Renew Reporting Exemption for 2020
- 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
- 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
- Deadline for Non-Exempt Committees to File January Continuing Report
- Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent
- If Primary Election is Being Held, Provide Municipal Clerk with Ballots (If Separate Paper Ballots Are Utilized)
- If Primary Election is Being Held, Clerk Notifies Non-Exempt Committees of Deadline for Filing Preprimary Campaign Finance Report

FEBRUARY

- 4 - 10
- 11
- 14
- On or Before 17
- 17
- 18
- On or About 18
- On or About 19
- Deadline for Non-Exempt Committees to File Preprimary Report
- Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent
- Write-in Candidate Registration Deadline for Primary Election
- If Primary Election is Being Held, Choose Board of Canvassers
- If Primary Election is Being Held, Notice of Primary Election
- Spring Primary Election
- If Primary Election Held, Issue Open Meetings Law Notice of Board of Canvassers Meeting(s)
- If Primary Election Held, Receipt of Election Materials and Related Duties

FEBRUARY *(continued)*

- On or About 19 - 25
 - If Primary Election Held, Canvass of Primary Returns and Written Determination of Primary Results
- On or About 19 - 28
 - If Primary Election Held, Recount Request May Be Filed
- On or About 21 - 28
 - 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 16
 - Provide Municipal Clerk with Ballots (If Separate Paper Ballots Are Utilized)
- On or About 20
 - Clerk Notifies Non-Exempt Committees of Deadline for Filing Preelection Campaign Finance Report
- 24 - 30
 - Deadline for Non-Exempt Committees to File Preelection Report
- 31
 - Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent

APRIL

- 3
 - Write-in Candidate Registration Deadline for Spring Election
- On or Before 6
 - Choose Board of Canvassers
- 6
 - Notice of Spring Election
- 7
 - Spring Election
- On or About 7
 - Issue Open Meetings Law Notice of Board of Canvassers Meeting(s)
- After 7
 - Campaign Committees May File Campaign Finance Termination Report
- On or About 8
 - Receipt of Election Materials and Other Related Duties
- 8 - 14
 - Canvass of Election Returns and Written Determination of Election Results
- On or About 8 - 17
 - Recount Request May Be Filed
- On or About 13 - 17
 - Clerk Issues Certificate(s) of Election
 - Clerk Notifies Municipal and County Clerks of School District Officers
- On or Before 27
 - School Board Members Take and File Official Oath
- 27
 - School Board Members Take Office
- 27 - May 27
 - 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

- 15
 - Deadline for Non-Exempt Committees to File July Continuing Report
- 16
 - Clerk Performs Duties with Respect to Campaign Finance Reports that Have Been Filed or that Are Delinquent



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340 Fair Street | Evansville, WI 53536

Memo:

To: ECSD Board of Education
From: Mr. Roth, District Administrator
Re: WASB State Convention
Date: November 13, 2019

The WASB State Convention will be held on January 22-24, 2020 in Milwaukee. Visit: <https://www.wasb.org/meeting-and-events/convention/> for more details. The following page is the schedule of events

We have reserved enough hotel rooms for every Board Member to attend. There is a waiting list for rooms for this convention.

Please let Lindsay Krull know by December 15th if you plan on attending the conference so we can take advantage of Early Bird Pricing on the Conference. If you do plan on attending, please also let Lindsay know at that time if you will be needing a hotel room for the night of the 21st, 22nd or 23rd.

We will also need to select a Delegate and Alternate to attend the WASB Delegate Assembly on January 22nd from 1:30-4:30 pm.

Thank you,

Jerry Roth
District Administrator

Schedule-at-a-Glance

Tuesday, Jan. 21

Noon – 6 pm

REGISTRATION, Wisconsin Center

12:30 -1:30 pm

Pre-Convention Workshop Registration, Hyatt Regency Milwaukee

1 – 5 pm

CONVENTION BOOKSTORE, 3rd Floor, Wisconsin Center

1:30 – 5 pm

PRE-CONVENTION WORKSHOPS, Hyatt Regency Milwaukee

7 – 8 pm

PRE-DELEGATE ASSEMBLY DISCUSSION, Hilton Milwaukee City Center

Wednesday, Jan. 22

All events take place at the Wisconsin Center unless otherwise noted.

7 am – 5 pm

REGISTRATION

8 – 9 am

BREAKOUT SESSIONS

including **CONVENTION/DELEGATE ORIENTATION**

8 am – 5 pm

CONVENTION BOOKSTORE

9 – 10 am

DEDICATED EXHIBIT HALL TIME

9 am – 4:30 pm

EXHIBIT HALL

CAFETERIA

INTERNET CAFÉ

SUSTAINABLE SCHOOLS PAVILION

PHOTO BOOTH

10 am – Noon

GENERAL SESSION (Ballroom CD)

Dr. Scott McLeod, keynote speaker. *Sponsored by UnitedHealthcare*

Featuring special guest speaker **State Superintendent Carolyn Stanford Taylor**

Richland Center High School Symphonic Band, music showcase

AWARD PRESENTATIONS

Educators and administrators of the year

Wisconsin Student Art Award. *Sponsored by Liberty Mutual Insurance*

Noon – 1:30 pm

Lunch/DEDICATED EXHIBIT HALL TIME

1:30 – 2:30 pm

BREAKOUT SESSIONS

1:30-4:30 pm

DELEGATE ASSEMBLY

2:30 – 3:30 pm

DEDICATED EXHIBIT HALL TIME

3:30 – 4:30 pm

BREAKOUT SESSIONS

4:30 – 5:30 pm

NETWORKING RECEPTION, Hilton Milwaukee City Center

Sponsored by Security Health Plan, Forecast5 Analytics and PMA Financial

Thursday, Jan. 23

7 – 8:30 am **WASB BREAKFAST**, Hilton Milwaukee City Center

Holly Hoffman, keynote speaker. *Sponsored by The Insurance Center*

8 am – 3 pm **REGISTRATION**

CONVENTION BOOKSTORE

8:45 – 9:45 am **BREAKOUT SESSIONS**

9 – 11:15 am

EDUCATION TOUR: Betty Brinn Museum & Maker Space (*Time subject to change, check back to confirm*)

Begin boarding shuttle at 9 am, bus departs the Wisconsin Center at 9:15 am.

9 am – 2 pm

EXHIBIT SHOW

CAFETERIA

INTERNET CAFÉ

PHOTO BOOTH

SUSTAINABLE SCHOOLS PAVILION

9:45 – 10:45 am **DEDICATED EXHIBIT HALL TIME**

10:45 – 11:45 am **BREAKOUT SESSIONS**

11:15 am – 1:45 pm **Lunch/DEDICATED EXHIBIT HALL TIME**

Noon – 1:15 pm

WASDA LUNCHEON, Hilton Crystal Ballroom

WASBO LUNCHEON, Hilton Empire Ballroom

1:45 – 2:45 pm **BREAKOUT SESSIONS**

3 – 5 pm **GENERAL SESSION (Ballroom CD)**

Dr. Yong Zhao, keynote speaker

WASB President Brett Hyde, speaker

Beloit High School Jazz Orchestra

School Board Service Awards

Friday, Jan. 24

All events take place at the Wisconsin Center

(Note: The Exhibit Hall and Convention Bookstore close on Thursday afternoon. They are NOT open on Friday.)

8 – 9 am

BREAKOUT SESSIONS

9:15 – 10:15 am

BREAKOUT SESSIONS

10:30 am – 12 pm

GENERAL SESSION (Ballroom AB)

Shane Feldman, keynote speaker

Featuring special guest speaker Governor Tony Evers

Platteville High School Blue Notes

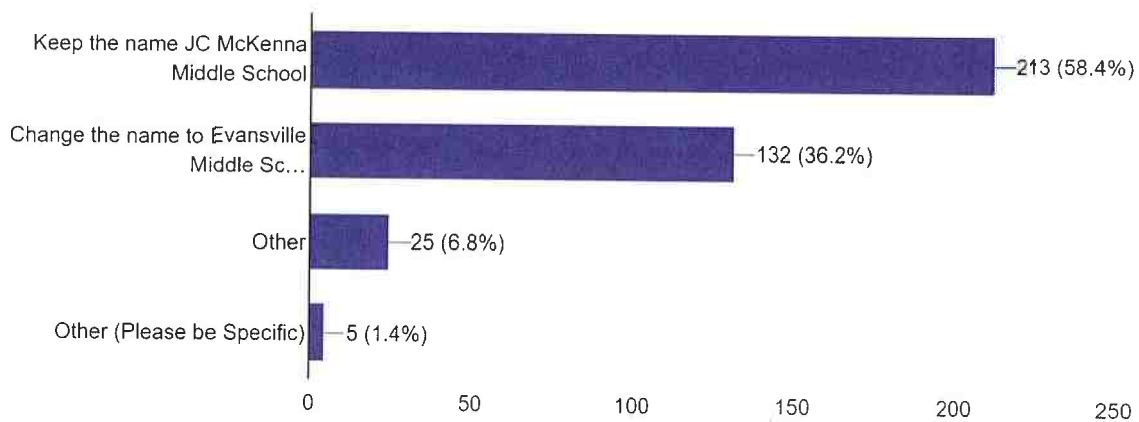


To: Board of Education

Re: Survey results for naming of new building

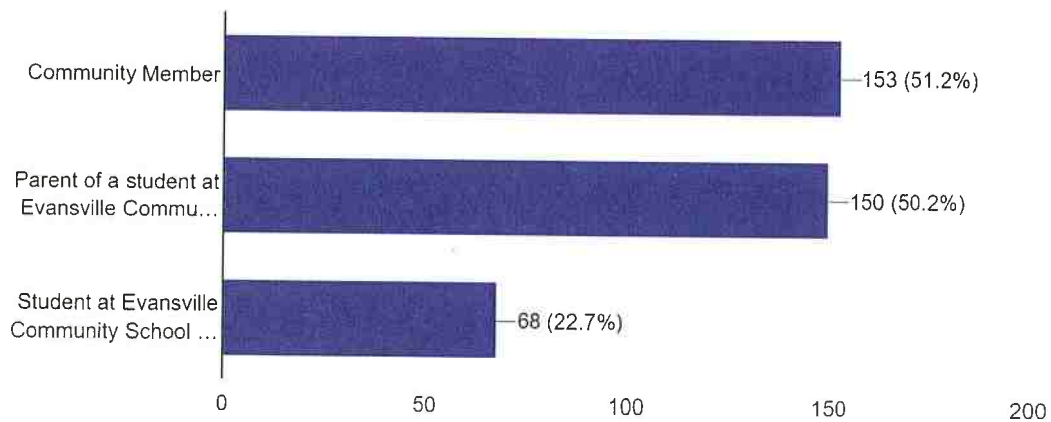
Please indicate your preference for the new building.

365 responses



I am a (check all that apply)

299 responses



Six paper surveys: 1- Change the name to Evansville Middle School, 2- Keep the name as JCMcKenna Middle School, 3- Other



Memo

To: Board of Education

Date: November 13, 2019

Re: Summary of Staff Survey Options

1. School Perceptions - \$1950 base price (Price with options, estimate \$3500-\$4000)
 - a. Additional costs
 - i. \$85/hour to develop survey questions
 - ii. \$500 for a written report
 - iii. \$350 for a percentile ranking report
 - iv. \$250 for a longitudinal report
 - v. \$250 for a comments report
 - vi. \$60/hour for additional data analysis
2. Donovan Group - \$2500 full cost
 - a. Graphic dashboard
3. Qualtrics - \$2500 annual fee (One-time fee if not renewed)
 - a. Unlimited district-wide use and users
 - b. Graphic dashboard
 - c. Additional tolls available
4. Steve Zach - \$3500 Full cost
 - a. Oregon, WI school board member
 - b. One-on-One 30 minute interviews (Cross section of staff)

Details of each survey provider attached to this document.



Evansville Community School District
2019 Staff Survey Proposal

Prepared by:

School Perceptions

September 18, 2019

Introduction to School Perceptions

School Perceptions LLC is an independent educational research firm that works with school districts, regional service agencies as well as state and national organizations. We provide customized survey tools to measure school climate, community satisfaction and engagement, communications and staff feedback. Since our founding in 2002, more than 10,000 schools have used School Perceptions to collect millions of survey responses from students, staff, parents, non-parents and community stakeholders. **Our mission is to help educational leaders gather, organize and use data to make strategic decisions.**

Project Leadership

Project management and survey development will be led by **Bill Foster**, the President and Founder of School Perceptions. After graduating from the University of Wisconsin – Platteville with dual degrees in Engineering and Business Administration, Bill served the Kelch Corporation for 14 years as vice-president and general manager. During his time at Kelch, Bill volunteered at a local high school, first working with special needs students and later designing and teaching a class offered to gifted high school seniors. It was during these experiences that Bill developed an appreciation and passion for education.

Sue Peterson will provide survey development and additional project management support. Sue brings an extensive background in community organizing, program development, grant writing and communications to School Perceptions. She received both her bachelor's and master's degrees from the University of Wisconsin – La Crosse. She has helped non-profits, governmental agencies and school districts with strategic planning, program and charter school development, fundraising, referendum planning and branding. Her work has been featured in both state and national education journals and has received accolades for educational innovation and best practices.

Cari Udermann is a Project Manager at School Perceptions. Cari attended St. Cloud State University and Syracuse University, earning degrees in Psychology and Nursing, respectively. Throughout her career she has worked in the medical field, for community-based organizations and, most recently, in a school setting. It was during her years working in education that she became aware of the importance school climate has on students' ability to learn, and inspired her desire to help make that environment a reality for all students.

Chelsea Davis is the data analyst at School Perceptions. Chelsea graduated from the University of Wisconsin – Whitewater with a degree in Business Administration and leads the post-survey data analysis and reporting process.

Providing additional strategic communications and data analysis is **Laurie Arendt**. A graduate of the University of Wisconsin – Milwaukee, Laurie spent two decades in media, including work as a reporter, editor and freelance writer.

Providing software and technical support is **Dr. Tim Mikula**, vice president of technology for School Perceptions. Tim served as a school board member for 15 years and has been a business partner for seven years. Prior to joining School Perceptions, Tim was the president and CEO of System Management Software Inc., a software company he founded in 1989 and later sold. In addition to private consulting, Tim has served as an adjunct professor of Computer Science and Statistics at St. Thomas University in St. Paul and as an analyst and consultant for 3M where he focused on Artificial Intelligence product development. He earned his bachelor's, master's and doctoral degrees in Computer Science, with minors in Cognitive Science and Artificial Intelligence, from the University of Minnesota.

