

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda  
Wednesday, February 12, 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](http://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: Dennis Hatfield      Eric Busse                      Mason Braunschweig Tina Rossmiller              John Rasmussen              HS Rep. Hunter Johnson Kathi Swanson              Sandra Spanton Nelson      HS Rep. Marissa Haegele	1 min
II. Approve Agenda.	1 min
III. Public Announcements/Recognition/Upcoming Events: <ul style="list-style-type: none"><li>• Open Enrollment – February 3-April 30, 2014</li><li>• Bus Drivers Week – February 10-14, 2014</li><li>• Energy Fair – April 25, 2014</li><li>• Back to School Days – August 12, 3:00-7:00 pm; August 19, 10:00 am-2:00 pm</li></ul>	1 min
IV. Public Presentations.	10 min
V. District Administrator Report – State Convention 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: <ul style="list-style-type: none"><li>A. Email Archiving System.</li><li>B. Second Friday January Attendance Report.</li><li>C. Elementary/Middle School Principal Search Update.</li><li>D. Snow Make-Up Days.</li><li>E. Employee Handbook Changes Relating to Budget.</li><li>F. First Reading of 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; and #422-Early Admission to School.</li><li>G. Second Reading of Policies: #521.1-Board Staff Communications and #860-Visitors to the Schools.</li></ul>	60 min
VIII. Public Presentations.	5 min

- IX. Business (Action Items): 5 min
- A. Approval of Employee Handbook Changes Relating to Budget.
  - B. Approval of Staff Changes: Job Share Agreement; Support Staff and Teachers Resignations; Teacher Retirement; and Co-Curricular Resignations and Agreements.
- X. Consent (Action Items): 2 min
- A. Approval of Policies: #333-Student Privacy; #342.1-Programs for Students With Disabilities; #443.5-Electronic Communication Devices on School Premises; #460-Student Scholarships; #522.4-Employee Ethics/Conflict of Interest; and #850-Public Sales and Solicitations on School Premises.
  - B. Approval of January 29 Regular Meeting Minutes.
  - C. Approval of December Bills and Reconciliation.
- XI. February 26, 2014, Regular Meeting Agenda. 5 min
- XII. Adjourn. 1 min

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 the agenda items should call 882-5224, Ext. 3387, at least 24 hours prior to the meeting.

Posted: 2/6/14



- C. Elementary/Middle School Principal Search Update – Mr. Roth and members of the Administrative Team have completed reviewing the applications for both positions and have selected candidates for initial screening. Mr. Roth has completed the next steps of, the telephone screening interviews with the candidates, and scheduling the interviews with the candidates.
  
- D. Snow Make-Up Days – The middle school will be extending their school day by 15 minutes, starting February 17 through the end of this school year, to remain compliant with the number of allowable inclement weather days as defined by the Department of Public Instruction. Any additional inclement weather days will be made up at the end of the school year. Enclosed is a copy of the K-5 and middle school schedule changes. Mr. Roth is looking for consensus for the changes.
  
- E. Employee Handbook Changes Relating to Budget – Mr. Roth has enclosed the proposed changes that were reviewed by the Policy Committee (the Board provided consensus on these handbook changes during the January 4 Budget Retreat meeting). These changes are coming forward at this time as part of the budget development process. Policy #152-Employee Handbook is also enclosed. Mr. Roth is asking that the Board waive the second and third reading and take formal action later in the meeting.
  
- F. First Reading of 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; and #422-Early Admission to School – These policies come forward with suggested changes. A copy of the JEDI Virtual School Student and Family Handbook is also enclosed.
  
- G. Second Reading of Policies: #521.1-Board Staff Communications and #860-Visitors to the Schools – Policies come forward with suggested changes.

**VIII. Public Presentations.**

5 min

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

5 min

- A. Approval of Employee Handbook Changes Relating to Budget – Discussed earlier in the meeting.

**Suggested Motion: I move we approve the proposed changes to the Employee Handbook, relating to budget, as presented.**

B. Approval of Staff Changes: Job Share Agreement; Support Staff and Teachers Resignations, Teacher Retirement, and Co-Curricular Resignations and Agreements

1. Job Share Agreement – *Please approve the Memorandum of Agreement for Job Sharing Between Nancy Greve-Shannon and Linda Volk for the 2014-2015 school year.*

**Suggested Motion: I move we approve the Memorandum of Agreement for Job Sharing Between Nancy Greve-Shannon and Linda Volk for the 2014-2015 school year as presented.**

2. Support Staff and Teachers Resignations – *Please approve the resignations of:*
  - a) *Support staff, Melissa Gishnock, effective January 29, 2014. Melissa worked two (2) hours per day as a lunch room supervisor for the Grove Campus.*
  - b) *High School English Teacher, Angela Michaels, effective at the end of the 2013-2014 school year.*
  - c) *High School Art Teacher, Jeannie Abel-Wendt, effective at the end of the 2013-2014 school year.*

**Suggested Motion: I move we approve the resignations of Melissa Gishnock, as a lunch room supervisor, effective January 29, 2014, High School English Teacher, Angela Michaels, and High School Art Teacher, Jeannie Abel-Wendt, effective at the end of the 2013-2014 school year.**

3. Teacher Retirement – *Please approve the retirement of Peter Diedrich, high school language arts teacher, effective at the end of the 2013-2014 school year.*

**Suggested Motion: I move we approve, with regrets and congratulations, the retirement of Peter Diedrich, high school language arts teacher, effective at the end of the 2013-2014 school year.**

4. Co-Curricular Resignations – *Please approve the co-curricular resignations of Ron Thornton, part-time assistant track coach, and Tina Thornton, head track coach. These two will be switching their coaching roles due to a change in Ron's employment.*

**Suggested Motion: I move we approve the co-curricular resignations of Ron Thornton as part-time assistant track and Tina Thornton as head track coach.**

5. Co-Curricular Agreements – *Please approve the co-curricular agreements for Ron Thornton, Head Track Coach, for a stipend of \$3,214; Tina Thornton, 50% Assistant Track Coach, for a stipend of*

*\$1,033.50; and Tristan McKittrick, Middle School Quiz Bowl Coach, for a stipend of \$656.*

**Suggested Motion: I move we approve the co-curricular agreements for Ron Thornton, Head Track Coach, for a stipend of \$3,214; Tina Thornton, 50% Assistant Track Coach, for a stipend of \$1,033.50; and Tristan McKittrick, Middle School Quiz Bowl Coach, for a stipend of \$656.**

- X. Consent (Action Items): Do You Want To Remove Any Items?** 2 min
- A. Approval of Policies: #333-Student Privacy; #342.1-Programs for Students With Disabilities; #443.5-Electronic Communication Devices on School Premises; #460-Student Scholarships; #522.4-Employe Ethics/Conflict of Interest; and #850-Public Sales and Solicitations on School Premises.
  - B. Approval of January 29 Regular Meeting Minutes.
  - C. Approval of December Bills and Reconciliation.

**Suggested Motion: I move we approve the consent agenda items of: policies, #333-Student Privacy; #342.1-Programs for Students With Disabilities; #443.5-Electronic Communication Devices on School Premises; #460-Student Scholarships; #522.4-Employee Ethics/Conflict of Interest; and #850-Public Sales and Solicitations on School Premises; January 29 regular meeting minutes; and December bills and reconciliation, as presented.**

**Roll Call Vote –**

- XI. February 26, 2014, Regular Meeting Agenda – *Enclosed is a draft of the February 26 meeting agenda.*** 5 min
- XII. Adjourn.** 1 min

**Suggested Motion – I move we adjourn the meeting.**

**District Administrator's Report**  
State Education Convention: Forward Together  
2-12-14

At the January 29 Board meeting I shared information regarding several sessions I attended at the Wisconsin Association of School Boards Convention the week of January 20. My Board Report this month contains additional information related to some of those sessions.

**Green and Healthy Schools:**

Victoria Ryberg the Environmental Education Consultant from the Department of Public Instruction presented ideas for school districts to get involved in “green” initiatives. She focused on reducing environmental impact and costs, improving health and wellness and increasing environmental and sustainable literacy. The benefits of becoming a “Green and Healthy” school include:

- Academic achievement
- Healthy school environments
- Environmental protection
- Financial saving
- Community involvement

For more information about Green and Healthy Schools go to [GHSWisconsin.org](http://GHSWisconsin.org).

**What You Need to Know About Personalized Professional Development:**

Professional Development (PD) for teachers and other certified staff has generally been focused on a large group, one-size-fits-all approach. The main concern with this approach is that there are situations where the large group PD does not meet the specific needs of each individual. Cooperative Education Services Agency (CESA) 1 located in Pewaukee has been developing personalized methods for providing PD for teachers. This work focuses on:

- Learning Profiles - developing an understanding of individual learning styles and personal backgrounds that affect adult learning
- Customized Learning Path – creating a PD plan that is tailored to the needs of the individual teacher
- Proficiency Based Progress – measuring progress based on a rubric or set of expected standards and outcomes

Large group PD will continue to serve many of the needs within a school district, but there will be a greater focus on individualized PD in the future.

