

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, April 30, 2014

6:00 p.m.

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: www.evansville.k12.wi.us, and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.

- I. Roll Call: Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson HS Rep. Hunter Johnson
 Eric Busse Melissa Hammann HS Rep. Marissa Haegele
- II. Approve Agenda.
- III. Curriculum Discussion:
A. Dane County New Teacher Project Shared Service Contract – Paula Landers.
B. WKCE Results – Paula Landers.
C. Alternative Education Program – Scott Everson.
- IV. Budget Finance – Chair, Tina Rossmiller –
A. Discussion Items:
 1) High School HVAC/Geothermal System Analysis.
 2) 2013-2014 Budget Update.
 3) 2014-2015 Budget Update.
 4) Future Staff Stipends.
 5) Evansville Education Foundation Update.
 6) Employee Compensation Committees Update.
 7) Hiring Process for Administrator, Grades 3-5.
 8) Referendum Discussion.
 9) Press Box Update.
B. Develop Budget Finance Agenda Items for May 28 Meeting.
- V. Business (Action Items):
A. Approval of April 9, 2014, Regular and April 16, 2014, Special Meeting Minutes.
B. Approval of High School Alternative Education.
C. Approval of Food Service Request for Proposal (RFP).
D. Approval of Administrator Resignation.
E. Approval of Staff Changes: Administrative Assistant Retirement; Teacher and Food Service Worker Resignations; Hiring of Teachers; and Letters of Assignment, Teacher Mentor and Co-Curricular.
F. Approval to Move Forward with a Referendum.

- VI. Communications Committee – Chair, Kathi Swanson –
- VII. Policy Committee – Chair, Tina Rossmiller –
 - A. Policy #343.43 – Cooperative Education (Co-Op).
 - B. Policy #345.6 – Graduation Requirements.
- VIII. Board Development – Chair, Kathi Swanson –
 - A. Policy Governance.
 - B. Paperless Board Packets.
 - C. Develop Board Development Agenda for May 28 Regular Meeting.
- IX. Future Agenda – Chair, Kathi Swanson -
 - A. Develop May 14, 2014, Regular Board Meeting Agenda.
- X. Adjourn.

Mission Statement: *The Evansville Community School District, in active partnership with families and the community, will provide a positive learning environment that challenges all students to achieve personal excellence and become contributing citizens of the world community.*

Vision Statement:

Creating a culture of excellence in:

- *Academic achievement*
- *Character development*
- *Pursuit of arts, athletics, and other activities*
- *Community engagement*
- *Highly effective staff*

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.

Persons needing special accommodations or more specific information about agenda items should call 882-5224, ext. 3387 at least 24 hours prior to the meeting.

Posted: 4/24/14
Re-Posted: 4/29/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda / Briefs

Wednesday, April 30, 2014

6:00 p.m.

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: www.evansville.k12.wi.us, and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.

I. **Roll Call:** Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson HS Rep. Hunter Johnson
 Eric Busse Melissa Hammann HS Rep. Marissa Haegele

II. **Approve Agenda.**

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

III. **Curriculum Discussion:**

- A. Dane County New Teacher Project Shared Service Contract – Paula Landers – Ms. Landers has enclosed information.
- B. WKCE Results – Paula Landers – Ms. Landers has enclosed information.
- C. Alternative Education Program – Scott Everson – Mr. Everson has enclosed information.

IV. **Budget Finance – Chair, Tina Rossmiller –**

- A. **Discussion Items:**
 - 1) High School HVAC/Geothermal System Analysis – Ms. Treuden has enclosed information. Manus McDevitt, PE from Sustainable Engineering Group (SEG), will be presenting information on this issue.
 - 2) 2013-2014 Budget Update – Ms. Treuden has enclosed information.
 - 3) 2014-2015 Budget Update - Ms. Treuden has enclosed a memo.
 - 4) Future Staff Stipends – Information regarding current and projected fund balance is provided in your packet.

- 5) Evansville Education Foundation Update – Ms. Swanson has enclosed information.
- 6) Employee Compensation Committees Update – Minutes of the Teachers meetings of February 5 and 10 and March 10 are enclosed. Minutes of the Support Staff meetings of February 6 and March 4 are enclosed.
- 7) Hiring Process for Administrator, Grades 3-5 – Mr. Roth has enclosed information, including two memorandums that he had sent to the Board last fall that provided rationale for hiring a K-2 and middle school principal. The rationale continues to be true for hiring an intermediate school principal.
- 8) Referendum Discussion – Mr. Roth and Ms. Treuden have enclosed several documents and will discuss.
- 9) Press Box Update – Mr. Roth will be giving a verbal update.

B. Develop Budget Finance Agenda Items for May 28 Meeting.

V. Business (Action Items):

- A. Approval of April 9, 2014, Regular and April 16, 2014, Special Meeting Minutes - These minutes are enclosed.

Suggested Motion: I move we approve the April 9, 2014, regular and April 16, 2014, special meeting minutes, as presented.

- B. Approval of High School Alternative Education – Please approve this program.

Suggested Motion: I move we approve the high school Alternative Education Program, as presented, to begin with the 2014-2015 school year.

- C. Approval of Food Service Request for Proposal (RFP) – Ms. Treuden has enclosed information.

Suggested Motion: I move we approve the Food Service Contract Proposal from Taher, Inc., as presented, effective July 1, 2014, through June 30, 2019, pending approval from the Department of Public Instruction.

- D. Approval of Administrator Resignation – Please accept the resignation of Theodore Robinson Intermediate School Principal, Joan Wick, as of June 30, 2014.

Suggested Motion: I move we approve, with regrets, the resignation of Joan Wick, Theodore Robinson Intermediate School Principal, effective June 30, 2014.

- E. Approval of Staff Changes: Administrative Assistant Retirement; Teacher and Food Service Worker Resignations; Hiring of Teachers; and Letters of Assignment, Teacher Mentor and Co-Curricular – Please approve the following:

1. Retirement of Administrative Assistant, Kaye Crocker, effective June 30, 2014.
2. Teacher resignation of Jennifer Newcomer, Speech and Language Pathologist, effective at end of the 2013-2014 school year.
3. Teacher resignation of Heather Schwark, High School Spanish, effective at the end of the 2013-2014 school year.
4. Food Service Worker, Mary Garwell, effective April 20.

Suggested Motion: I move we approve, with regrets, the retirement of administrative assistant, Kaye Crocker, effective June 30, 2014; teacher resignations of Jennifer Newcomer and Heather Schwark, effective at the end of the 2013-2014 school year; and food service worker, Mary Garwell, effective April 20, 2014.

5. Hiring of Tony Riel, High School Art Teacher. Tony Riel is an award-winning Art teacher who most recently taught at Milton Middle School, and prior to that, taught several years at Union Grove High School. Throughout his 10 years as an Art teacher, Tony has taught ceramics, drawing, painting, sculpture, multi-media design, video, animation, and filmmaking. Additionally, Tony has a wide variety of experience working with at-risk students and students with disabilities. Tony replaces Jean Abel and will be paid a salary of \$45,306.
6. Hiring of Alice Thoftne, .33 HS/MS Ell, which will put her as a full-time teacher. Aly has taught in the District for a year and done an excellent job. She had developed a wonderful rapport with our students, is a hard worker, and we are fortunate to have her with us on a full-time basis. Alice will be paid an additional salary of \$12,940.
7. Hiring of Courtney Guenther, High School English/Language Arts & Literacy Coach. Courtney Guenther is finishing her fifth year of teaching English in the Evansville School District. Courtney completed her Master's degree in education and her reading teacher and reading specialist certifications over the past two years. When she is not busy teaching, reading, or taking classes, Courtney enjoys spending time outside while walking her Great Dane, kayaking, or snowboarding. She is looking forward to the challenges and opportunities that her new position will bring! Courtney will be paid a salary of \$51,623.
8. Hiring of Amanda Schmidt, High School English/Language Arts Teacher. Amanda has spent the entirety of her career (five years) thus far teaching HS English at Cheyenne East High School in Laramie County, Wyoming. Amanda has experience teaching both Pre-AP and International Baccalaureate (IB) Literature courses. Additionally, Amanda has received additional training in Common Core Curriculum, Understanding by Design, content area literacy, SMARTBoard training, and others. We are excited for Amanda's next phase of her teaching career here in Evansville, Wisconsin. Amanda replaces Peter Diedrich and will be paid a salary of \$39,795.

9. *Hiring of Robert (Bobby) Von Kaenel III, High School English/Language Arts Teacher. Bobby has spent his past six school years as a HS English Teacher in the Beaver Dam School District at Beaver Dam High School, having taught a wide range of courses including English 9, AP English Literature, AP English Language, 21st Century Communications, and a Reading Strategies course. Bobby has also been the Boys Varsity Soccer Coach at Beaver Dam the past several years. Bobby has experience with yearbook and student newspaper supervision as well. Bobby replaces Angela Michaels and will be paid a salary of \$43,091.*

10. *Hiring of Sara Lazarescu, High School English/Language Arts Teacher. Having completed her practicum in the Waunakee School District and her student teaching in the Monona Grove School District, Sara will begin her English/Language Arts teaching career here at Evansville High School. Sara has also worked as a Special Education Assistant in the Madison Metropolitan School District. In her free time, Sara is an avid reader (huge Harry Potter fan) and runner: she has completed both the Warrior Dash and the Tough Mudder competitions. Amanda replaces Courtney Guether and will be paid a salary of \$37,689.*

11. *Hiring of Greg Vosskuil, 6th Grade Science Teacher. Greg Vosskuil earned his BS at UW Whitwater and his Master in Biology at UW River Falls. He has taught the last 14 years at Edgerton Middle School. For thirteen of those years, he taught 6th Grade Science. He has coached multiple sports and has an energy level that does not waiver. His principal told Mr. Flaherty that no one in the school is better at delivering a solid curriculum to students. His kids love him and he sets high standards for all. Jason Knott thinks the world of Greg and he will make an excellent addition to the Evansville Community School District. Greg replaces Joanie Dobbs and will be paid a salary of \$50,605.*

12. *Hiring of Doug Zblewski, Coordinator of Secondary Advanced Learning Programs (GT). Mr. Zblewski has served the Evansville Community School District for over 20 years developing and enriching the instrumental music program. He has extensive experience working with students and families to personalize learning experiences for students. As the Secondary Coordinator of Advanced Learning Programs, Mr. Zblewski will apply these skills and experiences to further develop services for advanced learners in all content areas, communicate with students and their families, and work with staff in the middle and high schools to differentiate learning experiences so that advanced learners demonstrate educational growth. Doug will be replacing the one year positions of Chad Thompson and Mark Simonson and will be paid a salary of \$54,339.*

Suggested Motion: I move we hire the following: Tony Riel, High School Art Teacher, for a salary of \$45,306; Alice Thoftne, .33 HS/MS ELL Teacher, for a salary of \$12,940; Courtney Guenther, High School English/Language Arts Literacy Coach, for a salary of \$51,623; Amanda Schmidt, High School English/Language

Arts Teacher, for a salary of \$39,795; Robert Von Kaenel III, High School English/Language Arts Teacher, for a salary of \$43,091; Sara Lazarescu, High School English/Language Arts Teacher, for a salary of \$37,699; Greg Vosskuil, 6th Grade Science Teacher, for a salary of \$50,605; and Doug Zblewski, Coordinator of Secondary Advanced Learning Programs (GT), for a salary of \$54,339.

13. *Hiring of Teacher Mentor, Marcela Tyson. Marcela has served the Evansville Community School District as a teacher of English as a Second Language for 12 years. Her experiences coaching colleagues on differentiating instruction for English Language Learners, as well as her work as a "substitute" principal in the District, provide a strong foundation for her to work with initial educators as a teacher mentor. Marcela's collaborative approach to problem-solving and her K-12 experience are key dispositions for this role. Marcela is replacing Joanie Dobbs and will be paid a stipend of \$2,500.*

14. *Hiring of Tony Riel, Musical Technical Director, for the 2014-15 school year for a stipend of \$2,296. He would be taking this over from Peter Diedrich and Doug Zblewski, who did it for one year.*

Suggested Motion: I move we hire Marcela Tyson, Teacher Mentor, for a stipend of \$2,500 and Tony Riel, as Musical Technical Director, for the 2014-15 school year for a stipend of \$2,296.

F. Approval to Move Forward with a Referendum -

Suggested Motion: I move that the District begins planning for a referendum.

VI. Communications Committee – Chair, Kathi Swanson –
Enclosed are the minutes of the February 12, 2014, meeting.

VII. Policy Committee – Chair, Tina Rossmiller –
A. Policy #343.43 – Cooperative Education (Co-Op).
B. Policy #345.6 – Graduation Requirements.

These two policies come forward for a first reading. The Administrative Team and the Policy Committee have reviewed these two policies. Enclosed are the March 2, 2014, minutes.

VIII. Board Development – Chair, Kathi Swanson –
A. Policy Governance – Ms. Rossmiller will lead the discussion. Enclosed is information on the DeForest Area School District.
B. Paperless Board Packets – Ms. Mosher and Mr. Martin have included information on paperless board packets.

C. Develop Board Development Agenda for May 28 Regular Meeting.

IX. Future Agenda – Chair, Kathi Swanson -

A. Develop May 14, 2014, Regular Board Meeting Agenda – *Enclosed is a draft of the May 14 Board meeting agenda.*

X. Adjourn.

Suggested Motion: I move we adjourn the meeting.

MEMORANDUM

To: The Evansville Board of Education
From: Paula Landers, Director of Instruction
Date: April 30, 2014
Re: Dane County New Teacher Project Shared Service Contract

The Dane County New Teacher Project (DCNTP) is a consortium of school districts that was established in August 2002 in response to Wisconsin law PI-34. PI-34 provided for changes in teacher licensure, mentorship of new teachers, and requirements for hiring and training "highly qualified" staff.

The Evansville Community School District has been a DCNTP consortium member since 2009 and relies on DCNTP support to provide services to our initial educators in years 1 and 2 of teaching as well as our Teacher Mentors. DCNTP collaborates with the District in the development and improvement of our teacher induction program helping us to continually improve how we acculturate, support, and form the professional behaviors of initial educators as they begin teaching in our schools.

The DCNTP provides high quality, standards-based, professional development for educators that work with new teachers to help them improve their instructional practice. DCNTP workshops are developed to serve teacher mentors as well as school administrators at all levels. Evansville representatives attend a number of the following professional development and work group opportunities:

- District Council – serves as the steering committee for the DCNTP, connecting local practice with national updates from the New Teacher Center in Santa Cruz, CA
- Principal Breakfasts – facilitates the work of principals to connect their evaluation of new teachers with the work of teacher mentors in their district
- Induction Program Leader Coffee – support is provided to induction leaders of member districts to discuss issues related to the mentor program implementation, sustainability, and responsiveness to changes related to educator quality.
- Mentor Refreshers – re-tooling for mentors already trained in foundational courses offered by the consortium
- Release Mentor Forums – networking and problem-solving opportunities for full time mentors of consortium member districts.
- Beginning Teacher Standards-Based Seminars – address core issues that support new teacher induction such as communicating with parents, assessing student learning, PDP support, and meeting the needs of diverse learners.

ECSD uses the services of the DCNTP to train all new mentors. Teacher mentors attend three foundational workshops:

- Instructional Mentoring: strategies and tools for mentoring initial educators
- Coaching and Observation: data collection and its use in providing constructive criticism to initial educators
- Analyzing Student Work: using classroom data to change instructional practices in the classroom

The DCNTP serves and supports new teacher induction practices in fourteen area school districts including: Belleville, Cambridge, Diocese of Madison, Edgerton, Evansville, Madison, Marshall, McFarland, Monona Grove, Mount Horeb, Stoughton, Sun Prairie, Verona, and Waunakee. Member districts pay a consortium fee based upon total student enrollment and receive a reduced rate for foundational workshops through the DCNTP. Mentors and administrators staff may attend the mentor and new teacher seminars/forums and other work groups at no cost. Member districts also have access to support from the Program Chair, Tom Howe, to work on site for specific needs.

The current ECSD teacher mentors are Joanie Dobbs, Tristan McKittrick, Dee Jay Redders, and Marcela Tyson. Teacher mentors work with year one and two initial educators in our District to provide frequent coaching support in the classroom, reflective practice through local meetings and DCNTP Beginning Teacher Standards-Based Seminars, and facilitate the development of the initial educator's first Professional Development Plan for license renewal. Our teacher mentors carry out this work in addition to being full-time classroom teachers. Teacher mentors work with Paula Landers to administer the program and provide for program changes based upon state and national influences on teacher professional practice.

In addition to providing foundational support for the District's induction program, DCNTP resources will be used to support professional learning for the newly created Effectiveness Coach roles at each school.

2014-2015 School Year
SHARED SERVICE CONTRACT
Dane County New Teacher Project
(SEC. 66:0301)

Parties to a resolution adopted by each of the following school districts:

- 1) Belleville School District
- 2) Cambridge School District
- 3) Diocese of Madison
- 4) Edgerton School District
- 5) Evansville Community School District
- 6) Madison Metropolitan School District
- 7) Marshall School District
- 8) McFarland School District
- 9) Monona Grove School District
- 10) Mount Horeb Area School District
- 11) Stoughton Area School District
- 12) Sun Prairie Area School District
- 13) Verona Area School District
- 14) Waunakee Community School District

Said school districts hereby mutually agree, pursuant to the provisions of s.66:0301 Wis. Stats., to the following conditions:

1. That said above parties agree and contract for the operation of a 66:0301 program as hereinafter set forth;
2. Hereinafter the Waunakee Community School District is to be the operator and fiscal agent;
3. That said fiscal agent will account for all financial transactions in Fund 99;
4. That estimated budget and plan of operation for this cooperative shall be approved in advance of contract signing by all school district parties hereto;
5. That variation from the budget will require prior approval of all school district parties hereto;
6. That Exhibit A attached hereto and incorporated herein by reference includes the plan for operation, and plan of payments to said operator or fiscal agent by each school district.

EXHIBIT A

As an addendum to the shared services contract (Sec. 66:0301) for the Dane County New Teacher Project.

BUDGET AND PLAN OF OPERATION

a.

Item	Estimated Cost
Reduced Rates for National New Teacher Center, Teacher Induction First-Year Professional Development (Instructional Mentoring, Observing and Conferencing, Using Data to Inform Instruction, Designing Effective Instruction, Designing and Presenting)	No Cost
Focused District Consults (1 per district)	No Cost
Menu of Induction related Site Visits	No Cost
Quarterly District Council Meetings	\$400.00
Board Meetings	\$200.00
District Induction Team Work Day	\$500.00
Beginning Teacher Regular Education Seminars	\$7,200.00
Mentor Support for 1:1 Mentors	\$2,600.00
Monthly Release Mentor Forums (Mentors supporting more than one Beginning Teacher)	\$900.00
Program Leader Meetings	\$450.00
Principal Engagement	\$1,050.00
DCNTP Capacity Building, National Professional Development (NTIN, Symposium, Trainers Academy)	\$9,000.00
Office Rent/Expenditures	\$5,250.00
DCNTP Chairperson (salary only; 45 FTE of 220 day contract)	\$33,300.00
DCNTP Project Manager (hourly salary only; 25 hrs./week)	\$19,200
Total	\$80,050

b. Per the District Superintendent's request, the cost shall be shared on a sliding scale based on student enrollment as follows:

Districts fewer than 2500 students: **\$5,222.00**

Districts more than 2500 students: **\$6,379.00**

Calculation:

\$80,050/14 districts = \$5,718

*8 Districts fewer than 2500 students: \$5,222.00
(about 90% of equal split fee, rounded)*

*6 Districts more than 2500 students: \$6,379.00
(about 110% of equal split fee, rounded)*

c. Invoiced July 1 on an annual basis

**2014-2015 School Year
SHARED SERVICE CONTRACT
Dane County New Teacher Project
(SEC. 66:0301)**

INVOICE

Parties to a resolution adopted by each of the following school districts:

Belleville School District	McFarland School District
Cambridge School District	Monona Grove School District
Diocese of Madison	Mount Horeb Area School District
Edgerton School District	Stoughton Area School District
Evansville Community School District	Sun Prairie Area School District
Madison Metropolitan School District	Verona Area School District
Marshall School District	Wauwaukee Community School District

Fee for 2014-15:

	Districts with fewer than 2500 Students	Districts with more than 2500 Students
	Belleville School District	Madison Metropolitan School District
	Cambridge School District	Monona Grove School District
	Diocese of Madison	Stoughton Area School District
	Edgerton School District	Sun Prairie School District
	Evansville Community School District	Verona Area School District
	Marshall School District	Wauwaukee Community School District
	McFarland School District	
	Mount Horeb Area School District	
Pay this Amount:	\$5,222.00*	\$6,379.00*

*See contract for information on calculation for 2014-15 Shared Service Agreement Fee and budget.

Payments due: **August 1, 2014**

Payment to: Wauwaukee Community School District
Attention: Shirley Smith
Dane County New Teacher Project
101 School Drive
Wauwaukee, WI 53597

Questions: Please call Tom Howe at (608) 849-2493 or Shirley Smith at (608) 849-2270

MEMORANDUM

To: The Evansville Community School District Board of Education

From: Paula Landers, Director of Instruction

Re: 2013-2014 WKCE Student Achievement Data

Date: April 30, 2014

The State of Wisconsin released student proficiency data from the fall 2013 Wisconsin Knowledge and Concepts Exam (WKCE) on April 8, 2014. Attached to this memorandum is an overview of the Evansville Community School District's student proficiency rates as measured by the WKCE.

The 2013-2014 WKCE reading and math proficiency data are scored using the NAEP-based cut scores established by the Department of Public Instruction (DPI) in the fall of 2012 to promote higher expectations for student performance across the state. The NAEP-based cut scores are applied to the reading and math portions of the WKCE assessment, but not to the language arts, social studies, and science portions of the WKCE.

In 2014-2015 the State of Wisconsin will launch the Smarter Balanced assessment which will replace the reading and math portions of the WKCE in grades 3 through 8. The Smarter Balanced assessment is designed to assess student achievement based upon the Common Core State Standards. Students in grades 4, 8, and 10 will continue to take the WKCE to assess social studies and science skills based upon the Wisconsin Model Academic Standards.

If you have questions about the WKCE data, please do not hesitate to contact me, or any member of the administrative team.

Wisconsin Knowledge and Concepts Exam (WKCE)

The Wisconsin Knowledge and Concepts Exam is a statewide testing system developed to report student proficiency on samples of knowledge and concepts in reading, math, science, and social studies. The tests are administered in grades 3-8 and 10 and are based on the Terra Nova Tests developed by CTB/McGraw-Hill. WKCE scores are compared to state averages of students taking the tests at the same time of year and under the same conditions. These scores are reported by state percentile ranks. Student performance is also compared to a set of expectations called proficiency levels. These proficiency levels are specific to Wisconsin and are based on the knowledge and skills represented by test items on the tests. Student performance is reported in four levels: Advanced, Proficient, Basic, and Minimal. School achievement is measured by the percent of students scoring at each performance level.

Performance level descriptions are developed to help parents, educators, and others understand what children who score at a given performance level on the WKCE are expected to know and be able to do at the time of testing. This information may be useful as one component of program planning and evaluation, but should be interpreted cautiously and with other available information when applied to individual students.

Beginning with the 2012-13 school year, Wisconsin established performance standards (cut scores) for the WKCE that were based upon the National Assessment of Educational Progress (NAEP) cut scores in reading and mathematics. This was done to better align the WKCE to the higher expectations of the Common Core State Standards. The WKCE performance levels were revised to parallel national and international expectations of what is required of students to be college and career ready. Language Arts, Science, and Social Studies performance standards were not revised based on the NAEP, so the percentage of students scoring proficient and advanced in these content areas may be higher than in reading and math.

	WKCE Reading and Mathematics Performance Levels:	WKCE Science, Language Arts, Writing, and Social Studies Performance Levels:
Advanced	Students at this level demonstrate a <u>comprehensive and in-depth understanding</u> of rigorous subject matter and provide sophisticated solutions to complex problems.	Demonstrates <u>in-depth understanding</u> of academic knowledge and skills tested on WKCE for that grade level.
Proficient	Students at this level demonstrate a <u>solid understanding</u> of challenging subject matter and solve a wide variety of problems.	Demonstrates <u>competency</u> in the academic knowledge and skills tested on WKCE for that grade level.
Basic	Students at this level demonstrate <u>partial mastery of prerequisite knowledge and skills</u> that are fundamental for proficient work.	Demonstrates <u>some academic knowledge and skills</u> tested on WKCE for that grade level.
Minimal	Students at this level demonstrate <u>limited knowledge and skills</u> in the subject matter and limited ability to apply knowledge and skills effectively.	Demonstrates <u>very limited academic knowledge and skills</u> tested on WKCE for that grade level.

The WKCE will be replaced by the next generation Smarter Balanced assessments for Common Core English Language Arts (Reading and Language) and Mathematics in 2014-2015. State statute requires that Science and Social Studies be assessed at grades 4, 8, and 10.

**Evansville Community School District
Wisconsin Knowledge and Concepts Exam
2013 - 2014**

Evansville Compared to the State Average

Evansville Community School District student performance levels on the 2013-2014 WKCE in reading and mathematics is compared to the state average on the table below. Numbers represent the percent of students scoring in each proficiency range. The state considers students in the Advanced and Proficient categories as “proficient” and those in the Basic and Minimal categories as “not proficient” in grade level expectations for reading and mathematics. The cut scores for these proficiency levels reflect the higher expectations of the NAEP cut scores.

2013-2014 Reading and Mathematics

Reading Grade	ECSD Proficiency Levels %				State Proficiency Levels %			
	Advanced	Proficient	Basic	Minimal	Advanced	Proficient	Basic	Minimal
3	5.8	37.2	41.3	15.7	7.3	27.4	34.3	30.5
4	5.4	35.4	34.7	24.5	8.9	27.5	31.8	31.3
5	5.5	29.0	40.7	24.8	7.7	26.0	34.5	31.6
6	8.0	36.5	33.6	21.9	6.3	29.7	36.6	27.0
7	5.3	36.8	43.6	14.3	3.8	27.4	37.0	30.7
8	3.5	28.4	53.2	14.9	3.1	25.5	41.0	29.6
10	3.8	35.1	47.3	13.0	5.7	37.1	39.6	16.8

Math Grade	ECSD Proficiency Levels %				State Proficiency Levels %			
	Advanced	Proficient	Basic	Minimal	Advanced	Proficient	Basic	Minimal
3	9.1	44.6	38.8	7.4	9.5	41.0	35.2	14.1
4	15.6	37.4	40.1	6.8	10.6	41.7	33.8	13.7
5	17.2	41.4	30.3	11.0	12.4	38.2	34.4	14.9
6	8.0	42.3	43.8	5.8	7.6	35.5	42.2	14.4
7	11.3	53.4	23.3	12.0	10.9	35.9	38.5	14.5
8	8.5	44.7	36.2	10.6	9.0	36.6	37.4	16.7
10	12.2	32.1	42.7	12.2	11.8	34.4	35.0	18.0

ECSD 2012-2013 Compared to ECSD 2013-2014

ECSD Reading % Grade	2012-2013 Prof. & Adv.	2013-2014 Prof. & Adv.	ECSD Math % Grade	2012-2013 Prof. & Adv.	2013-2014 Prof. & Adv.
3	40.1	43.0	3	44.1	53.7
4	37.0	40.8	4	57.2	53.0
5	40.1	34.5	5	56.2	58.6
6	41.7	44.5	6	61.9	50.3
7	37.3	42.1	7	54.9	64.7
8	46.1	31.9	8	51.1	53.2
10	38.9	39.8	10	50.0	44.3

English Language Arts, Social Studies, and Science

English language arts, social studies, and science tests are administered in grades 4, 8, and 10 only. The proficiency levels on these assessments are not subject to the fall 2012 NAEP cut scores. Numbers represent the percent of students scoring in each proficiency range and are rounded to the nearest whole number.

Language Arts	ECSD Proficiency Levels %				State Proficiency Levels %			
	Advanced	Proficient	Basic	Minimal	Advanced	Proficient	Basic	Minimal
Grade 4	34.0	51.7	13.6	0.7	31.7	44.6	17.2	6.0
Grade 8	24.1	35.5	28.4	12.1	20.8	33.0	24.0	21.1
Grade 10	17.6	63.4	14.5	3.8	18.5	53.0	20.8	6.4

Social Studies	ECSD Proficiency Levels %				State Proficiency Levels %			
	Advanced	Proficient	Basic	Minimal	Advanced	Proficient	Basic	Minimal
Grade 4	74.8	20.4	4.8	0.0	66.2	25.8	5.5	2.1
Grade 8	39.0	44.7	14.2	1.4	35.3	33.9	18.9	10.8
Grade 10	49.6	32.1	5.3	11.5	46.7	30.5	6.6	14.9

Science	ECSD Proficiency Levels %				State Proficiency Levels %			
	Advanced	Proficient	Basic	Minimal	Advanced	Proficient	Basic	Minimal
Grade 4	20.4	61.9	15.6	2.0	23.9	52.4	18.2	5.2
Grade 8	29.8	50.4	15.6	4.3	25.5	42.7	16.3	14.8
Grade 10	37.4	38.9	13.0	9.9	40.8	33.2	10.2	14.8

Subgroup Performance Compared to the Whole

The Evansville Community School District strives to ensure that all students achieve academically. The information below represents how Evansville students in specific subgroups compare to their peers who are not part of the subgroup. Numbers represent the percent of students scoring proficient or advanced on each test. Reading and mathematics proficiency levels reflect the fall 2012 cut scores based upon the NAEP.

Students with Disabilities (SwD) Compared to Students without Disabilities (SwOD)

Reading Grade	All Students Prof. & Adv.	SwOD Prof. & Adv.	SwD Prof. & Adv.	Math % Grade	All Students Prof. & Adv.	SwOD Prof. & Adv.	SwD Prof. & Adv.
3	43.0	44.6	27.3	3	53.7	56.4	27.3
4	40.8	42.9	21.4	4	53.0	54.9	35.7
5	34.5	37.6	15.0	5	58.6	64.8	20.0
6	44.5	48.8	0.0	6	50.3	55.2	0.0
7	42.1	45.9	22.7	7	64.7	68.5	45.4
8	31.9	36.6	0.0	8	53.2	61.0	0.0
10	39.8	43.3	11.1	10	44.3	49.6	11.1

Students that are Economically Disadvantaged (ED) Compared to Students who are not Economically Disadvantaged (NED)

Reading Grade	All Students Prof. & Adv.	NED Prof. & Adv.	ED Prof. & Adv.	Math % Grade	All Students Prof. & Adv.	NED Prof. & Adv.	ED Prof. & Adv.
3	43.0	48.2	29.4	3	53.7	59.8	38.2
4	40.8	43.2	33.4	4	53.0	52.2	55.5
5	34.5	39.1	20.0	5	58.6	60.4	34.3
6	44.5	47.4	38.1	6	50.3	60.0	28.5
7	42.1	47.6	23.3	7	64.7	69.0	50.0
8	31.9	35.5	24.4	8	53.2	60.5	37.8
10	39.8	48.5	11.8	10	44.3	52.6	20.5

Students that are English Language Learners (ELL) Compared to English Proficient (EP) Students

Reading Grade	All Students Prof. & Adv.	EP Prof. & Adv.	ELL Prof. & Adv.	Math % Grade	All Students Prof. & Adv.	EP Prof. & Adv.	ELL Prof. & Adv.
3	43.0	43.7	0.0	3	53.7	54.6	0.0
4	40.8	42.0	0.0	4	53.0	51.8	100.0
5	34.5	34.5	33.3	5	58.6	58.4	66.7
6	44.5	45.1	0.0	6	50.3	51.1	0.0
7	42.1	43.1	0.0	7	64.7	66.1	0.0
8	31.9	33.1	0.0	8	53.2	54.4	20.0
10	39.8	39.8	0.0	10	44.3	44.5	33.3

Student Proficiency by Gender

Reading Grade	Male	Female	Math % Grade	Male	Female
3	32.3	55.3	3	46.1	62.5
4	43.3	36.8	4	54.5	50.9
5	31.3	38.5	5	51.3	67.7
6	38.0	51.5	6	47.9	53.0
7	38.6	46.0	7	64.3	65.1
8	24.6	39.7	8	53.4	53.0
10	39.7	38.2	10	54.0	35.3

Student Proficiency by Ethnicity (-) = No Data/ No Students in This Category

Reading Grade	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Two or More
3	41.1	100.0	25.0	100.0	-	-	100.0
4	42.9	25.0	12.5	-	-	-	-
5	36.3	0.0	16.7	-	-	-	100.0
6	44.5	50.0	0.0	33.3	-	-	100.0
7	43.7	0.0	20.0	0.0	-	-	-
8	33.6	33.3	0.0	0.0	-	-	100.0
10	41.1	0.0	14.3	50.0	-	0.0	33.3

Math Grade	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Two or More
3	54.4	100.0	25.0	66.7	-	-	0.0
4	54.0	25.0	50.0	-	-	-	-
5	60.0	33.0	50.0	-	-	-	0.0
6	52.3	50.0	0.0	0.0	-	-	50.0
7	68.2	0.0	0.0	0.0	-	-	-
8	55.5	33.0	12.5	100.0	-	-	100.0
10	46.1	0.0	28.6	50.0	-	0.0	33.3

WKCE Scores – Rock Valley North Comparisons

The table below compares scores in reading and math for all students taking the WKCE in all grades. The percent of students proficient in reading and math is determined by adding the students scoring in the advanced and proficient categories on the test.