Six Major Strengths

School Perceptions has a proven record of excellence. Our approach focuses on six distinct factors, which uniquely position us to meet the needs of the Evansville Community School District:

- 1) **An objective and unbiased process:** Many times, District-designed and administered surveys are perceived as biased. Consequently, the results are deemed unusable, thus breaking trust with the community and undermining the entire process. Using an objective, independent firm like School Perceptions builds credibility with the process and with your community.
- 2) **A proprietary survey platform:** School Perceptions' web-based survey platform has been built from the ground up to serve the unique needs of school districts, allowing for customization to meet your district's specific needs. Our system has been proven to be extremely reliable and includes a survey access control system to ensure that an individual can only take the survey once. A paper version of the survey is also available for those without Internet access.
- 3) **Comparable and longitudinal data:** The School Perceptions survey system allows schools to easily compare their results with other schools: If 80 percent of your staff feel safe at school, is that good or do you have a problem? By using our Master Questions®, we can provide question-level comparisons to other schools of similar size and social-economic settings; however, individual school names are never shared. If the District uses the same survey questions over multiple years, our system will create longitudinal (year over year) comparison reports.
- 4) **A proven key stakeholder engagement process:** We believe the process of asking questions works in two ways: our process provides valuable insight into the key stakeholders, while at the same time educating people about the District. Our experience has shown that asking the right questions in the right way is central to the success of your project.
- 5) **A plan after the survey:** Gathering good data is only half of the challenge. Using the data to develop an effective plan after the survey is critical to the project's success. We are committed to working with your District to develop a realistic plan of action.
- 6) **A dedication to service and support:** Technology/information specialists are available Monday-Friday, 8 am-5 pm CT. We also provide 24-hour, 365-days-per-year real-time monitoring of company servers. Our staff is close by, dedicated and ready to help your team through each step of the process.

Project Background/Scope

The Evansville Community School District employs approximately 240 staff members, including administration, instructional and support staff. The District is interested in quantifying staff satisfaction/engagement and identifying areas for improvement.

Project Management

We will work with the District's leadership team to:

- ✓ Define overall objectives
- ✓ Develop the project timeline with key milestones and assignments
- ✓ Provide assistance in developing the survey promotion/communication materials
- ✓ Secure email list

Survey Administration

Key elements:

- ✓ Program customized content utilizing the School Perceptions proprietary software system for all staff
- ✓ Survey distribution via email and/or paper
- ✓ Follow-up reminders for non-responders
- ✓ Provide question branching (if needed)
- ✓ Daily data back-up and all software maintenance

Results Access

Key elements:

- ✓ Create individualized passwords for results access
- ✓ Provide on-line reports including full segmentation/reverse segmentation capabilities
- ✓ Telephone assistance to access and analyze results

Fees* **\$1,950**

** Does not include printing or postage, if needed.*

The School Perceptions Privacy Policy ensures that all email addresses provided will only be used for your district's contracted services. Our entire Privacy Policy can be found at: www.schoolperceptions.com/files/SchoolPerceptionsPrivacystatement.pdf.

Data access is granted to the District's Custodian of Records with the ability to disaggregate all compiled data and authorize access to other District staff.

Other services available for an additional fee:

1) **Survey Customization - \$85/hour**

We will work with your administration team to conduct survey review sessions to develop customized questions/sections to address your unique needs.

2) **District-level Written Report - \$500**

This report is created in a PowerPoint format and provides an overview of the survey process as well as responses percentages for each survey item. This report is typically shared with the school board as well as posted on the District's website.

3) **Percentile Ranking Report - \$350**

Many of School Perceptions' Master Questions® have been used for more than 10 years. This report is created in a spreadsheet format and shows your district's and individual schools' percentile ranking in relationship to districts and schools of a similar size.

- a. **Index Report:** This report shows the district's/schools' percentile ranking compared to similar-sized districts and schools by index and flags data in the bottom quartile (below 25%) and the top quartile (above 75%) for easy analysis.
- b. **Item Analysis:** This report compares the district's/schools' percentile ranking compared to similar-sized districts and schools by item and flags data in the bottom quartile (below 25%) and the top quartile (above 75%) for easy analysis.

4) **Longitudinal Report - \$250**

This report is created in a spreadsheet format and compares current results to previous surveys.

- a. **Longitudinal Index Report:** This report compares the district's results to a previous year's results by index and color-codes variances that are deemed significant.
- b. **Longitudinal Item Analysis:** This report compares the district's results to a previous year's results by individual item and color-codes variances that are deemed significant.

5) **Comment Report - \$250**

The comment theme summary is developed by first reading all of the comments collected throughout the survey. A theme is identified as a result of having multiple participants referencing similar issues or concerns. This summary is not intended to represent all comments submitted; rather it attempts to represent the prevailing themes. Comments representing each theme will be included verbatim into the report.

6) **Additional Data Analysis -** Cross-tab analysis and/or in-depth comment analysis is charged at \$60 per hour.

7) **Consulting -** If desired, additional consulting and on-site meetings for planning, data review and/or presentations are available upon request.

Please call 262.644.4300 if you have any questions. If this proposal is acceptable, please sign this page, scan and email to sales@schoolperceptions.com.

Staff Survey Proposal Accepted: **Evansville Community School District**

Signature: _____ Date: _____



October 17, 2019

To: Jerry Roth, District Administrator, Evansville Community School District
From: Joe Donovan, Donovan Group
Re: Proposed process

Thank you again for your interest in working with the Donovan Group to conduct a staff survey for the Evansville Community School District.

Based on our conversation, I would like to follow up with this memo, which details a proposed process for developing a survey protocol, creating a survey, conducting the survey, creating a report, providing the data in raw form. I have also included information on graphic dash-boarding we can provide as part of this process. I end the memo with some examples of questions from a similar survey.

As I mentioned, our firm has worked with dozens of school districts in their survey research efforts. In all the projects we work on, we use a sound and transparent research process, top-notch survey research technologies, and an understanding of the relationships that stakeholders have with their local school district.

Although we are primarily known as a communications firm that works with schools and districts, the Donovan Group has become the go-to firm in the Midwest for survey research, consultation, and community engagement.

Below is a proposed methodology for the staff survey. While our methodology, research approach, and engagement efforts are flexible, we believe it is important to provide greater context for our proposal.

METHODOLOGY & DELIVERABLES

Starting in November or as soon as possible, I would begin working with district staff on the survey. The first part of this process is to create goals for the survey, specifically to establish (1) what we want to learn and (2) our goals for survey participation.

One week later, I would present district staff with a first draft of the survey based on the information gathered in the first meeting. The goal in presenting the survey is not to finish it, but rather to roughly determine which questions should be included or excluded from the survey. The following week, a revised survey will be provided to the district for fine-tuning.

It is important to note that in creating the survey, the Donovan Group can use the same questions it has used in other districts over the years to make comparisons. In this way, responses would be compared, in aggregate form, with those from other unnamed districts. Another option is to use nationally normed text questions, perhaps from the National Center for Educational Statistics, to create comparisons. This is something that can be explored in our first meeting.

Included with the survey, the Donovan Group will develop a survey introduction letter, which is often used to email potential participants.

In most cases, by the third exchange, final drafts of the survey has been created, aligned with the goals set forth in the first and second meetings. At this time, the survey will be programmed into our online survey engine.

Within a very short period of time, we can have the survey drafted, tested, and ready for launch. Once the survey is live, we will provide the district with a daily update, via email, on the number of responses the survey has received.

Within one week after the survey window closes, the Donovan Group would provide the district with the raw data and a comprehensive survey report, in draft form. The district may then review the findings and additional analysis can be conducted, if requested. Based on feedback from the district, a final report will be provided. If desired, I can make a formal presentation to the Board of Education regarding the survey results.

Finally, the Donovan Group will provide a graphic dashboard of the survey data. We find that these graphics help illustrate data and trends found in the survey results, making the information easier to share with staff, community, and board members.

The following are specific deliverables based on the proposal outlined above:

- Survey protocol
- Survey (online and paper version)
- Survey introduction letter or postcard
- Daily updates (by email) once the survey is live
- Draft report
- Raw data
- Final report
- Graphic dashboard of survey results

QUOTE & NEXT STEPS

The total cost of this survey project, including all the deliverables outlined above, is \$2,500.

The Donovan Group will not charge for additional services required for the research part of the project, unless such efforts significantly add to the Donovan Group's costs. Such additional services would include substantially more translation work, web development, programming, graphic development, copywriting, and/or filming or video editing work. It should be noted that, in all our projects, we have never asked clients for additional compensation. If, however, we would need to take this action, we would seek written approval from the district before these expenses were incurred.

Once again, we are excited to have the opportunity to work with the Evansville Community School District on this project. If you have any questions, please do not hesitate to contact me at 414-418-0512 or joe.donovan@donovan-group.com.

EXAMPLES

Below are several screenshots. Please do not hesitate to let me know if you would like to see more examples.

Introduction Letter:



Grafton School District -- Staff Survey DRAFT 1.0

We Want Your Opinion

Dear Staff Member,

In an effort to continue to improve as a school district, you are invited to participate in the following anonymous survey, which has been designed to measure various facets related to the climate of the Grafton School District.

The survey, which will be given annually, will be open from **DATE** to **DATE**. The estimated time required to complete the survey is 15 minutes. We respect your time, and want to emphasize the importance of your participation.

I thank you in advance for your participation. We take your thoughts and suggestions seriously as we work toward improving our operations and developing future initiatives.

Sincerely,

Jeff Nelson, Superintendent

Background Questions:

3) The best description of your teaching position is: *

- Elementary classroom teacher
- Academic (middle school/high school reading, language arts, math, science, social studies, world languages)
- Fine & Applied Arts (elementary school/middle school/high school art, business education, family & consumer, music, physical education, technical education)
- Special Education, Intervention, Specialist
- Other _____

4) Including the current year, how many years have you worked for this school district? *

- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- Over 30 years

5) Including the current year, for how many years of experience do you have in your field? *

- 1 to 5 years
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 to 30 years
- Over 30 years

6) At which school do you work? *

- Grafton Elementary School
- Kennedy Elementary School
- Woodview Elementary School
- John Long Middle School
- Grafton High School
- Other _____

7) Do you live in the district? *

- Yes
- No

Mission/Vision Questions:

**Grafton School District -- Staff Survey
Vision**

Please indicate the extent to which you agree with the following statements.

8) The vision for our district is clear

- Strongly agree
- Agree
- Disagree
- Strongly disagree

9) We have an action plan in place to achieve our vision

- Strongly agree
- Agree
- Disagree
- Strongly disagree

10) I understand why we are undertaking the change initiatives in our school

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**Grafton School District -- Staff Survey
Organization Dynamics**

36) I am encouraged to try new ways of doing things

- Strongly agree
- Agree
- Disagree
- Strongly disagree

37) I feel comfortable sharing my ideas and opinions

- Strongly agree
- Agree
- Disagree
- Strongly disagree

38) The district seeks and uses feedback to improve quality

- Strongly agree
- Agree
- Disagree
- Strongly disagree

39) I am involved in the decisions that affect my work

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Open-Ended Questions:

**Grafton School District -- Staff Survey
Final Thoughts**

59) What are the strengths of our district?

60) What needs to be improved in our district?

Thank you for your participation!

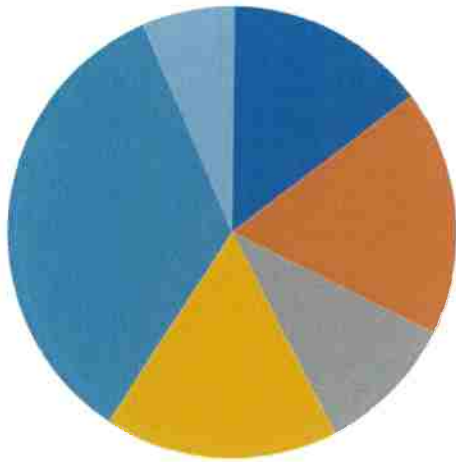
Results table.

My child feels safe and welcome at school.

Strongly Agree	Agree	Disagree	Strongly Disagree
42.94%	50.00%	5.34%	1.72%
225	262	28	9

Dashboard items:

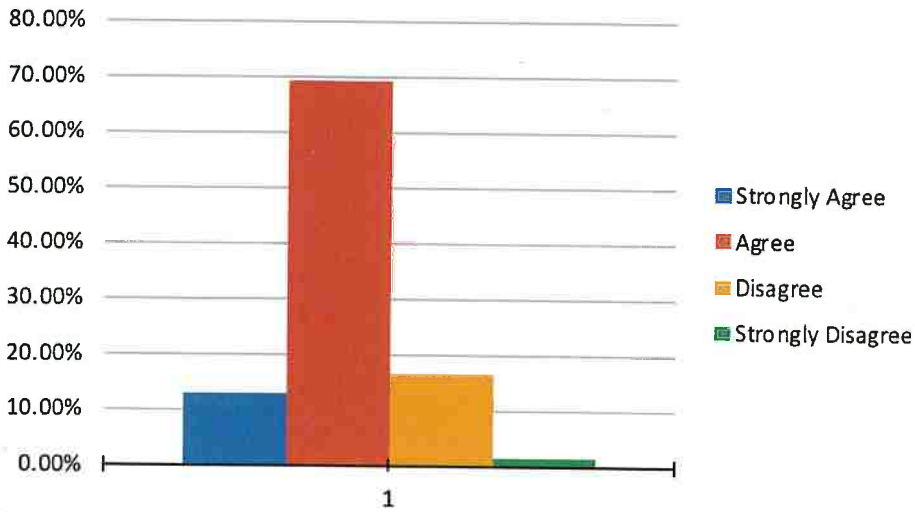
The best description of your position is:



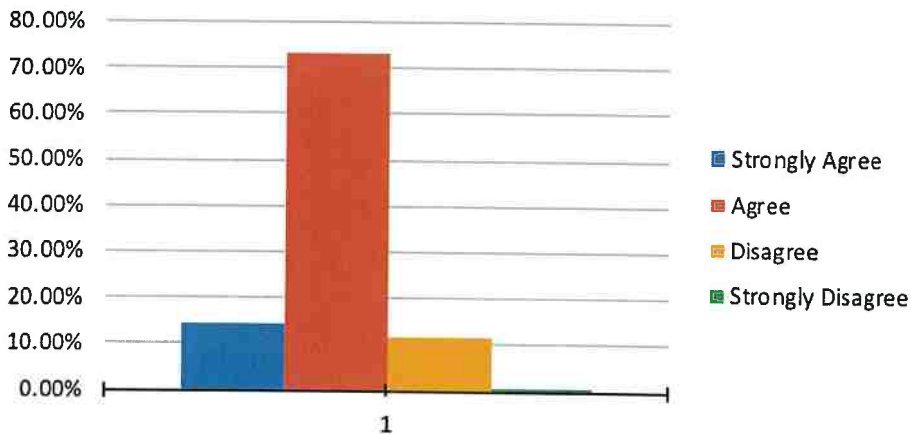
■ Elementary classroom teacher

■ Academic teacher (middle school/high school reading, language arts, math, science, social studies, world languages)

We have an action plan in place to achieve our vision.