**Teamwork: The Critical Component of Board and Superintendent Relations:**

Howard-Suamico Board Member, Lisa Botsford, discussed Policy Governance as a respectful, results-oriented governance model to ensure student achievement. The following information is taken directly from the Howard-Suamico *Partners in Policy Governance* Brochure.

Governance by Policy Responsibilities

Policy Governance is a results-oriented governance model adopted to ensure the District's entire focus is on successfully preparing students to meet the challenges beyond their high school

career. Policy Governance places the Board in control of the District at a very high level. Through clear, proactive delegation of expectations and authority, policy governance fills the fiduciary role of the Board as well as empowers the flexibility and creativity of the superintendent. A board that has successfully implemented Policy Governance understand the boundaries and accountabilities of the jobs of both the Board and management.

So what does this mean?

- The board of education acts as a whole, not as seven individuals, to ensure the success of every child through clear, concise direction to the superintendent as well as rigorous monitoring to ensure accountability.
- The board charges the superintendent to focus every staff member and all resources toward a single goal - student achievement.
- The superintendent receives direction from the board and authorizes the staff to implement practices, programs and activities that will provide the best education possible.

Policy Governance is comprised of the following components:

Ends Policies: Goals of the district as determined by the board; Ends Policies define the desired results.

Means: Day-to-day activities, practices and programs put into action to achieve the Ends are the responsibility of the superintendent and administration.

Executive Limitations: The board determines procedures and behaviors that are unacceptable in executing the Means. These guidelines are written by the board for the superintendent without getting involved in the district daily operations.

Board/Superintendent Relations: The board and superintendent will work together as colleagues as documented in policy to achieve the Ends.

Governance Process: The board will conduct itself and do its job to reach the Ends Policies.

Indicators: The board monitors data-driven results that identify progress towards accomplishing the Ends. Student achievement results from district and state tests as well as other assessments of a student's progress are indicators of movement toward the Ends Policies.

Community Linkages: These sessions are hosted by the board to gather information and understanding of what the community's values are for the students and the district. They are candid, open conversations.

Monitoring Reports: Each report is an in depth examination of Ends Policies, Executive Limitations, Board/Superintendent Relations and Board Governance results, to ensure district accountability.



## **High School February Board Report**

### **Student Council**

Student Council will be hosting their annual Community Talent Show on Saturday, February 22nd. There will be twelve acts from the Evansville community and the show will be open to all community members at \$3 per person. It will start at 6:00 pm and the Winter Dance will follow. The Winter Dance this year is being organized by the sophomore class and will be February 22nd, from 7:30-10:30 pm.

### **National Honors Society**

The Mitten Drive lasted from December 13th to the 20th. Congratulations to the junior class for donating the most winter gear and earning root beer floats for the entire grade. Overall, NHS collected 144 winter accessories, which were donated to AWARE to distribute to the community.

This year, NHS decided to organize EHS Harmony, which is a “matching service” for students in the high school. At \$2 a form, students filled out a questionnaire about themselves and, through an online datamatch website, will be given a list with their top ten most likely “matches” in the school as well as their five least likely. Forms were sold Friday, January 31st and Monday, February 3rd. Results will be distributed the week of Valentine’s Day with the option to buy a candy gram or crush can.

Every early release Wednesday this year, NHS members have been volunteering at the Eager Free Public Library to help supervise elementary students as well as participate in various activities. This event is organized by STEAM for the kids who have to wait for their parents to pick them up from school.

NHS members continue to go to the middle school on Wednesdays to help tutor students who are struggling with homework or want help understanding concepts.

Some first lunch NHS members have become “lunch buddies” where once a week they go to the elementary school to eat lunch and socialize with students who chose to be part of the program.

### **Students Against Destructive Decisions**

SADD is continuing to participate in Operation Click, and a car has been donated to the Rock County chapter. The latest seat belt check for the high school parking lot was 93%. For our school to be eligible to send a student for a chance at winning the car we need to record a seat belt check of 95% or above. SADD will continue to promote the project and the car will be shown February 20th throughout the day and at the basketball game.

Recently to promote Operation Click, four students were drawn to receive \$25 gas cards on Friday, January 31st. Two of them also won the parking stalls for two weeks.

### **Evansville Community Service Project**

ECSP is continuing to collect contact information from the class officers of previous classes, dating back to the thirties, for the alumni database the Evansville Education Foundation hopes to develop.

### **Future Business Leaders of America**

FBLA traveled to Columbus High School on Saturday, February 1st for their regional competition. Seven members will be moving on to the state competition.

**Math Team**

The JV and two Varsity math teams traveled to Madison for the 3<sup>rd</sup> Dane County Area Math Meet on February 5th. Results will be shared at the meeting.

**Robotics Club**

The Robotics Club competed on Saturday, February 1st at the Robotics Competition which turned out to be a great learning experience for them. They placed 20 out of 28 teams.

**Jazz Band**

On January 25th Jazz 1, Jazz 2, and the Vocal Jazz group went to La Crosse for the Jazz Fest competition. Jazz 1 and Vocal Jazz performed, with Vocal Jazz winning a best in class award.

**Honors Band and Choir**

Select students from band and choir attended the Rock Valley Conference where they practiced throughout the day with other talented students from our conference. They participated in various exercises and prepared pieces throughout the day which they then performed that night for their families. Honors Band was January 18th and Honors Choir was January 30th.

School Board Report  
February 12, 2014  
Curriculum Topic: Educator Effectiveness II

Evansville Community School District  
Office of Curriculum and Instruction  
Paula J. I. Landers, Director of Instruction

The Department of Public Instruction continues to find ways to support public school districts in the implementation of the Educator Effectiveness model. Earlier this school year, DPI announced that it would be releasing a Peer Review and Mentor Grant opportunity with completed applications due on November 30, 2013. Districts had to apply as a consortium and the maximum amount that could be requested by each consortium was \$25,000. Certain restrictions to use of the grant funds applied, and funds were to be spent during the 2013-2014 school year.

The Evansville Community School District and Oregon School District partnered as a consortium to write the grant. Following the restrictions around the grant funding, the grant was written to support developing the role of effectiveness coaches in both districts.

#### What Is the Role Of An Effectiveness Coach?

Effectiveness Coaches partner with principals and district level administrators to support the educator effectiveness process for all teachers. With a thorough understanding of the Student Learning Outcome (SLO) process, the Teachscape software and Danielson Model, and professional coaching strategies, Effectiveness Coaches can

- Assist in providing professional development to teachers
- Coach colleagues through the Educator Effectiveness Process
- Use and understand school and district data and its effective use for improving instructional practice and increasing student achievement
- Extend leadership capacity to work on SLO development in “non-evaluation” years

#### What Can the Grant Pay For?

The grant clearly states that awarded funds may be used by districts to purchase

- additional Teachscape evaluator license bundles,
- substitutes for release time for effectiveness coaches
- summer work days for effectiveness coaches
- professional development relevant to the effectiveness coach role

Evansville and Oregon wrote the grant to focus on funding for professional development, substitute coverage, and summer work days.

#### Did Evansville/Oregon Receive the Grant?

Evansville and Oregon requested \$24,060 to support developing the Effectiveness Coach role in both districts. The initial request envisioned one effectiveness coach in each school – four in Evansville and four in Oregon – with supporting professional development and release time during the school year and over the summer. As of January 15, 2014, DPI contacted the consortium and requested that the budget be adjusted to reflect a \$1,287.05 reduction in order to receive grant funding of \$22,772.95. At the time of writing this report, the consortium has not received final confirmation of the grant award. When funding is finalized, providing it is at the anticipated level, Evansville and Oregon intend to divide the award equally with each district receiving \$11,386.47.

## Levi Leonard Elementary School Board report

February 12, 2014

### Reading progress toward our goal:

At the beginning of the year, we stated our school SLO as: *We will improve the overall LLE student reading proficiency so that at least 90% of students will be reading at or above grade level by the end of the 2017-2018 school year as shown through triangulated data from STAR, PALS, DRA, and/or QRI-5.*

We have just completed our mid-year assessments, so now we can determine whether or not we are on track for meeting that goal. Please remember this is a 5 year goal. In 2<sup>nd</sup> grade, 93 of our 115 students are on track toward reading at or above grade level by the end of the school year. This is 80.8%. Of the 22 students who are not yet on track, several have special needs and all have made significant progress. While they may not make the 2<sup>nd</sup> grade reading level, they will have progressed 1+ years. In 1<sup>st</sup> grade, 113 of our 143 students, or 79% are on track for reading at or above grade level by the end of the school year. Like 2<sup>nd</sup> grade, the 30 who are not yet on track are receiving extra instruction and are making progress toward this goal. In Kindergarten, nine students are receiving assistance and 86 or 90% of the 95 are on track for reading at grade level. Again, the nine students are receiving additional reading instruction.