The conference high score is noted in **bold underlined**.

The conference *low score* is noted in **bold italics**.

% Proficient Reading	McFarland	Evansville	East Troy	Jefferson	Edgerton	Whitewater
Grade 3	<u>52.5</u>	43.0	36.7	31.2	33.7	<i>26.6</i>
Grade 4	<u>50.0</u>	40.8	42.5	38.0	37.9	<i>36.5</i>
Grade 5	<u>56.2</u>	34.5	40.8	44.1	<i>23.5</i>	31.4
Grade 6	<u>54.5</u>	44.5	33.1	26.4	45.3	<i>24.1</i>
Grade 7	<u>53.3</u>	42.1	39.9	35.8	<i>31.0</i>	37.3
Grade 8	<u>47.2</u>	31.9	31.8	45.2	<i>26.0</i>	28.1
Grade 10	<u>55.3</u>	<i>38.9</i>	52.9	51.4	43.4	47.1

% Proficient Math	McFarland	East Troy	Jefferson	Evansville	Edgerton	Whitewater
Grade 3	<u>76.5</u>	63.4	51.4	53.7	50.0	<i>31.7</i>
Grade 4	<u>76.3</u>	59.4	61.2	<i>53.0</i>	55.7	54.8
Grade 5	<u>73.4</u>	55.2	63.0	58.6	<i>41.4</i>	55.3
Grade 6	<u>73.1</u>	52.3	48.1	50.3	50.9	<i>41.4</i>
Grade 7	<u>72.2</u>	57.1	58.4	64.7	<i>42.8</i>	51.4
Grade 8	<u>73.6</u>	48.6	51.1	53.2	<i>31.7</i>	44.7
Grade 10	<u>67.0</u>	60.4	52.7	<i>44.3</i>	47.5	47.9

**EVANSVILLE ALTERNATIVE PROGRAM
PRESENTATION:
ADDITIONAL INFORMATION**

APRIL 9, 2014



ECSD SCHOOL BOARD PRESENTATION

Alternative Education Program Considerations

Location: We have identified the Theodore Robinson Intermediate School current staff lounge as an ideal location. This room will give the program access to a kitchen, and will allow us to network nine computers (eight student; one staff). Additionally, this location will allow student access to community service opportunities via possibly volunteering in the neighboring daycare and ECSD classrooms. Perhaps most importantly, this location will give the program an identity of its own separate from the High School building. Oftentimes students who are at-risk have developed a disdain or anxiety associated with the high school building and everything that building represents (e.g., 500 students, "traditional" school setting, etc.).

Staffing and Licensure: Like our existing GEDO2 program, teaching in the Alternative Education program will require a DPI License #952 Alternative Education endorsement. Our vision for staffing entails the reallocation of a licensed Special Education Teacher and a licensed special education assistant. Our hope is to hire an internal candidate who has successful experience working with students with behavioral and learning disabilities; history of establishing positive rapport with our most challenging students. We view the Alternative Education Program as an extension of Special Education – a "first cousin", if you will – given the fact that historically, many of our student dropouts the past 11 years have been students with disabilities. The majority of students we have identified as potential candidates for next school year are students with disabilities.

We have at least one current staff member who has expressed interest in applying for this position.

Materials and Budget: The following are projected budget items and costs associated to run the Alternative Education Program...

Annual expenses

- | | |
|---|-----------|
| • Materials, supplies, learning tools, etc. | \$1500 |
| • Transportation reimbursement | \$600 |
| • Teacher; Educational Assistant | \$ -same- |

One-time expenditures

- | | |
|-----------------------------------|--------|
| • Computers, network hub, cabling | \$4500 |
| • Refrigerator | \$500 |
| • Crossroads Curriculum | \$600 |
| • Tables, chairs, furniture | \$1000 |

Transportation: The ability to access the community is a crucial component to the Alternative Education Program vision. To that end, the program will be accessing the gray school van (when available). Given the importance of community connectivity to the competency-based model, our hope is to have access to the van at least two days per week. Staff may also, if they so choose and are district-approved to do so, utilize their personal vehicles to access the community as well.

Number of clients (students): We believe we will be able to successfully serve 12 to 20 students through this program, including GEDO2 students. This breaks down to 6 to 10 students per half-day of competency instruction. Future consideration could be given to opening up slots to neighboring school districts.

Policy change: Two policies need minimal attention related to the creation of an Alternative Education program: 342.4 Programming for Students At-Risk; and 430 School Attendance policy. However, the primary policy needed for revision is the 345.6 Graduation Policy. All policy change considerations for the Alternative Education Program will be in accordance with WI Statutes 118.153 *Children at risk of not graduating high school (see below)*.

Program guidelines: We will be primarily using the EHS Student Handbook as the guiding principles for student conduct and expectations for student behavior in the program; however, we will be working on adopting an "ECSD Alternative Program Handbook" throughout the course of the next couple months as well (pending program approval). The handbook will address requirements specific to the Alternative Education program such as daily/weekly schedule, WI Statutes related to the Alternative Education, competency requirements, etc. We have looked at model Alternative Program handbooks (e.g., MECAS; Crossroads) and will work toward adopting a handbook to fit our program vision.

It is important to note that students will also have access to counseling services, nursing services, and school psychological services. Additionally, students will have access to LMC services as the program will have a significant literacy focus (e.g., all students will have daily 'drop everything and read' time with a novel at their appropriate Lexile level). Students in the Alternative Program will have the opportunity to participate in extracurricular clubs, groups, and athletics. Lastly, students may have access to elective classes at Evansville High School per the program student/parent meeting contract that is created prior to their admissions.

Community buy-in: Another critical component to the success of this program will be community support and buy-in. Our vision of viable employability for students will largely be dependent upon our relationships with community businesses and employers. Our current EHS programs with community ties – CO-OP and EHS Special Education – already have a history of connections. Our hope is to expand these connections over the summer to ensure community placements for our students in addition to large-group service-to-community projects (e.g., visiting the Manor; raking leaves projects; Adopt-a-Highway projects, etc.) that will become part of our program's weekly culture.

118.153 Children at risk of not graduating from high school.

(1) In this section:

(a) "Children at risk" means pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are 2 or more of the following:

1m. One or more years behind their age group in the number of high school credits attained.

2. Two or more years behind their age group in basic skill levels.

2m. Habitual truants, as defined in s. 118.16 (1) (a).

3. Parents.

4. Adjudicated delinquents.

5. Eighth grade pupils whose score in each subject area on the examination administered under s. 118.30 (1m) (am) 1, was below the basic level, 8th grade pupils who failed the examination administered under s. 118.30 (1m) (am) 2, and 8th grade pupils who failed to be promoted to the 9th grade.

(b) "Dropout" means a child who ceased to attend school, does not attend a public, private, or tribal school, technical college, or home-based private educational program on a full-time basis, has not graduated from high school, and does not have an acceptable excuse under s. 118.15 (1) (b) to (d) or (3).

(2)

(a) Every school board shall identify the children at risk who are enrolled in the school district and annually by August 15 develop a plan describing how the school board will meet their needs.

(b) If in the previous school year a school district had 30 or more dropouts or a dropout rate exceeding 5% of its total high school enrollment, the school board may apply to the state superintendent for aid under this section.

(3)

(a)

1. Every school board that applies for aid under sub. (2) (b) shall make available to the children at risk enrolled in the school district a program for children at risk.

2. Upon request of a pupil who is a child at risk or the pupil's parent or guardian, a school board described under subd. 1, shall enroll the pupil in the program for children at risk. If the school board makes available more than one program for

children at risk, the school board shall enroll the pupil in the program selected by the pupil's parent or guardian if the pupil meets the prerequisites for that program. If there is no space in that program for the pupil, the school board of the school district operating under ch. 119 shall place the pupil's name on a waiting list for that program and offer the pupil another program for children at risk until space in the requested program becomes available.

(b) A program for children at risk shall be designed to allow the pupils enrolled to meet high school graduation requirements under s. 118.33. The school board of the school district operating under ch. 119 shall ensure that there are at least 30 pupils and no more than 250 pupils in each program and that a separate administrator or teacher is in charge of each program.

(c)

1. Each school board shall identify appropriate private, nonprofit, nonsectarian agencies located in the school district or within 5 miles of the boundaries of the school district to meet the requirements under pars. (a) and (b) for the children at risk enrolled in the school district.

2. The school board may contract with the agencies identified under subd. 1. for the children at risk enrolled in the school district if the school board determines that the agencies can adequately serve such children.

3. The school board shall pay each contracting agency, for each full-time equivalent pupil served by the agency, an amount equal to at least 80% of the average per pupil cost for the school district.

(4)

(a) Annually in August, a school board that applied for aid under this section in the previous school year shall submit a report to the state superintendent. The report shall include only information about the pupils enrolled in a program for children at risk in the previous school year that is necessary for the state superintendent to determine the number of pupils who achieved each of the objectives under par. (c).

(b) Upon receipt of a school board's annual report under par. (a) the state superintendent shall pay to the school district from the appropriation under s. 20.255 (2) (bc), for each pupil enrolled in a program for children at risk who achieved at least 3 of the objectives under par. (c) in the previous school year, additional state aid in an amount equal to 10% of the school district's average per pupil aids provided under s. 20.835 (7) (a), 1991 stats., and s. 20.255 (2) (ac) in the previous school year.

(c)

1. The pupil's attendance rate was at least 70%.

2. The pupil remained in school.

3. The pupil, if a high school senior, received a high school diploma.

4. The pupil earned at least 4.5 academic credits or a prorated number of credits if the pupil was enrolled in the program for less than the entire school year.

5. The pupil has demonstrated, on standardized tests or other appropriate measures, a gain in reading and mathematics commensurate with the duration of his or her enrollment in the program.

(e) If the appropriation under s. 20.255 (2) (bc) in any fiscal year is insufficient to pay the full amount of aid under par. (b), state aid payments shall be prorated among the school districts entitled to such aid.

(5)

(a) In this subsection:

1. "Alternative school" means a public school that has at least 30 pupils and no more than 250 pupils, has a separate administrator or teacher in charge of the school and offers a nontraditional curriculum.

2. "School within a school" means a school that has at least 30 pupils and no more than 250 pupils, has a separate administrator or teacher in charge of the school and is housed in a space specifically dedicated to it in a public school.

(b) Subject to sub. (3) (c) 3., a school board receiving funds under this section shall provide a specific sum to each program for children at risk in which pupils enrolled in the school district are enrolled based on the ability of the program to meet the objectives under sub. (4) (c).

(c) A school board receiving funds under this section shall give preference in allocating those funds to programs for children at risk provided by alternative schools, charter schools, schools within schools and agencies identified under sub. (3) (c) 1.

118.153(7)(7) The state superintendent shall promulgate rules to implement and administer this section. The rules shall not be overly restrictive in defining approved programs and shall not serve to exclude programs that have demonstrated success in meeting the needs of children at risk.

History: 1985 a. 29, 332; 1987 a. 27; 1989 a. 31, 336; 1991 a. 39, 196; 1993 a. 16, 341, 399, 491; 1995 a. 27 s. 9145 (1); 1997 a. 27, 113; 1999 a. 9, 123; 2003 a. 33; 2005 a. 25; 2009 a. 302; 2011 a. 32; 2013 a. 8.

Cross-reference: See also ch. PI 25, Wis. adm. code.

Revised: June 10, 2002
Revised: July 14, 2003
Revised: December 12, 2005
Revised: June 8, 2009

345.6

GRADUATION REQUIREMENTS

In order to graduate and receive a diploma from Evansville High School, students graduating must satisfy all credit requirements as indicated under Requirements.

The district will make every effort to prepare students for these requirements. Staff will strive to identify struggling students, monitor their progress throughout their K-12 education years, and provide assistance where required and as is possible.

Requirements:

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

<u>Course</u>	<u>Credits Required</u>
English Language Arts	4
Social Studies	3.0 (3.5**)
Mathematics	3
Science	2
Personal Finance	(.5**)
Additional Academic Credit*	1
Physical Education	1.5
Health Education	.5
Elective Courses	13 (12**)
TOTAL CREDITS	28

Credit* = elective from science, social studies, math, English or world languages.

** Beginning with the class of 2014

Special Needs Programs

Students enrolled in a program with an individual education plan (IEP) may have their individual educational sequence modified to meet their needs. Students must obtain the required number of credits – but required course credits may be obtained by taking a required course from a regular education class with modifications or by taking a required course through special education with the course content being constructed around alternative performance indicators.

Transfer Students

Consideration will be given to transfer students whose previous high school required fewer credits for graduation. The number of credits needed for students to graduate from Evansville High School will be determined on the basis of a sliding scale. For transfer students who have completed their freshman year at another school, the graduation requirement will be 75% of the difference between the two schools, for students transferring after completing their sophomore

year 50%, and for students transferring after completing their junior year 25%. The chart below serves as the guideline.

Grade Level	22	23	24	25	26	27
9	26.50	26.75	27.00	27.25	27.50	27.75
10	25.00	25.50	26.00	26.50	27.00	27.50
11	23.50	24.25	25.00	25.75	26.50	27.25

The high school principal shall be responsible for certifying that graduating students have met all requirements.

Legal Ref.: 118.13, 118.30, and 118.53 Wisconsin State Statutes
PI 18, 18.05, 9.03, Wisconsin Administrative Code

Revised: July 14, 2003
Revised: May 9, 2005
Revised: August 11, 2008
Revised: September 13, 2010

430

SCHOOL ATTENDANCE

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

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

School Notification

Student attendance is monitored throughout each school day. Parent(s)/guardian(s) should call the school office prior to 9:00 a.m. the morning of an absence to report the absence. If it is not possible to call, a note explaining the student's absence should be presented to the school attendance clerk immediately upon return to school. All absences must be cleared before the end of the second school day or the student may be considered unexcused and truant.

Parent(s)/guardian(s) who have not notified the school of the absence will be notified by voice mail/phone that their child is absent as part of our safe arrival program. Parent(s)/guardian(s) may substitute email for a phone call or a note providing they have completed a form specifying their preference for email. These are available on-line on the District website and annually at our back-to-school days. Should a student abuse this family privilege, all attendance excuses for at least the remainder of the year must be in writing

Parent/Guardian Excused:

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

School Excused/Unexcused:

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

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

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

Medical Related Absences

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

Missed School Work

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

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

Unexcused Absences or Truancy

School officials will proactively involve parent(s)/guardian(s) when a student's attendance is of concern due to frequency of absences and/or tardiness. The school attendance office will communicate with the parent(s)/guardian(s) to discuss the causes of the absences and to try to arrange for a solution. The Board does not distinguish between truant and unexcused. Thus, all absences not covered under the excused absence list above will be considered unexcused and have the same meaning as "truancy" under Wisconsin Statutes. Consequences will vary depending on the age of the student. Each building is responsible for establishing age-appropriate consequences consistent with State Statute. Under State Statute and City Ordinance, a truancy citation may be issued, depending on age of the student and length of absence.

A student's parent(s)/guardian(s) will be notified by telephone and/or voice mail as soon as it is ascertained that a student is truant. Any student found to be truant will be required to attend a conference with the principal/attendance officer or designee. The student and parent/guardian will be informed of the penalty to be imposed by the school for the truancy. Mitigating factors in a student's family, emotional, educational, or health situation will be considered along with the need to develop an attendance plan. The student will also be warned of the consequences of continued truancy both at school and through the municipal court. The principal/attendance officer will positively reinforce the reasons for good attendance, attempt to assess the factors that may have contributed to the truancy, and call upon appropriate school personnel as needed. If the student has more unexcused absences and reaches the habitual truant level, a certified letter will be sent to the parent(s)/guardian(s) requesting a parent/guardian conference to discuss the truancy. At this time, a referral to the municipal court may also be sent for action under state truancy laws for habitual truants.

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

Habitual Truancy

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

Legal Ref.: Sections 118.15 of the Wisconsin Statutes (Compulsory School Attendance)
118.153 (Children At Risk of Not Graduating From High School)
118.155 (Released Time for Religious Instruction)
118.16 (School Attendance Enforcement)
118.162 (Truancy Committee and Plan)
118.163 (Municipal Truancy and School Dropout Ordinances)
118.164 (Removal of Pupils From the Class)
118.165 (Private Schools)

Local Ref.: Policy #431, Compulsory Student Attendance & Alternative Programs

STUDENTS-AT-RISK PROGRAM

It is the desire of the Board of Education to offer assistance to school children who experience problems that seriously interfere with their learning, school attendance, preparation for employment, or satisfactory progress toward graduation. If their problems are not addressed effectively, these students behave disruptively, face suspension or expulsion and drop out of school. They face a bleak future, one that will bear enormous costs for both the individual and the community.

“Children-at-risk” as defined by the statute are dropouts, students who have been absent from school without acceptable excuses as defined by the state law, students who are parents and students who have been adjudicated delinquent, who are one or more years behind their age group in the number of credits attained or in basic skill levels.

Although it is not solely the school’s responsibility to alleviate the many social conditions that put children at risk, school programs and staff efforts are necessary to help children cope with health and social stresses that impair their ability to learn, progress through school, and graduate.

Therefore, the Board directs the district’s administrative team to develop and implement a plan of action to identify the “children-at-risk” who are enrolled in the Evansville School District and describe how the schools will meet the needs of such children through curriculum modifications and alternative programs that meet the high school graduation requirements under section 118.33 of the statutes. This plan must also describe how remedial instruction, parental involvement and student and community support services will be used to meet the needs of the “children-at-risk.”

ALTERNATIVE EDUCATION PROGRAMS

The large and/or traditional school environment is becoming less effective for increasing numbers of students. Research shows this is especially true for at-risk, vulnerable, and disengaged students. At the same time, some students are finding success in smaller alternative education programs that attempt to integrate learning and meaningful work. These programs create sustained, family-like support systems of peers and caring adults. They develop an "opportunity structure" by setting rigorous standards and high expectations for students. They pay attention to the quality of staff and display an ongoing commitment to staff development. Most importantly, they focus on developing and transforming the whole person by demonstrating respect for individual intelligence and the ability to contribute to the community.

In Wisconsin, school districts are meeting this challenge and developing alternative education programs to address the needs of their students. The programs range from early intervention for at-risk learners that start the student off on the right track to "last-chance" programs. Last-chance programs may be designed to provide educational alternatives for students whose behavior has significantly interfered with the safety, well being, and/or learning of others. Another type of last-chance alternative education program may serve students whose credit deficiency is so severe that he or she will not graduate.

While the short-term goal of alternative education is to meet the needs of some students, the long-term goal must be to identify successful alternative education strategies and use these strategies as a basis for improving learning opportunities for all children.

The purpose of this document is to provide answers to frequently asked questions and guidance to districts as they develop and expand alternative education programs. It is critical that districts consult local policy as they create and administer alternative education programs. The citations in the document are to the Wisconsin Statutes and Administrative Codes and are available at any public library or on the Internet at www.legis.state.wi.us/rsb

1. What is alternative education?

Statutorily, an alternative education program is defined under §115.28 (7) (e), Wis. Stats., as "an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. Alternative education program does not include a private school or a home-based private educational program."

For children at risk of not graduating from high school, an alternative school is defined as "a public school that has at least 30 pupils and no more than 250 pupils, has a separate

administrator or teacher in charge of the school and offers a nontraditional curriculum" [§118.153 (5) (a) 1., Stats.].

An alternative education program is often defined by the program's characteristics, such as programs that focus on behavior, interest, or functional level. Behavioral programming might be designed for students who need a structured setting to focus on more appropriate school behaviors to facilitate their learning and the learning of others. Programs designed around student interest might include an environmental program or vocational academies. Functional-level programs might include high school completion, academic, or skill remediation.

2. How are alternative education programs structured?

The district determines the structure of an alternative education program. Some programs are designed as a resource room or resource teacher. In this type of program design, the alternative program consists of a separate room and/or teacher where additional services (study skills, guidance, anger management, small group, and individual instruction) are provided. Student use might range from after-school and homeroom services to multiple hours of instruction. Another type of alternative education program is a school-within-a-school, in which the program is housed within the school building but in a separate area or set of classrooms. A third type of alternative education program is generally referred to as a pullout program, in which the student is removed from the traditional school setting to attend the alternative education program in either an on-site or off-site setting. Some districts operate their programs at an alternative site, such as a storefront, community center, or former school.

3. What is the difference between an alternative program and an alternative school?

Frequently the terms alternative school and alternative education program are used interchangeably without regard for the implications. An alternative program, whether on-site or off-site, is operated by the school district (or consortium of school districts) and students remain connected for purposes of enrollment, testing, school performance reporting, etc., to a specific school with a DPI assigned number.

Example: Curt is enrolled in South High School but he attends the STAR Alternative Education Program. Susan also attends STAR but she is enrolled at East High School. Hans attends STAR from North High School which is located in a different district. All relevant reporting is done by South, East and North High Schools.

An alternative school, whether on-site or off-site, is operated by the school district (or consortium of school districts) as an independent school. The alternative school has a DPI assigned school code and all attendance, testing and enrollment data is reported by that school. The school is subject to all requirements of the Elementary and Secondary Education Act, including potential designation as a school in need of improvement.

Example: Last year Jack attended Memorial High School and this year he is enrolled in EXCEL Alternative School. Last month Peggy attended Spring Middle School, but she is now attending EXCEL. Bret hasn't attended school in over a year; he is now enrolled at EXCEL. All relevant reporting is done by EXCEL School.

4. What is the difference between an alternative school/program and a charter school?

Operating an alternative school/program as a charter school requires compliance with §118.40, Stats., which includes sponsorship and compliance with state and federal laws (including being nonsectarian and nondiscriminatory), except where exemptions are permissible.

While some alternative schools or programs convert to charter school status, few of these programs actually require a charter because most of the modifications that occur in alternative education charter schools are permissible under existing alternative education law. Please refer to subsequent questions in this document for ways in which standards may be modified.

5. What types of students are served in alternative education programs?

Alternative education programs could serve many types of students. However, virtually all Wisconsin alternative education programs focus on students who meet the statutory definition of being at-risk. The students' characteristics range from truancy, delinquency, behavioral problems, AODA use, family problems, and academic failure to expellable offenses. A typical list of selection criteria includes:

- Poor attendance
- Failing grades (D/F)
- Family crisis
- Referred to but did not qualify for special education services
- Social/emotional/medical issues
- Free/reduced lunch
- Below-average performance on assessments
- Discipline problems
- Drug and alcohol issues
- Criminal behavior
- Poor peer relationships
- Rated "high" on teacher-generated at-risk profile
- Retained or considered for retention
- Significant deficiencies in credits

6. How are students selected?

The most effective programs use a team selection and student interview process. Generally, a referral form is developed that can be completed by an educational staff person, the student, and/or the student's parent(s). Referrals are screened for appropriateness, and a team meets to

determine the appropriateness of the referral. An interview is held with the student and parent(s), at which time the rules and expectations of the program are explained. This meeting offers an opportunity to make sure the student understands the program and that he or she and the parent(s) are making an informed educational choice.

7. What steps should a school district take to set up an alternative education program?

Creating an alternative education program is a very involved process. Time invested in each step of the process will benefit the school, the program, the students, and the community. Steps might include:

- Establish a district wide alternative education study committee that includes teachers, administrators, parents, and community members (social services, law enforcement, business leaders).
- Gather district data and assess the need for a program.
 - Academic reports
 - Discipline referrals
 - Guidance reports
 - Attendance records
 - Juvenile court notices
- Map existing resources and identify service gaps.
- Create a shared vision.
- Study and visit similar programs in other school districts.
- Develop the plan for an alternative education program.
 - Location (on site or off site)
 - Size
 - Style and structure
 - Age range
 - Type of pupil to be served
 - Student selection process
 - Resources (staff, funding, space needs, services)
 - Partners (higher education, law enforcement, mental health, social services, business)
- Establish measurable goals and objectives that are student-outcome driven.
- Create a timetable with benchmarks.
- Establish district policy (including school board approval) for the program.
- Consider funding sources.
- Recognize that the district's high school graduation policy must also include students served by the alternative education program [§118.33 (1) (d), Stats.].
- Develop or acquire an alternative education curriculum consistent with the district's academic standards and other learning objectives.
- Start small and add students and staff as appropriate.
- Establish baseline data at the start of the program.
- Evaluate the program on a yearly basis.

8. Who can teach in an alternative education program?

Wisconsin statutes [§115.28 (7) (a), 118.19, and 118.21, Stats.] and administrative code [PI 8.01 (2) (a)] require school districts to employ appropriately licensed and certified staff. Specific requirements for alternative education teacher licensure are specified under PI 34.33 (2):

(a) Any person employed in an alternative education program shall hold an appropriate license issued by the department or an alternative education program license.

(b) An appropriate license held by a person employed in an alternative education program shall be in the grade level or subject which he or she is teaching except as follows:

1. A person holding a regular elementary education license may teach the basic skills of reading, language arts, and mathematics to secondary students for high school credit if the grade level of the curriculum taught does not exceed the grade level of the teacher's license.

2. A person holding a regular license to teach may teach outside his or her area of licensing if the instruction is in collaboration with a properly licensed teacher. Under this paragraph, a properly licensed teacher shall be licensed at the grade level and in the subject area being taught and shall diagnose the pupils' educational needs, prescribe teaching and learning procedures, and evaluate the effects of the instruction.

(c) 1. Except as specified in subd. 2., an applicant for an alternative education program license shall possess a license to teach and shall receive an endorsement from a Wisconsin approved program verifying the applicant has met the competencies specified in PI 34.02. An alternative education program license may be issued for a period of 5 years and allows the holder to teach any subject specified under PI 8.01 (2) (L) 3 and 18.03 in grades 6-12 if the holder volunteers for that assignment.

Administrative code section PI 8.01 (2) (L) 3, pertains to licensure in grades 5 to 8 for reading, language arts, social studies, mathematics, science, physical education, health, art and music. PI 8.03 pertains to high school English, social studies, mathematics, science, physical education, and health. Teacher aides in alternative education programs must be supervised by appropriately licensed staff.

9. What are the requirements for the length of the school day for an alternative education program?

Wisconsin's compulsory school attendance laws, §118.15, Stats., require students to attend school on all days and hours in which school is in session. Additionally, §121.02 (1) (f) 2., Stats. and PI 8.01 (2) (f), establish the minimum number of hours of direct pupil instruction required annually (437 hours in kindergarten, 1,050 hours in grades 1-6, and 1,137 hours in grades 7-12). Wisconsin law details exceptions to compulsory school attendance:

§118.15 (1) (c): Upon the child's request and with the written approval of the child's parent or guardian, any child who is 16 years of age may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification under par. (d) leading to the child's high school graduation.

§118.15 (1) (d): Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications, including but not limited to:

1. Modifications within the child's current academic program.
2. A school work training or work study program.
3. Enrollment in any alternative public school or program located in the school district in which the child resides.
4. Enrollment in any nonsectarian private school or program located in the school district.
5. Home-bound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.
6. Enrollment in any public educational program located outside the district.

In addition, §118.33 (1) (b), Stats., indicates a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program as defined in §115.28 (7) (e) 1., Stats.

While the law does not require a full day of attendance for students in an alternative education program, it is important that pupils enrolled in alternative education programs be provided education and related experiences of sufficient duration to be given the opportunity to learn the information to be assessed.

10. Can an alternative education program be located at a site separate from the school district?

Yes, an alternative education program can be operated at a site separate from the school district. Standard I of the Wisconsin Administrative Code [PI 8.01 (2) (i)] requires that the facility housing an alternative program be operated in a manner assuring the safety and health of students and staff. The school board/governing agency is required to comply with all regulations, state codes, and orders of the Department of Commerce and the Department of Health and Family Services as well as all applicable local safety and health codes and regulations.

In addition, it is important that school districts offering programs located outside the traditional school grounds carefully evaluate and document any exemptions from school policies and codes of conduct issued for these programs. The parameters of the school district's property should be clearly identified. Issues that might arise include programs that are located in a storefront and share a public parking lot, student smoking and/or possession of tobacco products, and boundaries for prohibited behavior.

11. If the program is off-site, what about services such as nursing, guidance, and library?

State statute and administrative code require school districts to provide nursing, guidance, and library and media services. Access to these services should be made available to students in an alternative education program in a manner appropriate to the needs of the students.

12. What curriculum do students in an alternative education program use?

The district's curriculum plan developed under §121.02 (1) (k), Stats., and PI 8.01 (2) (k), should address any variations that may be necessary for students being served by an alternative education program. Variations should focus on the strategies and methods used to deliver the content, rather than focusing on changing the content of the curriculum as set forth in the Wisconsin Model Academic Standards or the district-adopted standards.

13. Must students in an alternative education program take the state achievement tests?

Yes. Alternative education programs must comply with the achievement tests required by the state and by district policy. While exceptions exist for pupils enrolled in special education and pupils with limited English proficiency, no exemption exists for pupils in alternative education programs. Required examinations of knowledge and concepts include the fourth-, eighth-, and tenth-grade exams [§118.30, Stats.]. Parents of all students (including students enrolled in an alternative education program) have the right to excuse their child(ren) from the state tests consistent with §118.30 (2) (b) 3 and 4., Stats.

14. How does an alternative education program comply with the high school graduation standards?

Currently, there are two ways in which students in an alternative education program may comply with the high school graduation standards: by earning the required credits or by demonstrating a level of proficiency equivalent to the credit requirements.

Wisconsin statute, §118.33 (1) (a), indicates a school board may not grant a high school diploma to any pupil unless the pupil has earned a minimum of 12.5 credits in grades 9-12 in the following designated areas: English, 4 credits; social studies, 3 credits; mathematics, 2 credits; science, 2 credits; and physical education, 1.5 credits. In addition, every student must earn at least 0.5 credit of health education in grades 7-12. The state superintendent encourages boards to require a minimum of 8.5 additional credits in vocational education, foreign languages, fine arts, and other courses.

Under §118.33(1)(d), A school board may also grant a high school diploma to a pupil who has not completed the required credits if all of the following applies:

- The pupil was enrolled in an alternative education program, as defined in §115.28 (7) (e) 1., and
- The school board determines the pupil has demonstrated a level of proficiency in the subjects listed above equivalent to that which he or she would have attained if he or she had satisfied the credit requirements.

The process by which the school board will determine student proficiency should be documented in the policies developed by the school board under §118.33 (1) (f), Stats.

15. What type of diploma is awarded to students who attend an alternative education program?

The type of diploma awarded to a student who meets the graduation requirements through demonstration of proficiency is a decision to be made by the local school district and documented in written policy. The Department of Public Instruction encourages districts to award the same diploma to all students.

16. Can students who attend an alternative education program participate in extracurricular activities?

Students in an alternative education program have a right to participate in extracurricular activities. For students who attend a consortium program away from their home district, WIAA and/or school district policy may impact the location of extracurricular activities.

17. Can an alternative education program lead to a high school equivalency diploma (HSED)?

No, however, local school districts that have applied to the Department of Public Instruction and received approval to offer the GED Option #2 (GEDO #2) program may prepare students who are at least 17 years of age to take the GED tests at the local technical college. See Questions 18, 19, and 20.

18. What is the GED Option #2 Program?

The GED Option #2 (GEDO #2) Program allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. A student who passes the GED tests and completes the other requirements for graduation is entitled to the traditional high school diploma. Wisconsin received approval to offer this opportunity to local school districts as part of its waiver application to GED Testing Service. The approval was contingent on very specific requirements that are outlined in Question 20. More information is available at: <http://www.dpi.wi.gov/alternativeed/gedo2.html>

19. How is it possible to use the GED/HSED to measure proficiency in lieu of high school credits?

Wisconsin law allows a school district to issue a high school diploma to a student who has attained the required credits, or if all of the following apply:

- a) the student is enrolled in an alternative education program, as defined in §115.28 (7)(e)1., and
- b) the school board determines that the pupil has demonstrated a level of proficiency in the subjects for which credit is required equivalent to that which he or she would have attained if he or she had satisfied the credit requirements. §118.33(1)(d), Stats.

The GED tests are a nationally normed, standards-based means of measuring high school competency. GED Testing Service has granted Wisconsin permission to use the GED test battery as a means to demonstrate proficiency provided that the program leads to a traditional high school diploma.

20. How does a school district become authorized to offer GED Option #2?

A school district seeking to offer GEDO #2 must apply to the Department of Public Instruction using PI-8201. In addition to submitting the narrative describing the district's proposed program, the district must also make the following assurances:

- a) Students served will be at least 17 years of age.
- b) Students will be at least one year behind their (9th grade) class in credits earned.

- c) Students served should be able to demonstrate an ability to read at or above the 9th grade level.
- d) A formal meeting(s) will be held before a student is allowed to begin a GEDO #2 program. This meeting will include a discussion of the educational options available to the student; the academic, attendance and behavioral expectations of the student once in the program; and the anticipated goal of the program (traditional high school diploma). Educational options should also be discussed if a student completes academic preparation before they are eligible to take the final GED test. The student, his or her parent or guardian, the student's guidance counselor, principal, and at least one teacher (or their designees) must participate in the meeting(s).
- e) Students must volunteer for the program *after* participating in the meeting described in (d) above.
- f) A contract with the student, the student's parent/guardian(s), the school, and the GEDO #2 program's coordinator outlining the hours of attendance, academic and behavioral expectations, and services to be provided by the school district will be signed.
- g) A student/teacher ratio of no more than 15:1 will be maintained in the GEDO #2 program.
- h) At least 15 hours of instruction are required each week. The student will be required to participate in at least 10 hours of math, science, social studies, language arts, or health instruction each week until his/her instructors certify that he or she is academically prepared to take the final GED test. At this point a larger portion of the student's 15 hours per week can be devoted to experiential training (e.g., vocational/technical education, art, music, foreign language, or work experience). All students must be *continuously enrolled and attending* the program until they are eligible to take the final GED test.
- i) Students with disabilities will not be excluded from the program, but must have a current IEP recommending participation in GEDO #2. The IEP must document any related aids and services necessary for successful completion of the program.
- j) Eighty percent (80%) or more of the students accepted for GEDO #2 must successfully complete the program and graduate with their class as a condition of program approval for the following year.
- k) Students participating in the GEDO #2 program will be required to meet the high school graduation requirements under §118.33, Stats. or district policy.
- l) Students who successfully complete GEDO #2 requirements will be entitled to a traditional high school diploma issued by their school district and to participate in the same graduation ceremony as other high school graduates.
- m) Program data required by GED Testing Service will be collected and submitted to the Department of Public Instruction each year.