In my opinion, morale is positive on the part of: Students.



qualtrics^{XM}[®]

Qualtrics Proposal



Ford Poulsen

Qualtrics
K12 Region Manager

333 W River Park Dr.
Provo, UT 84604

385.203.4909
Stanfordp@qualtrics.com



K12 District Wide

K12 DISTRICT WIDE

- Unlimited Users
 - Unlimited Responses
 - Advanced Question Types
-

K12 DISTRICT WIDE - \$2,500 (ANNUALLY)

Net 30 day terms

Pricing Valid until 11/31/2019

Company Confidential - © 2019 Qualtrics, Inc.

Qualtrics – Core XM Product

Qualtrics has been in business since 2002 and has helped 11K different brands/businesses including the UW System. They currently have over 79,000 active users within the UW System alone. 25 Southern Wisconsin Districts use them along with CESA 2

The options with Qualtrics are endless. Not only do they offer surveys, but you can:

- Create your own digital forms like permission slips, athletic registrations forms, safety forms, injury report forms
- Create a program evaluation (which could be helpful with professional development days), you can create an observation template that is mobile friendly
- Create a bullying form – you can make a QR code to place on emails, website, flyers, posters so a person can scan and access the bullying form from their mobile device at any time.
- Develop a maintenance ticket system
- Strategic Planning tools
- Budget Feedback forms

Qualtrics provides lots of resources, such as:

- Flexible Distribution of Surveys – Email, Website, Social Media and mail
- Unlimited Projects
- Unlimited Users
- Unlimited 24/7 Support online and by phone
- Their portal offers over 30 hours of methodology videos
- An arsenal of questions to choose from and the option to create your own.
- Steps on how to design an engagement survey, how to identify engagement drivers, when to run a survey and endless tips and research about running an anonymous vs. confidential employee survey
- Intelligent analytics for employee engagement which will help to spot themes and trends, find relationships between employee engagement outcomes and spot problems early with automated at-risk alerts for critical issues like attrition.

Different Survey ideas that Qualtrics has assisted with:

- Employee Engagement
- Onboarding and Exit
- Open Enrollment Exit
- Athletics End of Season Survey for Parents and Athletes

Qualtrics doesn't own our data, so there is no benchmark.

With Qualtrics – we can eliminate institutional blindspots by seeing our institutions entire academic experience like we've never seen it before. Qualtrics provides a holistic view of critical touchpoints and deep insight into the student, faculty, campus and alumni experience.

Current Wisconsin Use Cases

- YRBS
- Wisconsin Civics state test
- Climate survey
- PD Feedback
- Alumni panel survey
- Athletics registration
- Athletic parent feedback
- Injury report form
- "Points" for PD form - Waunakee
- Site intercept (Mequon-Thiensville)
- Evaluating tech purchases
- Digital Literacy for Students and Staff
- Academic and Career Planning for Students
- Behavior Education Plan
- Personalized Pathways Student, Parent and Staff Surveys
- Professional development session evaluations
- Mock election
- Online teacher professional learning survey (related to a national project they were involved in) – Wisconsin Virtual
- Onboarding & Exit engagement
- Safety forms: post drill reflection
- Anti-bullying
- Building checks
- Maintenance tickets
- Student engagement
- ETAP; Tech skills survey
- Rec Department satisfaction survey
- Strategic planning
- Budget feedback form
- Instructional Practices Observational Tool
- Personalized Pathways Implementation Observation Tool for Schools & Classrooms
- Superintendent's Leadership Survey
- Online student end of course survey
- Coach (school liaison between online student and teacher) satisfaction survey
- Professional learning evaluations
- RSVP's for teacher training
- Milk count, lunch menu for school trips (Anonymous link through Smart Notebook for milk count)
- Permission forms
- SaebRS assessment
- Data visualization
- Open enrollment exit survey
- Working on Friends of Planetarium: feedback, etc.
- Food service survey of all parents
- Athletics End of Season Surveys for Parents & Athletes
- Central Office Satisfaction Survey for Schools
- Afterschool Program Survey for Parents
- Jump Start to Kindergarten Parent Survey
- Parent-Teacher Conference Surveys
- Program Evaluation Surveys
- Local school district blended learning student survey
- Local school district blended learning teacher survey

Current Wisconsin Use Cases Cont.

- HR/Teacher dashboard
- Demographics/Salary/Time Off
- EE/School report card comparisons
- Redefining Ready dashboard
- Graduates from last year
- ACT / WKCE
- GPA / GPA with AP bonus
- Co-Curricular / AP Classes
- Redefining Ready with Math Focus Dashboard
- Focus on student math achievement and growth
- Comparison of math classes to ACT results
- Buildings and Grounds dashboard
- Demographics / Pay
- Building comparisons for academics
- Research Core - Survey/Dashboard
- Operations Customer Service and Support Survey
- Technology Purchase Committee Recommendation Tool
- Dashboard with results by Work Group
- Strategic Plan Dashboard
- Summative outcome measures for each area
- Update yearly for progress monitoring
- Schools' preferences for administration of large scale surveys (Senior Survey, ACP, etc.)
- Collaborative editing – Youth leadership definition
- Food Service Survey for Parents of Elementary & Middle Students
- Principal Recruitment Surveys for Parents and Staff (Elementary and Secondary)
- Senior Exit Survey
- External evaluator application
- Ticketing
- External data extracts
- Internal project requests
- Gifted and Talented Referral for testing application
- Feedback forms for Strategic Framework engagement sessions
- Feedback forms for other district documents and processes (e.g., School Improvement Plans)
- Tracking flexible staff development for teachers
- Summer school registration
- Tracking milk counts each day in elementary classrooms
- Extended contract summer work hours for teachers
- National honor society volunteer and tutoring hours
- Sight word tracking for kindergarten teachers
- Behavior tracking for students
- Summer conference sign ups for teachers
- Instruction and technology survey to students/staff/parents
- Student survey on digital life – cell phone use, screen time, etc.
- Feedback from summer digital learning academy

Climate Survey Steve Zach

Process outline

- One-on-one interviews with a representative group of teachers (10-14) from each school.
- One-on-one interviews with administration.
- Provide a list of all teachers with their demographic information. Steve selects teachers to interview. (He does not share who he interviews with anyone.)
- Of-site 30minutes interviews in a conversation format. Not a complaint session. Not a focus on individual people. Steve serves as a neutral listener and will guard the confidentiality of those interviewed.
- Four components to the interviews regarding the district.
 - What do you like? What do you brag about to others?
 - If you were in charge what would you fix?
 - What resources do you need?
 - What can we eliminate?
- Focus on broad themes
 - District
 - Staff
 - Administration
 - Board
- Results are first share with the Board and administration, then with staff.
- Focus on a process of improvement.

Fee: \$3500 (All-inclusive)

*Steve Zach is Board President in Oregon, WI. He works on the legal team at Boardman and Clark Law Firm



Memo

To: ECSD Board of Education
 From: Scott Everson, Director of Curriculum & Instruction
 Re: 2020-2021 Calendar Committee
 Date: November 13, 2019

The Calendar Committee met on September 23 and October 7. The committee consisted of six Certified Staff Members (two Elementary, one Intermediate and three High School) and myself. We came to a general consensus on the following calendar based upon general discussion and feedback which was also discussed with the Admin Team. The most significant change from the current calendar year was the request to eliminate one day of instruction and add one day of collaboration/grading.

Historical Contract Days						
Year	Student Contact	Grading Days	PL Days	Work Days	Comp Days	Holidays
2015-2016	175	2	9	1.5	0	3
2016-2017	175	2	9	1.5	0	3
2017-2018	175	2	9	1.5	0	3
2018-2019	175	1.5	9	0	2	3
2019-2020	175	1.5	8	1	2	3
2020-2021	174	2.5	8	1	2	3

Suggested Motion: I move to approve the proposed 2020-2021 Staff and Student Calendars as presented.



2020-2021 Student Calendar

August 2020							September 2020							October 2020						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
30	31																			
November 2020							December 2020							January 2021						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
February 2021							March 2021							April 2021						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	30	31											
May 2021							June 2021							July 2021						
SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA	SU	MO	TU	WE	TH	FR	SA
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
23	24	25	26	27	28	29	30	31												

IMPORTANT DATES:

- August 13th & 19th - Back to School Days at EHS
- September 1st - First Day of School
- September 7th - No School - Labor Day
- October 12th - No School
- November 6th - 1/2 Day - Release at Noon - Quarter End
- November 25th - 27th - Thanksgiving Break
- December 7th - No School
- December 21st - January 1st - Winter Break
- January 21st - End of 2nd Quarter - Full Day K-12
- January 22nd - No School
- January 25th - No School
- February 19th - No School
- February 22nd - No School
- March 26th - 1/2 Day Release at Noon - Quarter End
- March 29th-April 2nd - Spring Break
- April 12th - No School
- May 31st - No School - Memorial Day
- June 4th - Graduation Day
- June 9th - Last day of School K-12 - Full Day

Key
Back To School Days at EHS
First Day of School
No School
Quarter End
Graduation Day

*Board Approved

PROHIBITION OF STUDENT DISCRIMINATION AND HARASSMENT

The Evansville Community School District is committed to **providing**, maintaining and ensuring a learning and working environment that is free of harassment or intimidation toward students and employees. The District will not tolerate any form of discrimination and harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it, up to and including discipline of the offenders.

~~Harassment based upon a protected group status is considered particularly unacceptable in the District. In that regard, no person shall be subject to harassment based on age, sex, race, color, religion, national origin, ancestry, creed, sexual orientation, pregnancy, marital status, disability/handicap or any other basis protected by state or federal law.~~

Definitions:

- **Bullying is intentional, unwanted aggressive behavior that involves a real or perceived power imbalance.**
- **Harassment is bullying behavior targeting a protected class.**
- **Discrimination is the unjust or prejudicial treatment of different protected classes of people or things.**
- **Protected classes include: sex, race, religion, national origin (including limited-English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.**
- **Sexual Harassment is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic or work performance.**

~~Harassment refers to physical or verbal conduct, or psychological abuse, by any person that disrupts or interferes with a person's work or school performance, or which creates an intimidating, hostile or offensive work or learning environment. It may occur student to student, student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male. **Bullying, Harassment and Discrimination** may include, but is not limited to, the following:~~

- ~~Verbal - slandering, ridiculing or being malicious to a person. Persistent name calling, using a person as the focal point of jokes, offensive comments/remarks. harassment e.g. epithets, kidding, derogatory comments, slurs or racist remarks, threatening or intimidating language, teasing or name calling.~~
- ~~Physical - pushing, poking, tripping, assaulting or the threat of physical assault and damage to a person's property or work area. interference with movement, activities or learning work; e.g. assault, hitting, punching, kicking, , theft.~~

- Visual harassment. e.g. derogatory cartoons, drawings or posters.
- Sexual harassment.- ~~c.g. , which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic or work performance. Sexual harassment can take the form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of harassment escalation, unsatisfactory academic/work evaluations, difference in academic/work treatment, sarcasm, or unwarranted comments to or by peers.~~
- Social e.g. spreading cruel rumors, intimidation by gesture, social exclusion and electronic harassment using social media.
- **Electronic – e.g. Text, image, audio, visual, social media or email.** ~~Any form of harassment using electronic devices, commonly known as “cyber bullying” by students, staff or third parties is prohibited and will not be tolerated in the District. “Cyber bullying” is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In addition, any communication of this form which disrupts or prevents a safe and positive educational or working environment may also be considered cyber bullying.~~
- ~~The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.~~

~~It is further the policy of the District that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the school/workplace, in that it interferes with the educational process and involves elements of coercion by reason of the relative status of a staff member to a student.~~

Any individual who believes he/she **they has have** been subjected to **bullying, harassment or discrimination** by any other person should report the incident to the building principal/designee or immediate supervisor. ~~It is the intent of t~~**The District to shall** create an atmosphere where complaints and alleged complaints will be treated fairly and quickly. If a student or employee **staff** is not comfortable making a complaint to the principal/designee or immediate supervisor, the complaint may be made to any other adult employee **staff**. ~~The employee Staff will shall~~ report the complaint to the appropriate principal/designee, supervisor or the District Administrator. ~~of Schools.~~ **Refer to 411.1 Rule, Student Discrimination Procedures and 411.1 Form, Discrimination or Harassment Complaint Form.**

Third party witnesses are strongly encouraged to report observed incidents of **bullying, harassment or discrimination** to the administration. ~~Any employee Staff who has reasonable cause to suspect that a child has been harassed by an adult, or another student, shall immediately report the observation such suspicion to the building principal. Any employee who observes~~

student to student harassment of any form shall take reasonable action to stop the harassment and shall report the incident to the building principal.

The District Administrator shall establish a written procedure for responding to complaints. The procedure shall include a means for the complainant to appeal decisions to the District Administrator and to the Board of Education. The District Administrator will develop appropriate alternative procedures for special needs and younger students.

Education and intervention shall be implemented for all students and employees, but particularly those who file a complaint of harassment. **Students and staff shall receive harassment training on an annual basis.** This policy and complaint procedure will be made available to all students and District employees on an annual basis. The District forbids retaliation against anyone who has reported harassment or cooperates in a harassment investigation. However, the District requests that all complaints will be made in good faith and based on a reasonable belief that a student or employee has been harassed.

Legal Ref.: Sections 111.32 (13) Wisconsin Statutes (Definition-Sexual Harassment)
118.13 (Pupil Discrimination Prohibited)
~~118.20 (Teacher Discrimination Prohibited)~~
120.13(1) (School Board Powers)
120.44 (School Board Powers and Duties)
895.77(2) (Injury Caused by Criminal Gang Activity)
947.0125 (Unlawful Use of Computerized Communication Systems)
947.013 (Harassment)
948.51(2) (Hazing)
PI 9, Wisconsin Administrative Code
Equal Employment Opportunities Commission Guidelines (29 C.F.R.-Part 1604.11)

Local Ref.: Policy #411 – Equal Educational Opportunities
Policy #411.1 Rule – Student Discrimination Complaint Procedures, Administrative Rule
Policy #411.1 Form – Discrimination or Harassment Complaint Form
Policy #411.3 – Prohibition of Student Bullying
Policy #411.3 Form – Bullying Report
~~Policy #512 – Nondiscrimination/Harassment of Employees~~
Special Education Procedural Safeguards

STUDENT DISCRIMINATION COMPLAINT PROCEDURES
Administrative Rule

If any person believes that the Evansville Community School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or Americans With Disabilities Act or in some way discriminates on the basis of **sex, race, religion, national origin (including limited-English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability**, ~~sex, race, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability or handicap~~, **they s/he** may bring forward a complaint to the District Administrator, who shall forward it to the appropriate **person office** for review.