Overall, 82.7% of our students are on track for reading at grade level by the end of the school year. We are intervening with additional reading instruction for those students not yet meeting criteria. We understand that the early years in education build foundations for future learning and we are doing all that we can to bring all of our students up to at least grade level reading.

### Math:

We have implemented a new math series this year, Go Math. Therefore I expected that the scores might not yet look very good until we had the series firmly in place. Kindergarten does not take a STAR math test, so I don't have comparable data for them. At 1<sup>st</sup> grade, 125 out of 143 students, or 87% are on track for meeting grade level benchmarks. In 2<sup>nd</sup> grade, 93 out of 115 students, or 81% are on track for meeting grade level benchmarks. In both grade levels, those students not meeting benchmarks are given extra math instruction. This is far better than I had hoped for.

### SLOs:

Our teachers have developed grade level SLOs that also address reading needs. I have not met with all grade levels as of the writing of this report. I have met with 2<sup>nd</sup> grade and at the beginning of the year, they identified 39 students who needed reading intervention. As the year progressed and this instruction was given, the number has decreased to 22. They believe that 12 of these students could possibly reach grade level reading benchmarks. This does not mean that we ignore the other 10, in fact several of those are well on their way to the 1+ year of learning that Jerry challenged us with at the beginning of the year. However, their gap was so great that they are not likely to read at grade level by the end of the year.

The other grade levels are working similarly. We are very encouraged by this progress toward our grade level, school and district Student Learning Outcomes.

**February Upcoming events:** Please join us for these or drop in to visit whenever you can.

- 11 2<sup>nd</sup> Grade Data meeting
- 12 Staff meeting
- 18 Inflatables - rescheduled  
Kindergarten Data meeting
- 19 Early release – collaboration
- 20 Kindergarten Orientation
- 21 EC Screener
- 25 Curriculum Committee  
Title 1 Family Night
- 26 K-12 meetings/mapping

## Theodore Robinson Board Report

February 2014

### **Testing:**

Winter STAR testing is complete and our school has made gains in reading and math:

- 3<sup>rd</sup> grade reading: 21% growth
- 3<sup>rd</sup> grade math: 20% growth
- 4<sup>th</sup> grade reading: stayed the same % (40%)
- 4<sup>th</sup> grade math: 1% growth
- 5<sup>th</sup> grade reading: 11% growth
- 5<sup>th</sup> grade math: 18% growth

At our January 20<sup>th</sup> in-service day we reviewed the data and set plans for grade levels to continue the growth of students obtaining at 65% or higher on the STAR test.

### **Around the Building:**

During the early release on January 29, 2014, grade level teams met to continue working on the ELA curriculum mapping.

As a building we are continuing to move forward with developing a standards based report card. At our January staff meeting we began the process of developing grading norms so we are grading similarly in each classroom across a grade level. We are working towards having grading dependent on what a student knows instead of being teacher dependent. We had some difficult discussions, and we are moving in a positive direction. At our next staff meeting we will continue the discussion so we can come to consensus as how we grade at TRIS. Our next step will then be how and what will be graded and recorded on the report card. What will grades look like and how do we communicate our expectations.

TRIS received a \$500 donation from Exxon Mobile. We will be using these funds to help support our afterschool math program for our struggling students.

With money from our beginning of the year fundraiser we were able to purchase three interactive projectors / white boards. Staff is excited to be able to use this technology with their students. Our 5<sup>th</sup> grade students have been practicing for their concert on February 13<sup>th</sup>.

JCMC Board Report  
January 30, 2014

The middle school had a number of students compete in the Science Olympiad in Madison on January 17, 2014. The students did a remarkable job for their first year in the competition. Many thanks to Cecil David for her efforts to make this event happen!

We also had three busloads of students participate in the ski trip to Cascade Mountain on January 17, 2014. Thanks to Mr. Bethke and the other staff members who organized and volunteered for ski duty. Their efforts allowed students to enjoy a cold Wisconsin day at the ski hill for a fraction of the normal cost. Another trip is planned for the afternoon of February 21, 2014.

The middle school staff reviewed all of the STAR test data as a large group on January 22, 2014. I will give a report next month as to the progress our students are making after we analyze the group data.

The middle school staff continue to review the new evaluation standards and "Teachscape" during staff meetings. Teachscape is the company website we will use to teach and evaluate staff members. Despite some technical glitches, we focused on classroom management.

The new copy machines arrived at the middle school last week. They are loaded with features that will improve the quality of copies as well as help us conserve copies. So far so good! Thank you to Larry and Doreen for their efforts to improve the quality of education at the middle school.

**EHS Board Report – Scott Everson, EHS Principal  
February 12, 2014 ECSD Board Meeting**

A recent Facebook comment criticizing Evansville High School's "lack of advanced classes for students" prompted me to write a LINK newsletter article in response to this misperception. I thought this would also be a good opportunity to update the Board on the options and offerings at Evansville High School related to advanced learners, Gifted and Talented, advanced credit seekers, etc.

Frankly, I believe nothing could be further from the truth when I hear that our district has a "lack of advanced classes" for our students. ***We have a bevy of advanced class and college credit options for students right here at Evansville High School!***

- **Advanced Placement, or AP** classes, give students college credit provided they take and pass the AP exam specific to their class. EHS currently offers the following classes within our building: *AP Studio Art; AP Environmental Science; AP/Honors Physics B; AP English Literature; AP US History; AP Calculus AB; AP Calculus BC, and AP Spanish Language/Culture*. Our Advanced Biology (not officially an AP class) has led to many students' successful exams, too.
- **Online AP** classes can be taken through our recent partnership with the JEDI consortium via Aventa Learning, or through our previous partnerships with APEX Learning and Wisconsin Virtual School. Courses available include the following: *AP English Language/Composition, AP Macroeconomics, AP Microeconomics, AP Psychology, AP Statistics, AP US Government and Politics, AP Art History, AP Computer Science A, AP European History, and AP Human Geography*.
- Through partnerships with the **Wisconsin Technical College System**, primarily Blackhawk Technical College (BHT), many of our **courses are articulated** which means students receive credit for taking the HS course here if they enroll at BHT within three years. Our welding, drafting, Applied Topics in Mathematics, and Health Occupations classes are all articulated through BHT. Additionally, classes like Accounting II are **Concurrent Academic Placement (CAPP)** courses meaning that students are awarded EHS and Lakeland College credit at the same time.
- **Youth Options** (WI State Statutes 118.37; 118.153) even allows 11<sup>th</sup> or 12<sup>th</sup> grade students to enroll in Wisconsin college or technical school for the purpose of taking one or more courses beyond what is offered at a student's local high school.

Within the next two to three years, we have plans of expanding our offerings (pending Board approval, obviously) to include in-house AP Biology, AP Language/Composition, and AP World History; articulated classes through BHT that include Plant Science and Animal Science courses, and Oral and Written Communication courses; and hopefully, more CAPP courses through Lakeland College, UW-Oshkosh, and UW-Whitewater.

As I indicated in my LINK article, I challenged readers to find another high school our size with more advanced credit options

ECSD School Board Report - February, 2014  
Vaunce Ashby, Director of Student Services

This quarter Teresa Baker, our school nurse, has really been able to settle into her new role and get to know the students a lot more, which she has really enjoyed. She readily admits it is very different than the hospital setting that she came from, she sees school nursing having its own set of challenges and rewards.

Her biggest project this quarter has been going into elementary classrooms to teach students about hand hygiene and germs. She went into 15 classrooms at Levi and taught "Glo Germs." This is a hand washing lesson using a special lotion that shows up under a black light. The students put the lotion on their hands and then hold them under the black light to see their "germs." Then she would send them to wash their hands, and check their hands again to see if all of their "germs" were off. Most of the students had to go back and rewash their hands, so it was a much needed lesson! She also talked about how easily germs are spread using a special powder with the black light. We also discussed the importance of coughing and sneezing into our elbow, and not our hand or a tissue.

To further enforce hand hygiene, she sent a chart home with students to keep track of their hand washing for a week. The response was huge! When a student turned in their chart, they received a sticker and were inducted into the "hand washing hall of fame" in the hallway. The art teacher had students make a sign in class to help decorate!

Additionally, Teresa has been contributing to individual schools newsletters on health topics and updating the Health Services component of our school district's website.