21. Who provides transportation to an alternative education program?

If a school district approves an alternative program, the district must provide transportation consistent with §121.54, Stats.

22. Can special education students participate in an alternative education program?

Students with disabilities may not be excluded from placement in an alternative education program. However, the child's Individualized Education Program (IEP) team is responsible for determining the child's needs, the special education and related services required to meet those needs, and where those services will be provided. Local educational agencies must provide special education and related services for children with disabilities in accordance with a child's IEP. Special education and related services must be provided by qualified individuals holding appropriate DPI special education certification. Children with disabilities must be educated and participate with nondisabled children to the extent appropriate for each child. In addition, children with disabilities must be allowed to be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities. As long as these requirements are met, participation in an alternative education program is permissible. Questions about children with disabilities should be referred to the DPI Special Education Team.

23. Is a school-age parent program considered an alternative education program?

A school-age parent program may be one form of alternative education program. A program designed specifically for school-age parents must meet the requirements under §115.92, Stats., and PI 19. School-age parents may not be denied participation in or the benefits of a school district's alternative education program because of pregnancy, marital, or parental status. In addition, school-age parents cannot be required to attend an alternative education program merely because of pregnancy, marital, or parental status [§118.13. Stats.].

24. Must an alternative education program comply with the 20 Standards in Wisconsin law and administrative code?

Yes, school districts operating alternative education programs must comply with §121.02 (1) (a)-(t), Stats., and PI 8.01 (2) (a)-(t), which address the school district standards and rules. There are 20 standards that school districts must meet. Standards C (remedial reading), D (kindergarten), and R (third-grade reading tests) are applicable to alternative education programs serving elementary-age students.

25. What is the relationship between children-at-risk programs and alternative education programs?

Wisconsin school districts are required to identify students who are at risk of not graduating from high school under §118.153, Stats., and develop plans to meet the needs of these students. Annually by August 15, school boards are required to approve the district plan to meet the needs of at-risk students. Alternative education programs represent one of the array of services available to meet the needs of at-risk students.

Children at risk of not graduating from high school are defined as pupils in grades 5 to 12 who are dropouts, or are two or more of the following:

- One or more years behind their age group in the number of credits attained
- Two or more years behind their age group in basic skill levels
- Habitual truants, as defined in §118.16 (1) (a)
- Parents
- Adjudicated delinquents
- Eighth-grade pupils whose score in each subject area on the examination administered under §118.30 (1m) (am) 1., was below the basic level; eighth-grade pupils who failed the examination under §118.30 (1m) (am) 2.; and eighth-grade pupils who failed to be promoted to the ninth grade.

26. How should performance of students in alternative education programs be reported?

Performance of students in alternative education programs should be included in all school performance reporting completed by the district. In evaluating the alternative education program, districts are encouraged and permitted to compare the performance of alternative education students with the general population.

27. Does the state have funding available for alternative education programs?

1999 Wisconsin Act 9 created a state competitive grant program to fund alternative education programs beginning with the 2000-01 school year. During the first three years, funded programs will receive 100 percent of the awarded amount. In the fourth and fifth years, the programs will receive 60 percent and 40 percent, respectively. More information on funding is available at: <http://www.dpi.wi.gov/alternativeed/altedgrt.html>

28. Who should I contact for additional information about alternative education programs?

Beth Lewis
School Administration
Wisconsin Department of Public Instruction
125 S. Webster
Madison, WI 53707-7841

Phone: 608/267-1062
Fax: 608/267-9275
Email: beth.lewis@dpi.wi.gov
<http://www.dpi.wi.gov/alternativeed/index.html>

11/30/09

EVANSVILLE ALTERNATIVE HIGH SCHOOL

STUDENT HANDBOOK

DRAFT



2014-2015 IMPLEMENTATION PROPOSAL

ECSD Mission Statement

The Evansville Community School District, in active partnership with families and the community, will provide a positive learning environment that challenges all students to achieve personal excellence and become contributing citizens of the world community.

ECSD Vision Statement

*Creating a culture of excellence in:
Academic achievement
Character development
Pursuit of Arts, athletics, and other activities
Community engagement
Highly effective staff*

Alternative Program Mission Statement

The primary focus of the ECSD Alternative Program is to help selective students develop productive citizenship, community, and academic knowledge and skills; appropriate social and employability skills; positive self-esteem; and functional daily living skills. These skills will set the stage for career employment, continued education, and life-long learning.

So what is the ECSD Alternative Program?

The ECSD Alternative Program is a great new opportunity for at-risk adolescents to graduate with an Evansville High School diploma. This program was founded upon the belief that all students can learn and succeed given an environment that is conducive to their needs.

Classroom:

Office:

- Contact Information:**
- Lead Teacher/Director**
- Education Assistant**
- Principal**
- School Counselor**
- School Social Worker**

EHS Building Intervention Team Members

STUDENT CONTRACT

Prior to admittance, a contract between the student, parent, lead teacher, and principal will be signed. This contract will outline expectations related to attendance, competency completion/progress, behavior, and effort/attitude (see Appendix A for student contract).

ADMISSIONS

Evansville High School students are eligible to apply for admissions into the Alternative Education Program. Selection of students is a key component for success with student willingness to learn being a key requirement. Students, and their parent, will need to contact the EHS Guidance Office and indicate in writing their interest in the program. The EHS Building Intervention Team (BIT) will selectively identify students, will screen all interest applicants, and will be the decision-making team regarding selection of students. The BIT team will interview selected students and a team meeting with student and parent will be mandatory prior to admissions.

ANNOUNCEMENTS

Announcements relative to students in the Alternative Program will be communicated on a daily basis. Communication related to EHS co- and extra-curricular activities will be communicated.

ASSEMBLIES

Students in the Alternative Program will be invited to attend EHS assemblies if they pertain to all students (e.g., SADD Seatbelt/Roadway Death Prevention Assembly).

ATTENDANCE PROCEDURES AND POLICIES

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

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

School Notification

Student attendance is monitored throughout each school day. Parent(s)/guardian(s) should call the school office prior to the start time of their child's program (morning or afternoon). If it is not possible to call, a note explaining the student's absence should be presented to the school attendance clerk immediately upon return to school. All absences must be cleared before the end of the second school day or the student may be considered unexcused and truant. The alternative program staff will personally make an attempt to contact parents 30 minutes after the program start time if their child is not present, and they have not heard from a parent excusing that child.

Parent(s)/guardian(s) who have not notified the school of the absence will be notified by voice mail/phone that their child is absent as part of our safe arrival program. Parent(s)/guardian(s) may substitute email for a phone call or a note providing they have completed a form specifying their preference for email. These are available on-line on the District website and annually at our back-to-

school days. Should a student abuse this family privilege, all attendance excuses for at least the remainder of the year must be in writing.

Parent/Guardian Excused:

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

Alternative Education Program/High School Procedure:

In order for the absence to be excused, it is the responsibility of the student and parent(s)/guardian(s), during the school day prior to the absence to:

Obtain approval from the principal/attendance officer in each school the student attends.

If the absence is for more than one day:

1. Obtain, from each teacher, the list of assignments that can be completed while absent.
2. Turn in a signed copy of the assignments prior to departure.

Students will have at least the same number of days after return to school as the student has been absent to complete all missed school work. It is the student's responsibility to obtain the assignments and turn work in as soon as possible.

School Excused/Unexcused:

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

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

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

Students in the Alternative Education Program who are truant may be required to consult with an Evansville Police Department officer per Alternative Education Admissions Contract.

Medical Related Absences

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

Missed School Work

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

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

Unexcused Absences or Truancy

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

Under State Statute and City Ordinance, a truancy citation may be issued, depending on age of the student and length of absence. Students in the Alternative Education Program who are truant may be required to consult with an Evansville Police Department officer per Alternative Education Admissions Contract.

A student's parent(s)/guardian(s) will be notified by telephone and mail as soon as it is ascertained that a student is truant. Any student found to be truant will be required to attend a conference with the principal/attendance officer or designee. The student and parent/guardian will be informed of the penalty to be imposed by the school for the truancy. Mitigating factors in a student's family, emotional, educational, or health situation will be considered along with the need to develop an attendance plan. The student will also be warned of the consequences of continued truancy both at school and through the municipal court. The principal/attendance officer will positively reinforce the reasons for good attendance; attempt to assess the factors that may have contributed to the truancy, and call upon appropriate school personnel as needed. If the student has more unexcused absences and reaches the habitual truant level, a certified letter will be sent to the parent(s)/guardian(s) requesting a parent/guardian conference to discuss the truancy. At this time, a referral to the municipal court may also be sent for action under state truancy laws for habitual truants.

As a consequence of a student's truancy the student may be assigned additional Alternative Education makeup time. The makeup time need not be held during the regular school day/year.

Habitual Truancy

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

Truancy Referral Due to Accumulation of Unexcused Absences

Truancy means a student is absent from school and his/her absence is not an excused absence. Habitual truancy is being absent from school without an acceptable excuse for part or all of 5 or more school days on which school is held during a school semester.

Students who are habitual truants, truant from school for more than one-half of a single school day, excessively tardy, or failed to serve attendance related detentions will be referred to the proper authorities for appropriate consequences.

TRUANCY

"Truancy" (Wis. Stats. 118.15) means any absence from school for **part** (including tardiness) or all of one or more school days without an acceptable excuse for pupils between the age of 6 and 18.

"Truant to School" means late to Alternative Program start time

"Truant to Class" means late to Alternative Program assignment

"Truant from Class" means absent from Alternative Program without an acceptable excuse

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

Citation Amounts:

1. First Offense: determined by municipal ordinance.
2. Subsequent Violations: determined by municipal ordinance.
3. Contributing to Truancy: determined by municipal ordinance.

Levels of Discipline

I. Truant – TARDY – to School/Program Activity: Arriving late to the Alternative Program

Infraction

1. 3rd unexcused tardy
2. 4th and additional tardy offenses

Action

Per contract, additional time make-up
Per contract, consultation with EPD; possible citation;
Mandatory parent meeting

II. Truant – ABSENT – to School/Program Activity: Arriving to class over ten (10) minutes late; not showing up/arriving to class at all; skipping

Infraction

1. 10+ minutes late; skipped day
2. 2nd offense 10+ min late; skipped day

Action

Per contract, additional time make-up
Per contract, consultation with EPD; possible citation;
Mandatory parent meeting

Procedure for Leaving the Alternative Program/Off-Site Location During the School Day

Students who need to leave the building for any reason during the school day must first obtain parental permission to do so. Alternative Education Program staff must speak to a parent prior to releasing the student.

Early Release, Late Start, Professional Development Days

The Alternative Education Program will follow the Evansville High School student schedule pertaining to early release, late start, early dismissal, snow days, professional development days, etc.

Age of Majority

Alternative Education Program students who have reached their 18th birthday are permitted to originate their own excuse for absence only if they (1) are not living with their parent or guardian or (2) the appropriate form is completed by the parent or guardian stating that the student is responsible for himself or herself. The student is still bound by the same set of acceptable reasons as listed in the school attendance policies.

CHEATING AND PLAGIARISM

Cheating in any form, including plagiarism, will not be condoned. Described below are the disciplinary measures that will be enforced in incidents involving the act of cheating:

First Violation: The student meets with the teacher and the administrator. The parents will be notified and the student will be informed of the consequences as determined by the high school administration.

Cheating penalties will be cumulative per year and the discipline measures will be carried out whether the student cheats in one class or several.

CLOSING SCHOOL DUE TO INCLEMENT WEATHER

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

When determining whether or not to close school due to hazardous weather, the District Administrator shall consult, as applicable, with the National Weather Service, law enforcement, county health and emergency management agencies, and the District bus Contractor. Upon reaching a decision to close the schools, the District Administrator shall get the announcement posted on the District website and notify local television and radio stations who participate in announcing school closings.

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

ACCIDENTS

Every accident related to students and/or staff in the Alternative education Program must be reported to the EHS school office as soon as possible. Accident forms are available at the high school office.

DAILY SCHEDULE

The Alternative Education Program consists of a 4-hour academic day along with several hours of community service, volunteer time, community outreach related to competency completion, and lunch time.

DISCIPLINE / IMPROPER BEHAVIORS

Students are expected to conduct themselves in a manner that brings respect to themselves, the district, and Evansville Community while attending the Alternative Education Program both on-site and off-site locations. Behavior that is disrespectful, rude, or which causes harm to the student or others will not be tolerated. Students exhibiting such behavior will be subject to discipline. The discipline can range from a verbal reprimand to expulsion from school and/or referral to police.

The following behaviors are prohibited throughout the Alternative Education Program on-site and off-site locations:

1. Threatening, intimidation, or harassment of other people
2. Fighting (will result in police involvement)
3. Profanity
4. Littering
5. Overt display of affection
6. Disrespectful or insubordinate behavior
7. Use / possession of tobacco
8. Vandalizing of school building or grounds
9. Dispersing / sale of mood-altering chemicals on school property
10. Possession of mood-altering chemicals or paraphernalia associated with their use on school property
11. Battery (unprovoked attack)
12. Hazing
13. False fire alarm
14. Possession / use of firecrackers, smoke bombs, fireworks, or firearms
15. Theft
16. Interference—intentionally obstructing student or staff member from carrying out his / her duty
17. Leaving school grounds without permission
18. Chronic tardiness or truancy
19. Use of electronic devices that disrupt the learning environment
20. Any other behavior that, in the view of the high school administration, may be detrimental to the learning environment of Evansville High School.

The administration of Evansville High School/Alternative Program reserves the right to administer disciplinary consequences for any infraction of the rules. Disciplinary consequences include but are not limited to:

1. Verbal reprimand
2. Written reprimand
3. Detention/make-up time
4. Truancy citation
5. Parent conference
6. Clean-up detail
7. Loss of privileges
8. Payment of restitution costs
9. Suspension (out-of-school)

A student may be suspended for a violation of school rules or conduct while at school, or under the supervision of a school authority outside of school, which endangers the health, safety or property of others, or for any other reason stated in section 120.13(1)(b), Stats.

The principal has the power to suspend a student for a period not to exceed five (5) school days as provided by law.

11. Expulsion from Alternative Education Program, and/or from ECSD

The administration and the Alternative Education Staff has the right to remove a student from the Alternative Education Program.

The School Board may expel a pupil from school whenever it finds the pupil guilty of repeated refusal or neglect to obey the rules. In addition, the school board may expel a pupil who is at least 16 years old, whenever it finds that the pupil has repeatedly engaged in conduct that disrupted the ability of school authorities to maintain an orderly atmosphere at school. See Board Policy #447.

12. Referral to police / proper authorities

DRESS AND GROOMING

Students at Evansville High School are encouraged to dress appropriately for the school and community settings. The appearance of a person does affect the personal judgment others may make of an individual. The Alternative Education Program staff and administration retain the right to make decisions on student dress which they feel is indecent or disruptive to a positive educational atmosphere.

DRUG AND ALCOHOL USE / POSSESSION

The entire Evansville Community School District strives to be a drug-free school zone. Students suspected of using alcohol or drugs will be referred to an administrator. Students are prohibited from engaging in the manufacture, distribution, dispensation, sale, possession, consumption or use of a controlled substance, alcohol or drug-related paraphernalia in any school building or anywhere on school premises. Students are prohibited from possessing, distributing, or selling any medications, nutritional supplements or "look-alike" drugs as defined by WIAA (Wisconsin Interscholastic Athletic Association) in any school building or anywhere on school premises. If reasonable suspicion exists, administrator action may include, but not be limited to, interviews with the student, peers, or staff; locker search; vehicle search; use of drug sniffing dogs; and request to empty pockets and search coats. If such suspicions are confirmed, follow-up action may include, but not be limited to, suspension / expulsion from school; referral to police; parental contact; and referral to Student Assistance Program (SAP).

ELECTRONIC COMMUNICATION DEVICES

The device shall not be used in a way disruptive of the learning environment. Unless otherwise indicated, the device shall be stored in the student's pockets/backpack. Phones may not be used in restrooms or locker rooms at any time. Failure to follow these guidelines will result in confiscation of device. Possession of a cell phone by Alternative Education Program students is a privilege and not a right. Serious or repeated violations of school policies while using a cell phone may result in the suspension of that privilege. In addition, students who violate school rules or policies while using a cell phone do not have a right to absolute privacy of the content in/on the cell phone.

ENROLLMENT AT EVANSVILLE HIGH SCHOOL (CONCURRENT ENROLLMENT)

If at any time a student enrolled in the Alternative Education Program is also concurrently enrolled at Evansville High School (e.g., Alt Ed Program student taking an elective Choir class), that student shall

abide by all Evansville High School rules, policies, handbook expectations, and building expectations while present in the EHS building.

ELEMENTARY / INTERMEDIATE / MIDDLE SCHOOL POLICY

Unless accompanied by a staff member or assigned for curricular/learning purposes, participating in a class activity, or possessing a proper pass, Alternative Education Program students are not allowed in the elementary school, intermediate school, middle school or school grounds surrounding these areas during the school day. These areas are not viewed as part of the Alternative Education Program or high school campus. Students in these areas without proper permission will face consequences for leaving school grounds without permission. Students should enter and exit the school through the front (main) doors. There is no need for use of any other exits during the school day.

FEES / FINES

The Evansville Board of Education has established a materials fee for each student to cover the cost of textbooks, workbooks, periodicals, etc. used by students in school. Parents unable to pay this fee because of low income or economic hardship may apply for an Application for Reduction or Exemption from the Materials Fee. The same financial criteria enabling students to receive free or reduced lunch prices will be in effect.

Other fees apply for students participating in specific classes, athletics, and co-curricular activities. Information regarding the specific amounts for each fee will be available in August. Also, all athletic fees must be paid in full prior to participating in any sport. **Sport fees will not be refunded after the first four days of a team practice.**

Students may be assessed fines for various reasons including loss of or damage to books, materials and/or equipment. All fines and fees are cumulative through the student's four years at Evansville High. All school fees, including food service must be paid as a condition for receiving report cards, transcripts, participation in celebratory field trips, prom, or graduation.

FIRE, TORNADO AND LOCK DOWN DRILLS

Drills will be held at unexpected times during the year to train students to move out of the building or to shelter areas as the case may be. Quick, efficient movement without panic or noise is essential. Students are to leave the building according to the directions in each classroom. The tornado signal will be signaled by an announcement by a high school administrator. Students off-site will follow common sense safety protocol if a situation presents itself.

GANG-RELATED OR OTHER CRIMINAL ACTS AND STUDENT SAFETY

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

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:

1. A group of three or more individuals with a unique name, identifiable marks or symbols;
2. who claim turf or territory;

3. who associates on a regular basis, and/or;
4. who engage in anti-social or criminal activity.

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

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

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

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

The District Administrator will coordinate all efforts related to this policy and any other gang activities undertaken by the District to eliminate gang related anti-social behavior.

Disciplinary Action

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

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

GRADES

Parents and students will receive competency progress reports four times per semester.

GRADUATION REQUIREMENTS

The following requirements are required for successful completion and graduation from the Alternative Education Program (Evansville High School diploma):

- Successful completion of 62 competencies (or 28 credits, or combination of competencies and credits per ECSD Policy 345.6)
- Successful completion of Alternative Program community outreach/service requirements
- Senior Graduation Project

COMMENCEMENT EXERCISES

To be eligible to participate in the commencement exercises, a senior must have at least the minimum number of credits/competencies completed, as stated. Any student who does not meet this requirement will not be permitted to participate in commencement.

Student participation in graduation exercises is optional. All graduating seniors are encouraged to participate in the graduation exercise as it marks an important accomplishment in their lives. Since participation in graduation exercises is optional, students that do participate are expected to conduct themselves in an orderly manner. To maintain the dignity and decorum of the graduation ceremonies, only those students appropriately dressed for the occasion shall be permitted to participate in the graduation ceremonies.

Graduating seniors must have satisfactorily completed all obligations (fines, fees, assessments, assignments, tests, detentions, etc.) to be eligible to participate in the graduation exercise.

STUDENT SERVICES

Students attending the Alternative Program will have access to nursing, counseling, school psychological, and LMC services as needed/requested.

HARASSMENT / DISCRIMINATION

The Evansville School District strives to provide an environment that is free from intimidation, discrimination or harassment. Harassment demeans and degrades. It affects an individual's self-esteem, and can have a negative impact on performance at work or in class. It can make an individual feel angry, powerless and fearful. The Evansville School District will not tolerate harassment of its students in the Evansville Schools or at any school-sponsored event or program. Nor will the Evansville School District tolerate harassment of its students by non-school personnel in programs sponsored or supported by the school.

Any student who is subjected to harassment, discrimination or intimidation should present concerns to the identified person and request that the behavior cease. A student may initiate in-house complaint procedures if the student is unable or unwilling to confront the identified offender, or if the harassment, discrimination, or intimidation persists. Students seeking to initiate in-house complaint procedures should meet with a principal or school counselor to present the facts and discuss other alternatives that could resolve the issue.

If, after exhausting in-house complaint procedures, the objectionable behavior continues, the student is encouraged to file a legal complaint. A student always has the option to bypass the in-house complaint options and initiate a legal complaint.

LEARNING MATERIALS CENTER (LMC)

The EHS Learning Materials Center, or LMC, is open from 7:30-3:30 each school day. Students have access as requested.

ACT/SAT/PSAT 2013-2014 TEST DATES

ACT

Required by all UW Schools and accepted by many others nationwide

SAT

Required by many prestigious schools nationwide; accepted/preferred by many schools in the west, east, and south

Registration for the ACT must be mailed at least 5 weeks prior to the testing date.

Registration for the SAT must be mailed at least 4 weeks prior to the testing date.

Registration materials for both tests are available in the guidance office.

PSAT

This test will be given at Evansville High School.

LUNCH PERIOD POLICY

Students will be preparing their own meals and learning life skills during the lunch period. Students will not be having a traditional lunch period.

MEDICATION PROCEDURE

Medications should be administered to students by parents/guardians at home.

NONDISCRIMINATION

The Evansville Community School District is committed to a policy of nondiscrimination in relation to disability and any other classification protected by law. This policy (#411) will prevail in all matters concerning staff, students, volunteers, the public, educational programs and services, and individuals with whom the School District does business. In keeping with the requirements of federal and state law, the Evansville Community School District shall strive to prevent any discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services offered to students; in their assignment to schools and classes, and in their discipline; in location and use of facilities; in educational offerings and materials.

SPORTSMANSHIP

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

The individual student should:

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

9. Support cheerleaders and pom-pons.
10. Accept the official's decision as final.
11. Show self-control at all times during and after the game.
12. Be modest in victory and gracious in defeat.
13. Consider it a privilege and duty to encourage everyone (players and spectators alike) to live up to the spirit of the rules of fair play and sportsmanship.

STUDENT CONDUCT IN THE CLASSROOM

Students are expected to conduct themselves in a manner consistent in a school and/or work environment. Their behavior should also reflect positively upon themselves and the Evansville Community.

TRANSCRIPTS

These records, on file in the Evansville High School guidance office, include a listing of courses taken by the student, the student's final semester grades, the scores achieved on standardized tests, the student's attendance record, and a compilation of all extra-curricular activities the student has participated in.

Transcript information is confidential and available only to an adult pupil or to the parent or guardian of a minor pupil. Upon request, a minor pupil may view his/her transcript in the presence of a person qualified to explain and interpret the records.

With the written permission of an adult pupil or the parent or guardian of a minor pupil, the school shall make a copy of the transcript available to the person named on a permission form.

VISITORS

Students are not allowed to have visitors to the Alternative Education Program.

WEAPONS / FIREARMS ON SCHOOL PREMISES

The possession or use of a dangerous weapon or a look-alike weapon (or a dangerous or a look-alike firearm) in school buildings, on school grounds, in school vehicles, or at school-sponsored activities is strictly prohibited.

Definitions

A dangerous or look-alike weapon is 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, nonchaku, metal knuckles, chains and similar items.

A dangerous or look-alike firearm is any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device.

Any student violating this weapons policy shall be subject to the penalties outlined in state law and suspended and/or expelled from school in accordance with state and federal law. Any student violating this firearms policy shall, according to state law, be expelled from school for not less than one year. The student's parents/guardians and law enforcement officials shall be notified in all cases and the district shall confiscate the weapon.

YOUTH OPTIONS

Eligible juniors and seniors attending Evansville High School may participate in the Wisconsin Youth Options program. Alternative Education Program students would need to re-enroll into EHS fulltime, and meet Youth Options criteria, to be eligible to take Youth Options courses.

COMPUTER NETWORK POLICY

K-12 STUDENTS

I. EDUCATIONAL TECHNOLOGY MISSION STATEMENT

The Evansville Community School District sees the primary mission of technology to be a seamless tool for learning. All students must have opportunities to develop proficiencies in information technology applications important for life skills as contributing citizens and workers. Further, the District is committed to using these resources to provide to the community access to opportunities for life long learning. Finally, the District intends to exploit the full potential of technology to maximize efficiencies in management and administration.

II. SCHOOL DISTRICT RESPONSIBILITIES

Network Computing Security

The Evansville School District is responsible for securing its network and computing systems to a reasonable and economically feasible degree against unauthorized access and/or abuse, while making them accessible for authorized and legitimate users. This responsibility includes informing users, both registered and unregistered, of expected standards of conduct and the disciplinary or legal consequences for not adhering to them. Any attempt to violate the provisions of this policy will result in disciplinary action regardless of the success or failure of the attempt.

Filtering Policy

The Evansville School District provides access to the World Wide Web (Web) at all workstations. A filtering service is used at all student stations, to help provide security from potentially inappropriate web sites. Network filters provide **NO GUARANTEE** that students will not be able to access inappropriate web sites. It is impossible to filter out everything that may be questionable on the Web, because it grows exponentially every day.

Privacy and Law

The system administrators have access to all files, including e-mail files, so users should have no expectation of privacy with respect to said files or e-mail. Evansville School District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any e-mail transmitted on or misuses of the network and computing systems.

Reprinted in part from W. Morgan, University of KY, A.H. Rinaldi, Florida Atlantic University, and the Northern Valley Regional High School District.

III. USER RESPONSIBILITIES

A. Conditions for Use

1. The users of the network are responsible for respecting and adhering to local, state, federal, and international laws. Any attempt to break those laws through the use of the network may result in litigation against the offender by the proper authorities. If such an event should occur, the district will fully comply with the authorities to provide any information necessary for the litigation process.
2. All users of the network are expected to adhere to regulations specified in computing areas, including but not limited to:

- * Consumption of food and/or beverages while seated at a computer workstation
- * Logging in to a workstation using an ID other than one's own
- * Accessing non-approved chat rooms
- * Disrupting the learning environment through excessive volume control on a computer workstation

3. Once a user receives a user ID to be used to access the network and computer systems on that network, they are solely responsible for all actions taken while using that user ID. It will be the responsibility of the user to pay any fees accrued by that user ID or by anyone using his user ID. Therefore, the following actions are prohibited:

- * Establishing a user ID under false pretenses.
- * Sharing your user ID with another person. If you do share your user ID with another person, you will be solely responsible for any abuse by that person.
- * Deleting, examining, copying, or modifying of files and/or data belonging to other users without their prior consent.
- * Changing the password of others.
- * Loading any software onto a workstation or downloading resources from the Internet or the network without receiving prior permission from an administrator, teacher, or the technology coordinator.
- * Impeding other users through mass consumption of system resources (i.e. downloading large files, printing large documents, saving large files), after receipt of a request to cease such activity.
- * Damaging or removing any piece of computer hardware.
- * Using facilities and/or services for unauthorized commercial purposes.
- * Any unauthorized, deliberate action, which damages or causes a malfunction regardless of system location or time duration.

4. A user of the network is allowed to access only authorized computer systems attached to the network. Therefore, the following are prohibited:

- * Using systems and/or the network in an attempt to gain unauthorized access to remote systems.
- * Decrypting system or user passwords.
- * Copying or accessing system files.
- * Going into DOS or the finder.
- * Duplicating copyrighted materials, such as third-party software, without the express written permission of the owner or the proper license.
- * Attempting to "crash" network systems or programs.
- * Attempting to secure a higher level of privilege on network systems.
- * Willfully introducing computer viruses, disruptive, or destructive programs into the network.

5. Electronic Mail (e-mail) is an electronic message sent by or to a user in correspondence with another person having e-mail access. Students in grades K-12 will be assigned a school-based e-mail account upon receipt of a signed request/agreement. Student e-mail is provided through a web-based service that blocks SPAMs, as well as incoming and outgoing mail containing inappropriate language and/or obscene content. Parents of students in grades K-5 will be notified in writing when a student e-mail account is opened. Messages received by the system are retained on the system for a time period specified by the network administrator, or until deleted by the recipient. Users are expected to remove old messages in a timely fashion and the system administrators will remove such messages if not attended to regularly by the user. A canceled account will not retain its e-mail. When a user sends electronic mail (e-mail), his/her

name and user ID are included in each mail message. The user is responsible for all electronic mail from his user ID. Therefore, the following are prohibited:

- * Forging or attempting to forge electronic mail messages.
- * Attempting to read, delete, copy, modify or view without permission, other users' e-mail.
- * Attempting to send harassing, obscene, and/or other threatening e-mail to another user.
- * Attempting to send unsolicited junk mail, "for profit" messages, or other chain letters.

6. The World Wide Web has opened whole new worlds of learning opportunity for students. Unfortunately, much of the material on the Web is not appropriate for students. Students will be supervised while they are using network resources, but they must agree to monitor their own behavior before they will be allowed to do so. Therefore, the following are prohibited:

- * Intentionally accessing any part of the network that is inappropriate for in-school use, such as obscene materials or those intended to impede the civil rights or liberties of others.
- * Using the network for purposes of commercial gain.
- * Using the network for unauthorized disclosure, use, and dissemination of personal identification information.
- * **Inappropriate online behavior, including cyberbullying and inappropriate use of social networking sites.**

B. Consequences of Misuse

A student who intentionally violates any of the rules outlined in this document will face possible punishment(s) including, but not limited to:

- * Restriction of computer access.
- * Removal from computer access for the rest of the semester or the rest of the year.
- * Parent notification.
- * Detention.
- * Suspension.
- * Conference with an administrator.
- * Payment of the costs to repair any damage to the computer system.
- * Loss of Internet access.
- * Loss of e-mail access.
- * Criminal prosecution.

The consequences assigned to a student for a violation of the Network Computing Policy will be at the discretion of the administration

IV. DISTRICT WEB SITE

The school district web pages provide many opportunities for sharing information about our schools, which may include student work and/or images. The Evansville School District will not use a student's last name when publishing work to the web without prior parental authorization. Names will not be displayed. Student photographs and names will not be posted without prior consent of a parent or guardian.

EXTRA/CO-CURRICULAR HANDBOOK
TABLE OF CONTENTS

Extra/Co-Curricular Activities.....	28
Philosophy.....	29
Extra-Curricular Athletic Code Handbook.....	30
Rules of Eligibility.....	30
Required Forms.....	30
Academic Eligibility.....	31
Attendance.....	32
Joining a Second, Same-Season Team.....	32
Injuries/Special Medical Conditions.....	33
Practices.....	33
Grooming.....	33
Equipment.....	33
Suspensions/Detentions.....	33
Training Rules.....	33
Training Rule Violations.....	34
Enforcement of Rules.....	36
Travel.....	36
Appeal Process for Extra-Curricular Activities.....	37
Insurance and Athletic Injuries.....	38
Report All Injuries.....	38
Procedure for Resolving Concerns.....	38
Coaching Staff – Letter Awards.....	39
Non-Athletic Co-Curricular Code Handbook.....	40
Academic Eligibility.....	41
Attendance.....	42
Suspension/Detentions.....	42
Conduct.....	42
Conduct Violations.....	43
Enforcement of Rules.....	44
Awards.....	45
Specific Requirements/Expectations.....	45
Disciplinary Actions for Behaviors Not Covered by the Code of Conduct.....	45
Travel.....	45
Appeal Process for Co-Curricular Activities.....	45

PHILOSOPHY

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

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

1. To help students develop leadership skills and responsibility.
2. To promote teamwork, with the development of such commitments as loyalty and cooperation.

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

EVANSVILLE SCHOOLS
ATHLETIC EXTRA-CURRICULAR CODE
HANDBOOK

- | | | |
|-----------------|------------|--------------|
| * Baseball | * Football | * Softball |
| * Basketball | * Golf | * Track |
| * Cheerleading | * Pom-Poms | * Wrestling |
| * Cross-Country | * Soccer | * Volleyball |
| * Swimming | | |

RULES OF ELIGIBILITY

Evansville Alternative Education Program students participating in interscholastic athletics must abide by specific rules of eligibility. These rules of eligibility are established by the Wisconsin Interscholastic Athletic Association (WIAA) and are supplemented by locally developed Evansville Community School District rules. Any athlete planning to participate in school athletics must sign and have his/her parent/guardian sign a pledge card stating understanding and adherence to the code. The athlete will not be permitted to compete until the pledge card is returned to the school office with the required signatures.