Informal Procedure

The person who believes **they s/he** have a valid basis for complaint shall discuss the concern with the local Title IX, Section 504 or Equal Opportunity Coordinator (**Student Services Director**), who shall in turn investigate the complaint and reply to the complainant in writing within five (5) school/business days. If this reply is not acceptable to the complainant, **they s/he** may initiate formal procedures according to the steps listed.

Formal Complaint Procedures

Step 1: A written statement of the complaint shall be prepared by the complainant, signed and presented to the local Title IX, Section 504 or Equal Opportunity Coordinator (**Student Services Director**). The coordinator shall further investigate the matters of the complaint and reply in writing to the complainant, within ten (10) school/business days.

Step 2: If the complainant wishes to appeal the decision of the local Title IX, Section 504 or Equal Opportunity Coordinator (**Student Services Director**), **they s/he** may submit a signed statement of appeal to the District Administrator. The District Administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint within ten (10) school/business days.

Step 3: If the complainant remains unsatisfied, **they s/he** may appeal through a signed, written statement to the Board of Education. In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives at the next regular Board meeting or within fifteen (15) school/business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Clerk to each concerned party within ten (10) school/business days of this meeting. The decision of the Board shall include a notice to the complainant of **their his/her** right to appeal the determination to the State Superintendent of Public Instruction.

Step 4: If, at this point, the complaint has not been satisfactorily settled, further appeal may be made within 30 days to the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707.

A complaint or appeal may also be made on some of the above bases (Title IX, Title VI, Section 504, Americans With Disabilities Act) to the Office of Civil Rights/Chicago, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661.

Complaint Procedure – Special Education

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with a disability shall be processed in accordance with established appeal procedures outlined in the District's special education handbook.

Complaint Procedure – Federal Programs

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

Dissemination of Discrimination Complaint Procedures

The discrimination complaint procedures shall be disseminated to students, parents/guardians, employees and others to inform them about the proper process of making a complaint. The information shall be published in student/~~parent/staff~~ **and family/employee** handbooks, news articles before the start of school and other appropriate times, ~~Board policies~~ posted in staff lounges and counseling offices, and course offering booklets/curriculum guides.

Maintenance of Complaint Records

The ~~coordinators~~ (**local** Title IX, Section 504, **Equal Opportunity Coordinator (Student Services Director)**) shall keep records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and **their** ~~his/her~~ title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

Legal Ref.: Section 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)
PI 9 of the Wisconsin Administrative Code

Local Ref.: Policy #411 – Equal Educational Opportunities
Policy #411.1 – Prohibition of Student Discrimination and Harassment
Policy #411.1 Form – Discrimination or Harassment Complaint Form
Policy #823 – Open Record Policy and Procedures for Access to Public Schools

Revised: October 10, 2005
Revised: July 26, 2010
Reviewed: August 10, 2016
1st Reading: 11/13/19

411.1 Form

STUDENT DISCRIMINATION OR HARASSMENT COMPLAINT FORM

Name _____ Date _____

Address _____
(Street) (City) (Zip)

Telephone _____
(Home) (School or work location)

Status of person filing complaint: _____ Student _____ Employee
_____ Parent/Guardian _____ Other

Type of Complaint: _____ S 118.13 WI STATS (discrimination based on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or, mental, physical, emotional, or learning disability that interferes with ability to participate in school activities)
_____ Title VI (discrimination **or harassment** based on race, color, or ~~natural~~ **national** origin)
_____ Title IX (discrimination **or harassment** based on gender)
_____ ~~Title VII (employment discrimination based on race, color, or national origin)~~
_____ Section 504 (discrimination **or harassment** based on ~~handicap conditions~~ **mental, physical, emotional or learning disability**)
_____ Other: _____

Statement of Complaint (Include type of discrimination **or harassment** charged and the specific incident(s) in which it occurred.) Further text may be attached. If so, use this space for a summary statement.

What action would you like taken? Or what solutions would you like to see?

Signature of complainant: _____ Date complaint filed: _____

Signature of person receiving complaint: _____

Date received: _____ Complaint number: _____

Complaint authority: _____

Submit all copies to the office of the district administrator. The person receiving the complaint will sign, date, and number the complaint. One copy will be returned to the complainant, one copy to the person the complaint is against, one copy will be sent to the school or department affected by the complaint, one copy will be sent to the building administrator affected, and one copy will be retained by the District Office.

Approved: January 10, 1994
Revised: July 11, 2005
Revised: August 10, 2016
1st Reading: 11/13/19

411.2

PROHIBITION OF HARASSMENT ON SCHOOL BUS

All Evansville Community School District students must be able to ride in a district school bus free from the fear of harassment, bullying or discrimination. The District will deal with any problem of harassment, bullying or discrimination firmly and in a timely manner, and involve the student's parent(s)/guardian(s) in the disciplinary process.

Any driver, teacher or other district employee who is aware of or suspicious of harassment, bullying or discrimination against any student on a district school bus shall report it, in writing, to the building principal. Also, any parent/guardian or citizen who feels his/her child or any child is a victim of harassment, bullying or discrimination while on a district school bus should make a written complaint to the building principal.

After receiving a written complaint, the principal will confer with the bus driver, the student(s) directly or indirectly involved, appropriate teachers, and parent(s)/guardian(s) of the student(s) involved and after due process, make a decision on what if any discipline steps will be taken. Actions by students which are considered to be unlawful shall be reported to the appropriate law enforcement agency who will determine if further investigation is needed.

When continuing or serious bus misconduct problems exist, or a student rider refuses to submit to the authority of the bus driver, the student may be subject to one or all of the following, per District policies:

- 1) Suspension from bus for increasingly longer time periods.
- 2) Expulsion from bus privileges for the remainder of the school year.
- 3) Expulsion from bus for up to one year.

Prior to revocation of bus riding privileges, a meeting will be held with parent(s)/guardian(s).

Legal Ref.: Section 118.13 Wisconsin Statutes

Local Ref.: Policy #411.1 – Prohibition of Student Discrimination and Harassment
Policy #411.1 Rule – Student Discrimination Complaint Procedures, Administrative Rule
Policy #411.1 Form – Discrimination or Harassment Complaint Form
Policy #443.2 – Student Conduct on Buses
Policy #443.21 – Rules for Student Conduct on Buses
Policy #443.2 Form 1 – First Violation – Warning
Policy #443.2 Form 2 – Second Violation – Suspension of School Bus Privileges
Policy #443.2 Form 3 – Third Violation – Suspension of School Bus Privileges
Policy #443.2 Form 4A – Fourth Violation A – Suspension/Expulsion of School Bus Privileges
Policy #443.2 Form 4B – Fourth Violation B – Expulsion of School Bus Privileges

PROHIBITION OF STUDENT BULLYING

Introduction

The Evansville Community School District is committed to providing a safe, secure and respectful learning environment for all students in school buildings and on school grounds, on school buses and at school-sponsored activities. ~~Bullying has harmful social, physical, psychological and academic impact on the bullies, the victims and the bystanders. The District consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.~~

Definition

Bullying is unwanted, aggressive behavior among school-aged children ~~than~~ **that** involves a real or perceived power imbalance, ~~The behavior~~ **and** is repeated, or has the potential to be repeated, over time. **An imbalance of power is when a student uses their power such as physical strength, access to embarrassing information or popularity to control or harm others. Power imbalances can change over time and in different situations even if they involve the same people. Repetition is when bullying behaviors happen more than once or have the potential to happen more than once.**

Bullying behavior can be:

1. Verbal – **slandering, ridiculing or being malicious to a person. Persistent name calling, using a person as the focal point of jokes, offensive comments/remarks.** (e.g. ~~threatening or intimidating language, teasing or name-calling, racist remarks~~).
2. **Exclusion – Physically or socially excluding a person in school related activities.** Social (e.g. ~~spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet also known as cyber bullying~~).
3. Physical – **pushing, poking tripping, assaulting or the threat of physical assault and damage to a person’s property or work area.** (e.g. ~~assault, hitting or punching, kicking, theft~~).
4. ~~Between students and students, students and adults.~~
5. **Gestures – nonverbal threats such as glances that convey threatening messages**
6. **Electronic – text, image, audio, video, social media or email**
7. ~~Motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.~~

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district or through district resources such as the computer network. Educational environments include, ~~but are not limited to;~~ every activity under school supervision.

Procedure for Reporting/Retaliation

It is the responsibility of all school staff members, students, and concerned individuals who observe or become aware of acts of bullying to report these acts confidentially to a school staff member or the building principal. ~~as designated by the Board of Education to be a recipient of such reports.~~ **Confidential reports of Acts of bullying made at ecsdnet.org reported on our website** will be reviewed by the appropriate building administrator **administration**. ~~All such reports, either verbal or in writing are to be taken seriously and a clear account of the incident is to be documented.~~ There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Bullying

An investigation to determine the facts will take place in a timely manner (1-2 days). ~~to verify the validity and the seriousness of the report.~~ Affected **pParents** and/or guardians will be notified that a report has been made. The District shall keep the complaint confidential to the extent required by law for both the accused and the accuser.

Supports and Sanctions

Students found in violation of the bullying policy may be referred to student services staff for counseling or other educational programming designed to prevent repetitive bullying behavior. Student services will also provide counseling and other educational programming to support victims of bullying.

If it is determined that ~~students participated in bullying behavior or retaliation against anyone due to reporting of bullying behavior~~ **are** in violation of the policy, the principal may take disciplinary action, including, **but not limited to:** suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. ~~These actions are to be considered only if other remedial actions prove unsuccessful.~~

Disclosure and Public Reporting

An annual summary report shall be prepared and presented to the school board no later than August of each year. The annual report will be available to the public.

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)

118.46(2) (Policy on Bullying)

120.13(1) (School Board Powers)

120.44 (School Board Powers and Duties)

895.77(2) (Injury Caused by Criminal Gang Activity)

947.0125 (Unlawful Use of Computerized Communication Systems)

947.013 (Harassment)

948.51(2) (Hazing)

PI 9, Wisconsin Administrative Code

Equal Employment Opportunities Commission Guidelines (29 C.F.R.-Part 1604.11)

Local Ref.: Policy #411.1 – Prohibition of Student Discrimination and Harassment

Policy #411.1 Rule – Student Discrimination Complaint Procedures, Administrative Rule

Policy #411.1 Form – Discrimination or Harassment Complaint Form

Policy #411.3 Form – Bullying Report

Other Ref.: stopbullying.gov

BULLYING REPORT

School: Levi Leonard Theodore Robinson JC McKenna Evansville High School

Name of victim(s): _____

Name of perpetrator(s): _____

I was notified of this incident by: _____ on _____
(date)

I spoke with the alleged perpetrator(s) on: _____

Witnesses to the behavior were: _____

Yes No The perpetrator(s) admitted the behavior.

Yes No The perpetrator(s) agreed to stop the behavior.

I informed the perpetrator(s) of the following:

Behavior violates school rules.

Behavior is illegal.

Behavior must stop immediately.

Future incidents may result in disciplinary consequences.

Future incidents may be reported to law enforcement.

Yes No Contacted the parent of the victim(s), _____ (date)

Yes No Contacted the parent of the perpetrator(s), _____ (date)

I told the victim(s) to report to me immediately any future incidents of bullying.

Completed By

Date

STUDENT SEARCH ACTIVITIES

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

- Locker Searches

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

- Use of Passive Alcohol Sensor

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

Reasonable suspicion shall refer to any of the following:

- 1. Observed use or possession of alcohol;**
- 2. Odor of an alcoholic beverage or the presence of an alcohol container;**
- 3. Marked changes in personal behavior not attributable to other factors; or**
- 4. Slurred speech, unsteady gait, lack of coordination, bloodshot or glazed eyes; or**
- 5. Behavior that is risky, aggressive or disruptive.**

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

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

~~To the extent 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 law enforcement official. When a law enforcement officer(s) is conducting a search at the request of or in conjunction with school authorities, the officer(s) may comply with the same reasonable suspicion standard as school personnel in conducting the search, as opposed to their usual probable cause standard.

To the extent prohibited by law, school employees shall not request or require a student to disclose the access information for any of the student's personal Internet accounts.

School officials may remove any unauthorized item found as a result of a search. Items belonging to the student but removed or temporarily confiscated by the District will generally be held by the school for return to the student's parent/guardian (for students who are minors) or, if appropriate, turned over to law enforcement. The student and their parent/guardian shall be notified of any unauthorized item belonging to the student/family that has been found and turned over to law enforcement officials.

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

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

Local Ref.: Student and Family Handbooks

Approved: January 11, 1988
Revised: June 10, 2002
Revised: August 9, 2010
1st Reading: 11/13/19

451

STUDENT INSURANCE PROGRAM

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

Insurance application forms shall be available to all students.

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

FOR REMOVAL

SCHOOL HEALTH SERVICES

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

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

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

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

Legal Ref: Sections 115.777 Wisconsin Statutes (Special Education Referrals)
121.02(1)(g) (School District Standards)
PI 8.01(2)(g) and PI 11.36 Wisconsin Administrative Code

EMERGENCY NURSING SERVICES

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

In providing the emergency nursing service, the District shall:

1. Employ its own nurse, currently licensed by the State of Wisconsin, or contract with the Rock County Health Department for the purpose of directing emergency nursing services.
2. Arrange for a local physician to serve as medical advisor.
3. Establish written policies and procedures for dealing with accidental injury, illness, and administration of medication at school and at all school-sponsored activities. These policies and procedures will be developed by the District and reviewed by the medical advisor and the school nurse or the Rock County Health Department and be adopted by the Board.
4. Ensure that in the absence of the school nurse, ~~the building principal or his/her designee~~ **medical emergency response team** is responsible for providing or obtaining emergency care. ~~The principal is responsible for the designation of individuals responsible in each school and for all school functions to carry out the emergency nursing procedures when the school nurse is not officially in attendance at the school or school function.~~
5. Designate the school health clerk as the person responsible for the actual implementation of the emergency nursing program in each school building.
6. Provide a health area at each school, which is equipped with the supplies necessary to provide emergency care in accordance with established procedures.
7. Maintain a record system at each school which includes accident reports, medication logs, and a log of rendered services.
8. Provide for the annual review of the Emergency Nursing Services manual to include the Director of Student Services, district health clerk, school nurse, or the Rock County Health Department.
9. Obtain and maintain emergency information for each student and district employee. Failure by the parent or legal guardian to provide updated emergency information for their child will give the District the authority to provide emergency care as needed according to school approved procedures.