### October 9 – January 17

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○ Health Plan Updates	8
○ Monthly Student Health Mtgs	9
○ IEPs attended	4
○ 504s attended	7
○ Health Summaries	2
○ Staff Training sessions	2
○ Weekly Student Checks	16
○ Parent calls	65
○ Doctor calls	23
○ Student office calls	183
○ Staff office calls	8
○ Meds Given	71
○ Urgent medical calls	9
○ Consults with staff	26
○ Smiles 4 Life day	2
○ Class lice checks	10
○ Classroom teaching	16
○ Attended Pediatric Diabetes Conference	

### Health Report for the District

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○ Total medication given	2,538
○ Levi 448; TRIS 1135; MS 644; HS 300	
○ Office visits	1,355
○ Blood sugar checks	1,471



## MEMO

To: Jerry Roth

From: Larry Martin, Technology Manager

Subject: Email archiving system

Date: 02/04/2014

The Evansville Community School District (ECSD) purchased a new backup and archiving system in July 2012. We paid for Unitrends to install and configure the new system. During the install Unitrends identified a bug in the device and had to stop the install until the bug was fixed. After the issue was resolved Unitrends was able to finish the install. To my knowledge everything was finished and working properly at that time. We recently found that the archiving system was never fully configured. What this means is we were purging all data older than two (2) weeks. Although the area around digital records retention is not very clear on how long we need to keep emails, the general rule is at least seven (7) years. At this time we have fixed the archiving issue and the system is now working properly.

## 2014-2015 Enrollment

	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2013-14</u>	<u>2014-15</u>	<u>Average</u>
	<u>Enrolled</u>	<u>Enrolled</u>	<u>Enrolled</u>	<u>Enrolled</u>	<u>Enrolled</u>	<u>Enrolled</u>	<u>Enrolled</u>	<u>Enrolled</u>	<u>Class Size</u>
	<u>12-Sep</u>	<u>18-Sep</u>	<u>10-Sep</u>	<u>16-Sep</u>	<u>21-Sep</u>	<u>20-Sep</u>	<u>10-Jan</u>	<u>Sections</u>	<u>2013-14</u>
									<u>2014-15</u>
S/L Only	4	5		5	2				
ECH	13	12	17	15	14	12	11	2	6.00
K	146	148	131	124	145	104	95	6	17.33
1	130	154	148	126	122	145	141	9	16.11
2	<u>139</u>	<u>130</u>	<u>144</u>	<u>143</u>	<u>122</u>	<u>118</u>	<u>117</u>	<u>7</u>	<u>16.86</u>
	<b>432</b>	<b>449</b>	<b>440</b>	<b>413</b>	<b>405</b>	<b>379</b>	<b>364</b>	<b>24</b>	<b>15.79</b>
3	156	141	138	142	152	121	120	7	17.29
4	147	151	134	136	140	147	147	6	24.50
5	<u>130</u>	<u>144</u>	<u>144</u>	<u>138</u>	<u>138</u>	<u>144</u>	<u>144</u>	<u>6</u>	<u>24.00</u>
	<b>433</b>	<b>436</b>	<b>416</b>	<b>416</b>	<b>430</b>	<b>412</b>	<b>411</b>	<b>19</b>	<b>21.68</b>
6	146	126	144	143	139	138	137	6	23.00
7	112	146	133	140	144	134	135	6	22.33
8	<u>135</u>	<u>107</u>	<u>146</u>	<u>136</u>	<u>141</u>	<u>142</u>	<u>140</u>	<u>6</u>	<u>23.67</u>
	<b>393</b>	<b>379</b>	<b>423</b>	<b>419</b>	<b>424</b>	<b>414</b>	<b>412</b>	<b>18</b>	<b>23.00</b>
9	161	134	115	151	137	144	139		142
10	134	154	126	105	144	130	131		139
11	133	123	141	128	99	138	139		131
12	<u>145</u>	<u>131</u>	<u>127</u>	<u>143</u>	<u>118</u>	<u>100</u>	<u>100</u>		<u>139</u>
	<b>573</b>	<b>542</b>	<b>509</b>	<b>527</b>	<b>498</b>	<b>512</b>	<b>509</b>		<b>551</b>
District	<u>1,831</u>	<u>1,806</u>	<u>1,788</u>	<u>1,775</u>	<u>1,757</u>	<u>1,717</u>	<u>1,696</u>		<u>1,714</u>

\*Does not include JEDI students

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**  
As of 1/10/2014 count date

**Home-Schooled Students**

School Year	PreK-8	High School	Total / Total Students Enrolled in District
2013-2014	46/45	13/12	59/1717;57/1696
2012-2013	46	17	63 / 1,757
2011-2012	45	19	64 / 1,788
2010-2011	39	12	51 / 1,788
2009-2010	36	16	52 / 1,803
2008-2009	31	13	44 / 1,831

**Open Enrollment Out**

School Year	Pre K-8			High School			Total	Never Attended Evansville	Previous Home Schooled
	Virtual	Janesville	Other	Virtual	Janesville	Other			
2013-14	8/8	11/11	54/53	3/3	9/9	14/14	99/98	76	7
2012-13	10	12	37	5	11	10	85	69	4
2011-12	1	11	24	6	13	7	62	49	1
2010-11	2	13	20	5	6	5	51	7	2
2009-10	1	13	23	9	5	9	60	46	2
2008-09	1	13	19	11	7	7	58	47	1

**Open Enrollment In**

School Year	Pre K-8		High School		Total	Previously Attended Evansville
	Janesville	Other	Janesville	Other		
2013-14	2/2	30/28	6/4	12/12	50/46	41/37
2012-13	2	25	4	11	42	34
2011-12	4	18	4	12	38	38
2010-11	6	20	4	11	41	38
2009-10	8	19	0	16	43	29
2008-09	8	21	0	18	47	19

2013-2014 Open Enrolled Out by grade level

KG	6
01	9
02	10
03	8
04	10
05	11
06	7
07	6
08	4
09	7
10	4
11	10
12	6

Total 98

2013-2014 Open Enrolled In by grade level

KG	2
01	4
02	1
03	2
04	4
05	2
06	6
07	2
08	7
09	3
10	6
11	4
12	3

Total 46

2013-2013 Homeschooled by grade level

KG	5
01	6
02	7
03	6
04	4
05	7
06	4
07	5
08	2
09	5
10	1
11	3
12	4

Total 59



LEUI

TRIS

	A	B	C	D	E	F	G	H	I	J	K
1	Day 5	Klopp	Kundert	Fettig	LMC/Life Skills	Day 5	Marshall	Kostroun	Zblewski	LMC/Life S	Schwenn
2	8:00 - 8:30	Prep	Prep	XXXXXX		8:00 - 8:30	XXXXX	Prep	Prep	Prep	Prep
3	8:30 - 9:05	Jeremiason	Oakeson	Sendeibach		8:30 - 9:05	XXXXX	Feldt	Papandieck	Ross	Beedle
4	9:05 - 9:40	Jeremiason	Ross	Oakeson		9:05 - 9:40	XXXXX	Prep	Prep		Adapt
5	9:40 - 10:15	Brummond	Andrew	Wade		9:40 - 10:15	Prep	Mohns	5-6	Reuter	Marty
6	10:15 - 10:50	Brummond	RaMarty	Runkle		10:15 - 10:50	Prep	5-6	Bjugstad	Mohns	ADAPT
7	10:50 - 11:25	Lunch	Gribble	Gallman		10:50 - 11:25	Lunch	Lunch	Lunch		Rtl
8	11:25 - 12:00	Gransee	Gallman	LUNCH	LUNCH	11:25 - 12:00	G-S/Volk	Horgen	Hammond		Lunch
9	12:00 - 12:30	Gransee	LUNCH	12:00-12:30	Viken	12:00 - 12:35	G-S/Volk	Prep	Savaske		Prep
10	12:35-1:10	Wahl	Creek	Thomas		12:35-1:10	Pickering	Schultz	Statton	S-W	Viken
11	1:10 - 1:45	Wahl	McDaniel	McClellan		1:10 - 1:45	Pickering	Statton	Schultz		Schmoldt
12	1:45 - 2:20	Knudson	McClellan	Schmoldt	2:00-2:30	Gribble	Wollinger	Johnson	Miller		Prep
13	2:20 - 2:55	Knudson	Humbert	XXXXXX	2:30-3:00	Gallman	Wollinger	Miller	Forster	Bjugstad	ADAPT
14	Dismissal 3:00					Dismissal 3:00					
15											
16	Prep	30	30	0		Prep	70	30	65		105

## Daily Time Schedule- Day 1 and 2

Hour	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
	7:50 – 7:55 Team Time	7:50 – 7:55 Team Time	7:50 – 7:55 Team Time
1	7:59 – 9:27 Block 1 (88 min)	7:59 – 9:27 Block 1 (88 min)	7:59 – 8:41 Block 1 (1 <sup>st</sup> Special- 42 min)
2			8:45 – 9:27 Block 1 (2 <sup>nd</sup> Special-42 min)
3	9:31– 10:59 Block 2 (88 min)	9:31– 10:13 Block 2 (1 <sup>st</sup> Special- 42 min)	9:31– 10:59 Block 2 (88 min)
4		10:17 – 10:59 Block 2 (2 <sup>nd</sup> Special-42 min)	
5	10:59 – 11:29 Lunch	11:03 – 11:46 Block 3 (Split Block – 43 min)	11:03 – 12:33 Block 3 (90 min)
6	11:33 – 1:03 Block 3 (90 min)	11:46 – 12:16 Lunch	
7		12:20 – 1:03 Block 3 (Split Block – 43 min)	12:33 – 1:03 Lunch
8	1:07 – 1:22 SSR	1:07 – 1:22 SSR	1:07 – 1:22 SSR
8	1:22 – 1:42 Foundations	1:22 – 1:42 Foundations	1:22 – 1:42 Foundations
9	1:46 – 2:28 Block 4 (1 <sup>st</sup> Special- 42 min)	1:46 – 3:15 Block 4 (89 min)	1:46 – 3:15 Block 4 (89 min)
10	2:32 – 3:15 Block 4 (2 <sup>nd</sup> Special – 43 min)		

construed to mean spouse/domestic partner, children, parents, grandparents, grandchildren, brothers and sisters, in-laws and members of household.