An Abbreviated Listing of WIAA Eligibility Requirements for Participation in Athletics at Evansville High School:

1. You must be a legally registered student in the Evansville Community School District.
2. You must not have reached your 19th birthday before August 1 of that school year to be eligible for grade 9-12 activities.
3. In grades 9-12 you may not be in attendance at our high school more than four years.
4. You may not participate on any team of the same sport other than your high school team during the given activity season.
5. You must maintain amateur status. Before agreeing to participate in any non-school sponsored activity, consult your coach/advisor.
6. You must maintain acceptable academic standing. (The specific academic requirements are explained in the next section.)

Evansville School District Rules for Athletes

In addition to the rules of eligibility as published by the WIAA, Evansville School District has developed rules which supplement those of the WIAA. These rules consist of the following:

1. **Required Forms**
You must have on file with your school a completed physical exam/alternate year card, pledge card, insurance waiver (see page 10) and emergency card.
2. **Fees- High School=\$62/Sport**
All fees must be paid in full prior to participating in any sport. Sports fees will not be refunded after the first four days of a team practice.
3. **Academic Eligibility**
Academic eligibility for any nine-week period shall be determined by the previous nine-week (quarter) grades. The following two standards describe the criteria an athlete must meet to earn the privilege of participating for Evansville Schools. These standards will determine whether a student athlete is eligible, ineligible, or on academic probation.
4. **Parent/Athlete Concussion Agreement Form**

First Academic Standard

The student made progress towards competency completion at a rate of two competencies per month, and successfully attended/participated in program community service/outreach the prior month.

Second Academic Standard

- A. **Eligible if...** Progress toward two competencies per month was met
Successful participation in program community service/outreach
- B. **Ineligible if...** Did not meet eligibility **Standard A**

A student found academically **ineligible** is unable to compete in athletics for a **minimum of 15 consecutive school days**. If the sport is in session when the grades are submitted and a grade report is generated showing a student ineligible, the fifteen days will begin at that time.

Mid-term (4.5 week) grades or subsequent reports by teachers should be viewed as an academic warning. End-of-term (9 week) grades determine eligibility.

A student ineligible for competition must meet with the athletic director or designee at the beginning of the ineligibility period to commit to a plan for academic remediation if he/she wishes to attempt to regain eligibility sometime during the current 9-week grading period. An ineligible student is not allowed in competition for 15 consecutive school days. If the ineligible student has followed this plan appropriately, at the end of this 15-day period, the athletic director or designee will contact individual teachers for current grades which must meet the eligibility requirements or suspension will be immediate for the remainder of the 9-week grading period. An ineligible student who refuses to commit to and follow through with an academic remediation plan will be ineligible for the entire 9-week grading period.

Student athletes who were ineligible at the beginning of a given 9-week term but follow the stated procedures to regain eligibility at the 15 day mark are eligible academically for the remainder of the 9-

week term, provided that they submit a weekly grade check form from their teachers to the athletic director each week for the remainder of the quarter. This form can be obtained from the office. If a student has incurred an academic ineligibility suspension and is not in continuous athletic participation from season to season, he/she must meet academic eligibility requirements in the grading period previous to his or her participation in a sport later in the year.

Student-athletes who are ineligible for competition for a period of time for academic or training rule violations must continue to attend practice sessions to remain eligible in that sport upon completion of the suspension.

Academic Violations Affecting Fall Sports Participation

WIAA policy states the minimum ineligibility period for an academic violation involving a fall sport is the lesser of:

- 1) 21 consecutive calendar days beginning with the date of the earliest allowed competition in a sport
or
- 2) One-third of the maximum number of games/meets allowed in a sport (rounded up if one-third results in a fraction).

4. **Attendance**

Participants must be in attendance the entire day of school in order to participate in any practice or contest. It is also expected that participants be in school the entire day following any contest or event which is followed by a school day. Serious illness or death in the immediate family; medical, dental, and DMV appointments which cannot be otherwise avoided; and special situations such as field trips and for which an excuse has been secured beforehand from an administrator are exceptions to this rule. In addition, a student excused absent due to illness, transportation problems, or other excusable reasons for part of a day but in attendance for at least one half (two ninety minute blocks) of the same school day will be granted an exception to participate, but this allowance will be limited to one time per season. Otherwise, it should be noted that a student who is too ill to attend classes is too ill to perform in activities.

Acts of Truancy

A student participating in interscholastic athletics with an unexcused absence of one or more class periods will not be eligible for participation in that same day's practice or contests whichever may be the case. Repeated acts of truancy will result in ineligibility in the next scheduled contest.

5. **Joining a Second, Same-Season Team**

No student who is dropped from one squad for disciplinary reasons, or who quits, shall be eligible to compete in another sport for that particular season unless the coaches of both sports involved agree to the arrangement. However, any student who is cut from a squad may compete in another sport during that season.

6. **Injuries/Special Medical Problems**

Any athlete who is injured during an athletic practice or contest shall report the injury to the coach at once. If a physician's care is required, the physician must sign a statement that the athlete is physically fit to resume participation. Please see page 10 for more information.

7. **Practices**

When an athlete joins a squad, he/she is expected to dedicate the time specified for practice by the coach of that activity. Regular attendance at practice is required. If an athlete has an

unexcused absence from practice or a contest, he/she will not be permitted to participate in the next regularly scheduled game, meet, or match.

8. **Grooming/Uniform Guidelines**

An athlete is expected to commit oneself to the team and to represent the team, school, and community in a positive manner. It is expected that each student-athlete will be clean and well-groomed. It is also expected that each athlete will appear for competition dressed in district provided uniforms and in compliance with those standards established by the coach. In general, the appearance and grooming of each team's members is under the discretion of the head coach. Uniforms will be selected by the athletic director and head coach. The building principal and athletic director will approve any uniform purchases.

9. **Equipment**

Each athlete is responsible for the equipment issued to him/her. This equipment must be returned at the end of the season. Failure to return such equipment shall result in one or several of the following:

- A) The athlete shall be excluded from any continued involvement in interscholastic athletics.
- B) Awards earned by the athlete shall not be presented until such equipment is returned.
- C) Lost equipment must be paid for by the athlete to whom it was issued.
- D) Any equipment (even though paid for as a lost item) still belongs to the school and shall be repossessed upon discovery.
- E) An athlete found to be in possession of athletic equipment from another school shall have that equipment repossessed and disciplinary action taken which may prevent further participation.
- F) An athlete who knowingly continues to retain equipment shall be reported to the proper law enforcement agency.

10. **Suspensions/Detentions**

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

Training Rules

Training rules are a matter of self-discipline.

The best performance the athlete is capable of producing comes only after the body and mind have been conditioned through a regular training routine.

Training rules are established for the best interests of the athletes and the team. The athlete who complies with those rules demonstrates a desire to dedicate him/herself to self-improvement as well as to enhance the best interests of fellow teammates, coach, school, and community. **Training rules must be observed by all athletes throughout the calendar year, including when the particular sport is not in season.**

An athlete must refrain from any conduct at any time that would reflect unfavorably on him/herself or the school. Conduct which would reflect unfavorably on an athlete or on the school includes but is not limited to the following:

Training Rule Violations -- Group A

1. Drug abuse, including sale, possession or illegal use.
Drug paraphernalia, possession or use.
2. Use, possession or purchase of alcoholic beverages.
3. Use or possession of tobacco in any form.
4. A criminal offense or a violation of a municipal or county ordinance having a statutory counterpart.
5. Acts of vandalism.
6. Presence in a bar or tavern without the athlete's parents/guardians.

Training Rule Violations -- Group B

1. Insubordination while involved in athletic activity.
2. Profanity or obscene gestures during athletic involvement.
3. Unsportsmanlike conduct resulting in contest expulsion.
4. Truancy.
5. Behavior or conduct which reflects unfavorably on an athlete.

Other Training Rules

Other training rules, such as curfews, not addressed specifically in the code are left to the discretion of each head coach. It is important, however, that each head coach make his/her position very clear to his squad at the beginning of the sports season. This clarity is desirable so that all the athletes know how the coach stands on these points.

The Athletic Handbook shall apply to the middle school athletic program. Penalties are not cumulative from the middle school.

Training Rule Violations -- Guidelines for Minimum Penalties

All athletic code penalties are superseded by the Evansville Community School District's policy (Section 443.4) which specifies penalties dealing with students who sell, possess, exchange, distribute or illegally use alcohol or drugs on school premises or at a school-related activity. **An athlete suspended or expelled from school shall be barred from participation in athletics during that period of time.**

However, if the school suspension due to an alcohol or other drug violation is a shorter period of time than the athletic code dictates, then the athletic code penalty shall prevail in terms of athletic ineligibility.

Participation in interscholastic athletics is a privilege. Failure to abide by established training rules shall result in withdrawal of the privilege to participate. For any violation, the following guidelines are established, setting forth the minimum penalty that shall be imposed. Group A training rule violations are cumulative during a student's high school career. For example, a first offense in alcohol would cause a second penalty offense for the second training rules violation, even if it is not alcohol-related. Group B training rule violations are cumulative **within themselves only**. For example, an obscenity violation during competition would only result in a second offense penalty if a student-athlete had a different obscenity violation earlier in his/her career.

When a second violation occurs prior to a first violation penalty being served, the two penalties must be served cumulatively -- they are not to be served concurrently.

Note

A training rule violation is not fully cleared until the student completes the entire season where the ineligibility period ended in good standing.

Training Rule Penalties for Group A Violations:

First Violation -- Suspension from participation in 25% of the contests for the regular season with carry over into the next season if necessary. If the student has violated the code in the area of alcohol or drugs, the student may reduce the suspension to one contest provided the student has self-referred or been referred by his/her parent/guardian and has successfully completing a SAP (Student Assistance Program) at his or her expense of \$50. If the student has violated the code in the area of tobacco and has self-referred or been referred by his/her parent/guardian, he/she may reduce the suspension from athletics to one contest by agreeing to complete the Evansville School District's SAP tobacco education program at his or her expense of \$25. Unless suspended from or suspended in school, attendance at all practices is required during the ineligibility period and the student must complete the season in good standing.

The Student Assistance Program (SAP) is a service provided to our extra and co-curricular students. The program is based upon teaching prevention curricula, Prime for Life and Delta 9, which educate youth about alcohol and drugs. Both programs focus on prevention, education and self-assessment. Students complete a ten hour training program with a licensed trainer/educator. Recommendations can be made after the student completes the program. Ongoing support may be given by school staff, if necessary, and referrals to outside agencies may occur.

Second Violation -- Suspension from participation in 50% of the contests for the regular season with carry over into the next season if necessary. **If the student has violated the code in the area of alcohol or drugs, he/she will be required to complete a formal assessment, by a non-school agency and successfully complete a Student Assistance Program, by a non-school agency at his /her expense. (Student Assistance Program).** The Student Assistance Program offered through the Evansville School District will be available to a student one time only, unless the local facilitators determine that repeating the program would be beneficial to the student. Without the formal AODA assessment, the student will be suspended from extra/co-curricular participation for one calendar year (twelve months from the date of the offense). If the student violated the code in the area of tobacco, he/she must agree to complete the SAP tobacco education program. Unless suspended from or suspended in school, attendance at all practices is required during the ineligibility period and the student must end the season in good standing.

Third Violation -- Suspension shall be for one full calendar year (twelve months from the date of the offense). Any subsequent violations beyond the third will be cause for an additional calendar year suspension for each violation.

**Training Rule Penalties for Group B Violations -- GROUP B
VIOLATIONS ARE CUMULATIVE WITHIN THEMSELVES ONLY**

1. **Insubordination during athletic involvement** -- Suspension from one game, meet, or match. Unless suspended from or suspended in school, attendance at all practices is required during the ineligibility period. Second offense means suspension for one-half season. Third offense means suspension for one season or equivalent of one season.
2. **Profanity or obscene gestures during athletic involvement** --Suspension from one game, meet, or match. Unless suspended from or suspended in school, attendance at all practices is required during the ineligibility period. Second offense means suspension for one-half season. Third offense means suspension for one season or equivalent of one season.
3. **Acts of unsportsmanlike conduct which result in the expulsion from a contest** -- Suspension from the next scheduled contest.
4. **Behavior or conduct which reflects badly upon an athlete** --Suspension from at least the next scheduled contest or more as deemed appropriate by the administration.

Penalty Calculation Table

(For students ineligible for 25% of the Season)

A contest shall be defined as both junior varsity and varsity games for athletes who play at both levels of any sport.

Tournament or multi-team contests on the same day may be considered as two contests.

Number of scheduled Contests in your sport: Number of contests for which student will be ineligible:

1 – 5	2
6 – 10	3
11 – 15	4
16 – 20	5
21 – 25	6

Enforcement of Rules

Related to the Athletic Code of Evansville Schools

Investigation of the athletic code will be based on the following:

1. Violations reported by teachers, coaching staff, school officials, parents/guardians, or community members presented in writing (signed and dated) to a principal or athletic director.
2. Violations reported by students that are supported through further investigation.
3. Violations confirmed to the school by law enforcement officials.
4. Self-admission.

Upon receiving a report of violation, a principal, athletic director, and/or designee shall conduct an investigation (including an interview with the accused) and determine whether or not the student has violated the athletic code. Any such report must be received within a reasonable period of time from the alleged occurrence of the violation. Disciplinary action will be handled as outlined in the athletic handbook.

Important

The listed standards, rules, and penalties for violations of the athletic code serve as minimum guidelines. Individual coaches may inform their student-athletes of more stringent expectations and penalties. Also, the administration reserves the right to adjust penalties as deemed appropriate. **Consequences will be served simultaneously for students involved in more than one extra/co-curricular activity at the same time.**

Travel

A student who travels to an out-of-town game with a school team must return with the team under school-approved supervision. An exception to this rule is, that if a student's parent/guardian is present at the out-of-town site, he/she may request that the student return with the parent/guardian. **This request must be made in person by the parent/guardian to the coach in charge.** This verbal request must be accompanied by a signed note by the parent/guardian that is given to the coach. A parent obtaining this permission may only transport his/her own children. Any other arrangements must be made and approved via a signed travel release form that must be filed in the school office prior to the dismissal of school on the day of the contest. This form can be obtained in the office.

APPEAL PROCESS FOR EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

Evansville Community Schools recognize the rights of students. The student and his/her parents/guardians have recourse in the event they believe the alleged offense did not occur or the proper procedures were not followed. The appeal procedure outlined in this policy is the process a

student and his/her parents/guardians are to follow when appealing decisions related to Co-Curricular or Extra-Curricular suspensions. Students will remain ineligible during the appeal process.

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

Appeal Procedure

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

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

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

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

If the student and his/her parents/guardians are not satisfied with the findings in the prior appeals, a third appeal may be requested in writing to the school administrator or designee within three (3) days of the findings from the district administrator. A requested third appeal will be added to the business of the next scheduled Board of Education meeting. The Board of Education will hear the appeal presented by the student and his/her parents/guardians. The Board of Education will deliberate, rule on the appeal by a simple majority vote, and communicate the decision to the student(s) and parents/guardians in person or by phone in one (1) school day barring extenuating circumstances. The Board of Education's finding will be placed in writing and mailed to the student and his/her parents/guardians within five (5) school days.

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

Insurance and Athletic Injuries

1. The school does not carry individual or group insurance for any athlete or athletic program. **Insurance is a parental/guardian responsibility!** Insurance is available, however, to

parents/guardians from a private company for any student for the entire school year or for an athlete for an athletic season(s).

The school will act as a clearing house for this private company in distributing this insurance information and application forms, forwarding insurance application forms and fees and in processing claims.

2. Students intending to participate in athletics must:

A) Turn in a completed insurance application form from the private insurance company with the premium

or

B) Turn in an insurance waiver card signed by the parent/guardian indicating they are adequately covered by insurance or that they assume full responsibility before the student will be allowed to participate in any athletic program.

Submitting a completed insurance waiver card for an athlete without insurance coverage has the potential for severe financial consequences. Parents/guardians are strongly advised to avoid this option but choose it at their own risk!

Report All Injuries

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

Procedure for Resolving Concerns

Step One – the athlete addresses the concern/s with the coach

Step Two – the parent/guardian of the athlete requests a conference with the coach to address the concern/s. If the parent is unsuccessful in contacting the coach, the athletic director may be contacted and he/she will have the coach contact the parent/guardian.

Step Three – If the parent/guardian conference with the coach does not resolve the concern/s, there will be a meeting scheduled and mediated by the athletic director. The meeting will be held in a non-threatening environment and parties will be allowed to speak in an uninterrupted manner.

Concerns the Athlete and Parent/Guardian May Discuss

- A. The treatment of the athlete mentally and/or physically
- B. Ways to help the athlete improve his/her performance and skill level.
- C. Concerns about the athletes' behavior in school, practice and games.

Concerns the Athlete and Parent/Guardian May Not Discuss

- A. Athlete's playing time
- B. Team strategy
- C. Play selection
- D. The make-up of a team and the decision as to who plays on a particular team

COACHING STAFF -- LETTER AWARDS

FOOTBALL - Ron Grovesteen

A player must participate in one more than one-half of the quarters of any game played, plus discretion of the coach.

BOYS SOCCER – Matt Smith

To receive a soccer letter the athlete must complete the season in good standing. The athlete must compete in a minimum of 7 halves.

BOYS BASKETBALL – Steve Krupke

A player must participate in one-fourth the accumulated varsity quarters for the season. May also receive a letter at the discretion of the coach.

BOYS TRACK – Tina Thornton

Must score a minimum of 20 points during the season in varsity competition. Must be a definite asset to the team. All decisions will be subject to the discretion of the coach.

WRESTLING – Robert Kostroun

To receive a letter a wrestler must earn a minimum of 20 varsity team points during the regular season. The majority of team points should be earned by winning matches and not by receiving a forfeit. Also, a wrestler needs to compete in a minimum of 50% of all possible varsity contests. All final decisions will be subject to the discretion of the coaching staff.

BASEBALL – Brian Cashore

A player must participate in at least one-fourth of all varsity innings played during the season. May also receive a letter at discretion of the coach.

SOFTBALL – Charity Kostroun

A player must participate in at least one-fourth of all varsity innings played during the season. May also receive a letter at discretion of the coach

VOLLEYBALL – Jessica Backes

To letter in volleyball a player must participate in three-fourths of the varsity matches and exhibit a spirit of cooperation and sportsmanship. The athlete may also receive a letter at the discretion of the coach.

GIRLS BASKETBALL – Jim Schoenenberger

To letter in girls basketball a girl must do the following (1) attend all practices. The coach must be notified prior to any excused absence; (2) participate in one more than one-half of the total quarters played during the season; (3) exhibit a spirit of cooperation and sportsmanship on and off the court with her coaches, fellow teammates, and official personnel. Girls are also expected to follow all of the rules of conduct as mentioned in this handbook.

GIRLS TRACK – Tina Thornton

To letter in girls track a participant must score a minimum of 20 points. She must also be a definite asset to the team. All decisions to warrant a letter will be subject to the discretion of the coach.

BOYS & GIRLS CROSS COUNTRY – Quentin Yoerger

A runner must finish in the top seven team places for one-half of all meets. A runner that exceeds the allotted time for one-half of all meets. All decisions to warrant a letter will be subject to the discretion of the coach.

GIRLS SOCCER – Kendall Buttchen

To receive a soccer letter the athlete must complete the season in good standing. The athlete must compete in a minimum of 7 halves.

GOLF –

To receive a golf letter the athlete must participate in one-third of all varsity matches. The coaching staff may also award letters at their discretion if unusual circumstances prevail.

POM-PONS – Kelly Fanta-Stroik

To earn a letter a poms team member must successfully complete two sport seasons and perform in 90% of the games within each of those seasons.

CHEERLEADING – Shelley Meredith/Heidi Deininger

To earn a letter a cheerleader has to be on, and competing in, more than on-half of all routines for four sports seasons.

EVANSVILLE SCHOOLS
NON-ATHLETIC EXTRA/CO-CURRICULAR CODE
HANDBOOK

The following general provisions apply to all students participating in non-athletic extra/co-curricular activities sponsored by the Evansville Community Schools other than interscholastic athletics, cheerleading, and pom-poms.

General Guidelines for All Non-Athletic Extra/Co-Curricular Groups

- | | |
|-------------------------|----------------------------|
| *Band/Choir Music Tour | *High Mileage Vehicle Club |
| *Chamber Choir | *Forensics |
| *Wind Ensemble | *Musical |
| *Jazz Band | *Fall Play |
| *Solo/Ensemble | *Student Production |
| *Symphonic Band | *Computer Programming Team |
| *Vocal Jazz | *Global Community Project |
| *Math Team | *Yearbook |
| *Class Officers | *FBLA |
| *FFA | *Pit Band |
| *Homecoming Court | *Set Crew |
| *National Honor Society | *RVC Student Council |
| *Prom Court | * Student Council |
| *RVC Honors Band | |
| *RVC Honors Choir | *Quiz Bowl |
| *Winter Dance Court | *Future Problem Solvers |
| *School Newspaper | *GSA |
| *Writing Club | |

Homecoming

Violation of any code guidelines beginning the first day of school through the day of the homecoming dance will result in suspension from homecoming court eligibility.

Winter Dance

Violation of any code guidelines beginning the first day of the third quarter through the day of the winter dance will result in suspension from winter court eligibility.

Prom

Violation of any code guidelines beginning the first day of the fourth quarter through the day of the prom dance will result in suspension from prom court eligibility.

Students in all activities covered by this section of the code will be governed by state and national association guidelines for regional, state, and national competition in addition to the appropriate provisions of this code.

A statement signed annually by both student and parents/guardians indicating an understanding of the activities code must be returned to the coach/advisor by each participant by the first day of practice or activity. These statements are to be collected by the director, coach, or advisor and submitted to the building principal.

1. Academic Eligibility

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

First Academic Standard

The student earned passing grades in a minimum of 20 credit hours (3.0 ninety minute blocks in high school)

Second Academic Standard

A. Eligible if

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

Or

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

B. On Probation if

Did not meet eligibility Standard **A** above

And

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

C. Ineligible if

Did not meet the eligibility or probationary standards listed above.

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

Mid-term (4.5 week) grades or subsequent reports by teachers should be viewed as an academic warning. End-of-term (9-week) grades determine eligibility.

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

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

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

2. Attendance

Participants **must be in attendance the entire day of school in order to participate in any practice, contest, or event.** It is also expected that participants be in school the entire day following any contest or event which is followed by a school day. Serious illness or death in the immediate family; medical, dental, and DMV appointments which cannot be otherwise avoided; and special situations such as field trips and **for which an excuse has been secured beforehand from an administrator** are exceptions to this rule. In addition, a student excused absent due to illness, transportation problems, or other excusable reasons for part of a day but in attendance for at least one-half (two ninety minute blocks) of the same school day will be granted an exception to participate, but this allowance will be **limited to one time per season.** Otherwise, it should be noted that a student who is too ill to attend classes is too ill to participate in co-curricular activities.

A student with an unexcused absence of one or more class periods on the day of a performance, practice, or competition will not be allowed to participate in that day's performance, practice, or competition.

3. Suspensions/Detentions

Any student who is serving a suspension (in-school or out-of-school) cannot participate in any practice sessions or athletic contests for the period of the suspension. For example, a student suspended in-school or out-of-school on a Tuesday is ineligible to practice, perform, or participate anytime Tuesday.

4. Conduct

A student participating in non-athletic extra/co-curricular activities will be subject to disciplinary action for the following violations:

1. Drug abuse, including sale, possession or illegal use.
Drug paraphernalia, possession or use.

2. Use, possession or purchase of alcoholic beverages.
3. Use or possession of tobacco in any form.
4. A criminal offense or a violation of a municipal or county ordinance having a statutory counterpart.
5. Acts of vandalism.
6. Presence in a bar or tavern without the student's parents/guardians.
7. Habitual truancy.

Conduct Violation Penalties -- Minimum Guidelines

Important

The listed penalties for violations of the non-athletic extra/co-curricular code **generally** serve as minimum guidelines. The administration reserves the right to adjust any penalties as deemed appropriate.

First Violation – 20 hours of community service as determined by Administration and Advisor. Community service must be completed in a timely manner with at least 5 hours completed a week and must be completed in consecutive weeks. Once a contract outlining how the student will meet the above requirements has been signed by the student and his/her parent/guardian, the student may resume participation in non-athletic activities. If the student has violated the code in the area of alcohol or drugs, the student may reduce the suspension to 10 hours of community service provided the student has self-referred or been referred by his/her parent/guardian and has successfully completing a SAP (Student Assistance Program) at his or her expense of \$50. If the student has violated the code in the area of tobacco and has self-referred or been referred by his/her parent/guardian, he/she may reduce the suspension to 10 hours of community service by agreeing to complete the Evansville School District's SAP tobacco education program at his or her expense of \$25.

The Student Assistance Program (SAP) is a service provided to our extra and co-curricular students. The program is based upon teaching prevention curricula, Prime for Life and Delta 9, which educate youth about alcohol and drugs. Both programs focus on prevention, education and self-assessment. Students complete a ten hour training program with a licensed trainer/educator. Recommendations can be made after the student completes the program. Ongoing support may be given by school staff, if necessary, and referrals to outside agencies may occur.

Second Violation -- Suspension from 50% of all activities' seasons/performances or their equivalents. However, if the student has violated the code in the area of alcohol or drugs, then he/she **will be required to complete a formal assessment**, by a non-school agency, provide a release of information to the District, successfully complete a Student Assistance Program (SAP) at his or her expense of \$50, and follow through on all recommendations. The Student Assistance Program offered through the Evansville School District will be available to a student one time only, unless the local facilitators determine that repeating the program would be beneficial to the student. Without the formal AODA assessment, the student will be suspended from non-athletic extra/co-curricular participation for one calendar year (twelve months from the date of the offense). If the student violated the code in the area of tobacco, he/she must agree to complete the SAP tobacco education program at his or her expense of \$25.

(Student Assistance Program). The Student Assistance Program offered through the Evansville School District will be available to a student one time only, unless the local facilitators determine that repeating the program would be beneficial to the student. Without the formal AODA assessment, the student will be suspended from extra/co-curricular participation for one calendar year (twelve months from the date

of the offense). If the student violated the code in the area of tobacco, he/she must agree to complete the SAP tobacco education program. Unless suspended from or suspended in school, attendance at all practices is required during the ineligibility period and the student must end the season in good standing.

Third Violation -- Suspension for one full calendar year (twelve months from the date of the offense) from all extra/co-curricular activities. Any subsequent violations beyond the third will be cause for an additional calendar year suspension for each violation.

Exceptions For Some Music Performing Groups

Chamber Choir, Symphonic Band, Wind Ensemble, Concert Choir.

These music performing groups in Evansville Schools are unique in that they are curricular (taken for credit) and also non-athletic extra/co-curricular (performances are outside of class time, but are an extension of the classroom work and part of the curriculum). Therefore, disciplinary actions for students involved in these courses/activities will not involve concert group performances. Instead, ineligibility will affect ensembles and other activities related to the group. **In these situations, specific consequences will be determined by the administration in consultation with the music director(s).**

Other Conduct Violations

Students participating in non-athletic extra/co-curricular activities have a responsibility to conduct themselves in a manner that will reflect positively on themselves, their group, school, and community. Students who behave or conduct themselves in a manner which reflects unfavorably on our school and community may face consequences. These penalties will be determined as appropriate by the school administration.

Enforcement of Rules

Related to the Non-Athletic Extra/Co-Curricular Code of Evansville Schools

Investigation of the non-athletic extra/co-curricular code will be based on the following:

1. Violations reported by teachers, coaching staff, school officials, parents/guardians, or community members presented in writing (signed and dated) to a principal or staff advisor.
2. Violations reported by students that are supported through further investigation.
3. Violations confirmed to the school by law enforcement officials.
4. Self-admission.

The designee shall conduct an investigation (including an interview with the accused) and determine whether or not the student has violated the non-athletic extra/co-curricular code. Any such report must be received within a reasonable period of time from the alleged occurrence of the violation. Disciplinary action will be handled as outlined in the non-athletic extra/co-curricular handbook.

Disciplinary Actions

The guidelines listed above must be observed by all students participating in non-athletic extra/co-curricular activities for the duration of that activity.

Awards

Each student must complete the activity year in good standing to be eligible for school awards.

Specific Requirements/Expectations

Membership in a music performing group is based upon the following: ability, attitude, and attendance at major performances and required rehearsals outside of class time. Performances serve as evaluation, final exams, and the culmination of group team effort which can only be created through this group experience. A list of the dates for required performances will be given to the students well in advance of the required dates. For the previously listed concert, chamber, and symphonic groups, concert performances are a major component of the course grading. Students are responsible for any schoolwork missed during the school day due to musical performances or special rehearsals.

Any emergency absence must be excused by the director in order for the students to maintain membership in the group. Illness and family emergencies are excusable if approved by the director. Baby-sitting or work are NOT excusable absences from a required performance or rehearsal. Truancy will not be accepted from members of the music groups which represent the school. Advance posting of concert dates should preclude conflicts.

Disciplinary Actions for Behavior Not Covered By the Code of Conduct

1. Each director will monitor his/her group to uphold and maintain reasonable expectations. In cases where disciplinary situations may arise, the director will confer with the building administration to determine the appropriate actions.
2. Any student reported for violation of any of these rules shall have a fair hearing conducted by a principal/designee.

Specific Disciplinary Actions

Violation of any of the code guidelines will result in suspension from one meeting, activity, or event or more as deemed appropriate in addition to prescribed disciplinary action.

Travel

A student who travels to an out-of-town game, event, or competition with a school group must return with the team under school-approved supervision. An exception to this rule is, that if a student's parent/guardian is present at the out-of-town site, he/she may request that the student return with the parent/guardian. **This request must be made in person by the parent/guardian to the coach/advisor in charge.** This verbal request must be accompanied by a signed note by the parent/guardian that is given to the coach/advisor. A parent obtaining this permission may only transport his/her own children. Any other arrangements must be made and approved via a signed travel release form that must be filed in the school office prior to the dismissal of school on the day of the contest. This form can be obtained in the office.

APPEAL PROCESS FOR EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

Evansville Community Schools recognize the rights of students. The student and his/her parents/guardians have recourse in the event they believe the alleged offense did not occur or the proper procedures were not followed. The appeal procedure outlined in this policy is the process a student and his/her parents/guardians are to follow when appealing decisions related to Co-Curricular or Extra-Curricular suspensions. Students will remain ineligible during the appeal process.

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

voting chairperson, one coaching/advising faculty representative, one non-coaching/advising faculty representative, and one student representative.

Appeal Procedure

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

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

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

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

If the student and his/her parents/guardians are not satisfied with the findings in the prior appeals, a third appeal may be requested in writing to the school administrator or designee within three (3) days of the findings from the district administrator. A requested third appeal will be added to the business of the next scheduled Board of Education meeting. The Board of Education will hear the appeal presented by the student and his/her parents/guardians. The Board of Education will deliberate, rule on the appeal by a simple majority vote, and communicate the decision to the student(s) and parents/guardians in person or by phone in one (1) school day barring extenuating circumstances. The Board of Education's finding will be placed in writing and mailed to the student and his/her parents/guardians within five (5) school days.

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

ECSD Alternative School
Contract of Student Admission

- I agree to take my education seriously and work to my potential.
- I understand I must complete the assigned work and maintain at least an 80% average to earn credit.
- I agree to maintain a 90% attendance rate and be on time for my classes.
- I agree to treat students, staff, school property, and myself with respect. I understand there may be times when I disagree or become angry with another individual while attending Alternative School. I agree to treat this person respectfully and will attempt to work out our differences. My parent(s)/guardian(s) and I understand that if my behavior, language, or overall attitude prevents me from continuing in the classroom, consequences will result. It will be determined by Alternative School staff if a parent meeting will be required before I can return to class. I understand that absence because of temporary suspension may prevent me from earning credit unless I make up the time prior to the end of the affected quarter.
- I agree to read the handbook and abide by the rules laid out there.

I sign this contract knowing that I am being given the opportunity to progress with my education and work to my best ability. It is my intention to take that opportunity and by signing I agree to the stipulations stated above.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Lead Teacher Signature _____ Date: _____

Principal Signature: _____ Date: _____

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Energy Systems Analysis - HS
Date: April 23, 2014

Attached is a proposal by Sustainable Engineering Group (SEG), to provide a comprehensive energy systems analysis of the heating and cooling system for the High School building. Manus McDevitt, PE from SEG will be presenting information on this issue at the April 30 BOE meeting.

There are several reasons for the District to pursue this type of analysis at this time. We have a unique HVAC system at the high school that utilizes geo-thermal heating and cooling in conjunction with a conventional system that uses boilers and multi-stack units. The current system is working properly and according to design. However, we do know that the current system is significantly different than geo-thermal systems that are being installed in schools today. New geo-thermal systems do not include boilers and multi-stack units for back-up HVAC.

The HVAC equipment is approaching 12 years of age and has an estimated useful life of 15-20 years. Now maybe the time to do the research and create a plan for replacing the units or eliminating the units. A plan that includes phases over the next 4-5 years would be easier to implement from a financial standpoint.