Legal Ref: Sections: 118.07(1) Wisconsin Statutes (Health and Safety Requirements)
118.125 (Pupil Records)
118.29 (Administration of Drugs to Pupils and Emergency Care)

118.291 (Asthmatic Pupils; Possession and Use of Inhalers)
121.02 (1)(g) (School District Standards)
146.81-146.83 (Miscellaneous Health Provisions)
252.12 (HIV and Related Infections, Including Hepatitis C Virus Infections; Services and Prevention)
PI 8.01 (2)(g) Wisconsin Administrative Code

Local Ref.: Policy #453 – School Health Services
Policy #453.3 – Communicable Diseases
Policy #453.4 – Administering Medications to Students
Policy #453.4 Form – Medication Consent Form
Policy #453.4 Form 1 – Physician/Practitioner Medication Consent Form

Approved: January 11, 1988
Revised: October 9, 2006
Revised: April 12, 2017
1st Reading: 11/13/2019

453.2

STUDENT IMMUNIZATIONS

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

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

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

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

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

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

Local Ref.: Policy #453 – School Health Services

Approved: January 1988
Revised: December 13, 2004
Revised: April 12, 2017
1st Reading: 11/13/19

453.3

COMMUNICABLE DISEASES

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

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

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

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

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

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

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

excluded from school pursuant to this policy may appeal their exclusion in accordance with established procedures.

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

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

Appeal Process

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

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

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

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

Local Ref.: Policy #453 – School Health Services

ADMINISTERING MEDICATIONS TO STUDENTS

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

School personnel must receive a written parental/guardian consent and written instructions from the students' health care practitioner before any prescription medication can be administered to a student.

A form is available from the District website and school offices for this purpose. A form from a clinic is allowable if it has all of the information **contained** on the District form.

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

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

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

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

Procedures for Administering Medication to Students:

1. Definitions:

- Administer – Medications which are in the possession of the school and given to the student by designated school personnel.
- Health Care Practitioner (HCP) – Any physician, dentist, optometrist, physician assistant, advanced practice nurse prescriber or podiatrist.
- Medication – Medication includes any drug or remedy for illness. Prescription, non-prescription (Over the Counter – OTC), and herbal treatments are all considered medication.
- Medication Error – Medication errors include: administering the wrong medication or doses of medication, administering the medication at the wrong time, administering a medication

by the wrong methods or route (i.e. orally instead of injection) or failing to administer the medication.

- Pupil – Any person who is enrolled in the Evansville Community School District as a student, on a full or part-time basis in an approved instructional or co-curricular activity.
- School – A pupil is in school when in attendance at an approved instructional or co-curricular activity, whether held on or off school premises.

2. Prescription Medications

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

injectable medications by school personnel in order to maintain the physical, emotional, and mental health of pupils and staff members while they are at school or at school sponsored activities. If it is determined acceptable, the school nurse will train and supervise the administration/dispensing of the medication by the school personnel. This policy does not preclude students who self-administer prescription medications from continuing this practice.

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

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

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

4. Adverse Side Effects

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

5. Possession and Self-Administration by Students:

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

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

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

- Students may possess and use an epinephrine auto-injector while at school or at a school-sponsored activity.
- The student must obtain the written medication consent/approval of ~~his/her~~ **their** health care practitioner and parent/guardian.
- Auto-injectors must be kept in a secure place (on body, locker, backpack, purse etc.) by the individual student.
- Upon receipt of the medication consent/approval the school employee must:
 1. Inform the student that if ~~he/she~~ **they** uses an epinephrine auto injector, ~~he/she~~ **they** must notify a school employee immediately.
 2. If the student notifies a school employee, the school employee will immediately call "911".

7. Disposing of Medication

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

The Emergency Nursing Manual (Appendix A) will provide direction and more detailed process information. School personnel should under no circumstances provide aspirin or any other

medicine to students without meeting stated criteria. An accurate and confidential system of record keeping shall be established for each student receiving medication.

Legal Ref.: Sections 118.25 Wisconsin Statutes (Pupil Records)

118.29 (Administration of Drugs to Pupils and Emergency Care)

118.291 (Asthmatic Pupils: Possession and Use of Inhalers)

118.292 (Possession and Use of Epinephrine Auto-Injectors)

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

146.82 (Confidentiality of Patient Health Care Records)

146.83 (Access to Patient Health Care Records)

N 6.03(3) Wisconsin Administrative Code (Supervision and Delegation of Nursing Acts)

PI 8.01(2)(g) Wisconsin Administrative Code (School District Standards)

Local Ref.: Appendix A, Emergency Nursing Manual

Policy #453.4 Form - Medication Consent Form

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

MEDICATION CONSENT FORM
Evansville Community School District

Prescription & Non-Prescription Medications

Specify one medication per form

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

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

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

PARENT/GUARDIAN SECTION

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

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

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

- With physician permission, I too, allow my student to carry and self-administer his/her epinephrine (auto-injector, epi-pen) and inhaler.
- For my high school student, I give he/she permission to carry and self-administer this non-prescription medication.

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

Parent/Guardian Signature: _____ Date: _____

*******IMPORTANT INFORMATION*******

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

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

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

FOR REMOVAL

PHYSICIAN/PRACTITIONER MEDICATION CONSENT FORM
Evansville Community School District

Prescription Medications

Specify one medication per form

PHYSICIAN/HEALTH PRACTITIONER SECTION

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

Medication: _____ Dose: _____
Start Date: _____ End Date: _____
Method of Administration: _____ Time/Frequency: _____
Diagnosis: _____
As needed for _____, but no more frequently than every _____
Special Instructions: _____

Inhalers & EpiPen's:

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

Physician Name _____ Phone _____ Fax _____

Clinic/Facility _____

Physician/Health Care Practitioner Signature _____ Date _____

EMPLOYEE HARASSMENT

The Evansville Community School District is committed to providing a professional work environment. The Board of Education shall strive to maintain a work environment free from all forms of discrimination and harassment, including sexual harassment, and shall insist that all employees and others acting on the District's behalf be treated with dignity, respect and courtesy. The District shall not tolerate harassment that affects an employee's terms and conditions of employment or that interferes unreasonably with an employee's work performance, or that creates an intimidating, hostile, or offensive working environment. Harassment consists of unwelcome conduct, described below, whether verbal, physical, or visual, that is based on a person's protected status, such as race, color, creed, sex, age, disability, religion, national origin, marital status, sexual orientation, ancestry, military or veteran status, arrest or conviction record, or any other characteristic protected by state, federal or local law. The prohibitions of this policy applies to all District employees, vendors and visitors.

Harassment can arise from a broad range of unwelcome physical, ~~psychological~~ or verbal behavior which can include, but is not limited to, the following:

- Racial, ethnic or religious insults or slurs
- Persistent name calling, using an employee as the focal point of jokes, offensive comments/remarks
- Physically or socially excluding an employee from work related activities
- Pushing, poking, tripping, assaulting or threatening assault
- Damaging an employee's property or work area
- Nonverbal threats or gestures that convey threatening, intimidating or insulting messages

Conduct which may constitute sexual harassment includes, but is not limited to, the following:

- Unwelcome sexual advances or requests for sexual favors
- The display of foul or obscene printed or visual material, derogatory posters, cartoons or drawings
- Uninvited letters, telephone calls, looks, gestures, touching, teasing, jokes, remarks or questions of a sexual nature, sexual innuendo, suggestive comments, foul or obscene language or gestures or
- Sexually-oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits or
- Physical contact such as patting, pinching or brushing against another person's body.

This policy applies not only to the workplace during normal business hours, but also to all work-related functions, whether on or off the District premises, and to business-related travel as well as cyber workplace. Harassment through the use of technology is also covered by this policy, and is also in violation of the District Acceptable Use and Internet Use Policy for Students, Staff and Guests (Policy #363.2/554).

Unwelcome conduct of the sort described above constitutes sexual harassment when:

1. Submission to such conduct is or is threatened to be a condition of employment;
2. Submission to or rejection of such conduct is used or is threatened to be used as the basis for employment decisions; or

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

All supervisors are responsible for the implementation of this policy and for ensuring that employees know and understand this policy and accompanying complaint procedures. A copy shall be posted on the website, on all District work room bulletin boards, given to all individuals hired by the District, and distributed annually to all District employees.

Harassment in violation of this policy is a basis for disciplinary action, up to and including discharge.

Legal Ref.: Sections 111.31 Wisconsin Statutes (Declaration of Policy)

111.32(13) (Definitions)

111.321 (Prohibited Bases of Discrimination)

111.322 (Discriminatory Actions Prohibited)

111.36 (Sex, Sexual Orientation: Exceptions and Special Cases)

118.20 (Teacher Discrimination Prohibited)

120.13(1) (School Board Powers)

947.0125 (Unlawful Use of Computerized Communication Systems)

947.013 (Harassment)

Title VII of the Civil Rights Act of 1964

Regulations Implementing Title VII of the Civil Rights Act (29 C.F.R.-Part 1604.11)

Regulations Implementing Title IX of the Education Amendments of 1972 (34 C.F.R.-Part 106.51)

Local Ref: Policy #512 Rule –Employee Harassment Complaint Procedure

Policy #512 Form – Employee Harassment Report Form

Policy 363.2/554 - Acceptable Use and Internet Use Policy for Students, Staff and Guests



Jamie Merath | Business Manager
merathj@evansville.k12.wi.us | (608) 882-3383

Jodi McIntyre | Business Services Assistant
mcintyrej@evansville.k12.wi.us | (608) 882-3381

340 Fair Street | Evansville, WI 53536

To: Board of Education
Subject: Donation Review
Date: November 13, 2019

Policy 840 PUBLIC GIFTS TO THE SCHOOLS states Gifts offered to the District with a value at or above \$5,000 must be approved in advance by the Board. Gifts offered to the District with a value under \$5,000 may be made directly to school or programs and deposited into the appropriate District account through the business manager. The Board shall be notified of these donations at the next board meeting following the date of donation.

Attached is a list of donations that the District has received since July 2019.

Information Only

2020-2021 Budget Calendar

Evansville Community School District

	v	Task	Responsibility
November 2019		<ul style="list-style-type: none"> Create Budget Calendar for 2020-2021 School Year 	Business Manager
December 2019		<ul style="list-style-type: none"> Administrative Team Budget Retreat – December 6th Survey Sent to staff to gather budget input from staff Approve administrative contracts 	Business Manager District Administrator Principals Board of Education
January 2020		<ul style="list-style-type: none"> BOE Budget Retreat – January 25th Staff compensation recommendations to Board 	Business Manager District Administrator
February 2020		<ul style="list-style-type: none"> Staffing recommendation to Board 	District Administrator
March 2020		<ul style="list-style-type: none"> Zero-based budget process begins at building level Zero-based budget process begins for Director budgets Approve staffing recommendations 	Principals Directors Business Manager District Administrator Board of Education
April 2020		<ul style="list-style-type: none"> Insurance Committee recommendation to Board Approve health insurance rates (committee) Building and Director budget presentations to JR, JM <p>*Written notice of teacher layoff/non-renewal due by April 15</p>	Board of Education Principals, Directors
May 2020		<ul style="list-style-type: none"> Review of open enrollment data <p>*Written notice of teacher contract renewal due on or before May 15</p>	District Administrator
June 2020		<ul style="list-style-type: none"> First draft of 2020-2021 budget presented to BOE 	Business Manager
July 2020		<ul style="list-style-type: none"> Receive 2020-2021 general aid estimate from DPI 	Business Manager
August 2020		<ul style="list-style-type: none"> Updated draft of 2020-2021 budget presented to BOE 	Business Manager
September 2020		<ul style="list-style-type: none"> Third Friday pupil count due Annual Meeting and Budget Hearing 	Data Specialist Business Manager
October 2020		<ul style="list-style-type: none"> State aid and equalized property values are finalized Finalize 2020-2021 budget for approval Tax levy is certified 	Community Board of Education Business Manager

*Wis. Stats. 118.22

JC McKenna Middle School Washington DC Field Trip



Trip Highlights



Arlington National Cemetery

See America's most famous military cemetery. Changing of the Guard, Tomb of the Unknown Soldier, and Kennedy Gravesites.



Pentagon Memorial

Visit the memorial honoring the 184 victims of the September 11th attacks at the Pentagon.



Mount Vernon

Explore George Washington's estate, the mansion he shared with Martha, and an education center that showcases our first president as a farmer and businessman.



Natural History Museum



Air and Space Museum



Museum of American History



Jefferson Memorial

Gain a new respect for the foresight he had while writing the Declaration of Independence.



Martin Luther King Jr. Memorial

Experience D.C.'s newest memorial dedicated to the famous civil rights activist.



Ford's Theatre and Petersen House

Follow the mystery of Lincoln's assassination from Ford's Theatre to the nearby house where he died.



National Archives

See the Constitution, Bill of Rights, and Declaration of Independence, and understand how they impact our lives today and ensure our basic freedoms.



Vietnam Veterans Memorial

Scan more than 58,000 names inscribed on the Wall, representing the men and women who were killed or missing in action during the Vietnam War.



World War II Memorial

Deepen your appreciation for the 16 million who served and 400,000 who lost their lives in battle while fighting to protect our rights and freedoms.



Holocaust Museum

Experience the Holocaust through the eyes of a child in "Daniel's Story" at this living memorial to the victims of Nazi Germany.



Branches of Government

Stop for a photo at the White House and Congress. Walk the underground tunnels where lawmakers meet, take in the miles of books at the Library of Congress, and sit on the steps of the highest court in the land, the U.S. Supreme Court.



Benefits of educational travel!



Trip Logistics

Travel Dates:

June 17, 2021 – June 20, 2021 (may shift slightly depending on 2021 school calendar)

Trip Price: \$1671/student \$1937/adult

Covers all transportation including flights, hotels, meals, activities, and insurance. *\$99 deposit to sign up. The remaining amount is spread out over the months leading up to the trip

Chaperones:

1:12 chaperone ratio. For every 12 participants on the trip, a chaperone can go for free. There are currently three other staff at JCM interested in chaperoning.

Trip Logistics

Parent Meeting:

I plan to hold an informational parent meeting at JCM as soon as possible to inform parents about this opportunity!

Future Plans:

This trip would be offered every other year to students at the conclusion of 7th and 8th grade.

About WorldStrides (more on the following slides):

- They are accredited as a school and provide a course leader who leads all activities.
- There is an extensive insurance policy.
- An on-site coordinator handles hotel check in, pre-checks hotel rooms, coordinates the night chaperones, and stays overnight with you in case any needs arise.
- Need-based scholarships and a fundraising guide are available through WorldStrides.

Educational Value

Accreditation:

WorldStrides is the only student travel organization accredited by all six regional accreditation bodies in the US. They take part in the same accreditation process that your own school undergoes. As an accredited school, they are able to provide high school credits for students and professional development for educators.

Education Team:

WorldStrides has a full-time education team that continually develops and improves content and delivery to ensure that experiential learning takes place through their educational philosophy called LEAP, which stands for Learning through Exploration and Active Participation

Certified Course Leaders:

90% of WorldStrides course leaders have advanced degrees and 100% have a 4-year degree. They are trained specially by their Director of Education. They are fully devoted to engaging your students and they are exceptional at it. A Course Leader is with you full-time throughout the entire program to help direct your program, add to the educational value and to provide logistical assistance if necessary.