2. Up to two (2) days of the above leave per year shall be allowed for individuals not listed above.
3. Employees who have exhausted their funeral/bereavement leave may request in writing from the District Administrator use of up to five (5) of their sick days as needed for funeral/bereavement leave.

C. Family and Medical Leave Act:

Leaves of absence involving a serious health condition of the employee or the employee's parent, child or spouse/domestic partner, as well as leaves attendant to the birth, adoption or foster care placement of a child, shall be granted consistent with the applicable provisions of state and federal Family and Medical Leave Act (FMLA) laws for employees who qualify for coverage under such laws. It will be the responsibility of the employee to notify Human Resources of the need for FMLA. Any teacher who has used all accumulated sick leave because of an extended illness shall be placed on an approved leave of absence, without pay, for the duration of the FMLA. During such approved leave of absence, the teacher shall retain all rights and privileges granted by § 118.22, Wis. Stats. Upon return from any such approved leave of absence, a teacher shall be assigned to the same position if available, or if not, an equivalent position.

D. Childbearing/Childrearing/Adoption/Other Leave:  
Refer to Part I, Sec. 13 of this handbook.

**7.03 Leave of Absence**

*Refer to Policies: 529.4 – Use of Sick Leave  
529.45 – Personal Leave  
529.3 – Bereavement Leave  
529.1 – Family & Medical Leave  
529.5 – Uniformed Services Leave  
529.2 – Jury Duty Leave*

**7.04 Eligibility for and Payment Towards Coverage of Health, Dental, Life, Disability, and Liability Insurance 30**

Employees regularly scheduled at least ~~20~~ hours per week during the school year are eligible for the following insurance benefits with the premium contribution being prorated as the percentage of employment. Eligibility for coverage is dependent upon the terms of each insurance plan.

The percentage of the premium paid by the employee and the District will be determined by the Board of Education on an annual basis.

## Section 8

## RETIREMENT BENEFITS

### 8.01 Wisconsin Retirement System (WRS) Contributions

All qualified regularly employed full-time and part-time teaching personnel shall pay 100% of the employee's required contribution into the WRS as required by state statute.

A. Retirement Notification:

Retirement notification shall be submitted on or before February 1<sup>st</sup> for budget planning and staffing purposes. Employees who submit their notice after February 1<sup>st</sup> may be required to pay \$500.00.

B. Retiree – Benefits:

An employee may elect to retire at the conclusion of a school year provided that person has reached age fifty-five (55) no later than September 1<sup>st</sup> of the next school year.

C. Retiree – HRA for Teachers Hired before June 30, 2013:

1. The Board of Education of the Evansville Community School District and the Evansville Education Association agree to establish a Health Reimbursement Arrangement (HRA) for teachers who choose to retire.
2. An employee may elect to retire at the conclusion of a school year provided that person has reached age fifty-five (55) no later than September 1<sup>st</sup> of the next school year.
3. The Board will make payments into a Health Reimbursement Arrangement (HRA) account on behalf of retiring employees as follows:
  - a. participants who have taught at least ten (10) full-time equivalent years in the District shall receive an annual payment of \$~~16,728~~ <sup>413,754.00</sup> for three (3) consecutive years (or until eligible for Medicare) to be deposited into their HRA account,
  - b. participants who have taught at least fifteen (15) full-time equivalent years in the District shall receive an annual payment of \$~~16,728~~ for four (4) consecutive years (or until eligible for Medicare) to be deposited into their HRA account. The amount of the annual payment will be determined by the Board annually, based on insurance industry trends.
  - c. any payments into the HRA account will be 100% vested upon payment,
  - d. ~~a retired employee may use proceeds from the HRA to buy into the District's insurance plan if the employee requests and if allowed by the insurance carrier, and~~
  - e. the District shall be responsible for payment of any HRA administrative fees.



## Section 10

## INSURANCE BENEFITS

### 10.01 Health, Dental, Life, Disability, and Long-Term Disability Insurance

Eligibility for and Payment towards Coverage of Health, Dental, Life, Disability, and Liability Insurance

30

The percentage of the premium paid by the full time employee and the District will be determined by the Board of Education on an annual basis. A full time employee is scheduled to work 35-40 hours per week. Employees regularly scheduled at least 20 hours per week during the school year are eligible for insurance benefits with the premium contribution being prorated as the percentage of employment. Eligibility for coverage is dependent upon the terms of each insurance plan.

### 10.02 Cash Option in Lieu of Health Insurance – Alternate Benefit Plan (ABP)

- A. Employees who qualify for participation in the District group health insurance plan but who have coverage through another plan other than the District group health insurance plan may waive participation under the District group health insurance plan and elect to receive cash compensation in lieu of the health insurance benefit. The amount of the cash compensation will be set by the Board prior to the District's annual open enrollment period.
- B. Employees who choose the ABP option may sign up at any time due qualifying life events.
- C. The District may, at its discretion, discontinue the cash compensation in lieu of health insurance benefit by providing the participating employees with written notice of not less than sixty (60) days and an "open enrollment" opportunity to enroll in the group health insurance plan.

**Section 11 RETIREMENT BENEFITS**

**11.01 Wisconsin Retirement System (WRS) Contributions**

All qualified regularly employed full-time and part-time support staff personnel shall pay 100% of the employee's required contribution into the WRS as required by state statute.

**11.02 Retirement Benefits for Educational Assistants, Secretaries, Clerks, and Technology Specialists and Food Service Hired Before July 1, 2013**

A. Employees, who retire from the District after fifteen (15) years or more of District employment and are age 55, shall be paid \$12.50 per hour for up to 880 hours of accumulated unpaid sick leave into a non-elective TSA after the employee's retirement. (This amount is not to exceed a total of \$11,000.) This severance benefit is not subject to WRS contributions.

*\$5,852.88 — current benefit for employees receiving single coverage*

B. Employees, who have reached the age fifty-five (55) and have been employed full-time by the District for fifteen (15) years, shall be entitled to receive ~~\$7,118~~ per year for three (3) years (or until eligible for Medicare) deposited into their HRA account. These HRA funds are fully vested from the initial payment.

**11.03 Retirement Benefits for Administrative Assistants Hired Before July 1, 2012**

Employees, who retire from the District after fifteen (15) years or more of District employment and are age 55, shall be paid \$12.50 per hour for up to 880 hours of accumulated unpaid sick leave into a non-elective TSA after the employee's retirement. (This amount is not to exceed a total of \$11,000.) This severance benefit is not subject to WRS contributions.

A. The Board of Education of the Evansville Community School District on behalf of those classified as administrative assistants in the District agree to establish a Health Reimbursement Arrangement (HRA) for administrative assistants as a retirement benefit.

B. An administrative assistant may elect to retire at the conclusion of a school year provided that person has reached age fifty-five (55) no later than September 1<sup>st</sup> of the next school year.

C. The Board will make payments into a Health Reimbursement Arrangement (HRA) account on behalf of administrative assistants as follows:

*13,754.00*

1. an administrative assistant who currently has at least 10 full-time equivalent years in the District is entitled to receive ~~\$16,728~~ per year for three (3) years (or until eligible for Medicare) deposited into an HRA by August 20 of the year of retirement. These HRA funds are fully vested upon the initial payment, and

an administrative assistant who currently has at least 15 full-time equivalent years in the District is entitled to receive ~~\$16,728~~ per year for four (4) years (or until eligible for Medicare) deposited into an HRA by August 20 of the year of retirement. These HRA funds are fully vested upon the initial payment.

2. ~~A retired administrative assistant may use proceeds from the HRA to buy into the District's insurance plan if the employee requests and if allowed by the insurance carrier.~~

D. If an employee dies prior to exhausting the HRA benefit, the payments shall continue to be made into the HRA account, and the spouse and/or dependent(s) eligible for employee's health insurance benefit shall receive the remainder of the benefit per the terms of the HRA plan. If there are none, no payment will be made to an estate.

#### **11.04 Retirement Benefits for Custodians hired before June 30, 2013**

A. Custodians, who have reached the age of fifty-five (55) and have been employed by the District for fifteen (15) years, shall receive payment for accumulated, unused sick leave. The amount will be twelve dollars (\$12.50) times the number of accumulated sick leave hours up to 880 hours. This will be paid into a non-elective TSA per the District 403b Plan. This severance benefit is not subject to WRS contributions.