Sustainable Engineering Group, LLC and North American Mechanical are very familiar with the HS HVAC system and therefore would be equipped to create a comprehensive plan for the future. Both contractors have a history of working with Focus on Energy and WPPI to take advantage of any grants or incentives to reduce the cost of the analysis work.

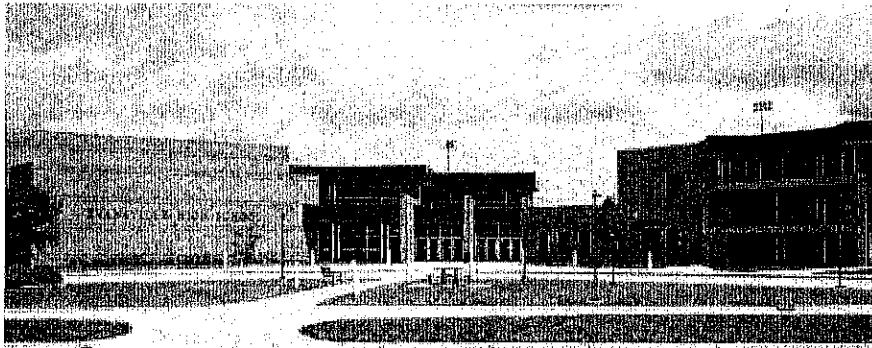
The proposal cost is based on time and materials with a not-to-exceed limit of \$31,950. We have a grant commitment from WPPI of \$3,000 to allocate to the project at this time. Should the Board decide to move forward with this work at this time, it is possible to split the cost over two fiscal years. A portion of the expense can be absorbed in the current 2013-2014 Buildings and Grounds budget, and the remaining portion can be included in the 2014-2015 Buildings and Grounds budget.



PROPOSAL TO PROVIDE

ENERGY SYSTEMS ANALYSIS
FOR
EVANSVILLE HIGH SCHOOL

MARCH 12, 2014



Contact:

Manus McDevitt, PE

Sustainable Engineering Group LLC

Phone: 608-836-4488 x11

E-mail: mmcdevitt@sustaineng.com

INTRODUCTION

We are pleased to offer our proposal to provide a comprehensive energy systems analysis of the heating and cooling system for the Evansville High School building in Evansville, WI.

We will be partnering with North American Mechanical (NAMI) in the execution of this project. NAMI has an extensive history with the school's HVAC system, having been the original installer as well as the ongoing service contractor.

Our team's experience enables us to provide exceptional value to our customers, as evidenced by our extensive list of repeat customers. The qualities that enable us to maximize our client's return on investment include:

- ❖ Understanding of all aspects of HVAC and electrical systems including design, controls, operation, maintenance and service
- ❖ Leaving no stone unturned through hands-on and in-depth investigation
- ❖ Maximizing customer incentives through experience in the Focus on Energy programs
- ❖ Implementing measures properly the first time utilizing our commissioning expertise
- ❖ Developing long term relationships with our customers to assist with ongoing improvements and energy use monitoring

Scope of Services

Review Documents

Our team will review the available documentation including energy assessment reports, operator logs, control sequences, MEP drawings, etc.

Analyze Utility Data

The utility data provided by the owner will help identify any periods of time that seem to be consuming more energy than expected. This data will also be used to determine if the building energy usage has increased over the years which may indicate operational inefficiencies.

Determine Operating Characteristics

We will perform multiple visits to the school to evaluate the current performance of the existing systems. The major equipment and systems will be evaluated to determine how they are operating individually and as a part of the system. These observations will be used to determine how improvements to or replacement of this equipment and alteration to the systems can be made that will improve the energy efficiency of the system while maintaining or improving indoor air quality and comfort.

Evaluation of HVAC Equipment

Based on the observations of the mechanical systems, we will determine the estimated remaining life of the equipment, its operating condition, its service history and its rate of energy consumption. We will provide recommendations on retrofitting this equipment including a multiple phase approach where major parts of the system could be replaced incrementally, or a single retrofit approach where all the equipment is replaced at one time.

First costs and energy operating costs will be evaluated as part of our analysis to determine simple and life cycle paybacks for each of the approaches.

We will prepare concept level designs for each approach that can be adapted for preparation of final design documents.

Incentive Evaluation

We will work with the owner, Focus on Energy and WPPI to determine available incentives for implementation. This will include prescriptive incentives, retrocommissioning incentives and custom incentives.

Final Report

We will prepare a report that will outline our findings. This will include:

- A condition report of the major equipment, including boilers, multistacks, air handling units, building automation system, heat pumps, circulating pumps, heat exchangers, and geothermal field. Information on this major equipment will include expected remaining life, current operating condition and service history.
- Descriptions of multiple approaches to replacing the existing equipment with more energy efficient equipment, including phased or all at one time.
- Projected first costs and estimated energy savings of each phase of equipment replacement.
- Life cycle and simple payback analysis for the equipment replacement.
- Concept level designs of the recommended approaches to system and equipment replacement.
- Estimates of incentives that may be available from Focus on Energy and WPPI.

We will also present our findings, if needed, to the school board, the facilities committee or any other group that the District requires.



This Agreement is effective the date signed by Client, between Sustainable Engineering Group LLC, hereinafter referred to as SEG, of 901 Deming Way, Suite 201, Madison, WI 53717 and Evansville School District, hereinafter referred to as the CLIENT.

The scope of services to be provided under this Agreement is described in this Proposal. The fee for services related to this work is to be performed on a Time and Material basis with a Not To Exceed amount of \$31,950.

Reimbursable expenses will be billed at cost with no mark-up. It is estimated that expenses will not exceed \$500.

This Agreement, Proposal and the General Conditions represent the entire and integrated Agreement between the CLIENT and SEG and supersede all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both CLIENT and SEG.

Sustainable Engineering Group LLC

Evansville School District

CLIENT

Manus McDevitt
Signature

CLIENT Signature

3-12-14
Date

Date

Manus McDevitt
Printed Name

Printed Name

Principal
Title

Title

Professional Services Agreement**March 12th, 2014**

Client: Evansville School District

Project: Evansville High School – Energy Systems Analysis

General Conditions

Reference Conditions: Sustainable Engineering Group LLC will hereinafter be referenced as SEG and the above referenced Client will be referred to as Client. The Project may be hereinafter referenced either as the "Project" or by abbreviation as above set forth.

Subcontracting: SEG shall have the right to subcontract any and all services, duties, and obligations hereunder, in whole or in part, without the consent of Client.

Change Order: The term "Change Order" as used herein is a written order to SEG and signed by SEG and Client, after execution of this Agreement, authorizing a change in the services, including additions or deletions and/or change of prices for such services. Each Change Order shall be considered an amendment to this Agreement.

Severability: The provision of this Agreement shall be severable, and if any clause, sentence, paragraph, provision, or other part hereof shall be adjudged by any court of competent jurisdiction to be invalid, such judgment shall not affect, impair, or invalidate the remainder hereof, which remainder shall continue in full force and effect.

Billings/Payments: Invoices for services shall be submitted at SEG's option either upon completion of such services or on periodic basis. Invoices shall be payable within 30 days after the invoice date. If the invoice is not paid within 30 days, SEG may, without waiving any claim or right against the Client and without liability whatsoever to the Client, terminate the performance of the service. Retainers shall be credited on the final invoice.

Late Payments: Accounts unpaid 60 days after the invoice date may be subject to a monthly service charge of 1.50% on the then unpaid balance (18.0% true annual rate) at the sole election of SEG. In the event any portion or all of an account remains unpaid 90 days after billing, the Client shall pay all costs of collection including reasonable attorney's fees.

Waiver: No waiver by either party of any breach, default, or violation of any term, warranty, representation, agreement, covenant, condition, or provision hereof shall constitute a waiver of any subsequent breach, default, or violation of the same or any other term, warranty, representation, agreement, covenant, condition, or provision hereof. All waivers must be in writing.

Force Majeure: Obligations of either party under this Agreement shall be suspended, and such party shall not be liable for damages or other remedies while such party is prevented from complying herewith, in whole or in part, due to contingencies beyond its reasonable control, including, but not limited to strikes, riots, war, fire, acts of God, injunction, compliance with any law, regulation, or order,

whether valid or invalid, of the United States of America or any other governmental body or any instrumentality thereof, whether now existing or hereafter created, inability to secure materials or obtain necessary permits, provided, however, the party so prevented from complying with its obligations hereunder shall promptly notify the other party thereof.

Compliance With Law: In the performance of all services to be provided hereunder, SEG and Client agree to comply with all applicable federal, state, and local laws and ordinances and all lawful order, rules, and regulations of any constituted authority in effect as of the date of this agreement..

Applicable Law: The validity, performance, and construction of this Agreement shall be governed by and construed according to the laws of the State of Wisconsin.

Reuse of Documents: All documents including drawings and specifications furnished by SEG pursuant to this Agreement are instruments of its services. They are not intended or represented to be suitable for reuse by Client or others on extensions of this work, or on any other work. Any reuse without specific written verification or adaptation by SEG will be at Client's sole risk and without liability of SEG, and Client shall indemnify and hold harmless SEG from all claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting therefrom. Any such verification or adaptation will entitle SEG to further compensation at rates to be agreed upon by Client and SEG.

Standard of Care: Services performed by SEG under this Agreement will be conducted in a manner consistent with that level of care and skill ordinarily exercised by members of the profession currently practicing under similar conditions. No other representation expressed or implied, and no warranty or guarantee is included or intended in this Agreement, or in any report, opinion document, or otherwise.

In consideration of the Consultant performing a Commissioning review of the Project, the Client agrees that the Consultant shall be entitled to rely upon the completeness and accuracy of all information provided by the Client to the Consultant. The Client further agrees that the Consultant shall not be responsible in any way for errors or omissions contained in any drawings or specifications prepared by others or for errors or omissions by others in incorporating the Consultant's recommendations into the reports, drawings or specifications. In addition, the Client agrees to waive all claims against the Consultant arising from the services performed by others on the Project or from the services to be provided by the Consultant under this Agreement, except for the sole negligence or willful misconduct of the Consultant.

Professional Liability: CLIENT agrees to limit SEG's liability to CLIENT arising from negligent professional acts, errors, or omissions, such that SEG's total aggregate liability shall not exceed \$50,000.00 or the total fee for this contract, whichever is greater. If CLIENT prefers to have higher limits of professional liability coverage, SEG agrees, upon receipt of CLIENT'S written request at the time of accepting our PROPOSAL, to increase the limits of liability up to a maximum of \$1,000,000.00 at an additional cost of 0.5 percent of the total fee or \$500.00, whichever is greater.

Opinions of Cost: Since SEG has no control over the cost of labor, materials or equipment, or over a Contractor's method of determining prices, or over competitive bidding or market conditions, its opinions of probable project cost or construction cost for this Project will be based solely upon its own experience with construction, but SEG cannot and does not guarantee that proposals, bids, or the construction cost will not vary from its opinions of probable cost. If the Client wishes greater assurance as to the construction cost, he shall employ an independent cost estimator.

Confidentiality: Each party shall retain as confidential all information and data furnished to it by the other party which are designated in writing by such other party as confidential at the time of transmission and are obtained or acquired by the receiving party in connection with this Agreement, and said party shall not reveal such information to any third party.

Indemnification: The CLIENT shall indemnify and hold harmless SEG and all of its personnel from and against damages, losses, and expenses (including reasonable attorney's fees) arising out of or resulting from the performance of the services, provided that any such claim, damage, loss, or expense is caused in whole or in part by the negligent act, omission, and/or strict liability of the CLIENT or anyone directly or indirectly employed by the CLIENT (except SEG). SEG shall indemnify and hold harmless the CLIENT and all of its personnel from and against damages, losses and expenses arising out of or resulting from the performance of the services, up to the limit of liability agreed to under the professional liability section of this contract, to the extent that any such damage, loss, or expense is caused by the negligent act, omission of the SEG or anyone directly or indirectly employed by SEG (except the CLIENT). In any instance where there is a claim for damages, losses, and expenses resulting from the proven negligent acts of both the CLIENT and SEG then the responsibility shall lie between the CLIENT and SEG in proportion to their contribution of negligence. In no case shall SEG's liability exceed the limit of liability established under the Professional Liability Section of this contract.

Mediation: In an effort to resolve any conflicts that arise during the design and construction of the Project or following the completion of the Project, the CLIENT and SEG agree that all disputes between them arising out of or relating to this Agreement or the Project shall be submitted to nonbinding mediation.

The CLIENT and SEG further agree to include a similar mediation provision in all agreements with independent contractors and consultants retained for the Project and to require all independent contractors and consultants also to include a similar mediation provision in all agreements with their subcontractors, subconsultants, suppliers and fabricators, thereby providing for mediation as the primary method for dispute resolution among the parties to all those agreements.

Term: Unless sooner terminated or extended as provided herein, this Agreement shall remain in full force and effect from the date first written on the attached price quotation sheet until the date of completion of the services or either party becomes insolvent, makes an assignment for the benefit of creditors, or a bankruptcy petition is filed by or against it. Either party may terminate this Agreement at any time by giving written notice of such termination to the other party. Upon such termination of this Agreement, Client shall pay and reimburse SEG for services rendered and costs incurred by SEG prior to the effective date of termination. The indemnification of SEG by Client wherever stated herein shall survive the termination of this Agreement regardless of cause of termination.

Without Representation or Warranty: SEG makes no representation or warranty of any kind, including but not limited to, the warranties of fitness for a particular purpose or merchantability, nor for such warranties to be implied with respect to the data or service furnished. SEG assumes no responsibility with respect to Client's use thereof.

Subpoenas: The Client is responsible after notification, for payment of time charges and expenses resulting from the required response by SEG to subpoenas issued by any party other than SEG in conjunction with work performed under this Agreement. Charges are based on fee schedules in effect at the time the subpoena is served.

Precedence: These Standards, Terms, and Conditions shall take precedence over any inconsistent or contradictory provisions contained in any proposal, contract, purchase order, requisition, notice to proceed, or like document regarding SEG's services.

Applicability: These General Conditions, being part of a Professional Service Agreement between the parties above listed, shall by agreement of said parties delete paragraphs that have been crossed out and initialed by both parties as not being applicable to this Project. In all other instances, the parties reaffirm the listed paragraphs in this document.

Fee Schedule: Where lump sum fees have been agreed to between the parties, they shall be so designated in the Agreement attached hereto and by reference made a part hereof. Where fees are based upon hourly charges for services and costs incurred by SEG, they shall be based upon the hourly fee schedule annually adopted by SEG. These fees will change annually at the beginning of each calendar year after the date of this Agreement. The Client may either accept or reject any new fee schedule, in which instance a rejection would be deemed termination under this Agreement.

Professional Services During Construction

If construction-related services are included in the scope of services, the following provisions shall apply:

Shop Drawing Review: Client agrees that SEG shall review shop drawing submissions solely for their conformance with SEG's design intent and conformance with information given in the construction documents. SEG shall not be responsible for any aspects of a shop drawing submission that affect or are affected by the means, methods, techniques, sequences, and operations of construction, safety precautions and programs incidental thereto, all of which are the Contractor's responsibility. The Contractor will be responsible for lengths, dimensions, elevations, quantities, and coordination of the work with other trades. Client warrants that the Contractor shall be made aware of his responsibilities to review shop drawings and approve them in these respects before submitting them to SEG.

Job Site: Services performed by SEG during construction will be limited to providing assistance in quality control and to deal with questions by the Client's representative concerning conformance with drawings and specifications. This activity is not to be interpreted as an inspection service, a construction supervision service, or guaranteeing the Contractor's performance. SEG will not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs. SEG will not be responsible for the Contractor's obligation to carry out the work according to the Contract Documents. SEG will not be considered an agent of the owner and will not have authority to direct the Contractor's work or to stop work.

Authority and Responsibility: SEG shall not guarantee the work of any Contractor or Subcontractor, shall have no authority to stop work, shall have no supervision or control as to the work or persons doing the work, shall not have charge of the work, shall not be responsible for safety in, on, or about the job site, or have any control of the safety or adequacy of any equipment, building component, scaffolding, supports, forms, or other work aids.

Additional Provisions

Additional provisions to this Professional Services Agreement may be added by consent of both parties evidenced by signature.

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: 2013-2014 Budget
Date: April 30, 2014

Attached is a summary budget report for 2013-2014 as of March 31, 2014. All funds are represented with revenues listed first followed by expenses. We are three quarters of the way through the fiscal year. On the revenue side, we are tracking at a normal pace. We have received the majority of the tax levy and 64% of the state aid total. On the expense side, we are tracking well for salaries and benefits. The final debt payments were processed April 1 and therefore are not included on this report. And the other expense categories are on target for this point in the year. Please let me know if you have any questions.

							2012-13	2012-13	2013-14	2013-14	2013-14
Fd	T	Loc	Obj	Func	Prj	Obj	Revised Budget	FYTD Activity	Revised Budget	FYTD Activity	FYTD %
10	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	5,290,182.49	5,604,678.15	5,363,370.00	5,791,417.71	107.98
10	R	---	3--	-----	---	INTER-DISTRICT TRANSFERS	283,580.00	0.00	331,822.00	0.00	0.00
10	R	---	5--	-----	---	REV FROM INTERMEDIATE SOU	0.00	0.00	1,000.00	0.00	0.00
10	R	---	6--	-----	---	REVENUE FROM STATE SOURCE	12,463,604.00	7,858,138.95	12,509,409.00	8,022,759.84	64.13
10	R	---	7--	-----	---	REVENUE FROM FEDERAL SOUR	203,458.00	82,640.51	205,758.00	100,574.61	48.88
10	R	---	9--	-----	---	OTHER SOURCES OF REVENUE	68,844.36	57,944.46	73,664.12	72,283.45	98.13
10	R	---	---	-----	---	Revenue	18,309,668.85	13,603,402.07	18,485,023.12	13,987,035.61	75.67
10	E	---	1--	-----	---	SALARIES	9,238,107.28	5,880,109.97	8,599,810.68	6,389,031.10	74.29
10	E	---	2--	-----	---	EMPLOYEE BENEFITS	3,630,233.17	2,333,354.28	3,885,606.98	2,730,985.25	70.28
10	E	---	3--	-----	---	PURCHASED SERVICES	2,349,661.83	1,194,523.47	2,737,307.42	1,456,372.67	53.20
10	E	---	4--	-----	---	NON-CAPITAL OBJECTS	677,925.24	473,985.04	766,063.59	550,764.47	71.90
10	E	---	5--	-----	---	CAPITAL OBJECTS	40,396.00	33,174.24	31,400.00	13,542.17	43.13
10	E	---	6--	-----	---	DEBT RETIREMENT	61,141.21	38,877.33	65,067.98	18,381.21	28.25
10	E	---	7--	-----	---	INSURANCE	145,868.00	133,056.75	153,464.00	142,722.09	93.00
10	E	---	8--	-----	---	OPERATING TRANSFERS OUT	2,121,038.12	0.00	2,045,261.34	0.00	0.00
10	E	---	9--	-----	---	OTHER OBJECTS	45,298.00	35,854.68	35,558.00	33,723.80	94.84
10	E	---	---	-----	---	Expense	18,309,668.85	10,122,935.76	18,319,539.99	11,335,522.76	61.88
21	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	0.00	11,024.62	0.00	6,412.44	0.00
21	R	---	---	-----	---	Revenue	0.00	11,024.62	0.00	6,412.44	0.00
21	E	---	3--	-----	---	PURCHASED SERVICES	0.00	3,524.62	0.00	0.00	0.00
21	E	---	4--	-----	---	NON-CAPITAL OBJECTS	0.00	2,657.66	0.00	5,657.44	0.00
21	E	---	---	-----	---	Expense	0.00	6,182.28	0.00	5,657.44	0.00
27	R	---	1--	-----	---	INTERFUND TRANSFERS	2,121,038.12	0.00	2,045,261.34	0.00	0.00
27	R	---	3--	-----	---	INTER-DISTRICT TRANSFERS	0.00	0.00	10,005.58	0.00	0.00
27	R	---	6--	-----	---	REVENUE FROM STATE SOURCE	798,054.00	583,858.00	784,128.15	576,473.00	73.52
27	R	---	7--	-----	---	REVENUE FROM FEDERAL SOUR	504,285.71	187,386.86	516,392.15	241,232.07	46.71
27	R	---	---	-----	---	Revenue	3,423,377.83	771,244.86	3,355,787.22	817,705.07	24.37
27	E	---	1--	-----	---	SALARIES	2,185,333.39	1,401,057.75	2,053,418.05	1,519,055.70	73.98
27	E	---	2--	-----	---	EMPLOYEE BENEFITS	849,634.74	552,207.84	958,635.17	619,162.15	64.59
27	E	---	3--	-----	---	PURCHASED SERVICES	333,058.91	194,420.35	309,465.00	231,440.23	74.79
27	E	---	4--	-----	---	NON-CAPITAL OBJECTS	42,350.79	49,346.41	27,269.00	22,296.86	81.77
27	E	---	5--	-----	---	CAPITAL OBJECTS	10,000.00	10,877.09	0.00	0.00	0.00
27	E	---	7--	-----	---	INSURANCE	0.00	0.00	0.00	-1,157.27	0.00
27	E	---	9--	-----	---	OTHER OBJECTS	3,000.00	8,113.93	7,000.00	6,894.77	98.50
27	E	---	---	-----	---	Expense	3,423,377.83	2,216,023.37	3,355,787.22	2,397,692.44	71.45
38	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	121,372.00	0.00	129,525.00	0.00	0.00
38	R	---	---	-----	---	Revenue	121,372.00	0.00	129,525.00	0.00	0.00
38	E	---	6--	-----	---	DEBT RETIREMENT	128,700.00	21,850.00	131,043.80	20,521.89	15.66
38	E	---	---	-----	---	Expense	128,700.00	21,850.00	131,043.80	20,521.89	15.66
39	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	2,694,885.00	4.35	2,833,648.00	1.82	0.00
39	R	---	---	-----	---	Revenue	2,694,885.00	4.35	2,833,648.00	1.82	0.00
39	E	---	6--	-----	---	DEBT RETIREMENT	2,727,322.50	488,661.27	2,882,947.50	451,473.75	15.66
39	E	---	---	-----	---	Expense	2,727,322.50	488,661.27	2,882,947.50	451,473.75	15.66
50	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	433,380.60	299,106.02	421,997.40	295,914.68	70.12
50	R	---	6--	-----	---	REVENUE FROM STATE SOURCE	10,945.69	12,132.29	10,663.01	11,498.91	107.84
50	R	---	7--	-----	---	REVENUE FROM FEDERAL SOUR	266,219.55	115,939.33	261,853.65	139,676.99	53.34
50	R	---	---	-----	---	Revenue	710,545.84	427,177.64	694,514.06	447,090.58	64.37

Fd	T	Loc	Obj	Func	Prj	Obj	2012-13		2013-14		
							Revised Budget	FYTD Activity	Revised Budget	FYTD Activity	FYTD %
50	E	---	1--	-----	---	SALARIES	219,402.62	159,630.03	193,549.76	144,606.42	74.71
50	E	---	2--	-----	---	EMPLOYEE BENEFITS	33,762.04	24,072.50	82,058.54	54,623.24	66.57
50	E	---	3--	-----	---	PURCHASED SERVICES	383,007.86	315,531.09	368,742.67	304,320.06	82.53
50	E	---	4--	-----	---	NON-CAPITAL OBJECTS	73,230.99	5,893.61	74,604.13	5,453.04	7.31
50	E	---	9--	-----	---	OTHER OBJECTS	0.00	0.00	0.00	144.00	0.00
50	E	---	---	-----	---	Expense	709,403.51	505,127.23	718,955.10	509,146.76	70.82

Number of Accounts: 1779

***** End of report *****

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
 From: Doreen Treuden, Business Manager
 Re: 2014-2015 Budget
 Date: April 30, 2014

According to the Budget Calendar, the first draft of the 2014-2015 Budget is due to the Board in June. At this time, we are finalizing building and department budgets. The majority of information needed to prepare the draft budget is available on both the revenue and the expense side. The only major unknown will be the student enrollment counts and that information will not be available until late September. Below is the remaining portion of the Budget Calendar.

May		Review open enrollment data *Written notice of teacher contract renewal due on or before May 15	District Administrator Business Manager
June		First draft of 2014-15 budget presented to BOE	Business Manager
July		Second draft of 2014-15 budget presented to BOE for approval Community Hearings on Proposed 2014-15 Budget	Business Manager District Administrator
September		Annual meeting and budget hearing Third Friday pupil count	Administration and School Board
October		State aid and equalized property values are finalized Final budget is presented for approval Tax levy is certified 2015-2016 budget process begins	Business Manager School Board School Board

*Wis. Stats. 118.22

Board Approved: 11/13/13

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: General Fund Balance
Date: April 23, 2014

The General Fund Balance as of June 30, 2013, is \$2,507,926.58. Board actions already approved that will impact the Fund Balance going forward are listed below.

Cost of the new telephone system:

2013-2014 - \$93,345.64
2014-2015 - \$93,345.64
2015-2016 - \$93,345.64

Implementation of 4K:

2015-2016 - \$223,240
2016-2017 - \$128,404

The total committed reductions to General Fund Balance equal \$631,680.92 or 25% of the current total.

The General Fund Balance percentage is currently 13.6% and would be reduced to 10% if the total is \$1,876,245.66.

Evansville Education Foundation
Report for
Board of Education
April 30, 2014

The Evansville Education Foundation (EEF) met on February 27 and March 18, 2014. The following is a summary of the meetings:

- Alumni Committee - The NHS students have completed the alumni lists. There will be an alumni tent at the Homecoming football game on September 19, 2014.
- Communication Committee – There will be quarterly updates in The Review and in the ECSD school newsletters to parents beginning in May.
- Endowment Committee – Discussion regarding formulating a campaign to help the District make up any shortfall once the District decides on the direction regarding the Community Survey results.
- Special Events – The EEF had a booth at the Energy Fair. Future events: Euchre Tournament Fundraiser date is May 17, 2014 and Garage Sale on August 2nd.
- Technology Committee – Mr. Lahti has created the skeleton for the website and the Communication Committee is in the process of writing language for the different sections.

Respectfully Submitted by Kathi Swanson

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held on Wednesday, February 5, 2014, at 5:31 pm in the District Board and Training Center.

Attendance

Members in attendance: Eric Busse, Gary Feldt, Deb Fritz, Jolene Hammond, Kim Katzenmeyer, Dave Kopf, Rob Kostroun, Jim Kvalheim, Sandra McClellan, Kyle McDonald, Deanna Pickering, Dee Jay Redders, Tina Rossmiller, Jerry Roth, Chris Schullo, Kim Sperandeo-Wehner, Doreen Treuden, and Jon Wopat. Ms. McClellan will not be on the Committee going forward. Julie Creek-Hessler arrived at 5:34 pm.

Mr. Roth reminded all of the next meeting on Monday, February 10, with a presentation by Bob Butler from WASB.

Approve Minutes

Motion by Mr. Kvalheim, seconded by Mr. McDonald, moved to approve the January 8, 2014, minutes as presented. Motion carried.

Review Goals and Mission Statements

Mr. Roth shared handout on Compensation System Goals. No discussion.

Motion by Ms. Katzenmeyer, seconded by Ms. Creek-Hessler, moved to approve the goals as presented. Motion carried.

Discussion on Mission Statement. Mr. Roth asked for other examples, none given. Other suggestions:

- Change "potential" to "Potentials"
- Are we choosing from one of the two? Yes or combo
- The ECSD is dedicated to empowering all individuals to achieve personal excellence
- The ECSD is dedicated to empowering all individuals to reach their potential by providing a working environment that challenges all individuals to achieve personal excellence

Motion by Ms. Creek-Hessler, seconded by Ms. Katzenmeyer, moved to approve the last bullet above as the Mission Statement. Motion carried.

Review Past Compensation Model

Mr. Roth shared another example of a compensation schedule from South Milwaukee School District.

Past compensation models steps and lanes discussed. Discussed pros and cons of current step/lane:

Pros:

- Easy to administer
- People understand it and get it
- It's been around for a long time
- Easy to budget for
- Clear to employee on future income and have some control over future income
- Predictable – people get it
- Provides motivation to pursue advanced credits
- Offers employees security
- Security leads to retaining and attracting staff
- Will increase income based on results and effort and not based on someone's interpretation

Cons:

- People haven't been put on the schedule equitably – random placement
- Sometimes it erroneously rewards employee because of advanced degrees and not better teacher
- No lane for PhD
- Lack of incentive to work hard – stuck at the top of a lane
- Affordability based on current state funding
- Doesn't provide incentive for additional PDP work
- BA+48 was dropped – BA+18 became the max before the master's lane – somewhere along the way it was decided to force employees to get masters degrees. This made the schedule more expensive
- Forcing employees to get credits above and beyond the first PDP is a disincentive

Discuss Current State of Compensation

Discussion:

- Equity of placing new teachers in a salary using experience and education – open to interpretation based on the need of the District and funds available
- This has forced the need to get a compensation system in place

Discuss Sample Compensation Models

Discussion:

- Mayo article – Discussed by Ms. Creek Hessler – Mayo was asked how they get top performing employees without paying them top salaries – What was most important to the employee became key to their success. Time was valuable, being treated like a profession was important, team work was practiced, employee's didn't receive extra pay for extra assignments
- This is a philosophy – what are the pieces that play into professionalism?
- Need buy-in from employees – make them involved in the decision. Explain the need to the employee and get input
- Predictability – work environment – clarity
- Lots of collaboration from everybody – everybody feeling like they have been heard – even if the employees do not get what they want
- Have a method for employees to give their opinions
- The article also talked about acknowledgement of employees – public or private

- Employees got time to do what was expected – options for professional development – input for professional development
- It's truly about feeling supported – doesn't have to mean compensation
- If people feel like they are not adequately paid – it's demotivating. If people are adequately paid and then paid more – it doesn't increase motivation
- Employees need to feel that their time is valued. When we spearhead initiatives with no end in sight..... This too will pass. This doesn't value people's time. There needs to be an end or goal. It seems like we are fighting for "headlines" and the items we are boasting about don't make a difference
- Providing professional development without input or control from staff is not valuing employee's time
- There needs to be an "end" for closure
- Having adequate time to prepare for initiatives
- A cycle is needed for initiatives
- Exposure to a few initiatives is better than being exposed to too many
- Don't want to see a competitive environment created between teachers
- In the past, collaboration has been a practice – don't want to see that go away due to competition
- Pay schedule – not feeling like we are professionals with the 20 pay cycle – also don't feel like we are being treated like a professional as coaches because we cannot get the lump sum payment anymore
- People are feeling stressed because of the stagnant pay increases over the past few years – people are very stressed about their lack of compensation increase – it will be difficult to get people to buy into a new system if they are not coming from a "good" place
- It's a fear – because they don't know what is going to happen
- There is a sense of urgency to announce something to the staff about increased salaries
- How do we provide all of this without knowing increased revenue
- There was money unspent last year and employees did not get an increase
- We had staff meetings to address the funds that were underspent last year and input was provided – there was no follow through
- Staff want to know the results of the survey regarding 20 pays – this will come forward at the February 26 meeting
- We heard there was going to be a deficit – it ended up being a surplus – there needs to be a decision made on how that is going to be spent
- I have less money now than I had a few years ago
- We want to spend the revenue we have, but it is much less revenue – how do you make people feel better about that?
- The BOE recognizes it, the administration recognizes it
- It is not possible to give the increases that have been given in the past
- We would give you what we have, but we don't have it
- Bring the \$165,000 to the Board for consideration – two issues – do something now and then work on the future system
- Fairness – it will be decided by how we compare to neighboring districts – will other districts provide greener grass – we need to provide better working conditions to remain competitive – support professionalism – do things that don't cost much – the measure will be our neighbors
- People left our District to have better working conditions and not for more money

Discussion of unspent money from last year and a surplus from this year of \$165,000:

- This needs to be a Board discussion for the short term
- Philosophy that Mr. Roth laid out regarding salary increases versus stipends – discussion:
 - Who agrees with the philosophy? Agree – 6 , live with it – all the others, no thumbs down
 - Priority is to get this decided

Mr. Roth shared that he appreciated the open and honest dialog at this meeting and it felt different than past conversations.

Next Meeting

Assignment for next meeting – look at the other compensation models provided and make a list of pros/cons before the meeting.

February 10 – Bob Butler from WASB will present.

Future meeting date is March 10, at 5:30 pm. Agenda from today will continue.

Adjourn

Motion by Ms. Creek-Hessler, seconded by Mr. Kvalheim, moved to adjourn. Motion carried. Meeting adjourned at 7:01 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 3/10/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held Monday, February 10, 2014, at 5:33 pm at the District Board and Training Center.

Attendance

Members in attendance: Eric Busse, Julie Creek-Hessler, Gary Feldt, Deb Fritz, Jolène Hammond, Kim Katzenmeyer, Dave Kopf, Rob Kostroun, Kyle McDonald, Dee Jay Redders, Jerry Roth, Chris Schullo, Kim Sperandeo-Wehner, Doreen Treuden, and Jon Wopat. Absent: Jim Kvalheim, Deanna Pickering, Tina Rossmiller, and Sandra McClellan.

Mr. Roth shared that the Support Staff Employee Compensation Committee had a change to their Goals, number six reads: Develop an equitable compensation system based on annual revenue.

Compensation Presentation by Bob Butler, Wisconsin Association of School Boards (WASB)

Mr. Butler shared that WASB is not going to come out with a model compensation system because there is no evidence that one system will work in all districts. He presented a power point. Discussion.