Travel with Confidence

Transportation:

WorldStrides maintains relationships with and uses all the major airline carriers and deals with only the most reputable motor coach companies and a team of experienced drivers who are licensed, bonded and rated annually by teachers on their ability to interact well with students and to transport groups safely.

Quality Hotels:

Because WorldStrides is the nation's leader in educational travel, we have extensive relationships with all the major hotel chains. We book nationally recognized, three-star brand name hotels like Marriott, Sheraton, Holiday Inn and Crown Plaza with all inside access rooms, pre-checked for quality and cleanliness by our on-site staff before your arrival

You Are Protected:

Teachers, schools, and district are all covered under WorldStrides' \$50M liability policy, we also protect you against unknown expenses. We guarantee additional night's stays if your group is delayed for weather or flight cancellation, for instance, and we look forward to wow'ing you with our outstanding flexibility and customer service. While in D.C., our 24-hour office and staff handles everything for you.

Safety & Support

Night Chaperones:

WorldStrides' professional night chaperones are stationed on each floor throughout the night, monitoring the hallways and keeping watch so that teachers/parents on the trip can rest easy.

Tour Central:

For added peace of mind, you will have access to this 24/7 support office is staffed by WorldStrides employees who are specially trained to handle any situation that may come up. They're only a quick phone call away!

Doctors on Call:

In the unlikely event that anyone on the trip needs medical care, all travelers have access to doctors for phone consultations, or even in-hotel visits if needed. This care is provided through exclusive partnership with the Department of Emergency Medicine at George Washington University.

Safety & Support

Field Specialists:

Travel experts that meet you when you arrive to cover all logistics at the airport, including baggage and transportation to the hotel, and any other needs.

Motor Coach Drivers:

Only the best drivers in DC! Many of the drivers have over 20 years of experience and are experts at working with young people.

On-Site Coordinator:

At hotel 24-hours-a-day. This person handles hotel check in, pre-checks hotel rooms, coordinates the night chaperones, and stays overnight with you in case any needs arise.

Affordability for Families

FLAG Financial Assistance:

WorldStrides provides over \$2.6 million of financial assistance each year to thousands of families who need a little help. With just a short phone call to our Customer Service department, parents can find out if they qualify to receive money to put toward the payment of their child's trip.

Extended and Alternative Payment Options:

WorldStrides provides alternative and extended payment plans, allowing families to spread out payments over time, sometimes even after the date of travel.

Gift of Education Fundraising Program and Social Media Tools:

Gift of Education E-Cards and social media tools allow friends and family to contribute to your student's goal, by simply clicking a button, allowing more students the opportunity to travel. Students can even use these tools to approach local businesses, neighbors, etc., and there are birthday and holiday versions to use as well. Many of our students completely fund their program with this tool!

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin.

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, October 23, 2019, at 6:00 pm in the District Board and Training Center.

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

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

APPROVE AGENDA

Motion by Ms. Swanson, second by Ms. Johnson, to approve the agenda with removal of Policy #512 – Employee Harassment. Motion carried, 6-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS:

- Ms. Katzenberger, Student Services Director, introduced Megan Halvensleben and Amberly Mixon to the board. Ms. Halvensleben is the new School Social Worker and Ms. Mixon is a Therapist providing school-based mental health services to the District.

INFORMATION & DISCUSSION:

Ms. Green, 6th Grade U.S. History Teacher, presented a proposal for an overnight middle school field trip to Washington, D.C. for 7th and 8th grade students. The four day and three-night trip would be coordinated through World Strides and would be led by a Washington, D.C. local expert. Chaperone to student ration would be 1:12, with no limit on the number of participants. Estimated cost is \$1,771 per student and \$2,037 for adults. Need-based scholarships may be available through World Strides.

Mr. Knott, High School Principal, and Ms. Dobbs, Middle School Principal, presented results of the district survey on adding a School Resource Officer. Representatives from the City of Evansville in attendance were Ian Rigg, City Administrator, and Patrick Reese, Interim Chief of Police. The SRO position would be an officer dedicated to the schools during the school year, at an estimated cost to the District of \$64,000 annually. Acknowledging that the city would see a savings of about \$20,000 on current traffic enforcement and calls for service to the schools, Mr. Rigg indicated that the city would require the District to pay \$44,000 for the first school year, with a 2% increase in each of the next three years of a four-year contract.

Mr. Roth, District Administrator, provided an update on the referendum. Areas that were under construction during the summer are nearing completion. The welding lab was operational the week of October 20, and steel structure began going up at the middle school site as well. The elevator shaft there is nearing completion and the electrical line was being installed the evening of October 23 at a district cost of \$56,000. Funding for that cost is within the referendum budget.

Ms. Merath, Business Manager, reviewed a memo and reports regarding the 2019-2020 Third Friday Count. Enrollment that day was 1,808, with a notable decrease in the Open Enrollment deficit. Last year 33 more students enrolled out of the district than enrolled in. This year, the 20-student disparity represents the lowest deficit in five years.

Ms. Katzenberger, Director of Student Services, provided information regarding the availability of School Based Mental Health resources in the district. Offered to the District through Stateline Mental Health Services at Beloit, the service accepts insurance from multiple sources so there is no cost to the District for providing a proactive approach to mental health services. Ms. Mixon is currently seeing approximately 30 students and there is a waiting list for those seeking services. Additionally, staff can be made available if it is determined the District needs it.

Ms. Merath advised that Board Docs is willing to waive the \$1,000 implementation fee and will provide on-site training since the initial inquiry was made before September 1, 2019. Access would be granted at the time of contract signing, with annual billing not starting until 90 days later.

PUBLIC PRESENTATIONS: Ms. Schieldt, High School Math Teacher, spoke regarding the availability of additional budget dollars, which will help make the District a regional leader.

EMPLOYEE HANDBOOK COMMITTEE SUGGESTED CHANGES: Ms. Swanson presented a second reading of Employee Handbook Suggested changes on Part II, Certified Staff, Pg 53, Section 8, 8.01, A – Retirement Benefits; Part III, Support Staff, Pg 63, Section 8, 8.01, Holidays; Part III, Support Staff, Pg 61, Section 7, Paid Vacations; Part II, Certified Staff, Pg 47, Section 5, 5.11, Teacher Mentors.

POLICIES: Ms. Swanson presented for a second reading Policy #443.8 – Gang-Related or Other Criminal Acts and Student Safety; Policy #447 – Student Discipline: Detention, Suspension and Expulsion; Policy #447.1 – Use of Seclusion and Physical Restraint by Staff; Policy #512 – Employee Harassment; Policy #512/513 Form – Employee Harassment Report Form; Policy #513 – Bullying in the Workplace; Policy #831 – Weapons on School Property.

BUDGET FINANCE: Mr. Rasmussen, Board Treasurer, shared that \$11,380 in donations had been received thus far for the 2019-2020 school year. That figure includes the \$11,000 anonymous donation for paying off lunch accounts that were in arrears.

Ms. Johnson updated the board on the Evansville Education Foundation meeting. Current focus is on advertising Giving Tuesday, which is the Tuesday after Thanksgiving. Plans are underway for another Mystery Dinner fundraiser. The group is also considering structural changes to the now ten-year-old group.

Ms. Merath provided the Financial Summary for September. Highlights included receipt of the first general aid payment in the amount of \$1,985,977; September payroll and benefits expense of \$1,609,043.24; and August referendum spending in the amount of \$3,480,705.75.

BUSINESS (ACTION ITEMS):

Motion by Mr. Rasmussen, second by Ms. Swanson, to approve the hiring of Jessica Lincoln, Educational Assistant, effective November 6, 2019, for an hourly wage of \$14.50. Motion carried, 6-0 (voice vote).

Motion by Mr. Rasmussen, second by Ms. Paul, to approve the Notice of Change Adopted Budget Worksheet and Budget Publication as presented. Motion carried, 6-0 (voice vote).

CONSENT (ACTION ITEMS):

Motion by Ms. Swanson, second by Mr. Rasmussen, to approve the October 9, 2019, September Bills and Bank Reconciliation, and the Purchase of Board Docs. Motion carried, 6-0 (roll call vote).

BOARD DEVELOPMENT: Ms. Katzenberger presented information on the District's first Core Belief, the Equitable Distribution of Students. Board development at the November 13 meeting will be on Core Belief #2, Learning Targets.

EXECUTIVE SESSION:

Motion by Mr. Rasmussen, second by Ms. Paul, to convene in closed session under one or more of the exemptions provided under Wisconsin State Statutes 19.85(1) (c) (f); namely discuss District Administrator evaluation, considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems. Motion carried, 6-0 (roll call vote), at 9:46 pm.

ADJOURN:

Motion by Mr. Rasmussen, second by Ms. Swanson, to adjourn the meeting. Motion carried, 6-0 (voice vote). Meeting adjourned at 11:33 pm.

Submitted by Elyn Paul, Clerk

Approved: _____ Approved _____
Melissa Hammann, President

UNAPPROVED MINUTES

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: Jamie Merath

Employee Handbook Part: Section 8 Retirement Benefits

Employee Handbook Page/Section/Section #: 53

Suggested Revision:

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

Retirement Notification: Retirement notification shall be submitted on or before March 1st for budget planning and staffing purposes. ~~Employees who submit their notice after March 1st may be required to pay \$500.00.~~

Form received: 9/10/2019 DISTRICT OFFICE USE ONLY

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

Cost Impact and Amount: _____

Legal Impact: _____

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: __Jamie Merath__

Employee Handbook Part: Section 8 Holidays _____

Employee Handbook Page/Section/Section #: __63__

Suggested Revision:

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

Edit the following language:
#- ~~Specialist and~~ Administrative Assistants ~~hired before July 1, 2003,~~ shall ~~retain~~ receive twelve (12) holidays - Independence Day, Day after Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving, Christmas Eve Day, Christmas Day, Day After Christmas, the day before New Year's Eve Day, New Year's Eve Day, New Year's Day, and Memorial Day

DISTRICT OFFICE USE ONLY

Form received: 9/6/2019

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

Cost Impact and Amount: _____

Legal Impact: _____

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: Jamie Merath

Employee Handbook Part: Section 7 Paid Vacations _____

Employee Handbook Page/Section/Section #: 61

Suggested Revision:

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

Employees are encouraged to use their vacation in the year earned. Five (5) days of vacation may be carried over into the next school year, upon request and approval of the District Administrator.

Form received: 9/10/2019 DISTRICT OFFICE USE ONLY

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

Cost Impact and Amount: _____

Legal Impact: _____

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: Scott Everson

Employee Handbook Part: 5.11

Employee Handbook Page/Section/Section #: Page 47

Suggested Revision:

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

Our current language related to teacher mentoring is outdated and is based on a previous DPI grant. The proposed language is more flexible to reflect whether we qualify for a mentoring grant on a year to year basis.

Form received: 9/20/2019 DISTRICT OFFICE USE ONLY

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

Cost Impact and Amount: _____

Legal Impact: _____

5.11 Teacher Mentors

The teacher mentor position is a one-year appointment determined annually through our budget, grant application, and hiring process. Expectations of mentoring responsibilities shall be determined by Administration in accordance with acceptance of the approved DPI mentoring grant for the given school year.

A. Qualifications:

1. The mentor must possess good communication skills,
2. The mentor must possess exemplary teaching skills,
3. The mentor shall have knowledge and training in mentoring new teachers as determined appropriate by Administration.

B. Compensation:

1. Mentors will have access to the equivalent of one day (1) per month release days for observation and conferences with mentees.
2. Mentors will have opportunities to attend trainings related to the mentoring program as determined appropriate by Administration.
3. The mentor will be compensated at a stipend rate commensurate with the current DPI approved grant amount. In the absence of the DPI grant funding, the Board will determine stipend funding.

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Employee Handbook Committee Minutes

The Employee Handbook Committee meeting was held Monday, September 30, 2019, at 4:00 pm in the District Board and Training Center.

Members in attendance: Kathl Swanson, Ellyn Paul, Jan Klaehn, Jerry Roth, Michelle Velasquez-Klopp, Kathy McCoy, Jamie Merath, Scott Everson.

Ms. Swanson chaired the meeting. Ms. Paul volunteered to take the minutes.

Reviewed: Policy #152 – Employee Handbook reviewed. No questions.

1. Reviewed Proposed Change form from Jamie Merath to revise Employee Handbook Part 8 - Retirement Benefits, page 53, Section 8.01 A to read:

Retirement Notification: Retirement notification shall be submitted on or before March 1st for budget planning and staffing purposes.

All present agreed regarding the revision.

2. Reviewed Proposed Change form from Jamie Merath to revise Employee Handbook Part 8 - Holidays, page 63, Section 8.01 #. Proposed wording altered to read as follows:

Administrative Assistants and Specialists shall receive twelve (12) holidays – Independence Day, Day after Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving, Christmas Eve Day, Christmas Day, Day after Christmas, the day before New Year's Eve Day, New Year's Eve Day, New Year's Day, and Memorial Day.

All present agreed regarding the revision.

3. Reviewed Proposed Change form from Jamie Merath to revise Employee Handbook Part 8 – Paid Vacations, page 61, Section 7 to read:

Employees are encouraged to use their vacation in the year earned. Five (5) days of vacation may be carried over into the next school year.

All present agreed regarding the revision.

4. Reviewed Proposed Change form from Scott Everson to revise Employee Handbook Part 5 – Teacher Mentors, page 47, Section 5.11. Proposed wording altered to read as follows:

5.11 Teacher Mentors

The teacher mentor position is a one-year appointment determined annually through our budget, grant application, and hiring process. Expectations of mentoring responsibilities shall be determined by Administration in accordance with acceptance of the approved DPI mentoring grant for the given school year.

A. Qualifications:

1. The mentor must possess good communication skills,
2. The mentor must possess exemplary teaching skills,
3. The mentor shall have knowledge and training in mentoring new teachers as determined appropriate by Administration.

B. Compensation:

1. Mentors will have access to the equivalent of one day (1) per month release days for observation and conferences with mentees.
2. Mentors will have opportunities to attend trainings related to the mentoring program as determined appropriate by Administration.
3. The mentor will be compensated at a stipend rate commensurate with the current DPI approved grant amount. In the absence of DPI grant funding, the Board will determine stipend funding.

All present agreed regarding the revision.

Motion by Jerry Roth, second by Kathy McCoy, to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 4:26 pm.

Approved by: Kathi Swanson, Chair

Date: _____

EMPLOYEE HANDBOOK (EHB) PROPOSED CHANGES FROM SEPTEMBER 31, 2019 COMMITTEE MEETING

#	Name on Form	EHB Part	EHB Page/Section/Section #	Employee HB Com Recommendation to Make Change	Board Approved		Date
					YES	NO	
1	Jamie Merath	Part 2 - Certified Staff	Page 53/Section 8/8.01 A	Yes			
2	Jamie Merath	Part 3 - Support Staff	Page 63/Section 8/8.01 #	Yes			
3	Jamie Merath	Part 3 - Support Staff	Page 61/Section 7	Yes			
4	Scott Everson	Part 2 - Certified Staff	Page 47/section 5.11	Yes			

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. has a unique name, identifiable marks or symbols;
3. claims turf or territory;
4. associates on a regular basis.