B. Custodians, who have reached the age fifty-five (55) and have been employed full-time by the District for fifteen (15) years, shall be entitled to receive \$16,728 per year for three (3) years (or until eligible for Medicare) deposited into their HRA account. These HRA funds are fully vested from the initial payment.

13,754.00  
Current benefit for  
employees receiving  
family coverage

## EMPLOYEE HANDBOOK

The Evansville Community School District Employee Handbook is set by statutes and District policies. In case of a direct conflict between the Employee Handbook, and any specific provisions of an individual contract, the individual contract shall control.

Proposals regarding the Employee Handbook may originate from administration, the Board and/or employees. In all cases, proposed new or revised Employee Handbook sections shall state their potential contribution in furthering the mission of the District.

Board members shall be informed of and given the opportunity to participate fully in the discussion of each proposed new or amended section of the Employee Handbook. An Employee Handbook section shall be adopted or amended after the Board has had three opportunities to read and discuss the proposals at successive Board meetings. Where implementation of a new or revised Employee Handbook section needs to occur prior to the next board meeting, the Board may approve the section of the Employee Handbook at the meeting where the first or second readings occur.

The Employee Handbook is intended to provide employees with information regarding policies, procedures, ethics, expectations and standards of the District; however, the Employee Handbook should not be considered all inclusive. Copies of Board Policies and the Employee Handbook are available in each administrative office to all personnel and are on the District website at [www.ecsdnet.org/](http://www.ecsdnet.org/). It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by enumeration to the following: Federal laws and regulations, the laws of the State of Wisconsin, Wisconsin State Administrative Code and the policies of the Evansville Community School District Board of Education.

The Employee Handbook shall be reviewed on a regular basis and updated as necessary.

Legal Ref.: Section 120.12(2) Wisconsin Statutes (School Board Duties)

Local Ref.: Policy #151- Board Policy Development

Revised: May 14, 2012  
Revised: July 30, 2012  
Revised: June 10, 2013  
Revised:  
1<sup>st</sup> Reading: 2/12/14

## STUDENT SCHOOL DAY

Wisconsin law requires the Evansville Community School District Board of Education to reserve to itself the right to establish rules that schedule the hours of the normal school day. In establishing such rules, the Board will consider comments from parents, staff, and district residents.

Once established, the schedule of hours of a normal school day will be posted in school buildings, on the web site, and distributed to the local media.

The schedule of hours for a normal school day for respective grade levels shall be as follows:

½ Day Kindergarten	Morning class	8:05 a.m.-	11:20 a.m. (if a.m. only)
	Afternoon class	12:00 p.m.-	3:10 p.m.
Full Day Kindergarten		8:05 a.m.	3:10 p.m. 3:00 p.m.
Grades 1 – 2		8:05 a.m. -	3:10 p.m. 3:00 p.m.
Grades 3 – 5		8:05 a.m. -	3:10 p.m. 3:00 p.m.
Grades 6 – 8		7:50 a.m. -	3:05 p.m. 3:10 p.m.
Grades 9 – 12		8:00 a.m. -	3:15 p.m.

**Early release days will release at 12:00.**

Legal Ref.: Sections 115.01(10) Wisconsin Statutes (Classifications)  
120.12(15) (School Board Duties)  
121.02(1)(f)2 (School District Standards)  
PI 8.01(2)(f)2 Wisconsin Administrative Code

Revised: March 12, 2007  
Revised: August 10, 2009  
Revised: March 12, 2012  
Revised:  
1<sup>st</sup> Reading: 2/12/14

341.6

**FOR REMOVAL**

**KINDERGARTEN INSTRUCTION**

The **Evansville Community** School District of Evansville shall operate a kindergarten program in which all children of the District who are five years old prior to September 1 of the current school year may enroll.

~~When feasible, parents/guardians will have the option of a full day or half day schedule. If a stand alone half day program is not feasible, a transition program will be considered. A stand alone half day program will be offered if 16 students (offer one section) or 32 students (offer two sections) are registered by May 1. 18 students is set as the minimum for a stand alone half day program due to SAGE class sizes requirements. If there are at least 15 registered by May 1 or if the numbers decrease to 15 before the start of the school year, a transition program will be offered. Families who have chosen half day will have priority placement in the transition classroom.~~

~~The transition program students will attend half day until the winter break, and full day thereafter. Selection will be first come first served, but the District reserves the right to hold two seats to accommodate students who in the opinion of the District have special needs. Families will be notified no later than July 1 if there is not a space in the half day program for their child.~~

Physical facilities, equipment and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in, language arts, fine arts, social studies, mathematics, science, physical education, and social skills **based on current state standards.**

Legal Ref.: Sections 115.01(2) Wisconsin Statutes (Children With Disabilities: Classifications)  
118.14 (Age of Pupils)  
120.13(13) (School Board Powers)  
121.02(1)(d) (School District Standards)  
PI 8.01(2)(d) Wisconsin Administrative Code (School District Standards)

**(Our last half day/transitional class was 2009-10. We have not had sufficient interest since: average 6-8 parents who request per year.)**

Approved: June 14, 2010

343.3

Revised:

1<sup>st</sup> Reading: 2/12/14

## VIRTUAL SCHOOL PROGRAM

The **Evansville Community School** District believes that learning takes place in a variety of situations, environments and locations. The emergence of virtual education presents extraordinary opportunities for access to information and learning, both within and outside the walls of public schools. The Board of Education recognizes virtual education as an appropriate instructional delivery system for students. Virtual education is a method for the District to enhance or expand course offerings and to provide an educational alternative better suited to the learning needs of a diverse population of students.

The District believes that to ensure quality, virtual education courses must:

1. Be aligned with the vision of the District.
2. Be aligned to Wisconsin's Model Academic Standards and/or national and/or international standards and/or College Board's Advanced Placement (AP) Curriculum.
3. Have an identifiable curriculum that is consistent with District curriculum and local standards.
4. Be taught by a highly trained and qualified licensed teacher who is certified to teach the content of the course.
5. Comply with the District graduation and/or advancement requirements.
6. Meet all applicable District policies.
7. Meet all applicable statutory requirements of the State.

In addition, virtual courses offered by the District will be in compliance with Administrative Rule.

~~The District may extend the opportunity for students to complete virtual courses offered outside of the District. The Administrative Rule will guide the enrollment in any virtual course outside of the District.~~

Virtual education courses that meet District requirements will be awarded credit.

The Board will receive a report at least annually of the virtual courses taken and number of students enrolled.

Legal Ref.: Sections 118.15(1)(d) Wisconsin Statutes (Compulsory School Attendance)  
120.21 (School Board Contracts for Courses)

Local Ref.: Policy #343.31 – Administrative Rule

**#343.3 Form – Virtual School Program Form**

**#345.1 – Grading System**

**#345.6 – Gradation Requirements**

**#363.2/554 – Acceptable use and Internet Safety Policy for Students, Staff and Guests**

## VIRTUAL SCHOOL PROGRAM – ADMINISTRATIVE RULE

### I. ~~Out of District Program~~ **JEDI Distance Education Consortium Singleton Option**

#### A. Enrollment Procedures

The following procedures and guidelines apply to students enrolled full-time in the District and interested in enrolling in **online course(s)**; ~~virtual courses offered outside of the District:~~

1. Discuss options with school counselor and/or school administrator.
2. Complete the **JEDI Single Course Registration Form** ~~out of district virtual course request form~~ and submit it to the guidance office.
3. Application for enrollment in **JEDI singleton courses** ~~virtual programs outside of the District~~ should be made in conjunction with normal course scheduling.
4. Enrollment in virtual courses at other times of the year due to individual circumstances such as illness or expulsion will be decided on a case by case basis.

#### B. Course Enrollment Approval Guidelines

The following criteria may be used to determine if students are permitted to enroll in ~~a virtual courses offered outside the District:~~

1. The course is not offered face-to-face by the District.
2. Although the course is offered by the District, the student is unable to take the course due to an unavoidable scheduling conflict or special circumstance.
3. The course is needed to meet an individual education plan, a differentiated education plan, or a 504 plan, **or a plan to remediate credits for graduation.**
4. ~~The course meets the requirements outlined in Board Policy #343.3, Virtual School Program.~~
5. ~~The course must be selected from a list of approved providers.~~
6. The student is considered a qualified candidate according to the following criteria:
  - a) Course availability.
  - b) Seats opened in available courses.
  - c) Course prerequisites are met.
  - d) Past academic record in virtual courses.
  - e) Past academic record in traditional courses.
  - f) Teacher recommendation.
  - g) Parent recommendation.
  - h) Student interview.
  - i) Other valid indicators deemed necessary by the District.
7. Approval ~~by~~ of the principal.