Mr. Roth will send power point to all members.

Set Next Meeting Date

Was set at the February 5 meeting. Next meeting is March 10.

Adjourn

Motion by Mr. Roth, seconded by Ms. Katzenmeyer, moved to adjourn the meeting. Motion carried.

Meeting adjourned at 7:08 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 3/10/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held on Monday, March 10, 2014, at 5:33 pm, in the District Board and Training Room.

Attendance

Members in attendance: Eric Busse, Julie Creek Hessler, Gary Feldt, Deb Fritz, Jolene Hammond, Kim Katzenmeyer, Kyle McDonald, Tina Rossmiller, Jerry Roth, Kim Sperandeo-Wehner, Doreen Treuden, and Jon Wopat. Absent: Dave Kopf, Rob Kostroun, Chris Schullo, Jim Kvalheim, Deanna Pickering, and Dee Jay Redders.

Approve Minutes

Motion by Ms. Katzenmeyer, seconded by Mr. Roth, moved to approve the February 5 and February 10, 2014, minutes as presented. Motion carried, 11-0-1 (Rossmiller abstained).

Discuss Compensation Models

Discussion on Ripon model:

- It would be very difficult to track points and all other data to run the Ripon Model
- Peer review related to compensation is not the same as peer coaching and how would this affect teacher relationships?
- Who would be selected to do the peer reviews?
- This model would be difficult to manage
- The rubric is not well defined in the information that we have
- It would be difficult to schedule observations by teachers – takes them out of their classroom
- The stipend schedule is very clear – know exactly what you are going to get – Appendix II and III
- Career levels are well described and laid out
- Annual stipends are available and there is additional increases for teachers at the top – veteran points
- Can we afford this?
- Have a concern with how people earn points – e.g. workshops
- Limited language regarding PDPs
- Promotion rubric – good idea, but don't like the Ripon rubric – needs to be tied to Danielson
- Don't like student surveys – shouldn't be used for promotion – like feedback but not here
- Parent surveys shouldn't be tied to promotion
- Biggest takeaway – too complicated

Hartland/Lakeside Model Discussion –

- Is a K-8 District comparable to us
- Part of the handbook; so not all of the information is there
- Need the rest of the handbook
- Pay for performance or should performance be separate from pay decisions?
- Offers a transition period
- Should the educator effectiveness model align with the compensation plan to avoid double effort?

- Need to be careful that if the pay is related to performance – the public cannot figure out which teachers didn't receive a pay increase because of performance
- Does pay for performance reduce collaboration?
- What about the areas of teaching that are outside of the teacher's control?
- Performance should not be based on student test scores?
- Teacher instruction practices versus student outcome measurements
- Need to look at the instructional side of teacher performance and not the student outcomes
- Objective and measureable - e.g. number of parent contacts in a semester – can't just go through the motions – must be effective
- Teacher growth versus student growth

Elk Mound Area School District

- Looks just like Ripon
- Rubric is different
- Teachers do annual goals
- Administration needs to be able to manage what is decided for teacher evaluations
- Don't like the idea of community involvement
- Stipend for new teacher mentors

Beloit-Turner Model

- Merit pay based on WKCE scores – students need to be motivated to do well in K-12
- Pays teachers to live in the district – may attract new teachers
- Give a stipend for successful grant writing – win/win
- District improvement – innovation incentive – like it
- Co/Extra Curricular stipends are well laid out

Neenah School District

- More confusing
- Teachers could lose pay
- Like the Q and A included for staff

For the next meeting, will finish up discussion on compensation models with South Milwaukee, Northland pines, Monona Grove and document from Mr. Feldt.

Set Next Meeting Date

The next meeting is Monday, April 14, 2014, at 5:30 pm.

Adjourn

Motion by Ms. Katzenmeyer, seconded by Ms. Creek Hessler, moved to adjourn the meeting. Motion carried, 12-0 (voice vote). Meeting adjourned at 6:53 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 4/14/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Support Staff Employee Compensation Committee Minutes

The Support Staff Employee Compensation Committee meeting was held Thursday, February 6, 2014, at 4:30 pm in the District Board and Training Center Room.

Attendance

Members in attendance: Eric Busse, Linda Gard, Barb Krumwiede, Mindy Larson, Kelly Mosher, Ivy Otto, Tina Rossmiller, Jerry Roth, Jane Sperry, Tina Thornton, and Doreen Treuden. Absent: Mary Beth Anderson and Sue Parsons.

Approve Minutes

Motion by Mr. Roth, seconded by Ms. Gard, moved to approve the minutes as presented. Discussion to add comment made on asking for comparables that have a schedule that goes beyond five years. Minutes adequate as presented. Motion carried.

Discussion on comparable data. Ms. Mosher will contact schools who had provided comparable data, asking how they handle employees with more years of service.

Review Goals and Mission Statements

Mr. Roth had provided drafts of compensation system goals and mission statement. He shared a revised draft from the Teachers Employee Compensation Committee of a combined mission statement.

Discussion on draft goals. Number 6 is vague and possible revisions:

- a. Develop, appropriate and sustainable compensation based on districts annual revenue.
- b. Develop an equitable and motivating compensation system based on districts annual revenue.
- c. Develop an equitable compensation system based on annual revenue.

Motion by Ms. Larson, seconded by Ms. Gard, to approve the Goals, with C (above) as the new #6. Motion carried.

Discussion on draft mission statement. Most liked the revised draft combined mission statement.

Motion by Ms. Mosher, seconded by Ms. Rossmiller, moved to approve the combined mission statement that the teachers had approved. Motion carried.

Review of Past Compensation Models

Past compensation models discussed and pros and cons lists created:

Pros:

1. Addresses the years of service
2. Like the longevity statement in food service
3. Added steps to the support staff handout – revise for next time
4. Having classifications is a pro

5. It's predictable
6. Administrative assistants are missing a schedule
7. Easy to understand and explain
8. It awards to 20 years which is good
9. Not performance based

Cons:

1. Not performance based
2. Classifications are too narrow

Current State of Compensation

The District is hiring staff, in the absence of a Collective Bargaining Agreement, and a compensation model, placing educational assistants' people at a starting wage that is based on the salary schedule.

Discussion of the Mayo clinic article included pros that job appreciation and time provided to staff are more important than compensation to Mayo employees. Mayo Clinic are able to hire employees at a lower pay rate because they are happy with the working conditions.

Sample Compensation Models

Pros and cons of the samples from districts were created:

East Troy –

Pros:

1. More classifications – whatever that means
2. Not impressed
3. Movement is annual 1-5 years of service
4. Educational assistants are separated by assignment

Cons:

1. Confusing
2. Schedule does not have movement after 5 years

Jefferson –

Pros:

1. Educational Assistants are separated by job duties
2. There is movement every year

Cons:

1. Educational Assistants are separated by job duties
2. Classifications reduce professional growth

Edgerton -

Pros:

1. Attract new hires because they are paid the same as a senior employee

Cons:

1. New hires are paid the same as senior employees
2. No schedule, no predictability

Whitewater -

Pros:

1. It's very easy to understand and all support staff are on one schedule

2. Predictable

Cons:

1. Steps are not clear
2. It appears there is no longevity past 6 years

Mr. Roth shared that the District has non-earmarked money of \$165,000 in the current budget, the underspent \$335,000 from the 2012-2013 budget and the non-earmarked money of \$218,000 for the 2014-2015 budget. Teachers would like the \$165,000 to go toward salaries. This will probably go to the Board of Education for discussion at the February 26 meeting. Next question is how to spend the \$218,000 next year's money and what to do with the underspent money from last year.

Mr. Roth gave an example of philosophy – increase in revenues will go to salary increases. This year the District received an increase of .7% from the State. A percentage of leftover money at the end of a fiscal year could maybe go towards staff stipends. Comments:

- It makes sense
 - It's a nice way to reward employees by giving back some of the money that is underspent
 - If it's going to be a stipend – it should be the same for all employees – not a percentage.
- Thumb vote: 4 sideways and 3 up

Set Next Meeting Date

Next meeting is Tuesday, March 4 at 4:30 pm.

Adjourn

Motion by Ms. Sperry, seconded by Ms. Larson, to adjourn the meeting. Motion carried.
Meeting adjourned at approximately 6:00 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 3/4/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Support Staff Employee Compensation Committee Minutes

The Support Staff Employee Compensation Committee meeting was held Tuesday, March 4, 2014, at 4:32 pm in the District Board and Training Room.

Attendance

Members in attendance: Linda Gard, Barb Krumwiede, Kelly Mosher, Ivy Otto, Sue Parsons, Tina Rossmiller, Jerry Roth, Jane Sperry, Tina Thornton, and Doreen Treuden. Absent: Mary Beth Anderson, Mindy Larson, and Eric Busse.

Approve Minutes

Motion by Ms. Mosher, seconded by Ms. Sperry, moved to approve the minutes as presented. Motion carried, 10-0 (voice vote).

Share Longevity Information From Comparable Districts

Ms. Mosher provided a handout showing the longevity information for Whitewater, Edgerton, East Troy and Jefferson schools. Discussion.

Mr. Roth commented that the Board of Education did consider the 1.3% pay increase (\$165,000) and is also considering a stipend at some point, which may be pro-rated.

Discuss Employee Group Categories

In looking at employee group categories, food service or custodians will be not discussed at this time.

Discussion and thoughts on educational assistant (EA) group:

- Difficult to create levels for educational assistants because it's subjective
- How do you create levels when EAs are filling in for each other many times during the day
- How people view working with a student who has severe behavioral problems – that person may be viewed negatively
- Should every EA be a certified nursing assistant?
- Students with medical needs versus students with behavior needs
- Cathy Van Leuven and Teresa Baker should be invited to weigh in on this discussion
- All EAs should write down their daily duties to begin the job description process
- Bring copies of job descriptions from the Human Resource office for all support staff

Ms. Gard will work with Ms. Ashby to send out old job descriptions to all support staff and have them update the job descriptions.

Set Next Meeting Date

Next meeting is Monday, April 7 at 4:30 pm, to review educational assistants' job descriptions.

Adjourn

Motion by Mr. Roth, seconded by Ms. Rossmiller, moved to adjourn the meeting. Meeting adjourned at 5:28 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 4/7/14

MEMORANDUM

To: ECSD Board of Education
From: Jerry Roth, District Administrator
Re: Hiring Middle School and Elementary Principals
Date: 10-30-13

Due to the pending retirements of Middle School Principal, Bob Flaherty and Elementary Principal, Lou Havlik at the end of the 2013-2014 school year, it is time to discuss hiring new principals for the 2014-2015 school year. I recommend replacing these two full-time positions for the following reasons:

- Each school's enrollment is currently over 400 students. Managing student behavior and school climate is top priority in the effort to increase school safety. A 400:1 student to principal ratio is high. Increasing the student to principal ratio from our current levels questions the District's commitment to a safe school environment. In addition, principals must be available to work with families on a daily basis. Increasing the student to principal ratio also means that principals will have less time to work with families to support specific student needs.
- Each principal currently manages, supports and evaluates 50 staff members. Educator Effectiveness will increase principal responsibilities for supervision and evaluation of all staff beginning with the 2014-2015 school year. In a time of growing expectations for student achievement and improvement of instructional practices, the Department of Public Instruction suggests that Districts hire additional administrative staff to implement and manage Educator Effectiveness, not to decrease staff.
- Reducing an administrative position at this time would negatively impact the continuous system improvement efforts of the District. Reducing the administrative positions will diminish the sustainability of the high expectations that we have for our students, staff, administration and District.
- Rock Valley-North Administration FTE Comparisons:

Evansville	8.85 FTE
East Troy	8.85 FTE
Edgerton	9.00 FTE
Jefferson	9.60 FTE
McFarland	10.0 FTE
Whitewater	10.0 FTE
Average	9.38 FTE

MEMORANDUM

To: ECSD Board of Education
From: Jerry Roth, District Administrator
Re: Hiring Middle School and Elementary Principals
Date: 11-13-13

In your Board packet this week, I have included a document, **Rock Valley North FTE Staff/Student Ratios**, which was requested by Sandy Spanton-Nelson at the Board meeting held on 10-30-13. This document represents the ratio of students per administrator, per aides/support/other, per licensed staff and per the total of all staff. This document shows that our current student to principal ratios are comparable to the Rock Valley North. The student to principal ratios supports my recommendation to hire a new K-2 principal and a new middle school principal for the 2014-2015 school year.

Rock Valley North FTE Staff/Student Ratios

Information Gathered from the Department of Public Instruction – WISEdash
Most Current Numbers - 2012-2013

<i>Ratio of Students to FTE Staff Evansville Community 2012-13 Compared to All Districts in Rock Valley - North Athletic Conference Summary - All School Types Combined</i>			
		Number FTE Staff	Ratio of Students to FTE Staff
<u>Evansville Community</u> 1,760	Administration	8.9	198.9
	Aides/Support/Other	65.2	27.0
	Licensed Staff	144.1	12.2
	Total	218.2	8.1
<u>East Troy Community</u> 1,671	Administration	8.9	188.8
	Aides/Support/Other	80.6	20.7
	Licensed Staff	113.1	14.8
	Total	202.6	8.2
<u>Edgerton</u> 1,852	Administration	8.9	207.6
	Aides/Support/Other	63.0	29.4
	Licensed Staff	129.2	14.3
	Total	201.1	9.2
<u>Jefferson</u> 1,924	Administration	9.6	199.9
	Aides/Support/Other	86.9	22.1
	Licensed Staff	145.1	13.2
	Total	241.6	7.9
<u>McFarland</u> 4,293	Administration	10.4	*412.0 (Includes Virtual School)
	Aides/Support/Other	104.7	41.0
	Licensed Staff	242.4	17.7
	Total	357.5	12.0
<u>Whitewater Unified</u> 1,948	Administration	11.0	176.6
	Aides/Support/Other	69.7	27.9
	Licensed Staff	155.4	12.5
	Total	236.1	8.2

*McFarland includes the virtual school students in their average. When counting the traditional school students the averages are:

- Administration/Students = 223.9
- Licensed Staff/Students = 9.62

Aides/Support/Other – Includes: custodians, food service, educational assistants, clerks, and administrative assistants.

Rock Valley North FTE Staff/Student Ratios

Information Gathered from the Department of Public Instruction – WISEdash
Most Current Numbers - 2012-2013

Middle School Principal/Student Ratio:

1. McFarland	2/482 = 1/241
2. East Troy	1/381
3. Jefferson	1/414
4. Evansville	1/424
5. Edgerton	1/424
6. Whitewater	1/428

K-5 Principal/Student Ratio:

1. Jefferson	3/925	= 1/308
2. Whitewater	3/934	= 1/311
3. McFarland	3/1145	= 1/381
4. East Troy	2/769	= 1/384
5. Evansville	2/835	= 1/418
6. Edgerton	2/889	= 1/445

TRIS Principal Interview Timeline

Date	What is Happening	Time
Monday, April 21 - Friday, May 9	Post on WECAN and Develop Interview Teams (2)	
Monday, May 12 – Friday May 16	Administrative Team Reviews Applications and Selects Candidates for Initial Screening	On WECAN
Monday, May 19– Friday, May 23	District Administrator Conducts Screening Interviews on Candidates and Schedules Interviews	All Day
Tuesday, May 27	Parent Group and Staff/Administrators Group Interviews Candidates	All day
Wednesday, May 28	Administrative Team Selects Final Round Candidates	AM meeting
Friday, May 30	Administrative Team Interviews Final Candidates	All day
Wednesday, June 11	Board Approval of New TRIS Principal	

Referendum Dates

2014-2015

September	PROS	CONS
	1. Short window – momentum	1. Short window – fast roll out of information to the public
	2. Easy communication of levy at annual meeting	2. Cost of election
	3. Not competing with Blackhawk Tech referendum	3. Low voter turn-out

2014-2015

November	PROS	CONS
	1. Large voter turn-out	1. Compete with Blackhawk Tech
		2. Communicate two (2) levies and two (2) budgets at annual meeting
		3. Four (4) months of the fiscal year is over – short implementation time for first year

2015-2016

April	PROS	CONS
	1. Not competing with Blackhawk Tech referendum	1. Wait another year for funding
	2. Large voter turn-out	2. Loss of momentum following the work of the CAC survey
	3. Lots of time to plan if the referendum passes	

Referendum Questions

Referendum	PROS	CONS
One Question: Including all four (4) categories: Technology, Curriculum, Safety and Facilities	1. All or	1. Nothing
	2. Flexible for the spending plan	
	3. Works well with November referendum date	
Two Questions: 1. Curriculum, Safety and Technology 2. Facilities	3. Likely to have the technology / curriculum / safety questions pass based on survey	1. Voters may choose one (1) only / one (1) question may fail
Four Questions: Safety, Curriculum, Technology, Facilities	1. Provides the most flexibility for the voter	1. Likely that one (1)- two (2) questions may fail
		2. Questions become complicated for the voter to decipher

Projected Support for Referendum Questions

Key to Survey Responses: Average Column

___ 5) Definite Yes ___ 3) Undecided/Need Information ___ 1) Definitely No
 ___ 4) Probably Yes ___ 2) Probably No

Likely Responses on Referendum: Bill Foster's estimate of support for referendum questions

Factors to increase support:

- educating the community about each question
- defining the scope of each question
- reducing the overall cost/tax impact – reduced total amount from survey, \$8,460,000 to \$4,569,297

	Question	Average	Likely Responses on Referendum
1.	Would you help the District upgrade curriculum and textbooks by supporting a \$900,000 referendum (\$225,000/year for four years)? <i>(Representing an estimated average annual tax impact of \$23.19 for each \$100,000 of a home's value for the next four years)</i>	3.78	Y = 68% N = 32%
2.	Would you help the District upgrade the technology infrastructure and replace computers by supporting a \$1,520,000 referendum (\$380,000/year for four years)? <i>(Representing an estimated average annual tax impact of \$43.80 for each \$100,000 of a home's value for the next four years)</i>	3.62	Y = 62% N = 38%
3.	Would you help the District upgrade security and safety systems by supporting a \$300,000 referendum (\$75,000/year for four years)? <i>(Representing an estimated average annual tax impact of \$7.73 for each \$100,000 of a home's value for the next four years)</i>	3.58	Y = 61% N = 39%
4.	Would you help the District address major maintenance needs by supporting a \$2,800,000 referendum (\$700,000/year for four years)? <i>(Representing an estimated average annual tax impact of \$72.16 for each \$100,000 of a home's value for the next four years)</i>	3.52	Y = 54% N = 46%
	Would you support additional funding to retain and attract District employees? <i>(Representing an estimated average annual tax impact of \$79.80 for each \$100,000 of a home's value for the next four years)</i>	3.43	
	Would you support the District offering 4-year-old kindergarten?	3.43	
	Would you support spending approximately \$85,000 per year to add a full-time police liaison officer to increase campus security? <i>(Representing an estimated average annual tax impact of \$8.76 for each \$100,000 of a home's value for the next four years)</i>	2.52	

CAPITAL PROJECTS LIST

<u>Project</u>	<u>Criteria</u>	<u>Identifying Information</u>	<u>Cost</u>	<u>Scheduled</u>	<u>Total</u>
Roofing	Preventative Maintenance	TR/LL B1	\$ 160,000.00	2014-2015	\$ 515,446.00
Roofing	Preventative Maintenance	TR/LL G	\$ 125,000.00		
Paint Soffit	Preventative Maintenance	LLE	\$ 7,000.00		
HVAC - DDC controls	Preventative Maintenance/ROI	TRIS	\$ 140,000.00		
Intruder lock sets	Safety	District wide	\$ 36,300.00		
Courtyard, entryway windows - replace	Useful Life/ROI	TRIS	\$ 14,146.00		
HS gym floor - sanding and repaint	Useful life	HS	\$ 33,000.00		
Roofing	Preventative Maintenance	TR/LL G1	\$ 60,000.00	2015-2016	\$ 570,000.00
Roofing	Preventative Maintenance	TR/LL A1	\$ 165,000.00		
Roofing	Preventative Maintenance	TR/LL H	\$ 215,000.00		
Tuck Pointing, joint repair, caulking, etc.	Preventative Maintenance/ROI	LLE/TRIS	\$ 37,500.00		
Brick Column repair and eliminate moisture	Preventative Maintenance	LLE	\$ 77,500.00		
Install univents		JC	\$ 15,000.00		
Concrete Flatwork	Useful Life/Safety	District wide	\$ 48,496.00	2016-2017	\$ 518,496.00
Roofing	Preventative Maintenance	TR/LL H1	\$ 50,000.00		
Roofing	Preventative Maintenance	TR/LL E	\$ 420,000.00		
Roofing	Preventative Maintenance	TR/LL J	\$ 100,000.00	2017-2018	\$ 409,155.00
Roofing	Preventative Maintenance	TR/LL J1	\$ 75,000.00		
Roofing	Preventative Maintenance	TR/LL J2	\$ 60,000.00		
Outdoor Lighting - Academic Drive	Safety	HS	\$ 50,200.00		
Windows - 29 for replacement	Useful Life/ROI	LLE	\$ 62,480.00		
Windows - 26 for replacement	Useful Life/ROI	TRIS	\$ 50,730.00		
Exterior Doors	Useful Life/ROI	TRIS	\$ 10,745.00		

TOTAL \$ 2,013,097.00

SECURITY PROJECTS LIST

<u>Project</u>	<u>Criteria</u>	<u>Identifying Information</u>	<u>Cost</u>	<u>Scheduled</u>	<u>Total</u>
Safe and Secure Front Office Entrance	Safety	LLE	\$ 12,500.00	2014-2015	\$ 302,000.00
Safe and Secure Front Office Entrance	Safety	TRIS	\$ 12,500.00		
Safe and Secure Front Office Entrance	Safety	MS	\$ 12,500.00		
Safe and Secure Front Office Entrance	Safety	HS	\$ 12,500.00		
Cameras - 15 cameras	Safety	LLE	\$ 45,000.00		
Cameras - 15 cameras	Safety	TRIS	\$ 45,000.00		
Cameras - 15 cameras	Safety	MS	\$ 45,000.00		
Cameras - 15 cameras	Safety	HS	\$ 45,000.00		
Electronic Entrance - additional - 6	Safety	LLE	\$ 18,000.00		
Electronic Entrance - additional - 6	Safety	TRIS	\$ 18,000.00		
Electronic Entrance - additional - 6	Safety	MS	\$ 18,000.00		
Electronic Entrance - additional - 6	Safety	HS	\$ 18,000.00		

TECHNOLOGY PROJECTS LIST

Project	Criteria	Identifying Information	Cost	Scheduled	Total
Upgrade wired infrastructure	Education	District wide	\$ 220,000.00	2014-2015	\$ 972,000.00
Upgrade wireless infrastructure	Education	District wide	\$ 262,000.00		
Upgrade server infrastructure	Useful Life/Education	District wide	\$ 200,000.00		
Install room mounted projectors - 78 classrooms	Education	District wide	\$ 220,000.00	2015-2016	\$ 126,400.00
Install projector in PAC	Education	HS	\$ 25,000.00		
Install projector in media room	Education	HS	\$ 5,000.00		
Create a district training lab	Education	District wide	\$ 40,000.00	2016-2017	\$ 126,400.00
Additional Labs - 210 devices per year @ \$600 each	Education	District wide	\$ 126,400.00		
Additional Labs - 210 devices per year @ \$600 each	Education	District wide	\$ 126,400.00		
Additional Labs - 210 devices per year @ \$600 each	Education	District wide	\$ 126,400.00	2017-2018	\$ 126,400.00
				TOTAL	\$ 1,351,200.00

CURRICULUM PROJECTS LIST

<u>Project</u>	<u>Identifying Information</u>	<u>Cost</u>	<u>Scheduled</u>	<u>Total</u>
Curriculum	K-5 Science	\$ 125,000.00	2015-2016	\$ 450,000.00
Curriculum	6-12 Science	\$ 100,000.00		
Curriculum	K-12 Health	\$ 75,000.00		
Curriculum	K-12 ELA	\$ 75,000.00		
Curriculum	6-12 Spanish	\$ 75,000.00		
Curriculum	K-12 Soc.St.	\$ 150,000.00	2016-2017	\$ 270,000.00
Curriculum	K-12 Art	\$ 45,000.00	2017-2018	\$ 180,000.00
Curriculum	6-12 Math	\$ 75,000.00		
Curriculum	K-12 Music	\$ 45,000.00		
Curriculum	6-12 CTE	\$ 135,000.00		

TOTAL \$ 900,000.00

PROJECT COST SUMMARY

FUNDING CATEGORIES	2014-2015	2015-2016	2016-2017	2017-2018	Totals
Facility needs	515,446.00	570,000.00	518,496.00	409,155.00	2,013,097.00
Safety needs	302,000.00	-	-	-	302,000.00
Technology needs	972,000.00	126,400.00	126,400.00	126,400.00	1,351,200.00
Curriculum	-	450,000.00	270,000.00	180,000.00	900,000.00
				TOTAL	4,566,297.00
FUNDING OPTIONS	2014-2015	2015-2016	2016-2017	2017-2018	Totals
Based on Priority List	1,789,446.00	1,146,400.00	914,896.00	715,555.00	4,566,297.00
Based on equal amounts per year	1,141,574.25	1,141,574.25	1,141,574.25	1,141,574.25	4,566,297.00
Based on equalizing tax impact	875,000.00	1,150,000.00	1,247,000.00	1,294,297.00	4,566,297.00

Tax Impact Summary

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Technology Levy Increase	1,789,446.00	1,146,400.00	914,896.00	715,555.00	
Less: State Aid	0	-569,939	-365,128	-291,394	-227,904
Net Levy	<u>1,789,446</u>	<u>576,461</u>	<u>549,768</u>	<u>424,161</u>	<u>-227,904</u>

Est. Tax Rate \$2.71 \$0.87 \$0.83 \$0.64 -\$0.34

Tax Impact Summary

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
All Levy Increase	1,141,574	1,141,574	1,141,574	1,141,574	
Less: State Aid	0	-363,591	-363,591	-363,591	-363,591
Net Levy	<u>1,141,574</u>	<u>777,983</u>	<u>777,983</u>	<u>777,983</u>	<u>-363,591</u>

Est. Tax Rate \$1.73 \$1.18 \$1.18 \$1.18 -\$0.55

Tax Impact Summary

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Total Amount per Year Levy Increase	875,000	1,150,000	1,247,000	1,294,297	
Less: State Aid	0	-278,688	-366,275	-397,170	-412,234
Net Levy	<u>875,000</u>	<u>871,313</u>	<u>880,725</u>	<u>897,128</u>	<u>-412,234</u>

Est. Tax Rate \$1.32 \$1.32 \$1.33 \$1.36 -\$0.62

Home Value	Tax Impact for Year 1	5 yrs. Averaged over 4
\$ 100,000	\$ 270.67	\$ 117.68
\$ 300,000	\$ 812.02	\$ 353.04
\$ 500,000	\$ 1,353.37	\$ 588.40

4,566,297

Home Value	Tax Impact for Year 1	5 yrs. Averaged over 4
\$ 100,000	\$ 172.68	\$ 117.68
\$ 300,000	\$ 518.03	\$ 353.04
\$ 500,000	\$ 863.38	\$ 588.40

4,566,297

Home Value	Tax Impact for Year 1	5 yrs. Averaged over 4
\$ 100,000	\$ 132.35	\$ 117.68
\$ 300,000	\$ 397.06	\$ 353.04
\$ 500,000	\$ 661.77	\$ 588.40

4,566,297

DISTRICT	Vote Date	Years	Amount	Referenda Type	Yes Votes	No Votes	RESULTS	PURPOSE	
Big Foot UHS (6013)	4/1/2014	2014-2015	\$990,000	NR - 2014-2019	1,038	702	Passed	To enhance educational programming, provide a safe educational environment and maintain facilities.	Be it resolved by the School Board of the Big Foot Union High School District (the "District") of Walkworth County, Wisconsin that the revenues included in the District budget be authorized to exceed the revenue limit set forth in Section 121.91, Wis. Stats., on a non-recurring basis by \$990,000.00 per year for a five (5) year period starting in the 2014-2015 school year and ending in the 2018-2019 school year for non-recurring purposes consisting of enhancing educational programming, providing a safe educational environment and maintaining facilities.
		2015-2016	\$990,000						
		2016-2017	\$990,000						
		2017-2018	\$990,000						
		Total	\$4,950,000						
Denmark (1407)	4/1/2014	2014-2015	\$800,000	NR - 2014-2017	1,085	784	Passed	Operating expenses, including ongoing educational programming and maintenance, enhancing safety and security, transportation and technology.	BE IT RESOLVED by the School Board of the School District of Denmark, Brown, Manitowoc and Kewaunee Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$800,000 for the 2014-15 school year, by \$900,000 for the 2015-16 school year, and by \$900,000 for the 2016-17 school year, for non-recurring purposes consisting of operating expenses, including ongoing educational programming and maintenance, enhancing safety and security, transportation and technology.
		2015-2016	\$900,000						
		2016-2017	\$900,000						
		Total	\$2,600,000						
Fort Atkinson (1883)	4/1/2014	2014-2015	\$1,750,000	NR - 2014-2017	2,372	1,541	Passed	To exceed revenue cap on a non-recurring basis by \$1,750,000 for three years (2014-15, 2015-16, 2016-17).	BE IT RESOLVED by the School Board of the School District of Fort Atkinson, Jefferson and Rock Counties, Wisconsin, that the final school district budget shall include an amount not to exceed \$1,750,000 in excess of the revenue limits imposed by Section 121.91 of the Wisconsin Statutes each year for a period of three years on a non-recurring basis, beginning with the 2014-15 school year and ending with the 2016-17 school year, for the purpose of paying District operating costs in support of delivering the quality opportunities and services each student needs to achieve his or her academic and personal potential.
		2015-2016	\$1,750,000						
		2016-2017	\$1,750,000						
Lacrosse (2849)	4/1/2014	2014-2015	\$4,175,000	NR - 2014-2019	4,185	2,019	Passed	educational programs, building safety and maintenance and technology.	BE IT RESOLVED by the School Board of the School District of La Crosse, La Crosse and Vernon Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$4,175,000 per year beginning with the 2014-2015 school year and ending with the 2018-2019 school year, for non-recurring purposes consisting of \$3,350,000 for educational programs, \$412,500 for building safety and maintenance and \$412,500 for technology. Adopted and recorded January 13, 2014.
		2015-2016	\$950,000						
		2016-2017	\$950,000						
Lodi (3150)	4/1/2014	2014-2015	\$300,000	NR - 2014-2017	1,117	1,030	Passed	Funding general operations, technology and curriculum, and facility maintenance and improvements.	Be it resolved by the School Board of the School District of Lodi, Columbia and Dane Counties, Wisconsin, that the school district budget for the 2014-2015 school year, and for each successive year thereafter through the 2016-2017 school year, shall include, on a non-recurring basis, an amount of \$950,000 in excess of the revenue limits imposed by section 121.91(2m) of the Wisconsin Statutes for the purpose of funding general operations, technology and curriculum, and facility maintenance and improvements.
		2015-2016	\$300,000						
		2016-2017	\$300,000						
Luck (3213)	4/1/2014	2014-2015	\$300,000	NR - 2014-2019	242	212	Passed	for technology initiatives and operating costs	Be it resolved by the School Board of the School District of Luck, Polk County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 for five years beginning with the 2014-2015 school year through the 2018-2019 school year for non-recurring purposes consisting of technology initiatives and operating costs.
		2015-2016	\$300,000						
		2016-2017	\$300,000						
Monticello (3696)	4/1/2014	2014-2015	\$530,000	NR - 2014-2022	261	172	Passed	Operational expenses; acquiring vehicles; upgrading and acquiring agriculture/technology, cafeteria, security and other classroom equipment; replacing playground equipment; and maintenance and repair projects, including roofing, HVAC systems, doors and flooring.	BE IT RESOLVED by the School Board of the School District of Monticello, Green County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$530,000 for the 2014-2015 school year, by \$680,000 for the 2015-2016 school year through the 2017-2018 school year, and by \$820,000 for the 2018-2019 school year through the 2021-2022 school year, for non-recurring purposes consisting of continuing the 2008 approval for operational expenses; acquiring vehicles; upgrading and acquiring agriculture/technology, cafeteria, security and other classroom equipment; replacing playground equipment; and maintenance and repair projects, including roofing, HVAC systems, doors and flooring.
		2015-2016	\$680,000						
		2016-2017	\$680,000						
		2017-2018	\$820,000						
		2019-2020	\$820,000						
Oakfield (4025)	4/1/2014	2014-2015	\$1,000,000	NR - 2014-2020	905	410	Passed	Paying School district operation and maintenance expense	BE IT RESOLVED by the School Board of the School District of Oakfield, Fond du Lac County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$1,000,000 a year for the 2014-2015 school year through the 2016-2017 school year, and by \$1,200,000 a year for the 2017-2018 school year through the 2019-2020 school year, for non-recurring purposes consisting of operating expenses.
		2015-2016	\$1,000,000						
		2016-2017	\$1,000,000						