School administrators and staff 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.

If school officials record student involvement for monitoring purposes, the parent(s)/guardian(s) of the student will be informed in writing.

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.

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

Revised: October 8, 2014

Revised: October 28, 2015

Revised: December 14, 2016

1st Reading: 10/9/19; 2nd Reading: 10/23/19; 3rd Reading: 11/13/19

STUDENT DISCIPLINE: DETENTION, SUSPENSION AND EXPULSION

The Evansville Community School District Board of Education expects each school to establish a safe and nurturing learning environment. In order to maintain a positive school environment for all, student detention, suspension or expulsion may be necessary.

Detention

Detention is defined as detaining a student for inappropriate behavior as outlined in the Student and Family Handbooks. Detention rules and regulations shall be established by the building principal and published in the Student and Family Handbooks. Student detentions shall occur either before or after school hours or on Saturday and shall be supervised by a person assigned to that duty by the building principal or the District Administrator. All students must provide their own transportation when serving detentions. Students who fail to serve assigned detentions may be suspended from school. Failure to serve an attendance related detention may result in a referral to the Evansville Police Department.

Suspension

Suspension is defined as a disciplinary action that is issued by an administrator or their designee as a consequence of a student's inappropriate behavior and requires that a student not attend classes and school activities, be on school grounds and/or utilize school transportation services for a specified period of time.

An administrator or designee may suspend a student for not more than five (5) school days (or, if a Notice of Expulsion Hearing has been sent to the student and the student's parent(s)/guardian(s), for not more than a total of fifteen (15) consecutive school days) for any of the following reasons:

1. Noncompliance with school rules or school board policies and guidelines.
2. Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.
3. Conduct by the student while at school or while under the supervision of a school authority that endangers the property, health or safety of others.
4. Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member of the District in which the student is enrolled.

Prior to any suspension, the student shall be provided due process and advised of the reason for the proposed suspension. The student may be suspended if it is determined that the student is guilty of noncompliance with a school or District policy, or of the conduct charged, and that the student's suspension is reasonably justified. The Administration will provide the parent(s)/guardian(s) of a suspended minor student with prompt notice of the suspension and the reason for the suspension.

A suspended student shall not be denied the opportunity to take any assessments or to complete course work missed during the suspension period, as provided in the attendance policy.

The Administration may offer suspended students an opportunity to participate in a particular support program or intervention activity related to their misconduct in addition to suspension. The Administration, in its sole discretion and consistent with applicable law, may offer these options at either District or family expense.

The District will follow applicable state and federal law regarding due process, student discipline, and suspensions.

Suspension Appeal

The suspended student or the student's parent(s)/guardian(s) may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator or designee who shall be someone other than a principal, administrator or teacher in the suspended student's school.

If the District Administrator or designee finds that the student was suspended unfairly or unjustly, or that the suspension was inappropriate, given the nature of the alleged offense, or that the student suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the student's school record shall be expunged. The District Administrator or designee shall make a finding within fifteen (15) days of the conference.

Suspension Review Meeting

When deemed appropriate by an Administrator, a Suspension Review Meeting will be requested before recommending expulsion. The Administration will invite the student and the student's parent(s)/guardian(s) to the suspension review meeting, and the following administrators will attend: District Administrator and administrator(s) involved in the incident. During this meeting, the Administrator(s) involved will present the facts of the case and supporting documentation. The review panel (District Administrator and up to two administrator designees) may ask questions of the Administrator(s). This meeting will also provide the student and parent(s)/guardian(s) another opportunity to hear, refute and/or present any additional information pertaining to the offense. The review panel may ask questions of the student and parent(s)/guardian(s). This is not an expulsion hearing so witnesses will not be called.

The purpose of the meeting is an administrative review of the facts related to a student suspension. Possible outcomes include, but are not limited to, referral for expulsion.

Expulsion

Expulsion means an action taken by the Board to prohibit a student from further enrollment in the District, presence on school grounds and presence at school-sponsored/school-related activities, and/or prohibited school transportation services for a period of time determined by the Board. Before expelling a student, the Board must hold an expulsion hearing.

Grounds for Expulsion

Students may be expelled from school or school transportation services if the Board determines that the continued safety of the school necessitates the student's expulsion. In making the decision to expel a student, the Board shall evaluate the case of student misconduct using the following list of grounds for expulsion:

1. Repeated refusal or neglect to obey the rules, or school board policies and guidelines.

2. Knowingly conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives.
3. Conduct while at school, on school transportation services, or while under the supervision of a school authority which endangered the property, health or safety of others.
4. Conduct while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any employee or school board member of the District in which the student is enrolled.

Note: Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

5. Students at least 16 years old who repeatedly engage in conduct while at school, on school transportation services, or while under the supervision of a school authority that disrupt the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority, that does not constitute grounds for expulsion under steps 1-4, above.

The District will follow applicable state and federal law regarding due process, student discipline, suspensions, and expulsions.

Notice of Expulsion Hearing

The District shall send written notice of the expulsion hearing to the student and, if the student is a minor, to the student's parent(s)/guardian(s) not less than five (5) days before the hearing. The notice shall state all of the following:

1. The specific statutory grounds for the expulsion and the particulars of the student's alleged conduct upon which the expulsion proceeding is based.
2. The time and place of the hearing.
3. That the hearing may result in the student's expulsion.
4. That, upon request of the student and, if the student is a minor, the student's parent(s)/guardian(s), the hearing shall be closed.
5. That the student and, if the student is a minor, the student's parent(s)/guardian(s) may be represented at the hearing by counsel.
6. That the Board shall keep written minutes of the hearing.
7. That if the Board orders the expulsion of the student the District clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent(s)/guardian(s).
8. That if the student is expelled by the Board the expelled student or, if the student is a minor, the student's parent(s)/guardian(s) may appeal the Board's decision to the Department of Public Instruction (the DPI)
9. That if the Board's decision is appealed to the DPI within 60 days after the date on which the DPI receives the appeal, the DPI shall review the decision and shall, upon review, approve, reverse or modify the decision.
10. That the decision of the Board shall be enforced while the DPI reviews the school Board's decision.
11. That an appeal from the decision of the DPI may be taken within 30 days to the circuit court for the county in which the school is located.
12. The state statutes related to student expulsion.

Legal Ref.: Sections 115.787(3) Wisconsin Statutes (Individualized Education Programs)
118.13 (Pupil Discrimination Prohibited)
118.127 (Law Enforcement Agency)
118.31 (Corporal Punishment)
118.16(4) (School Attendance Enforcement)
119.25 (Expulsion of Pupils)
120.13(1) (School Board Powers)
PI 9.03(1) of the Wisconsin Administrative Code
Federal Laws: 18 U.S.C. 921 (a)(3)
Individuals With Disabilities Education Act (IDEA)

Local Ref.: Policy #447.1 – Use of Seclusion and Physical Restraint by Staff
Policy #411.1 – Prohibition of Student Discrimination and Harassment
Policy #411.3 – Prohibition of Student Bullying

USE OF SECLUSION AND PHYSICAL RESTRAINT BY STAFF

The Evansville Community School District employees may use reasonable and necessary force in certain situations. Physical restraint/seclusion may be used only when non-violent crisis interventions have proved ineffective or the student's behavior poses an imminent threat of serious, physical harm to self, staff, students and/or others. Such restraint/seclusion shall only be used for the amount of time needed to remove or prevent injury and as a last resort. The use of mechanical or chemical restraint is not appropriate for use in schools.

Seclusion also called "seclusion timeout" or "isolated timeout" as defined by the Wisconsin Department of Public Instruction (DPI) means:

Removing a student from the general activity and isolating them in a separate supervised area/room for a set period of time or until the student has regained control. It does not include such things as:

1. In-school suspension.
2. Detention.
3. Student requested break.
4. Instructing the student to return to their desk and/or sit on the sidelines.

Physical restraint also called "manual restraint" as defined by the DPI means:

Holding a student in order to restrain their movement; use of physical force, without the use of any device or materials, to restrict the free movement of all or a portion of a student's body. It does not include:

1. Briefly holding a student in order to calm or comfort the student.
2. Holding a student's hand or arm to escort the student safely from one area to another when the student is complying with the request to move.
3. Intervening in a fight.
4. Using protective or stabilizing devices using a weighted glove or wide arm cuff to hold one of the student's arms, allowing them to refrain from stereotypy and work with the free arm/hand. Additionally, it does not include adaptive equipment prescribed by a health care professional.

Staff may have physical contact with students to gently guide or reinforce student behavior. School personnel may use reasonable physical force or restraint under the following conditions:

1. To quell a disturbance or prevent an act that threatens physical injury to any person.
2. To obtain possession of a weapon or other dangerous object within a student's control.
3. For the purpose of self-defense or the defense of others.
4. For the protection of property in accordance with state statutes.
5. To remove a disruptive student from school premises, a motor vehicle, or school sponsored activities, when nonphysical interventions to de-escalate the situation have proven ineffective.
6. To prevent a student from inflicting harm on themselves.
7. To protect the safety of others.

Decisions regarding the use of seclusion or physical restraint may be made on a case-by-case basis. The District shall not unlawfully discriminate in the use of seclusion or physical restraint between disabled and nondisabled students. If the behavior of a student with a disability interferes with the

learning of others, it shall be the responsibility of the student's Individualized Educational Program (IEP) team to determine the appropriate plan to address the behavior. Behavior interventions and other supports and strategies shall be included in the student's IEP and revised as necessary based upon the Functional Behavior Assessment.

All new special educators, educational assistants and building principals who are not actively certified in non-violent crisis intervention techniques will receive training and demonstrate proficiency in the use of non-violent crisis intervention techniques, including the use of seclusion/physical restraint, within one (1) year of their hiring. All staff members expected to use seclusion and/or physical restraint will receive Crisis Prevention Institute (CPI) refreshers of non-violent crisis intervention techniques every year as well as formal CPI training every three years. All special educators, educational assistants and building principals will receive formal CPI training every ~~three (3)~~ **five (5)** years. A staff member may use physical restraint on a student at school only if he or she has received this training. In an emergency, and if a trained staff member is not immediately available, any staff member may use physical restraint on a student.

No official, employee or agent of the Evansville Community School District Board of Education may subject any student enrolled in the District to corporal punishment or unreasonable physical force. Corporal punishment means the intentional inflicting or causing to be inflicted physical pain for the sole purpose of punishment or as a disciplinary action. Corporal punishment includes, but is not limited to, paddling, slapping, or prolonged maintenance of physically painful positions when used as a means of discipline. Corporal punishment does not include actions consistent with an IEP or reasonable physical activities associated with athletic training or therapy provided by a licensed and certified therapy professional or under the direction of such person when trained.

All employees of the district shall be apprised of this policy annually and reminded that violation will be deemed cause for disciplinary action. A completed Evansville Community School District restraint/seclusion form must be submitted electronically to the building principal, director of student services, and the technology and data specialist whenever physical restraint or force is used against any student within one (1) business day and for the student's parent/guardian to review within three (3) business days. The restraint/seclusion form can be found on the District website.

Annually, by September 1st, the Director of Student Services shall submit to the Board a report containing the number of incidents of seclusion and physical restraint in the previous year, the total number of students involved in the incidents, and the total number of students with disabilities involved in the incidents. These reports are aligned with the mandatory reporting requirements of the Wisconsin Department of Public Instruction. This report will also disaggregate the data to report the number of seclusions, physical restraints and mechanical restraints to align with the mandatory reporting requirements from the Civil Rights Data Collection.

Guidelines for the use of physical restraint shall be developed and annually reviewed by the Director of Student Services and shared with staff annually.

Legal Ref.: Sections 115.787(2)(i) Wisconsin Statutes (Individualized Education Programs)
115.787(3)(b)1 (Individualized Education Programs)
118.13 (Pupil Discrimination Prohibited)
118.164 (Removal of Pupils From the Class)
118.305 (Use of Seclusion and Physical Restraint)
118.31 (Corporal Punishment)
939.48 (Self-Defense and Defense of Others)
2011 WI Act 125

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

Revised: January 11, 1993

512 Rule

Revised: March 22, 1999

Revised: October 12, 2016

1st Reading: 10/9/19; 2nd Reading: 10/23/19; 3rd Reading: 11/13/19

EMPLOYEE HARASSMENT COMPLAINT PROCEDURE ADMINISTRATIVE RULE

The Evansville Community School District Board of Education designates the District Administrator or their designee as the Complaint Officer and Title IX Coordinator. The District Administrator or designee is responsible for coordinating federal regulation, state law, and District policy concerning employee harassment. If the subject of the complaint is the District Administrator, the complaint shall be filed with the Board President.

Any employee or other person acting in the District's behalf who believes they have been the victim of harassment by a student, District employee or any third person, shall report the alleged acts immediately to the appropriate person(s) designated by Board policy and these procedures. The District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the District Administrator. Use of formal reporting forms is not mandatory.

Any employee or other person acting in the District's behalf who believes that they have been the subject of harassment, or has witnessed such harassment shall promptly report the matter immediately to the District Administrator in accordance with the District's employee harassment complaint procedures. If the subject of the complaint is the District Administrator, the employee or other person acting in the District's behalf should report the matter immediately to the Board President.

The District shall respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed as much as possible, consistent with the District's legal obligations, and the necessity to investigate allegations of harassment and take disciplinary actions when the conduct has occurred.

The following steps shall be taken in the course of handling any complaint and employee harassment:

Step 1: Any complaint shall be presented in writing or orally to the District Administrator (or Board President if the subject of the complaint is the District Administrator). If the complaint is submitted in writing, it should include the specific nature of the harassment and corresponding dates, and also include the name, address and the phone number of the complainant. The Employee Harassment Report Form (512 Form) may be used for this purpose.

If the complaint is submitted orally, the District Administrator shall take down the facts as presented and confirm the facts with the Complainant. The refusal of

the Complainant to provide a written complaint shall not prevent the District Administrator from investigating the Complaint.

Step 2: The District Administrator/Board President shall:

- a. Notify the person who has been accused of harassment
- b. Thoroughly investigate, including interviewing witnesses identified by the Complainant or the person accused. On a case by case basis the District Administrator may ask for Board authorization to hire an outside investigator.
- c. Permit a response to the allegation
- d. If all parties agree, the District Administrator/Board President may arrange a meeting to discuss the complaint with all concerned parties within ten (10) school calendar working days after receipt of the written complaint. This timeline may be extended by the District Administrator/Board President as necessary.
- e. Take all steps necessary to ensure that any alleged harassment does not continue or reoccur.