#### C. A decision denying a request for a virtual course may be appealed to the District Administrator.



~~D. Course policies and procedures:~~

- ~~1. All applicable District policies apply.~~
- ~~2. Students and teachers will be held accountable to the same policies and procedures outlined in the District handbook and their respective school's handbook.~~
- ~~3. Students and teachers will be held accountable to the District's guidelines for virtual programs.~~
- ~~4. The drop/add policies for the District will be the same for virtual courses.~~
- ~~5. Grades received for virtual course work will count the same as any other course grades. All grades received from virtual courses will be recorded on the official student transcript as listed in the program plan guide.~~
- ~~6. Face-to-face attendance requirements may be specified by the course teacher and will be noted in the syllabus.~~
- ~~7. Students identified as needing additional assistance may be required to meet in person with the teacher.~~
- ~~8. Students are required to take part in all District assessments.~~
- ~~9. Students may participate in extra-curricular activities offered by the District contingent upon them meeting the conditions of participation.~~
- ~~10. The student is responsible for the tuition associated with the course and must provide the tuition fee prior to enrollment in the course. The District will reimburse the student the tuition fee paid upon successful completion of the course with a passing grade.~~
- ~~11. Students need to provide their own computer equipment and internet connection that meets the needs for virtual programs. If students do not have access to adequate technology at home as identified in the guidelines, students may apply for assistance with the District if financial hardship is demonstrated.~~

**II. JEDI Distance Education Consortium Full-Time Option: Students wishing to enroll full-time in the JEDI Distance Education program as an alternative to traditional programming may request a meeting with parents, guidance and a school administrator. A school official meeting will then be held to determine best placement.**

- A. Full-time virtual students must complete the specific Evansville High School Graduation Requirements in order to receive a diploma from Evansville High School.**
- B. Full-time virtual students must complete at least 28 credits in order to receive a diploma from Evansville High School.**

**III. Virtual course policies and procedures:**

- A. Wisconsin Statutes for attendance apply.**
- B. Acceptable internet and technology use policies, and all other applicable District policies apply.**
- C. Students will be held accountable to the policies and procedures outlined in the JEDI Student Handbook.**

- D. Grades received for virtual course work will count the same as another other course grade. All grades received from virtual courses will be recorded on the official student transcript.**
- E. Students are required to participate in state-wide assessments.**
- F. Students may participate in extra-curricular activities offered by the District contingent upon them meeting the conditions of participation.**
- G. Singleton students are responsible for half the tuition associated with the course and must provide their half of the tuition fee prior to enrollment in the course. The District will reimburse the student the tuition fee paid upon successful completion of the course with a passing grade.**
- H. Full-time virtual students may request a laptop provided by the District for a fee of \$50.**

~~H. Full-Time Virtual Option~~

- ~~1. Students wishing to enroll full time in the Wisconsin Virtual School as an alternative to District programming may do so after a meeting between parents, guidance and the principal of the school.~~
- ~~2. The student is responsible for half the tuition associated with the course and must provide their half of the tuition fee prior to enrollment in the course. The District will reimburse the student the tuition fee paid upon successful completion of the course with a passing grade.~~
- ~~3. Students will be able to participate in all District co and extra-curricular offerings as allowed under the rules of their governing organizations.~~
- ~~4. This is a viable option for students interested in virtual schooling through open enrollment. However, enrollment is not limited to the open enrollment window and can occur at other times of the year as appropriate for the student.~~

VIRTUAL SCHOOL PROGRAM FORM

Student Name: \_\_\_\_\_  
(Please Print)

Grade Level: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Date of Birth: \_\_\_\_\_

Phone: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_  
(Please Print)

Cell Phone: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Name of Virtual School Wanting to Attend: \_\_\_\_\_

Applying for Part Time or Full Time: \_\_\_\_\_

Courses Desired: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have read and understand policies #343.3 – Virtual School Program and #343.31 – Virtual School Program Administrative Rule.

\_\_\_\_\_ Parent/Guardian Signature

I agree: The student is responsible for the tuition associated with the course and must provide the tuition fee prior to enrollment in the course. The District will reimburse the student the tuition fee paid upon successful completion of the course with a passing grade.

\_\_\_\_\_ Parent/Guardian Signature

Course(s) approved by school counselor and/or school administrator:

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(dated)

**AFTER COURSE COMPLETION:**

The District must receive the original receipt of tuition payment and an official copy of the transcript showing the course(s) and passing grades in order to process the tuition reimbursement request.

School counselor/administrator received: \_\_\_\_\_  
(signature) (dated)

Official copy of transcript: \_\_\_\_\_

Original receipt of tuition payment: \_\_\_\_\_

Tuition reimbursement request sent to District Office on \_\_\_\_\_ for student tuition reimbursement.

*EVANSVILLE COMMUNITY  
SCHOOL DISTRICT*



**JEDI Virtual School  
Student & Family  
Handbook  
2013-2014**

*Navigating the world of learning*  *Personalized for your success*

If a student or parent/guardian would prefer to have this information translated into Spanish, please contact us at 262-473-1469.

*Si un estudiante, padre ó guardian prefiere tener esta información traducida en - Español, por favor contactenos en el 262-473-1469.*

### **STATEMENT OF NONDISCRIMINATION**

It is the policy of the JEDI Virtual School and consortium district that no person be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services recreational or other program or activity because of a person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. The JEDI Virtual School and consortium district specifically prohibits staff members, students and volunteers from discriminating against or harassing others based on any of the characteristics described in this paragraph. This policy does not, however, prohibit JEDI Virtual School or the consortium district from placing a student in a school, class, program or activity based on objective standards of individual performance or need.

(JEDI Virtual School and consortium district policy)

### **Notice of School Site Student and Family Handbook Distribution**

In addition to this handbook, each student and family enrolled in the JEDI Virtual School shall also receive a student and family handbook for the school site that the student would normally be assigned under regular enrollment. This school site handbook will outline specific JEDI Virtual School and consortium district policies in compliance with annual notice. Open-enrolled students will not receive a handbook unless any classes are taken on the school campus.

### **Disclaimer**

This handbook is not meant to supersede or conflict with the JEDI Virtual School or consortium district policies, state statutes, or federal law. Policies and procedures are in effect for the school year this handbook is issued and are subject to change during the school year if policies or laws change.

JEDI Virtual School is governed by a consortium of school districts and operated by JEDI Virtual Network.

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## **Mission Statement**

The purpose of JEDI Virtual PK-12 School is to provide students an accredited online environment through which students can achieve grade promotion, a high school diploma, and/or take coursework allowing them to meet or exceed their learning goals.

## **Vision, Purpose, and Direction**

The vision of JEDI Virtual PK-12 School is to create a self-sustaining organization recognized as a viable option for achieving high quality, customized learning opportunities, rich professional development, and an instructional resource for consortium teachers.

### **The JEDI Virtual School is:**

A public charter school that provides educational services to families whose students are seeking an educational option that they can direct from the home with a flexible schedule, personalized curricular choices, and access to resources under the directional support of licensed educational professionals. Many of our students have come from a home-schooled background and as such, have experience with this level of flexibility.

A unique educational institution that utilizes the expertise of our staff to provide an educational experience that encompasses much more than simply direct instruction for a set number of hours per year.

### **The JEDI Virtual School is not:**

Home-schooling as defined by Wisconsin Statute 115.001(3g). The JEDI Virtual School is a public charter school option that involves the utilization of licensed State of Wisconsin teachers in our delivery model.

An exclusively online instructional delivery model. Our school and the educational delivery of our school require significant involvement of the parent(s)/guardian(s). The arrangement between the learning coach, student services representative, school counselor, student and the parent/guardian is critical in the educational successes of the student.

An "at-risk" educational program for students who are credit deficient or find themselves unsuccessful in the traditional educational setting. However, "at-risk" students may enroll provided they meet enrollment criteria.



## **School Calendar**

The JEDI Virtual School will use the state mandated calendar as a guideline to assist student, parent, course instructor, and coach in planning. The school year will begin after September 1 and end during the second week in June. Semester II will begin during the third week of January. Early start dates and late extended school year dates are available per request.

## **Online Learning**

Wisconsin Statute 115.001(16) defines a virtual charter school as a charter school "in which all or part of the instruction is provided by means of the Internet." Students in the JEDI Virtual School will be provided instruction in a minimum of one course offered by means of the Internet. Multiple course offerings will be available to students in all grade levels. Online instruction requires a certain level of organization and skills using multiple media sources. It is the goal of the JEDI Virtual School that students will have the opportunity to demonstrate the necessary skills to participate in this type of instruction. Therefore, students may be offered coursework and tutorials in the skills necessary to develop the necessary knowledge to participate in online coursework. The JEDI Virtual School also understands that not every student is interested in or skilled in navigating instruction primarily over the Internet.

## **Application Process**

All Wisconsin resident students are eligible to apply for JEDI Virtual School. Students who do not reside within the consortium district will need to follow the Wisconsin Department of Public Instruction (DPI) procedures for open enrolling in the District.