DISTRICT	Vote Date	Years	Amount	Referenda Type	Yes Votes	No Votes	RESULTS	PURPOSE	
Onalaska (4095)	2/18/2014	2014-2015	\$500,000	NR - 2014-2019	1,498	864	Passed	To Exceed Revenue Limit for Technology Expenses	BE IT RESOLVED by the School Board of the School District of Onalaska, La Crosse County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$500,000 a year for five years, for the 2014-2015 school year through the 2018-2019 school year, for non-recurring purposes consisting of ongoing technology expenses.
		2015-2016	\$500,000						
		2016-2017	\$500,000						
		2017-2018	\$500,000						
		2018-2019	\$500,000						
		Total	\$2,500,000						
Oshkosh Area (4179)	4/1/2014	2014-2015	\$3,950,000	NR - 2014-2021	7,324	5,004	Passed	Paying District operation and maintenance costs and acquisition of technology equipment.	BE IT RESOLVED by the School Board of the Oshkosh Area School District, Winnebago County, Wisconsin, that the final school district budget shall include an amount not to exceed \$3,950,000 in excess of the revenue limits imposed by Section 121.91 of the Wisconsin Statutes each year for a period of seven years on a non-recurring basis, beginning with the 2014-15 school year and ending with the 2020-21 school year, for the purpose of paying District operation and maintenance costs and acquisition of technology equipment.
		2015-2016	\$3,950,000						
		2016-2017	\$3,950,000						
		2017-2018	\$3,950,000						
		2018-2019	\$3,950,000						
		2019-2020	\$3,950,000						
		2020-2021	\$3,950,000						
		Total	\$27,650,000						
Owen-Whitee (4207)	4/1/2014	2014-2015	\$300,000	NR - 2014-2019	512	233	Passed	To exceed the revenue limit for operational and maintenance expenses	BE IT RESOLVED by the School Board of the School District of Owen-Whitee, Clark and Taylor Counties, Wisconsin, that the revenues included in the School District budget for the 2014-2015 school year through the 2018-2019 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 a year, for non-recurring purposes consisting of operational and maintenance expenses.
		2015-2016	\$300,000						
		2016-2017	\$300,000						
		2017-2018	\$300,000						
		2018-2019	\$300,000						
		Total	\$1,500,000						
Pardeeville Area (4228)	4/1/2014	2014-2015	\$905,000	NR - 2014-2018	597	318	Passed	To exceed Revenue Cap from 2014-15 school year to 2017-18 school year	BE IT RESOLVED by the School Board of the Pardeeville Area School District, Columbia and Marquette Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$905,000 for the 2014-2015 school year, by \$885,000 for the 2015-16 school year, and by \$850,000 for the 2016-2017 school year and the 2017-2018 school year, for non-recurring purposes for operational expenses.
		2015-2016	\$885,000						
		2016-2017	\$850,000						
		2017-2018	\$850,000						
		Total	\$3,490,000						
Parkview (4151)	4/1/2014	2014-2015	\$350,000	NR - 2014-2017	1,230	1,044	Passed	Consisting of technology and curriculum materials, classroom materials, professional development training and special education costs.	BE IT RESOLVED by the School Board of the Parkview School District, Rock County, Wisconsin, that the revenues included in the School District budget for 3 years, beginning with the 2014-2015 school year and ending with the 2016-2017 school year, be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$350,000 a year, for non-recurring purposes consisting of technology and curriculum materials, classroom materials, professional development training and special education costs.
		2015-2016	\$350,000						
		2016-2017	\$350,000						
		2017-2018	\$350,000						
		Total	\$1,050,000						
Prescott (4578)	4/1/2014	2016-2017	\$110,000	NR - 2016-2020	1,297	1,296	Passed	To exceed the revenue cap for the non-recurring purposes of funding the new high school operating expenses.	BE IT RESOLVED by the School Board of the School District of Prescott, Pierce County, Wisconsin, that the revenues included in the School District be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$110,000 a year for the 2016-2017 school year through the 2019-2020 school year, for non-recurring purposes consisting of new high school operating expenses.
		2017-2018	\$110,000						
		2018-2019	\$110,000						
		2019-2020	\$110,000						
		Total	\$440,000						
River Ridge (4904)	2/18/2014	2014-2015	\$150,000	NR - 2014-2019	278	234	Passed	exceed revenue cap by \$150,000 for non-recurring purposes consisting of continuing approvals for operating expenses including instructional programs, technology, and enhancing district-wide security	BE IT RESOLVED by the School Board of the River Ridge School District, Grant County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$350,000 beginning with the 2014-2015 school year for recurring purposes and by an additional \$150,000 (for a total of \$500,000) for the 2014-2015 school year through the 2018-2019 school year for non-recurring purposes, consisting of continuing the 2008 and 2012 approvals for operating expenses including instructional programs, technology, and enhancing district-wide security.
		2015-2016	\$150,000						
		2016-2017	\$150,000						
		2017-2018	\$150,000						
		2018-2019	\$150,000						
		Total	\$750,000						
Stockbridge (5614)	2/18/2014	2014-2015	\$200,000	NR - 2014-2017	272	128	Passed	To continue to Exceed the Revenue Cap on a non-recurring basis for the purpose of the operational needs of the school district as determined by the school board.	BE IT RESOLVED by the Board of Education of the Stockbridge School District, Calumet County, Wisconsin (the "District") that pursuant to 121.91(3) of the Wisconsin Statutes, the District continue to exceed the revenue limit established under Section 121.91(2m) of the Wisconsin Statutes on a non-recurring basis in the amount of \$200,000 annually for the school years 2014-2015, 2015-2016, 2016-2017 in a total amount of \$600,000 over the three school years for the purpose of the operational needs of the school district as determined by the school board.
		2015-2016	\$200,000						
		2016-2017	\$200,000						
		Total	\$600,000						
Tomah Area (5747)	4/1/2014	2014-2015	\$300,000	NR - 2014-2017	1,547	1,516	Passed	Sustaining educational programs and to maintain current levels of operational expenses.	BE IT RESOLVED by the School Board of the Tomah Area School District, Jackson, Juneau and Monroe Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 for the 2014-2015 school year, by \$750,000 for the 2015-2016 school year, and by \$1,500,000 for the 2016-2017 school year, for non-recurring purposes consisting of sustaining educational programs and to maintain current levels of operational expenses.
		2015-2016	\$750,000						
		2016-2017	\$1,500,000						
		Total	\$2,550,000						

DISTRICT	Vote Date	Years	Amount	Referenda Type	Yes Votes	No Votes	RESULTS	PURPOSE	ACTUAL WORDING
Wabeno Area (5992)	4/1/2014	2014-2015	\$750,000	NR - 2014-2017	582	542	Passed	To exceed the revenue limit for three years for non-recurring purposes.	BE IT RESOLVED by the School Board of the School District of Wabeno Area, Forest, Langlade, Marinette and Oconto Counties, Wisconsin, be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$750,000 for the 2014-2015 school year through the 2016-2017 school year for non-recurring purposes.
		2015-2016	\$750,000						
		2016-2017	\$750,000						
		Total	\$2,250,000						
West Salem (6370)	4/1/2014		\$500,000	NR - 2014	1,613	1,108	Passed	Non-recurring purposes consisting of security improvements at the Elementary School	Be it resolved by the School Board of the School District of West Salem, La Crosse County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$500,000 for the 2014-2015 school year, for non-recurring purposes consisting of security improvements at the Elementary School.

DISTRICT	VOTE DATE	YEARS	TYPE	YES	NO	RESULT	PURPOSE	ACTUAL WORDING
Ellsworth Community (1659)	2/18/2014	2014-2015	NR - 2014-2017	1,038	1,243	Failed	Exceed revenue cap for non recurring purposes consisting of ongoing educational programming and facilities.	Be it resolved by the School Board of the Ellsworth Community School District, Pierce County, Wisconsin, that the revenues included in the School District budget for the 2014-2015 school year through the 2016-2017 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$800,000 a year, for non-recurring purposes consisting of ongoing educational programming and facilities.
		2015-2016						
		2016-2017						
		Total \$2,400,000						
Herman #22 (2523)	2/18/2014	2014-2015	NR - 2014-2019	90	160	Failed	For non-recurring purposes consisting of operational purposes.	BE IT RESOLVED, by the School Board of the School District Number 22, Town of Herman, Dodge County, Wisconsin, that the revenues included in the School District budget beginning with the 2014-2015 school year and ending with the 2018-2019 school year be authorized to exceed the revenue limit specified in Section 121.19, Wisconsin Statutes, by \$200,000 a year, for non-recurring purposes consisting of operational purposes. Adopted and recorded November 14, 2013.
		2015-2016						
		2016-2017						
		2017-2018						
		2018-2019						
		Total \$1,000,000						
Markesan (3325)	4/1/2014	2014-2015	NR - 2014-2018	766	867	Failed	To Maintain school district programs and operations	The Board of Education for the Markesan District Schools supports including \$695,000.00 in excess of the revenue limit set forth in Section 121.91, Wis. Stats., on a non-recurring basis, in the final School District budget of the District in each of four (4) consecutive years for the 2014-15, 2015-16, 2016-17, and 2017-18 school years, such excess to be used to maintain School District programs and operations for each of these four school years.
		2015-2016						
		2016-2017						
		2017-2018						
		Total \$2,780,000						
Princeton (4606)	4/1/2014	2014-2015	NR - 2014-2017	217	255	Failed	Resolution to increase revenue limits for the purpose of funding costs of parking lot resurfacing and other operational needs of the school district.	Be it resolved by the School Board of the School District of Princeton, Green Lake and Marquette Counties, Wisconsin, that, for the purpose of funding costs of parking lot resurfacing and other operational needs of the school district, the school district budget for each of the 2014-15 through 2016-17 school years shall include the following amounts in excess of the revenue limits imposed by Section 121.91(2m), Wisconsin Statutes: for the 2014-15 school year an amount of \$350,000 on a nonrecurring basis; for the 2015-16 school year an amount of \$350,000 on a nonrecurring basis; and for the 2016-17 school year an amount of \$350,000 on a nonrecurring basis.
		2015-2016						
		2016-2017						
		2017-2018						
		Total \$1,050,000						
Rubicon J6 (4998)	4/1/2014	2014-2015	NR - 2014-2017	220	222	Failed	For ongoing educational and facilities expenses.	BE IT RESOLVED by the School Board of the Rubicon Joint #6 School District, Town of Rubicon and Hartford, City of Hartford, Dodge and Washington Counties, Wisconsin, that the revenues included in the School District budget beginning in the 2014-2015 school year and ending with the 2016-2017 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$450,000 per year for non-recurring purposes consisting of ongoing educational and facilities expenses.
		2015-2016						
		2016-2017						
		2017-2018						
		Total \$1,350,000						
Saint Croix Falls (5019)	4/1/2014	2014-2015	NR - 2014-2019	329	399	Failed	To finance pupil technology for the 2014-2015, 2015-2016, 2016-2017, 2017-2018 and 2018-2019	Be it resolved by the School Board of the St. Croix Falls School District: The Board of Education for the St. Croix Falls School District supports including \$240,000 in excess of the revenue limit set forth in Section 121.91, Wis. Stats., on a non-recurring basis, in the final School District budget of the District for each year for the 2014-15, 2015-16, 2016-17, 2017-18, and 2018-19 school years, such excess to be used to finance pupil technology for each of these five school years.
		2015-2016						
		2016-2017						
		2017-2018						
		2018-2019						
		Total \$1,200,000						
Siren (5376)	4/1/2014	2014-2015	NR - 2014-2019	146	249	Failed	to maintain current levels of programs and operations.	Be it resolved by the Siren School Board that it shall include revenue in its budget for each of the 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019 school years in the amount of \$250,000.00 in excess of the annual revenue limits imposed under § 121.91, Wis. Stats. for the non-recurring purpose of annually maintaining current levels of educational programming, expenditures and operations despite state-related budgetary reductions while at the same time recognizing the need to engage in responsible fiscal management of the School District's resources in recognition of the desire to minimize property tax impacts.
		2015-2016						
		2016-2017						
		2017-2018						
		2018-2019						
		Total \$1,250,000						
Tomah Area (5747)	4/1/2014	2014-2015	NR - 2014-2017	1,505	1,530	Failed	Sustaining educational programs and to maintain current levels of operational expenses.	BE IT RESOLVED by the School Board of the Tomah Area School District, Jackson, Juneau and Monroe Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 for the 2014-2015 school year; by \$750,000 for the 2015-2016 school year; and by \$1,500,000 for the 2016-2017 school year, for non-recurring purposes consisting of sustaining educational programs and to maintain current levels of operational expenses.
		2015-2016						
		2016-2017						
		2017-2018						
		Total \$2,550,000						
Wheatland J1 (6412)	4/1/2014	2014-2015	NR - 2014-2018	233	286	Failed	In order to maintain the current level of educational programs and district operations.	BE IT RESOLVED by the School Board of the Joint School District Number 1, Towns of Wheatland, Brighton, Randall and Salem, Kenosha County, Wisconsin, that the revenue included in the School District budgets for the 2014-15 school year and for three school years thereafter, to and including the 2017-18 school year, be authorized to exceed the statutory revenue limits specified in Section 121.91 of the Wisconsin Statutes, by \$750,000 each year, for non-recurring purposes, in order to maintain the current level of educational programs and district operations.
		2015-2016						
		2016-2017						
		2017-2018						
		2018-2019						
		Total \$3,000,000						
White Lake (6440)	4/1/2014	2014-2015	NR - 2014-2017	177	179	Failed	General Operations	BE IT RESOLVED by the School Board of the School District of White Lake, Langlade County, Wisconsin, that the revenues included in the School District budget for three years beginning with the 2014-2015 school year and through the 2016-2017 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$250,000 a year, for non-recurring purposes consisting of ongoing operational expenses. Adopted and recorded January 16, 2014.
		2015-2016						
		2016-2017						
		Total \$750,000						

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF REGULAR MEETING

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, April 9, 2014, at 6:00 pm in the District Board and Training Center.

The meeting was called to order by President Eric Busse. Roll call was taken. Members present: Rossmiller, Swanson, Busse, Rasmussen, Spanton Nelson, Braunschweig, HS Reps Johnson and Haegele. Absent: Hatfield.

APPROVE AGENDA

Motion by Mr. Braunschweig, seconded by Ms. Rossmiller, to approve the agenda, moving item IX, D – Approval of 4K Program for 2015-2016 School Year after item VI – Reports and prior to VII – Information and Discussion and inserting a 10 minute break before item XII – Executive Session. Motion carried, 6-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Recognize Board Members: Dennis Hatfield and Mason Braunschweig
- Week of the Young Child Family Night – April 11 at 5:30 pm; Parade – April 24 at 9:30 am
- Energy Fair – April 25, 2014
- Open Enrollment – February 3-April 30, 2014
- Employee Retirement Recognition – June 4
- Back to School Days – August 12, 3:00-7:00 pm; August 19, 10:00 am-2:00 pm

PUBLIC PRESENTATIONS

Mr. Busse shared due to the length of the agenda and the number of participants to speak, each presentation will be limited to three minutes, with no discussion by Board or administration.

Parent, Christine Leggett, shared a handout and spoke on the High School Senior Project, looking for answers to questions she had previously asked.

Student, Montana Leggett, shared a handout and spoke on the High School Senior Project and Boy Scout Eagle Project.

Parent, Sarah Tachon, spoke in favor of a 4K program in Evansville.

Parent, Randy Withrow, spoke in favor of the Senior Graduation Project.

Teacher, Deb Miller, spoke on collaboration in the District.

Teacher, Rob DeMeuse, spoke on employee morale.

Teacher, Dave Kopf, spoke on his Employee Handbook Proposed Change, and his clarification on the 20 or 24 pay periods.

Teacher, Beth Oswald, shared a handout of District policy #521-Involvement in Decision-Making and spoke on 20 or 24 pay periods.

Board discussion on allowing presenters to finish their presentation at the second public presentation portion of the meeting. Board agreed to allow presenters to speak again.

DISTRICT ADMINISTRATOR REPORT

Mr. Roth's submitted report was on school safety and security. Discussion.

HIGH SCHOOL BOARD REPRESENTATIVES'/PRINCIPALS'/ADMINISTRATORS' REPORTS

Ms. Haegele, Mr. Johnson and Mr. Everson's combined submitted report was on high school events. Discussion. Ms. Landers, Ms. Havlik, Ms. Wick, Mr. Flaherty, and Ms. Ashby's submitted reports included good things in our buildings. Discussion.

BOARD PRESIDENT – YEAR-IN-REVIEW REPORT

Mr. Busse read his report, year-in-review.

BUSINESS (Action Item)

Motion by Mr. Braunschweig, seconded by Ms. Rossmiller, moved to approve a collaborative community-based 4K program, starting in the 2015-2016 school year, for all eligible four-year olds that are residents of the District. Discussion. Motion carried, 6-0 (voice vote).

INFORMATION & DISCUSSION

High School Student Council Reps, Hunter Johnson and Marissa Haegele, presented a Buy a Brick fund raiser. Discussion. Consensus of the Board to approve the fund raiser.

High School Band Director, Mr. Zblewski, presented a potential 2015 spring break band/choir field trip to Orland Florida. Discussion.

High School Principal, Mr. Everson, and teachers, Mike Czerwonka, Kim Katzenmeyer and Matt Smith, presented on a High School Alternative Education Program. Discussion.

Business Manager, Doreen Treuden, shared the Food Service Request for Proposal (RFP) process.

Mr. Busse, presented the official School Board Election results.

Mr. Roth shared the Citizens Advisory Committee recommendations and presented a possible referendum timeline. Discussion.

Mr. Roth led discussion on future staff wage increases and potential stipends. Discussion.

Ms. Rossmiller led discussion on Employee Handbook Proposed Changes: Entire Handbook, Sub-On-Line to T.O.C.; Entire Handbook, Remove Policies: #513-Personnel/Payroll

Management; #522.8-Staff Dress; #529.3-Bereavement Leave; #529.45-Personal Leave; #534-Substitute Teacher; and #536-Reduction in Work Force; Part 1, All Employees, Sections 5, 5.01 and 10; Part 2, Certified Staff, Sections 1.02, and 6, 6.01, B, 3; Part 3, Support Staff, Sections 1.01, 1.03, 8, 8.01, C, 4, and 11.02, B; Part 5, Co-and Extra Curricular Staff, New Section; Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4; and Employee Acknowledgement. Discussion. Proposed changes to Entire Handbook to come back for a second reading. Part 1, All Employees, Number of Pay Periods, requests from Feldt, Kopf, and Schwenn, to be dropped. Oswald to come back for a second reading. Roth request withdrawn. All other proposed changes to come back for a second reading except for Crocker, to be dropped, and Part 3, Support Staff, HRA, Sutherland and Thornton to be combined as one request.

Ms. Rossmiller presented for a second reading, policy #343.42-Youth Options. Policy to be brought back for approval.

PUBLIC PRESENTATIONS

Teacher, Beth Oswald, spoke on Employee Handbook Proposed Changes, in opposition.

BUSINESS (Action Items)

Motion by Mr. Braunschweig, seconded by Ms. Rossmiller, moved to approve to rebuild the press box as either a wood structure or block structure, with the total project not to exceed \$116,015, which includes donations of at least \$16,015. Discussion. Motion carried, 6-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Braunschweig, moved to approve to accept the proposed changes pertaining to health and dental insurance coverage for the 2014-2015 school year as presented by the Insurance Committee. Motion carried, 6-0 (voice vote).

Motion by Mr. Braunschweig, seconded by Ms. Swanson, moved to approve hiring four Educator Effectiveness Coaches, for a salary of \$2,500 each and a maximum of three teacher mentors for a salary of \$2,500 each. Motion carried, 6-0 (voice vote).

Motion by Ms. Swanson, seconded by Mr. Braunschweig, moved to approve the 2014-2015 teacher contracts as presented, with the exception of the .5 Alternative Education Teacher and the .5 Special Education Teacher. Motion carried, 6-0 (voice vote).

Motion by Mr. Braunschweig, seconded by Ms. Swanson, moved to approve the 2014-2015 Co-and Extra-Curricular assignments as presented. Motion carried, 6-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Ms. Swanson, moved to accept the resignation of Chad Thompson, .50 High School GT/Distance Learning Coordinator, at the end of the 2013-2014 school year. Motion carried, 6-0 (voice vote).

Motion by Mr. Braunschweig, seconded by Ms. Swanson, moved to approve the co-curricular positions of Peter Diedrich and Doug Zblewski, .50 Musical Technical Director, for a salary of \$1,148 each. Motion carried, 6-0 (voice vote).

Motion by Mr. Braunschweig, seconded by Ms. Swanson, moved to approve Beth Pickart, as the two hour Grove Lunch Room Supervisor at a rate of \$11.87/hour and Melissa Gray as a full-time High School Special Educational Assistant at a rate of \$11.87/hour. Motion carried, 6-0 (voice vote).

CONSENT (Action Items)

Motion by Mr. Braunschweig, seconded by Ms. Spanton Nelson, moved to approve the consent agenda items: policies, #322-Student School Day; #341.6-Kindergarten Instruction; #343.3-Virtual School Program; #343.31-Virtual School Program-Administrative Rule; #343.3 Form-Virtual School Program Form; #420-School Admissions; #421-Entrance Age; #421.1-Admission to First Grade; #422-Early Admission to School; #522.2-Tobacco Use by Staff on School Premises; #443.41/522.11-Definitions Relating to Alcohol,, Tobacco/Nicotine and Other Drug Prohibitions; #832-Tobacco-Free School Property; #832.1-Use of Tobacco Products on School Premises; March 12 Regular Meeting Minutes; and the March Bills and Reconciliation as presented. Motion carried, 6-0 (roll call vote).

FUTURE AGENDAS

April 28 Reorganization meeting agenda and April 30 Regular meeting agenda discussed.

A ten minute break taken.

EXECUTIVE SESSION

Motion by Mr. Braunschweig, seconded by Ms. Spanton Nelson, moved to move into executive session, under Wisconsin State Statute 19.85(1)(c)(f) to discuss personnel issues. Motion carried, 6-0 (roll call vote).

Meeting adjourned from executive session at 11:02 pm.

Submitted by John Rasmussen, Clerk

Approved: _____
Eric Busse, President

Dated: _____

Approved: 4/30/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF SPECIAL MEETING

A special meeting of the Board of Education of the Evansville Community School District was held Wednesday, April 16, 2014, at 7:00 pm in the District Board and Training Center.

The meeting was called to order by President Eric Busse. Roll call was taken. Members present: Swanson, Rasmussen, Spanton Nelson, Braunschweig, Rossmiller, and Busse. Absent: Hatfield.

Motion by Mr. Braunschweig, seconded by Ms. Spanton Nelson, moved to move into Executive Session, under Wisconsin Statute 19.85(1)(a)(f)(g) to consider expulsion proceedings. Motion carried, 6-0 (roll call vote).

Meeting adjourned from executive session at 8:50 pm.

Submitted by John Rasmussen, Clerk

Approved: _____
Eric Busse, President

Dated: _____ Approved: 4/30/14

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Food Service Request for Proposal (RFP)
Date: March 31, 2014

Below is a revised timeline for the food service RFP process. The RFP document has been approved by DPI and will be sent to vendors on March 31. The RFP review committee will be Joan Wick, Linda Gard and me. Please let me know if you have any questions.

3/24/2014 – Email sent to 17 food service management companies announcing RFP

3/26/2014 – RFP Notice published in the Review – (required)

3/31/2014 – DPI approved RFP document

3/31/2014 – RFP document is sent to all interested companies (5 companies)

4/7/2014 – Companies issue questions to District about RFP

4/8/2014 – District acknowledges receipt of questions to be answered at pre-bid meeting

4/11/2014 – Pre-bid meeting for all companies intending to submit RFP

4/25/2014 – RFP due to District by 2:00 p.m.

4/30/2014 – Recommendation to BOE to award contract

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
 From: Doreen Treuden, Business Manager
 Re: Food Service Contract Recommendation
 Date: April 28, 2014

Taher Inc., and Arbor Management both responded to the District request for proposal. The proposals were reviewed by Lou Havlik, Linda Gard and me. Below is the scoring rubric and the final scores for both companies. The next step is to send all RFP documentation to DPI for review. Following the DPI review, intent to award letters will go out to Taher and Arbor that includes a five-day window to appeal the award. If Arbor does not appeal the award, Taher becomes the Food Service Management Company beginning July 1, 2014. I recommend that we continue with Taher through the 2018-2019 school year.

Weight	Criteria	Score		
		1 st	2 nd	3 rd
SCORING RUBRIC				
35 points	Cost	35	25	15
5 points	Transparency of Rebates, Discounts, and Credits	5	3	1
5 points	Experience, References	5	3	1
10 points	Involvement of Students, Staff and Patrons	10	6	2
10 points	Menu and Portion Sizes	10	6	2
30 points	On-site Manager	30	20	10
5 points	Promotion of the School Food Service Program	5	3	1
TOTAL: 100				

Weight	Criteria	Score		
		1 st	2 nd	3 rd
TAHER				
35 points	Cost	35		
5 points	Transparency of Rebates, Discounts, and Credits			1
5 points	Experience, References			5
10 points	Involvement of Students, Staff and Patrons			10
10 points	Menu and Portion Sizes			6
30 points	On-site Manager			30
5 points	Promotion of the School Food Service Program			3
TOTAL: 100				90

Weight	Criteria	Score		
		1 st	2 nd	3 rd
ARBOR				
35 points	Cost	25		
5 points	Transparency of Rebates, Discounts, and Credits			0
5 points	Experience, References			3
10 points	Involvement of Students, Staff and Patrons			6
10 points	Menu and Portion Sizes			10
30 points	On-site Manager			20
5 points	Promotion of the School Food Service Program			5
TOTAL: 100				69

April 23, 2014

Dear Jerry Roth and School Board:

I want to thank you for the opportunity to work for the Evansville Community School District. I am submitting my resignation for the position of Principal of Theodore Robinson Intermediate School as of June 30, 2014.

Thank you again for the wonderful opportunity of working in the Evansville Community School District.

Sincerely,

A handwritten signature in cursive script that reads "Jo Ann Wick".

Jo Ann Wick

Recd 4-16-14

April 23, 2014


Dear Jerry Roth and School Board:

In my contract on page 7 under liquidation of damages, it states that if I breach my contract (2013-2014). Since I am not breaching my current contract I am not sure if this language applies to me. My question is that I did sign my 2014 – 2016 contract, but that contract hasn't started yet, so I am not sure if I am breaching that one. So I am asking that you consider waiving my breach of contract cost (\$1500), if I am breaching the 2014-2016 contract.

When I leave my position June 30, 2014 I will be forfeiting my HRA money that I have accumulated since the start of my employment (\$9000).

Thank you for considering this matter.

Sincerely,

A handwritten signature in cursive script that reads "Jo Ann Wick".

Jo Ann Wick

April 21, 2014

Mr. Jerry Roth and the Board of Directors,

It is with mixed emotions that I am writing this letter to inform you that I am retiring from the Evansville School District effective June 30th, 2014. There have been a lot of events that has lead me to this decision, but I feel it is the best decision for me at this time. I have made numerous friendships in the district throughout the years that I will carry with me for the rest of my life. I have the deepest appreciation for the ones who hired me for this position in April of 1995. Working for the district has been the perfect job for me as a wife and a mother. I wish the district only the best in the future.

Sincerely,

Kaye Crocker

Rec'd 4-21-14

April 23, 2014

Jennifer Newcomer
1315 25th Street
Monroe, WI 53566
(608)228-6437
jen.newk@gmail.com

To Whom It May Concern:

Please accept this letter as a formal resignation from my position as Speech Language Pathologist with Evansville Community School District, effective June 30, 2014.

Thank you for the opportunities you have provided me during my time with ECSD. If I can be of any assistance during the transistion, please let me know.

Sincerely,


Jennifer Newcomer

Rec'd 4-23-14

Heather Schwark
100 N. Jackson St.
Albany, WI 53502
920-229-2468
hjschwark@gmail.com

4/28/2014

Dear Mr. Jerry Roth:

I would like to inform you that I am resigning from my position as high school Spanish teacher for the Evansville Community School District following the completion of my responsibilities for the 2013-2014 school year.

I am very grateful for the opportunities I have been given and the growth I have experienced as an educator while working for this school district. However, I have decided to take a leave from teaching in order to raise my child and be more available to him during this very precious and limited time. This is a very tough decision, but I know it is the right one for my family.

I hope to stay involved with the district and community when possible – whether it be through attending various events or even substitute teaching as the opportunity arises.

Please let me know if I can be of any assistance during the transition to fill this position.

Sincerely,



Heather Schwark

Rec'd 4.28.14
JR

Communications Committee
ECSD Board of Education
February 12, 2014
Minutes

Committee Members Present: John Rasmussen, Kathi Swanson, Jerry Roth and Doreen Treuden.

A motion was made by Mr. Rasmussen, seconded by Mr. Roth, to approve the minutes of January 8, 2014. Motion passed 4-0.

Ms. Swanson distributed a document listing stakeholders and tools of communication. There are a couple of areas that Mr. Roth and Ms. Treuden need to complete. Discussion of next steps. Ms. Swanson will create a document that takes what the District is currently doing and align it with the stakeholders and tools document mentioned above.

Agenda for Next Meeting

- Review Sample Communication Plans (review stakeholders/audience and tools of communication document)
- Review documents from Strategic Planning sessions and from School Perceptions Staff Survey regarding Communications
- Develop Timeline for Continued Communication with Open Enrollment Families

Next meeting to be held on March 19, 2014, at 8:00 a.m.

Meeting adjourned at 9:42 am.

Submitted by Kathi Swanson

Approved: 4/16/14

Approved:

343.43

1st Reading: 4/30/14

COOPERATIVE EDUCATION (CO-OP)

The Evansville Community School District supports the method for students to achieve industry-based skill standards through an education experience known as cooperative education (also known as co-op). It is a partnership among local business, industry, labor, and the Evansville High School, based upon individual career goals, authentic experiences in the world of work combined with related classroom instruction. Co-Op is a one-year, school-supervised employer-paid work experience for junior- and senior- level high school students.

Evansville High School students interested in participating in the co-op program must apply during the class registration process and meet guidelines set forth by the co-op program director and EHS administration.

Revised: June 10, 2002

Revised: July 14, 2003

345.6

Revised: December 12, 2005

Revised: June 8, 2009

Revised:

1st Reading: 4/30/14

GRADUATION REQUIREMENTS

In order to graduate and receive a diploma from Evansville High School, students graduating must satisfy all credit requirements as indicated under Requirements.

The District will make every effort to prepare students for these requirements. Staff will strive to identify struggling students, monitor their progress throughout their K-12 education years, and provide assistance where required and as is possible.

Requirements:

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

<u>Course</u>	<u>Credits Required</u>
English Language Arts	4
Social Studies	3.0 (3.5**) 3.5
Mathematics	3
Science	2 (3**)
Personal Finance	-.5**).5
Additional Academic Credit*	1
Physical Education	1.5
Health Education	.5
Elective Courses	13 (12**) 12 (11**)
TOTAL CREDITS	28

Credit* = elective from science, social studies, math, English or world languages.

** Beginning with the class of 2014

** Beginning with the class of 2017

Special Needs Programs

Students enrolled in a program with an individual education plan (IEP) may have their individual educational sequence modified to meet their needs. Students must obtain the required number of credits – but required course credits may be obtained by taking a required course from a regular education class with modifications or by taking a required course through special education with the course content being constructed around alternative performance indicators.

Transfer Students

Consideration will be given to transfer students whose previous high school required fewer credits for graduation. The number of credits needed for students to graduate from Evansville High School will be determined on the basis of a sliding scale. For transfer students who have

completed their freshman year at another school, the graduation requirement will be 75% of the difference between the two schools, for students transferring after completing their sophomore year 50%, and for students transferring after completing their junior year 25%. The chart below serves as the guideline.

Grade Level	22 Transfer Credits	23 Transfer Credits	24 Transfer Credits	25 Transfer Credits	26 Transfer Credits	27 Transfer Credits
9	26.50	26.75	27.00	27.25	27.50	27.75
10	25.00	25.50	26.00	26.50	27.00	27.50
11	23.50	24.25	25.00	25.75	26.50	27.25

The high school principal shall be responsible for certifying that graduating students have met all requirements.

Alternative Education Program

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

Legal Ref.: Sections 118.13 (Pupil Discrimination Prohibited) Wisconsin State Statutes
118.153 (Children At Risk of Not Graduating From High School)
 118.30 (Pupil Assessment)
 118.53 (Attendance by Pupils Enrolled in a Home-Based Private Educational Program)
 PI 18, 18.05, 9.03, Wisconsin Administrative Code

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Policy Committee Meeting Minutes
Friday, March 21, 2014

Committee Members Present: Tina Rossmiller, Jerry Roth, and Sandi Spanton Nelson. Others in attendance: Doreen Treuden.

Motion by Ms. Spanton Nelson, seconded by Mr. Roth, moved to adjust the agenda order to accommodate staff who are here, move number 4 – Review Employee Handbook Proposed Change Forms Received by Staff and Board Members, before number 2 – Policies From Board Meetings to Review. Motion carried, 3-0 (voice vote).

Approve Minutes: Motion by Ms. Spanton Nelson, seconded by Mr. Roth, moved to approve the February 17 minutes as presented. Motion carried, 3-0 (voice vote).

Review Employee Handbook Proposed Change Forms Received by Staff and Board Members: Ms. Rossmiller presented employee handbook proposed changes for July 1, 2014, from staff. The suggested changes were reviewed individually and voted on by Committee Members.