The results of the investigation of each complaint filed under these procedures shall be reported in writing to all the parties involved. (If the District Administrator is the subject of the complaint, the Board President, or outside counsel as reasonably assigned by the Board President to address these issues, shall report the results of the investigation directly to the Board for review and action.) Upon receipt of the report, the District Administrator/Board shall take such action as appropriate within fifteen (15) working days, based upon the results of the investigation. This timeline may be extended by the District Administrator/Board as necessary. All parties involved shall be notified in writing of any action taken as a result of the complaint. Any decision by the Board or outside counsel concerning the District Administrator is final.

Step 3: If the complainant is not satisfied with the action taken by the District Administrator, the party may file a written request to meet with the Board. The request must be received by the District Office within ten (10) working days after receipt of the Step 2 decision. The Board may meet with the Complainant at its discretion.

These procedures do not deny the right of any individual to pursue other avenues of recourse, which may include filing charges with the Wisconsin Equal Rights Division initiating civil action or seeking redress under applicable state and/or federal law.

Any District action taken pursuant to this Board policy and these procedures shall be consistent with the requirements of any applicable collective bargaining agreements, Wisconsin statutes, provisions of the U.S. Constitution, District policies, and the Employee Handbook. The District shall take such disciplinary action as deemed necessary and appropriate, including warning, suspension, demotion or termination to end the employee harassment and/or prevent its reoccurrence.

This policy expressly prohibits retaliation of any kind against any employee reporting a complaint or assisting in the investigation of a complaint. Any employee engaging in such retaliation will be subject to discipline, up to and including termination.

Local Ref.: Policy #512 – Employee Harassment

Policy #512/513 Form – Employee Harassment/Bullying Report Form

Revised: January 11, 1993

512/513 Form

Revised: March 22, 1999

Revised: October 12, 2016

1st Reading: 10/9/19; 2nd Reading: 10/23/19; 3rd Reading: 11/13/19

EMPLOYEE HARASSMENT/BULLYING REPORT FORM

General Statement of Policy Prohibiting Employee Harassment:

The Evansville Community School District values and respects the human diversity of members of the school community. In order to maintain a school environment which encourages optimum human growth and development for students, employees and others acting in the District's behalf, it is the policy of the Board of Education to maintain and ensure a learning and working environment free of any form of employee harassment, intimidation, or bullying.

Complainant Name: _____

Home Address: _____

Work Location: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____

Date of alleged incident (s): _____

Name of alleged harasser(s): _____

Describe the incident(s) as clearly as possible:

This complaint is filed based on my honest belief that _____ has personally harassed me. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature) Date: _____

Received by: _____ Date: _____

Approved:

1st Reading: 10/9/2019; 2nd Reading: 10/23/19; 3rd Reading: 11/13/19

513

BULLYING IN THE WORKPLACE

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power.

The following types of behavior may be examples of bullying conduct:

- Verbal – slandering, ridiculing or being malicious to a person. Persistent name calling, using a person as the focal point of jokes, offensive comments/remarks.
- Exclusion – physically or socially excluding a person in work related activities.
- Physical – pushing, poking, tripping, assaulting or the threat of physical assault and damage to a person’s property or work area.
- Gestures – nonverbal threats such as glances that convey threatening messages.

Bullying through the use of technology is also covered by this policy, and is also in violation of the District’s Acceptable Use and Internet Safety Policy for Students, Staff and Guests (Policy #363.2/554).

If such conduct is based on or motivated by another person’s protected status, the conduct must be investigated and dealt with under Board Policy 512, Employee Harassment.

Local Ref: Policy #363.2/554 – Acceptable Use and Internet Safety Policy for Students, Staff and Guests
Policy #512 – Employee Harassment
Policy #512/513 Form – Employee Harassment/Bullying Form

Revised: December 20, 2000

831

Revised: June 13, 2005

Revised: January 9, 2012

1st Reading: 10/9/19; 2nd Reading: 10/23/19; 3rd Reading: 11/13/19

WEAPONS ON SCHOOL PROPERTY

It is a top priority of the Evansville Community School District Board of Education to provide a safe learning environment for all students. To ensure a safe and comfortable school climate, persons are prohibited from possessing, using, or storing any weapon on school grounds/premises or at school sponsored activities except in a locked vehicle as provided by law. Possession or use of toy or look-alike guns or other weapons on school grounds/premises or at school sponsored activities or activities sponsored by other groups on school property is prohibited by this policy unless the person has received advance approval by the appropriate teacher or administrator in writing.

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, nanchaku, metal knuckles, chains, chemical sprays, electric weapons, 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, may also be considered weapons.

Those with access to firearms should also be aware that guns are prohibited within the 1,000 feet Gun Free School Zone surrounding the property lines of District grounds.

Law enforcement officers shall be contacted if there is a situation at school involving a weapon.

No person, including someone with a state-issued concealed carry license, shall use or possess a firearm, whether loaded or unloaded, any destructive device, or other dangerous weapon (as defined under section 948.61 of the state statutes) in school buildings and other buildings owned, occupied or controlled by the school district, on school grounds/premises, in school-provided transportation, or at any school-sponsored or school-supervised activity, except as otherwise specifically authorized in this policy.

The following are exceptions to the policy prohibition:

- This prohibition does not apply where state law prohibits a school district from restricting any individual's right to possess a firearm or other weapon in a location covered by this policy (e.g., law enforcement officers possessing a firearm or other weapon on school grounds in the line of duty; individuals 21 years of age or older licensed to carry a concealed weapon possessing or storing an authorized handgun that is unloaded and encased in their motor vehicle parked on school grounds).
- The building principal may allow a weapon on school grounds/premises for purposes of demonstration of educational presentations. This approval must be in writing and granted prior to the weapon being brought to the school. The weapon shall be maintained in the possession of the principal except during the actual demonstration or presentation.

Any student who possesses a firearm or destructive device in violation of this policy shall be suspended from school, referred for an expulsion hearing and expelled from school for not less than one year. Students possessing other weapons in violation of this or any other policy or rule shall be subject to appropriate school disciplinary action, up to and including suspension and expulsion from school. A parent/guardian will be notified of student weapons violations in all cases. A law enforcement or juvenile justice referral shall also be made for all students violating this policy. The Board may modify the expulsion requirement on a case-by-case basis.

Employees violating this policy shall be disciplined in accordance with employee policies, agreements and handbooks and referred to law enforcement officials for prosecution.

Any other person violating this policy shall be referred to law enforcement officials for prosecution.

The District Administrator or designee shall determine the appropriate means of informing students, employees and the public of this policy, including any specific notice(s) that are required under applicable law.

This policy shall be published annually in all district student and family and employee handbooks.

Legal Ref.: Sections 118.07 Wisconsin Statutes (Health and Safety Requirements)
118.31 (Corporal Punishment)
120.13(1) (School Board Powers)
175.60 (License to Carry a Concealed Weapon)
941.235 (Carrying Firearm in Public Building)
943.13 (Trespass to Land)
948.60 (Possession of a Dangerous Weapon by a Person Under 18)
948.605 (Gun-Free School Zones)
948.61 (Dangerous Weapons Other Than Firearms on School Premises)

Federal Laws: Gun-Free Schools Act
18 U.S.C. Sec. 921(a)
Individuals With Disabilities Education Act

Local Ref.: Student and Family Handbooks
Employee Handbook



Equity at ECSD

2019-2020

Core Belief # 2

District-Intended Curriculum via Targets Based Learning

Targets-based learning and assessment

District-intended curriculum, and subsequently classroom-delivered curriculum, is rigorous, identity relevant, and purposefully designed to intentionally optimize the how, what, and why of learning for each student.

Targets-based learning and assessment

What is Targets-based learning?

- Process of using specific targets aligned to standards that provides a clear understanding what children are expected to learn and progress related to that specific learning

Targets-based learning and assessment

Why is Targets-based learning important?

- Clarity for teachers
- Clarity for learners/students
- Clarity for parents
- CONSISTENCY

Targets-based learning and assessment

We owe it to our students that the information shared on their academic progress and achievement is authentic and accurate, free from any real or imagined bias.

Targets-based learning and assessment

Anecdotes from the 'Grading for Impact' resource

- **Students**
- **Teacher**

Targets-based learning and assessment

Where are we now?

Where do we want to be?

Student Spotlight

In my personal experience with target-based grading, I have found it beneficial, and beyond that, a useful tool to help me learn throughout high school. Target-based grading, unlike old grading systems, does more than just tell me I have the info wrong or right; it tells me what I am doing right, and what I am doing wrong. This is helpful because it lets me know what I need to really study for, and what I just need to brush up on when being reassessed. Whereas in middle school, I was told I got, for instance, an 87% on a test, to me that meant I knew 87% of the info. However, I didn't know what the 13% I didn't understand was. Target-based grading allows me to focus on what I don't know and tells me what I do know, so I can make sure that by the time I leave high school, I understand my abilities in different areas much more.

—John Garofalo, Twelfth-Grade Student at
Winneconne High School, WI

Educator Spotlight

I had realized there was a need for a change in my grading system after an evening of parent-teacher conferences. As I sat with parents to discuss their child's learning in my classroom, I realized that I could not, with confidence, tell them exactly why their child was earning the grade he or she was. I could explain the grade from a mathematical standpoint, but I could not pinpoint exactly what their child did and did not know in my classroom. This made me feel that I was doing a disservice to my students and their families.

I wanted to know exactly what my students knew and did not know. As a teacher, it was important for me to know which specific topics students were struggling with. If I did not know this, how could I really be confident in what I was teaching them? In a traditional grading system, I was not able to gather that specific data. All I had was a score that gave me a percentage of points earned, with no other real, valuable data. This percentage score did not tell me what specific learning targets my students were excelling in, or what learning targets they were individually, or as a class, struggling with. I realized that if I wanted to give my students, myself, and their families more valuable feedback, there needed to be a change in how grading and reporting were done in my classroom. For me, taking the standards-based grading approach still wasn't specific enough. I wanted to be able to provide more meaningful and detailed feedback to my students, and that is where grading by learning target became the best option for meeting these needs.

Grading by learning target has done so many things for me as a teacher and for my students. It has allowed me to communicate very specific information with my students about their progress and learning. It allows me to focus their studies on exactly what each of them needs—at an individual level. The data that I collect give me more information than I ever anticipated. I am able to look at a specific target and see if my students understand it or if they do not. This has given me insight as to which topics I may need to reteach. I would have never known this before, using a traditional grading system. I have also had more time to focus on topics that are more difficult. As soon as I give feedback on a learning target, from an assessment, I know immediately what percentage of my class understood the information. If all of

the class understands the learning target, we can move on, and I know that we do not need to spend more time on something they all understand. In turn, this allows me to focus on the learning targets that more students are struggling with.

I have recently added in the component of self-reflection within my assessments. Allowing students to self-reflect on each learning target has opened a new door in this grading system. This has allowed for more meaningful conversations with my students regarding their learning and understanding of a specific target. The self-reflection piece has also been a stepping-stone to start a conversation with students who may not like to open up and have discussions with me.

—Becky Peppler, High School Science Teacher
at Winneconne High School, WI

Student Spotlight

During my time at Winneconne High School, I have experienced many different systems of assessment, grading, and reporting. The most beneficial system within the past few years, in my opinion, is target-based assessment, grading, and reporting. In the past, the traditional grading system only told me whether I did really well on a test or not so good on a test, based on the points I received. With the target-based grading system that is currently in place, I am able to see what I am being tested on, how I am being tested, what I know, and even what I don't fully understand. Instead of getting assessed on a huge chapter and moving on, we are tested on individual targets and objectives that tend to be continually revisited throughout the semester and year.

Furthermore, target-based grading is an advancement in education. In the past, we either knew the material or didn't know the material. With target-based grading in place, each individual student is allowed to learn at his or her own pace without being punished for it. If a student understands the majority of the material but doesn't fully grasp one learning target, the student is able to revisit and conquer the learning target with the help from a teacher. Before this system, I would receive a chapter assessment with a 90 percent on the top of the paper and have no idea where I went wrong. I would usually accept the grade for that specific chapter, without questioning, and move on. With target-based assessments, I am able to clearly visualize and understand what I am being assessed on by having individual learning targets. Separating learning targets to focus on one topic ultimately allows me, as an individual, to display and explain what I have learned based on that material within that topic. If a student isn't proficient or advanced in a learning target, that student is able to investigate that target further until success is reached. This grading system doesn't only allow students to show what they have learned, but it also encourages good communication between students and teachers. Within this year, I have noticed myself asking for more help, discussing topics in further detail, and visualizing what I am learning. To conclude, target-based assessment, grading, and reporting allows each student to be an individual and portray what was learned in a unique way while understanding what the teacher is teaching.

—Morgan Kies, Twelfth-Grade Student at
Winneconne High School, WI



**Board of Education Regular Meeting Agenda
Wednesday, December 11, 2019 at 6:00 pm
District Board and Training Center
340 Fair Street (Door 36)**

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

- I. Pledge of Allegiance
- II. Roll Call: Melissa Hammann Curt Nyhus Elyn Paul
 Rene Johnson John Rasmussen Gabby Diebold - HS Board Rep
 Jan Klaehn Kathi Swanson Evan Senter - HS Board Rep
- III. Approve Agenda
- IV. Public Announcements/Recognition/Upcoming Events:
 - Wisconsin Association of School Board Convention (WASB) – January 22-24, 2020
- V. Public Presentations
- VI. Information & Discussion:
 - A. High School Student Board Representatives Report
 - B. FFA Parliamentarian Presentation
 - C. Referendum Update
 - D. School Board Election Update
 - E. 2018-2019 State Report Card
 - F. Building Safety Drills
- VII. Public Presentations
- VIII. Policies – Chair, Swanson
 - A. First Reading
- IX. Budget Finance – Chair, Rasmussen
 - A. Discussion Items:
 - 1. Donations Review
 - 2. Evansville Education Foundation Update
 - 3. October Financial Summary
 - B. Develop Budget Finance Agenda Items for January 25, 2019 Board Budget Retreat
- X. Business (Action Items):
 - A. Approval of Staff Changes
- XI. Consent (Action Items):
 - A. Approval of November 13, 2019, Regular Meeting Minutes
 - B. Approval of October Bills and Bank Reconciliation
 - C. Approval of Boys Hockey and Swim Co-op Opportunities
 - D. Approval of Co-Curricular Stipend Changes
 - E. Approval of 2020-2021 Staff and Student School Year Calendars
- XII. Board Development – Chair, Hammann:
 - A. Core Belief #3 – Co-Plan to Co-Serve
 - B. Develop Board Development Agenda Items for February 26, 2020, Meeting
- XIII. Future Agenda – January 15, 2020, Regular Board Meeting Agenda
- XIV. Executive Session – Under Wisconsin State Statute 19.85(1)(c) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss Administrators' performances.
- XV. Reconvene into open session, to take action on any open or closed session items.
- XVI. Adjourn