Entire Handbook – first seven requests, majority were due to policies being removed from the Policy Manual. Policy Committee agreed to suggested changes to:

Sub-On-Line to T.O.C.; 3 yes, 0 no

Remove policy 513-Personnel/Payroll Management, discussion to consider as a policy again; 2 yes, 1 no (Spanton Nelson)

Remove policy #522.8-Staff Dress; 3 yes, 0 no

Remove policy #529.3-Bereavement Leave; 3 yes, 0 no

Remove policy #529.45-Personal Leave; 3 yes, 0 no

Remove policy #534-Substitute Teacher; 3 yes, 0 no

Remove policy #536-Reduction in Work Force; 3 yes, 0 no

Part 1, All Employees – Pay Periods, Section 5, 5.01, five requests – Ms. Spanton Nelson would like pay periods changed and did not understand the costing. Discussion: meetings in 2012; letter received from Union and Mr. Roth; Board's decision; issuing teacher contracts; teacher contracts language takes precedence over Employee Handbook; contact lawyer for clarification on contract language to pay periods; to have staff who submitted proposed changes to clarify their suggested revision at next board meeting; being in compliance with the law; and offering three choices to pay periods. Policy Committee agreed to suggested changes to:

Gary Feldt; 1 yes, 2 no (Rossmiller, Roth)

Dave Kopf; 1 yes, 2 no (Rossmiller, Roth)

Beth Oswald; 1 yes, 2 no (Rossmiller, Roth)

Doug Schwenn; 1 yes, 2 no (Rossmiller, Roth)

Jerry Roth submitted request, asking to remove language. Discussion: would be a payroll decision and no need to address; should resolve this matter before make

decision; labor law and not needed in the Employee Handbook. Policy Committee agreed to suggested changes: 2 yes, 1 no (Spanton Nelson).

Part 1, All Employees – Bereavement Leave, Section 10 – Removing from two sections in the Handbook to this section, as is same for all; 3 yes, 0 no.

Part 2, Certified Staff – IEP Meetings, Section 1.02 – issue raised due to teachers work hours of 7:45 – 3:45. Discussion: language needs to be cleared up; District does not pay teachers when Administrator holds a meeting until 4:00; we don't pay staff for leaving early on Fridays, this is good will; do daily operations have to be in Handbook?; this was CBA language; what about people who abuse the working hour?; and would rather work with leadership to work on and bring forward; 0 yes, 3 no (Mr. Roth will discuss with Mr. Redders and Ms. Katzenmeyer to bring forward next year.)

Part 2, Certified Staff – Language clarification, Section 6, 6.01, B, 3 – would like to include “letters of discipline” to Section 6. 3 yes, 0 no.

Part 3, Support Staff – Language clarification, Section 1, 1.01 – would like to clean up the language and process for school year staff and new hires. 3 yes, 0 no.

Part 3, Support Staff – Section 1.03 – issue raised on custodian night premium. Discussion: Handbook is silent, gives flexibility; this group still has CBA language; this falls under Compensation Committee work; and this is operational. 0 yes, 3 no.

Part 3, Support Staff – Section 8, 8.01, C, 4 – administrative assistants’ number of holidays is incorrect. Discussion: staff agree. 3 yes, 0 no.

Part 3, Support Staff - Section 11.02, B, two requests – HRAs for all staff. Discussion: this group did not have this benefit prior to the Handbook; was lengthy discussion during Handbook development; chart shows estimated cost to add benefit; not sure how feel as custodians and administrative assistants have 12 month contracts; needs to be prorated and based on number of months you work; not in favor of moving same as a 12 month employee. 1 yes, 2 no (Rossmiller, Roth).

Part 5, Co-and Extra – Add new section – add language to what the District has been doing. Discussion: coaches get a letter of assignment; this is a perk and should not be in handbook; we always do this; did for only teaching coaches; we made support staff taker personal time off; varsity coaches should get to go; and should be included in letter of intent. 3 yes, 0 no.

Part 6, Substitute – Section 2.02 – remove this section as we do not hire teachers. 3 yes, 0 no.

Part 6, Substitute – Section 3 – change title and remove support staff in entire section. Make changes due to substitute change. 3 yes, 0 no.

Part 6, Substitute – Section 4 – due to change in substitute. This section will become Section 3. 3 yes, 0 no.

Employee Acknowledgement – update as suggested by lawyer. Discussion: first strikeout was suggested by lawyer, which does not change the intent; second strikeout suggested as the District does not send other policy changes and District may forget to do, and this is considered a policy change; staff may be upset; the changes come before the Board and diligence is there on their side. 2 yes, 1 no (Spanton Nelson).

Policies From Board Meetings to Review: Policy #851 – Advertising in the Schools – Ms. Treuden provided information from Fort Atkinson School District who have had sponsorships for about 18 months. The revenue received is not counted and not in aid formula. We would need to keep in mind that Fund 21 comes into play. Mr. Roth suggested a Committee be formed to do the work, a Sponsorship Committee. Will review this again in January and review the materials at that time.

Policies to Review: Policy #343.42-Co Op Work and Youth Options Program – Policy reviewed and suggested changes to go to Board for a second reading.

Policy #343.43 – Cooperative Education (Co-Op) – Suggested new policy. Discussion: if guidelines are not clearly defined by the program director, we need the details in this policy; suggestions to change sentences; juniors should not be participating in this program, this should be a senior perk; and does current teacher support this? Policy to come back to Policy Committee.

Set Date of Next Meeting: Next meeting is Thursday, April 17, at 7:00 am.

Adjourn: Motion by Mr. Roth, seconded by Ms. Spanton Nelson, moved to adjourn the meeting. Meeting adjourned at 8:36 am.

Submitted by Kelly Mosher, District Administrative Assistant

Approved: 4/17/14

DISTRICT

FRAMEWORK FOR OUR FUTURE

ABOUT

- News/Communication
- Discover DASD
 - Mission & Vision
 - Calendars
 - School Closings/Bus Delays
 - DASD Cancellations
- Facilities/Pool/PAC
- Employment

ADMINISTRATION

PROGRAMS & SERVICES

BOARD OF EDUCATION

[Summary of February 1999 Conference](#)

[VEST Reports - Information](#)

[VEST Report 1](#)

Supporting the Overall Growth & Development of Children

[VEST Report 2](#)

Creating Learning Programs that are Comprehensive, Globally Oriented and Promote Excellence

[VEST Report 3](#)

Developing Life-Long & Community-Wide Learning Opportunities

[VEST Report 4](#)

Providing Optional Learning Structures and School/Programs of Choice

[VEST Report 5](#)

Building Community



DISTRICT

FRAMEWORK FOR OUR FUTURE 1999

ABOUT

- > News
- > Discover DASD
 - Mission & Vision
 - Calendars
 - School Closings/Bus Delays
- > Facilities/Pool/PAC
 - Employment

ADMINISTRATION

PROGRAMS & SERVICES

BOARD OF EDUCATION

< Back

VEST Reports

Participants of the February 1999 Framework for Our Future Conference created a vision for the DeForest Area School District as a community of learners in the 21st century. They began in groups discussing the following:

It is February 27, 2009. Describe how the DeForest Area School District is providing leadership in creating a community of learners. Your description should be stated in the present tense. Your description should assume that the key issues and trends facing your community have been addressed and that you are meeting the learning needs identified earlier.

Each group clarified/summarized their thinking by writing phrases which "grouped" their ideas. These groups of ideas were used to construct a vision/picture/model of how the DeForest Area School District would be providing leadership in creating a community of learners. This was communicated with a verbal enactment, or "skit." Each group chose to communicate their "vision" in different ways, using their collective creativity and innovative thinking throughout the process. "Skits" included enactment of: newscasts, talk shows, board meetings, a typical "day in the life" of a citizen or student, etc.

Common themes emerged from the visions portrayed by the skits. Participants prioritized these themes, not in terms of relative importance, but rather in terms of which things needed to be attended to first. This complete list of themes is included in the Framework for Our Future summary booklet.

After the conference, the Leadership and Design Teams met to further analyze the 37 themes. These results are summarized below.

Five Vision Elements

A number of separate yet related elements emerged from the vision of the participants. These elements were grouped into five areas, called "Vision Elements." Each Vision Element were further studied in order to successfully achieve the vision depicted by the conference participants.

Further Study by Vision Element Study Teams

Studying these Vision Elements represented the next phase of work in realizing the future envisioned by the community. Vision Element Study Teams (VEST), consisting of members of the community and district staff, further analyzed each Vision Element. Sometimes called "action planning teams," these groups of individuals studied and clarified the meaning of the Vision Element and what it was intended to produce. In addition, they determined what organizational structures, activities and resources were necessary in order to fully implement a particular aspect of the vision.



DISTRICT

BOARD OF EDUCATION GOVERNANCE

> ABOUT

> ADMINISTRATION

> PROGRAMS & SERVICES

> BOARD OF EDUCATION

- Board Members
- > Board Meetings
- Board Member Login
- Board Policies
- > Administrative Regulations
- Governance
- Community Engagement
- District Budget

Governing smart: not an easy step, but one worth taking . . . An introduction to policy governance

Beginning in February 2001 the DeForest Area School District Board of Education changed the way that they would operate as a board, moving from being overseers of the "nuts and bolts" of running the school district to having their entire focus on a much higher purpose: shaping and setting policies to ensure each student will be effectively prepared to meet the challenges awaiting them beyond high school.

The decision to move to this governance model was not made lightly. John Carver, creator of this results-oriented governing model says policy governance, to be successful, "requires as much discipline of boards as boards require of staffs" and calls upon them to be "strategic and visionary leaders."

Internationally recognized for having developed a breakthrough in board leadership, Carver's ideas have been implemented in U.S., Canada and on four other continents during the last 20 years.

For the DeForest Board of Education, the move to Policy Governance was the perfect complement to their efforts with the Framework for Our Future conference. This gathering, held in 1999, helped spawn a vision that addressed the evolving needs of our students and the community, insured community support and involvement, and demonstrated institutional accountability and responsibility.

The policy governance model is guided by nine principles:

1. The board is trustee of the owners.
Adopting this model of governance forces the board to know the community and view it as the true owner of the school system. It means the ends must represent the community's interests, views and desires. That can't be accomplished unless links with these owners are maintained by continuously meeting with a wide spectrum of groups, organizations and residents, including students, staff, and alumni. The Framework for Our Future process is the foundation for this.
2. Board decisions are all policy decisions.
This means being content with not having a finger in every operational pie.
3. Policy should be formulated by determining the broadest values before progressing to more narrow ones.
Board members shelve personal agendas, pet projects and personality conflicts for the good of the whole.
4. The board should define and delegate, not react and ratify.
This requires trusting the superintendent, or "CEO," to make the operational decisions necessary to achieve the board's desired results known as "ends."
5. The pivotal duty of the board: determine the desired ends.
Board members must also be willing to periodically review, clarify, change and evaluate the ends they've established to make certain the desired results can be achieved.
6. The board's role in means: limit executive discretion; don't prescribe.
The board adheres to a hands-off approach regarding the CEO's decision-making, accepting that the superintendent may do anything within the limits of board policy to achieve the ends.
7. The board establishes its own culture - by policy.
And they must also agree to monitor their performance against policies for their own governance that deal with conduct at meetings; self-evaluation, board development, discipline and other values.
8. The board must create a relationship with management that is empowering and safe.
It must agree that the CEO is accountable to the board as a whole, not individual members, assuring freedom on his or her part to make decisions.
9. CEO, or superintendent, performance must be monitored rigorously, but only against policy criteria.
Having set executive limitations, the board must then be willing to monitor the CEO's performance only against policy criteria.

For more information about policy governance, contact the Superintendent's office at 842-6577. More information is also available at PolicyGovernance.com.

DISTRICT

FRAMEWORK FOR OUR FUTURE 2.5

ABOUT

- ▶ News/Communication
- ▶ Discover DASD
 - Mission & Vision
 - Calendars
 - School Closings/Bus Delays
 - DASD Cancellations
- ▶ Facilities/Pool/PAC Employment

▶ ADMINISTRATION

▶ PROGRAMS & SERVICES

▶ BOARD OF EDUCATION

Framework for Our Future 2.5

Monitoring Progress: A Report to our Stakeholders

Please join us

THURSDAY, FEBRUARY 20, 2014

5:30-6:00 pm Arrival and Refreshments
6:00-9:00 pm Program

DeForest Area Middle School
404 Yorktown Road, DeForest

Please RSVP using the enclosed response card, or contact Ann Stetbacher at 812-6582 or astetba@deforestschools.org
See reverse side for more information about this community engagement event.

DEFOREST AREA SCHOOL DISTRICT

HISTORICAL SUMMARY OF FRAMEWORK FOR OUR FUTURE

Timeline of Framework for Our Future (Future Search) work in the DeForest Area School District

MORE ON FRAMEWORK FOR OUR FUTURE 2.0

Held February 26-28, 2009



The DeForest Area School District has a long-standing reputation as an excellent school system – a reputation we are committed to maintaining. To achieve excellence in today's environment, we must constantly challenge ourselves to improve our programs for every student. Maintaining that excellence demands we think about, plan for, and anticipate the future.

The Board of Education for the DeForest Area School District began a process in 1999 to plan for the future. Through a series of events, the school district has been seeking the community's input to develop a common understanding about the future of the school district. [An historical summary of this process since 1999 is available on the DASD website at: www.deforest.k12.wisconsin.gov/district/mission-vision.cfm.]

The most recent future search conference was hosted by the school district in 2009. "Framework for Our Future 2.0: Seeking Our New Horizon" was attended by nearly 120 community leaders representing parents, students, teachers, support staff, business, government, senior citizens, civic/social organizations and service providers who all had a stake in and an interest in the school district.

Participants met for 16 hours over three consecutive days to share conversation, perspectives, and vision for the DeForest Area School District's future. Participants helped to develop a vision that addressed the evolving needs of our students and the community, ensured community support and involvement, and demonstrated institutional accountability and responsibility.

The information generated at the 2009 conference allowed the school district to continue developing systems and processes, and aligning programs that help achieve the community's vision. As we approach the five-year anniversary of the 2009 event, the DASD Board of Education wishes to continue this conversation with stakeholders. We invite you to be a stakeholder representative at this upcoming event.

More specific information will be communicated once your confirmation is received, including an information piece highlighting the 2009 conference.

More information about Framework for Our Future 2.5

DASD website: www.deforestschools.org
Facebook: [deforestschools](https://www.facebook.com/deforestschools)
Twitter: [@DeForestSchools](https://twitter.com/DeForestSchools)
#dasd2.5

Participant Information

[Narrated presentation that summarizes 2009 conference](#)
(approximately 12 minutes)

[Directions, parking, etc.](#)



DISTRICT

ADMINISTRATIVE REGULATIONS

> ABOUT

> ADMINISTRATION

> PROGRAMS & SERVICES

> BOARD OF EDUCATION

Board Members

> Board Meetings

Board Member Login

Board Policies

> Administrative Regulations

EL 1 - Global Executive Constraints

EL 2 - Communication And Support To The Board

EL 3 - Treatment Of Staff

EL 4 - Treatment Of Students

EL 5 - Compensation And Benefits

EL 6 - Programs And Services

EL 7 - Financial Conditions And Activities

EL 8 - Budgeting

EL 9 - Asset Protection

EL 10 - Facilities

EL 11 - Facility Use

EL 12 - Emergency Superintendent Succession

Governance

Community Engagement

District Budget

The DeForest Area School Board of Education establishes the policies that govern how the district operates. From these policies, more specific administrative regulations are then created to guide day-to-day operations and activities of staff and students.

Administrative regulations correspond to the following Board policies or Executive Limitations:

- EL 1 - Global Executive Constraints
- EL 2 - Communication and Support to the Board
- EL 3 - Treatment of Staff
- EL 4 - Treatment of Students
- EL 5 - Compensation and Benefits
- EL 6 - Programs and Services
- EL 7 - Financial Conditions and Activities
- EL 8 - Budgeting
- EL 9 - Asset Protection
- EL 10 - Facilities
- EL 11 - Facility use
- EL 12 - Emergency Superintendent Succession

See links on left for individual administrative regulations pertaining to each policy.





DeForest
Area School District

- HOME
- DISTRICT
- SCHOOLS
- STUDENTS
- FAMILIES
- STAFF
- COMMUNITY

DISTRICT

BOARD OF EDUCATION POLICIES

> ABOUT

> ADMINISTRATION

> PROGRAMS & SERVICES

> BOARD OF EDUCATION

- Board Members
- > Board Meetings
- Board Member Login
- Board Policies
- > Administrative Regulations
- Governance
- Community Engagement
- District Budget

ENDS

[Ends 1.0 - School District Vision Statement](#)

[Ends 2.0 - School District Mission Statement](#)

[Ends 3.0 - End in Mind: Student Learning](#)

[Ends 4.0 - Building Community/Adding Value](#)

GOVERNANCE PROCESS

[GP 1 - Role of the Board](#)

[GP 2- Global Governance Commitment](#)

[GP 3- Approach to Governance](#)

[GP 4- Board Members Code of Conduct](#)

[GP 5- Board Members Code of Conduct II](#)

[GP 6- Role of the President](#)

[GP 7- Role of the Vice President](#)

[GP 8- Role of the Treasurer](#)

[GP 9- Role of the Clerk](#)

[GP 10- Role of Board Action Teams & Committees](#)

[GP 11- Annual Board Agenda](#)

[GP 12- Communications](#)

[GP 13- Role of the Ambassador](#)

[GP 14- Role of Governance Officer](#)

BOARD RELATIONSHIP TO STAFF

BRS 1 - Unity of Control

BRS 2 - Delegation to the Superintendent

BRS 3 - Accountability of the Superintendent

BRS 4 - Monitoring Superintendent Performance

EXECUTIVE LIMITATIONS

EL 1 Global Executive Constraints

EL 2 Communication & Support to the Board

EL 3 Treatment of Staff

EL 4 Treatment of Students

EL 5 Compensation and Benefits

EL 6 Programs & Services

EL 7 Financial Conditions & Activities

EL 8 Budgeting

EL 9 Asset Protection

EL 10 Facilities

EL 11 Facility Use

EL 12 Emerg Super Succession



DeForest Area School District • Administrative Center, 520 East Holum Street, DeForest, WI 53532

Copyright © 2014 DeForest Area School District. All Rights Reserved.

[Site Map](#) [Non-Discrimination Statement](#)



**DeForest Area School District
Notice of Board of Education Meeting
Monday, February 24, 2014
*Yahara Elementary School
234 N. Lexington Parkway, DeForest, WI
6:15 pm**

***Note: Location Change**

Agenda

1. Convene: Time, Call to Order, Meeting Notice, Roll Call, Pledge of Allegiance, Hands Pledge, Announcements from the Chair, Approval of Agenda, Reading of Vision/Mission Statements

2. Appearances Before the Board:

Public Input:

Persons wishing to address the Board are welcome to do so at this time. Speakers are requested to limit their remarks and are requested to appoint a group spokesperson to address group concerns; and to supplement verbal presentations with written reports, if necessary or desired.

3. New Business

A. Ends Discussion

- 1.) Yahara Elementary School facility input and tour (Mike Weisensel) (EL 6: Programs and Services) (15 min.)
- 2.) Instructional integration of technology at Yahara Elementary School (Mike Weisensel) (EL 6: Programs and Services) (15 min.)
- 3.) Preliminary foundational information on health insurance (Vickie Adkins, Diane Pertzborn) (EL 5: Compensation and Benefits) (30 min.)
- 4.) Discussion of technology for Board members (Kim Bannigan) (EL 6: Programs and Services) (10 min.)
- 5.) Framework for Our Future 2.5 debrief discussion (GP 1: Role of the Board) (15 min.)

B. Consideration for Board of Education Policy Development Action

- 1.) Discussion and approval of Guiding Principles for Space Needs (GP 1: Role of the Board) (10 min.)
- 2.) Review and approval of District Mission Statement with suggested changes (Ends 2.0 – Mission Statement) (15 min.)

4. Agenda Planning
 - A. Follow up from TILT (Technology Integration Leadership Team) committee
 - B. Framework 2.0 Follow-up
 - C. Fine Arts update
 - D. Board linkage opportunities

5. Consent Agenda
 - A. Accept Minutes
 - B. Required Approvals
 - Vouchers Payable/Treasurer's Report
 - Personnel Recommendations
 - Budget Transfers
 - Administrative Regulations/Rules Revisions
 - AR 3.5(1) – Corrective Counseling

 - C. Administrative Monitoring Status Reports

6. Linkages
 - A. Board Members
 - B. Administration

7. Press Verification

8. Adjourn

If you need an interpreter, materials in alternate formats or other accommodations to access this meeting, please contact the DeForest Area School District at (608) 842-6582. Please do so one week before the meeting so that arrangements can be made in a timely fashion.

Published in the DeForest Times-Tribune on February 20, 2014.

**DeForest Area School District
Board of Education Meeting Minutes,
Monday, February 3, 2014 – 6:15 pm.**

1. Convene

President Jan Berg called the February 3, 2014 regular meeting of the DeForest Area School District's Board of Education to order at 6:15 p.m. This meeting replaces the meeting on January 27, 2014 which was cancelled due to inclement weather.

Board members present: Jan Berg, Kate Lund, Christopher McFarlin, Dan Choi, Marty Palus and Steve Tenpas. Absent were: Sue Paulson, Mike Hirsch and DeAnna Giovanni. Also present were administrators Sue Borden, Sue Wilson, Diane Pertzborn, Roy Bernards, Ann Higgins and Vickie Adkins.

Sue Borden verified that the meeting was properly noticed.

The Pledge of Allegiance and the Hands Pledge were recited.

On a motion by Tenpas, seconded by Palus, and passed unanimously by voice vote, the agenda was approved, with an amendment to postpone Item B.1 until a future meeting.

Dan Choi recited the DeForest Area School District's Mission and Vision Statements.

2. Appearances Before the Board of Education

Public Input: None.

3. Board Business

A. Ends Discussion

- 1.) Windsor Elementary School facility input and tour (Roy Bernards) (EL 6: Programs and Services)

Discussion: Windsor Elementary School Principal, Roy Bernards gave Board members a tour of the school. The Board visited the library, CD resource room, cafeteria and gym. Bernards explained typical daily usage of each area. Windsor currently has 533 students enrolled, 25 homerooms and approximately 60 staff members.

- 2.) Instructional integration of technology at Windsor Elementary School (Roy Bernards) (EL 6: Programs and Services)

Discussion: During the facility tour, the Board of Education received a Smart Board demonstration from Windsor instructors, Ali Lavold and Jessica Berkley.

- 3.) Initial development and budget preparation for 2014-2015 and review of 2013-2014 Audit (Diane Pertzborn) (EL 7: Financial Conditions and Activities; EL 8: Budgeting)

Discussion: Director of Business and Auxiliary Services, Diane Pertzborn gave an update on the 2013-2014 Audit and the process for the next budget cycle. Pertzborn reported that the findings of the audit were routine with no problem areas to note. The annual audit report verifies that the District conforms to generally accepted accounting principles and that the financial statements present fairly the respective financial position of the governmental activities. The district follows a practice of bidding audit services every five years. Requests for proposals for 2013-2018 will be sent to auditing firms in March.

The budget process has been underway for the past several months. Preliminary considerations include staffing, health insurance increases, professional development, technology and capital projects. School districts are allowed an increase of \$75 per student for the 2014-15 fiscal year. Our three-year resident enrollment average is expected to increase by 19 students. The result is an estimated \$445,000 increase in the revenue limit for 2014-15. More information will be provided as the process continues.

4.) Update from meeting with Madison Planning & Zoning Department (Sue Borden) (EL 2: Communication and Support to the Board)

Discussion: Superintendent Sue Borden reported on a meeting she and Diane Pertzborn had with Madison Planning and Zoning. No changes are expected in the near future concerning the Madison portion of the district with regards to growth and development. This section of Madison within school district boundaries is planned for a large number of mid-size single family homes. They discussed land use, transportation, street development, drainage and park spaces, etc. In order to remain informed about any future development, Borden anticipates meeting annually with Madison Planning and Zoning.

5.) Review District Mission and Vision Statements (Ends 1.0 – Vision Statement; Ends 2.0 – Mission Statement)

Discussion: The Board discussed slight changes to the District’s Mission Statement what were suggested at the governance retreat in the fall. Changes will be brought back for approval at a future meeting.

B. Consideration for Board of Education Action

1.) Discussion and possible approval of Guiding Principles for Space Needs (GP 1: Role of the Board)

Discussion: This item is postponed, per agenda amendment.

4. Agenda Planning

- A. Follow up from TILT (Technology Integration Leadership Team) committee
- B. Framework 2.0 Follow-up
- C. Fine Arts update
- D. 2014-2015 Budgeting
- E. Facilities
- F. Guiding Principles for Space Needs

5. Consent Agenda

- A. Accept Minutes – January 13, 2014 regular meeting.
- B. Required Approvals

Vouchers Payable/Treasurer’s Report

Void: None

Paid: 188455, 188460 – 188467, 188469 – 188471, 188476 – 188481, 188484 – 188488, 188490 – 188493, 188495 – 188497, 188499 – 188501, 188503 – 188508, 188510 – 188512, 188514 – 188516, 188518 – 188523, 188525 – 188527, 188540 – 188543, 188548 – 188556, 188559 – 188560, 188562 – 188573, 188575 – 188576, 188578 – 188584, 188586 – 188600, 188603 – 188607, 131401025, 131401027 – 131401037, 131401039 – 131401046, 131401049 – 131401051, 131401053 – 131401055, 131401057 – 131401068, 131401073 – 131401082, 13140185 – 131401086, 131401088 – 131401090, 131401093 – 131401098, 131401100 – 131401101, 131401103 – 131401114.

Budget Transfer: None

Personnel Recommendations:

I. Separations:

Barbara Roethke – Art Teacher DAMS – retirement effective April 23, 2014

II. Leaves:

Mary Lizotte – Food Service Assistant EPES – leave March 17, 2014 – June 6, 2014 and a leave for 201415 School year

III. Transfers:

None

IV. Appointments:

Shawn Goodman – Assistant Play Director DAHS – replacing David Evans

V. Reassignments:

None

VI. Other:

None

C. Accept Monitoring Reports

1. Administrative Monitoring Status Reports

On a motion by Palus, seconded by Lund, and passed unanimously by voice vote, the Consent Agenda was approved.

6. Linkages

Board Members: Board members Berg, Tenpas and McFarlin reported on their attendance at the State Education Convention and highlighted several of the sessions they attended.

Administration: Borden also attended the State Education Convention and attended many sessions on facilities. She also attended 4K Parent meetings and continues to lead the Pupil Services department until an interim director is found.

7. Press Verification

No member of the press was present at this time.

8. Adjourn

The Board of Education adjourned at 7:41 pm on a motion by Lund, seconded by McFarlin, and passed unanimously by voice vote.

DASD BOE President

Date

Paperless Board of Education Meetings

When thinking about the possibility of going paperless for board meetings we would need to take into account lots of different options. Some things we will need to think about would include hardware, furniture, wireless, software, and training. When it comes to paperless board meetings it seems that not all school districts are doing the same thing and the schools that I have talked to have listed some benefits and drawbacks.

Let's start with hardware; we could use the schools iPads or laptops just for the board meetings. This would mean that before the board meeting someone would get the devices from a school and pre load the documents and have them all setup and ready for the board members. This is what Muskego is currently doing. If we did this there would be no additional cost to us for the hardware. Another option would be to purchase laptops or IOS devices for each board member. A laptop would cost us around \$800 per board member. With an IOS device you have a couple options, the first is an Apple iPad with that I would recommend getting an external keyboard along with a case that would cost around \$610 in total per board member. An alternative to Apple IOS is Android; I would recommend the Nexus with keyboard dock that is around \$600 per board member. I recommend getting a keyboard with either IOS option simply for comfort; I think that the board members will be more comfortable typing on a physical keyboard rather than the screen. You would need to replace the hardware about every 3 years.

The next thing we should look at is furniture. After talking to several districts they all feel that if the board members have a laptop or other IOS device in front of them during a board meeting there is a barrier between them. East Troy said that this is one of the reasons they switched back to paper copies. Elkhorn said that they bought retractable tables that let the monitors move up and down as needed. These specialized tables range in cost from \$1200-\$3000 per table.

Next we would need to look at how the devices would connect to the internet. We currently have wireless access in the District board room. This connection allows users to connect without providing credentials and grants "student access". That means that they cannot access unknown sites and they can't access most SSL sites. Currently any board member or staff member can login to the content management server and they will be granted "staff access". That means that they will be able to access unknown sites and SSL sites. We could purchase a new access point that would allow a separate connection so you would not need to enter any credentials to access unknown sites or SSL sites. SSL sites would include YouTube or Google drive.

This leads us to software; there are several options that we could choose from. The first would be simply that we could choose to not manage the documents any more than we are already doing, meaning we will just post the board doc on the website as a PDF and each person would get the docs as they currently do. An alternative to this would be to post the packet to Google Drive. Using Google Drive would allow for board members along with administration to have easy access to the packet or other documents anytime. Both of these options would not cost the district any money but they do have their drawbacks. A more full featured software solution would be BoardDocs this program is web-based so it can be accessed by any laptop or IOS device. It has a full feature set that includes document archiving and archived document searching. I haven't talked to any districts that are using this program, however I know that Kelly has and she indicated that they are very happy with this program. BoardDocs is around

\$2,700-\$9,000 per year the price depends on the features that you would need. An IOS only solution would be Dropbox for businesses that costs around \$2,700 per year that allows 20 users to save docs to the cloud drive they would also need a PDF reader on the IOS device. The recommended PDF reader for Apple is Good reader that costs \$4.99 per device and the android PDF reader that is recommended is Aldiko that is offered at no cost.

Now that we have everything we would need to go paperless we would need to now consider training. If we didn't use a specialized program like BoardDocs and we used laptops I don't think we would need to provide more than one training session. I would recommend that if we decided to use an IOS device and a specialized program that we have at least two training sessions one focusing on how to use the hardware and the other focused on how to use the software.

Taking into account the hardware, furniture, wireless, software, and training we could move to paperless board meeting right now with no cost to us. However I don't think that would give the best possible experience. A top end price could be as much as \$5,600 every 3 years for laptops, \$9,000 per year for BoardDocs, and \$17,000+ for new tables. That's a startup cost of \$31,600 and an annual cost averaging out to \$11,800. I do think that the cheaper version of BoardDocs may have all of the features that we would need, however this would need to be investigated further. I have attached a chart listing different options.

Options

Software	Hardware	Wireless	Furniture	Training
No file management software, just post items to the website	Use School device or personal device either Laptop or IOS device	No change need to put in credentials every hour for SSL sites	No change	No Training
Google Drive	Laptops ~\$800 per	Upgrade just the board room to Guest wireless \$500 for AP	Specialized tables \$1,200-3,000 Per	One Training session How to use the device(No Software)
Cross platform file management software – BoardDocs LT - ~\$2700 Per/year BoardDocs PRO - ~\$9000 Per/year	IOS/android device ASUS Transformer Pad TF300TG /W Dock - \$550 iPad3 - \$610			Two trainings or more How to use the device How to use the software
App for file management system Dropbox – \$2,670/Per Year 20 users Android, Aldiko – free Apple, Goodreader - \$4.99/Per				

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Board of Education Regular Meeting Agenda
Wednesday, May 14, 2014
6:00 p.m.
District Board and Training Center
340 Fair Street (Door 36)

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

			<u>Approx Time</u>	
I. Roll Call:	Tina Rossmiller Kathi Swanson Eric Busse	John Rasmussen Sandra Spanton Nelson Melissa Hammann	Amanda Koenecke HS Rep. Hunter Johnson HS Rep. Marissa Haegele	1 min
II.	Approve Agenda.			1 min
III.	Public Announcements/Recognition/Upcoming Events:			1 min
	<ul style="list-style-type: none"> • Recognize High School Board Reps: Marissa Haegele and Hunter Johnson • Employee Retiree Recognition – June 4 • Back to School Days – August 12, 3:00-7:00 pm; August 19, 10:00 am-2:00 pm 			
IV.	Public Presentations.			10 min
V.	District Administrator Report –			2 min
VI.	High School Board Representatives'/Principals'/Administrators' Reports – High School Events and Good Things Happening in Our Schools.			15 min
VII.	Information & Discussion:			60 min
	A. FFA Parliamentary Procedure Presentation.			
	B. Set the 2014 Annual Meeting Date.			
	C. 2 nd Reading of Employee Handbook Proposed Changes: Entire Handbook, Sub-On-Line to T.O.C.; Entire Handbook, Remove Policies: #513-Personnel/Payroll Management; #522.8-Staff Dress; #529.3-Bereavement Leave; #529.45-Personal Leave; #534-Substitute Teacher; and #536-Reduction in Work Force; Part 1, All Employees, Sections 5, 5.01 and 10; Part 2, Certified Staff, Sections 1.02, and 6, 6.01, B, 3; Part 3, Support Staff, Sections 1.01, 8, 8.01, C, 4, and 11.02, B; Part 5, Co-and-Extra Curricular Staff, New Section; Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4; and Employee Acknowledgement.			
	D. Discuss Referendum Strategy.			
	E. Strategic Planning.			
	F. Middle and High School Student Handbooks.			
	G. Second Reading of Policies: #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements.			
VIII.	Public Presentations.			5 min
IX.	Business (Action Items):			15 min
	A. Approval of 2015 High School Band/Choir Field Trip.			
	B. Approval of Dane County New Teacher Project Shared Service Contract.			
	C. Approval of 2014 Open Enrollment Applications.			
	D. Approval of Staff Changes:			
X.	Consent (Action Items):			2 min
	A. Approval of Policy: #343.43 Youth Options.			
	B. Approval of April 30, 2014, Regular, and April 28, 2014, Special Meeting Minutes.			
	C. Approval of April Bills and Reconciliation.			
XI.	May 28 Regular Meeting Agenda.			5 min