### **Local Enrollment**

Students who are currently attending a traditional school must enroll by the prior school year. Students from the consortium district do not need to open enroll to the JEDI Virtual School. Virtual School students may take two courses in a traditional school, and participate in extracurricular activities and athletics.

### **Open Enrollment**

Students wishing to enroll in the JEDI Virtual School from outside the consortium districts must open enroll using the online enrollment on the Wisconsin DPI website ([http://sms.dpi.wi.gov/sms\\_pstoc](http://sms.dpi.wi.gov/sms_pstoc)) or by contacting the Whitewater Unified School District central office at (262) 472-8702. Students who have open enrolled and attended in the previous school year will not have to open enroll again.

### **Criteria for Enrollment**

Students who are considered for entrance into the Virtual School shall meet, or exceed, the following criteria to be considered for admittance:

- Have a parent or guardian who is actively involved in the student's virtual learning activities
- Be self-motivated and self-disciplined
- Be a good time manager
- Be proficient with email and word processing software
- Be able to read and analyze text
- Be able to set and achieve goals
- Be confident in their academic abilities
- Show determination when confronting obstacles
- Be personally invested in their own education
- Avoid conflicts with activities that may interfere with learning
- Have convenient and frequent access to a computer and the Internet
- Be willing to try new learning formats and activities
- Be able to work with little supervision
- Be computer literate
- Have maintained a positive record of attendance

### **Acceptance of Enrollment**

It is understood by the parent(s)/guardian(s) that participation in the Virtual School and acceptance of curricular or supplementary materials require that students must be enrolled full-time for the school year. Should the student be withdrawn before the end of the school year, the parent(s)/guardian(s) are responsible for returning all curricular materials and technology to the JEDI Virtual School.

## **Virtual School Participants, Roles, and Responsibilities**

A successful Virtual School program requires the active participation of many individuals from the home, the school, and the district.

### **Students Enrolled in the JEDI Virtual School**

#### **Daily Responsibilities:**

- Maintain communication, including email, with teachers, learning coaches and student services representatives
- Read all notifications and announcements from the Virtual School
- Protect learner account by not sharing username and password, and logging off the system when finished
- Check discussion groups for student and teacher postings
- Maintain daily progress on coursework
- Act in an ethical and honest manner
- Have a notebook for taking notes for assignments
- Email your instructor about problems with the course; be constructive and concise with criticism without complaining
- Manage time and schedule to finish assignments and complete a quiz or test
- Maintain computer and software to current standards

#### **Weekly Responsibilities:**

- Respond to instructor feedback on assignments and assessments
- Check grades in the grade book to monitor success
- Discuss any questions about coursework with teacher and learning coach
- Create and meet a goal for coursework completion

## **Parents and Guardians of Virtual School Students**

The JEDI Virtual School parent/guardian is an active participant in the delivery of resources provided by the JEDI Virtual School.

- The role of the parent/guardian in our school is absolutely essential to the successful academic growth of the student.
- The parent/guardian is responsible for maintaining a schedule of instructional opportunities and ensuring that the student is progressing at a pace that is meeting the individual needs of the student.
- The JEDI Virtual School parent/guardian is responsible for maintaining contact with the JEDI Virtual School teachers and staff throughout the school year.
- The JEDI Virtual School parent/guardian has the legal right to provide educational services in the home as defined in Wisconsin Statute 118.40(8)b.2.
- The JEDI Virtual School will work with the parent/guardian to assist students in achieving their maximum academic growth in all required subject areas throughout the school year. (See Appendix A: JVS Network of Student and Family Support)

## **Curriculum**

The JEDI Virtual School instructional model allows for a choice of course options that best fit the needs of the student and the family. Course selections are made through consultation with the school counselor and JEDI student services coordinators in compliance with the student's learning plan and graduation requirements. All virtual online students must be selecting classes that would lead to graduation.

### **Adding Courses**

Courses for a student learning plan may be changed throughout the year if necessary prior to the beginning of a semester, or if a student completes courses prior to the end of course deadlines. Advanced Placement courses must be added prior to the beginning of a semester to accommodate placement exam timelines. Students are responsible for contacting their school counselor to register for Advanced Placement testing. Open enrolled students must contact their student services coordinator.

### **Dropping Courses**

Requests to drop a student's course **must be received through the official withdrawal form within the first 10 calendar days after activation** to the JEDI Virtual School. No requests will be honored after the initial 10 day window. Any course that is not completed will be handled according to the Progress Guidelines referenced within this handbook. Link to withdrawal form: [www.jedivirtual.org/withdrawal-form.html](http://www.jedivirtual.org/withdrawal-form.html)

### **Course Extensions**

JEDI Virtual School will allow a student access to their course(s) during their current school year enrollment.

JEDI Virtual School will grant an extension upon request from parent/guardian or student in the case of **extenuating circumstances** (medical, family emergency, etc.) that prevented regular on-time completion. JEDI Virtual School will consider the online teacher and student services representative's recommendation in the final decision for granting an extension.

Requests for an extension should be made through the official extension form **two weeks before the student's original end date**. This provides enough time to make a decision in the best interest of the student and the school district. **Requests made after the end date will not be granted**. Link to extension request form: <http://tinyurl.com/JEDIextensionform>

### **Course Deadline Exceptions**

Students who need their final grade for graduation or another time dependent event should submit all work at least two weeks prior to the date the grade is needed. This will allow the teacher sufficient time to grade work and support staff to record grades to a transcript.

### **Communication/Attendance**

Each parent/guardian of a student enrolled in the school will be required to communicate with their teachers, learning coach and student services representative throughout the school year. Frequent communication is essential to the success of the partnership between the JEDI Virtual School, the home district, and the family. Communication can occur in a face-to-face meeting, online discussion, Skype, phone call, text message, or whatever manner works best to maintain a meaningful relationship. Full attendance and participation will be determined by the frequency of the communication and the progress of the student in their learning, as measured by multiple means throughout the school year.

### **Progress Guidelines**

JEDI Virtual School recognizes that only through continuous communication can students be successful in an online course. Within each course the instructor can provide weekly pace requirements. It is essential that the student and instructor maintain regular contact through email.

### **Lack of Progress**

- If the student does not submit the expected number of assignment(s) within a period of five (5) consecutive weekdays as determined through the student's pacing chart, the student, parent/guardian, and district will be notified of the student's lack of progress by the student services representative. An exception may be granted if a request has been submitted to the instructor and student services representative from a parent/guardian or student in the case of **extenuating circumstances** (medical, family emergency, etc.) that prevents regular progress.
- If the student does not respond and make progress within five (5) weekdays of the initial notification, the student services representative will initiate truancy or withdrawal procedures.

### **Truancy**

A student who does not participate and meet course progress expectations will be considered truant and handled according to JEDI Virtual School policy as outlined below. Once it has been established that a student has failed to complete the necessary progress outlined previously, the following truancy procedures will be implemented. All truancy correspondence will be sent to the student, parent/guardian, teacher, learning coach, and the district.

#### **Truancy Step One**

The student services representative will email an official truancy warning after ten (10) weekdays of lack of progress or participation within a course where an exception has not been granted.

#### **Truancy Step Two**

The student services representative will email a second official truancy warning under the following conditions:

- A student fails to make progress within the next five (5) weekdays after receiving a step one warning.
- If at any point while still enrolled within class, the student fails to make progress for five (5) weekdays after an initial truancy warning.

#### **Truancy Step Three**

If no progress has been made after five (5) weekdays, a meeting with the student and parent/guardian will be held to create a plan for adequate attendance and progress.

#### **Truancy Step Four**

The virtual school director will mail an official truancy letter and a citation will be issued under the following conditions:

- A student fails to make progress within the next five (5) weekdays after receiving a step two warning.

#### **Truancy Step Five**

Student may be removed from JEDI Virtual School for nonperformance.

### **Academic Assessment**

Student progress will be assessed in multiple manners throughout the school year. It is the responsibility of the student and parent/guardian to ensure that students are participating in all required assessments as determined by the district. Assessments come in a variety of different forms. A summary of the various types of assessments are listed below.

#### **Classroom Assessments**

Instructors may assess student progress by use of quizzes, unit tests, semester tests, and other types of course assessments.

#### **State Testing**

The State of Wisconsin requires testing of all public education students. Students in the JEDI Virtual School are public school students who are required to participate in the state assessment system. The state test will be proctored by a teacher from the JEDI Virtual School or another staff member assigned by the JEDI Virtual School or consortium district. Locations for the state testing will be determined based on the locations of the families in the JEDI Virtual School. Students may be required to travel to locations some distance away from their home in order to participate in this required assessment. Students in grades 4K-1 are required to participate in this assessment in the fall and spring of the school year. Students in grades 3-8 and grade 10 are required to participate in this assessment in the fall of the school year. State testing includes PALS, ACCESS, and WKCE. (Smarter Balanced Assessment coming in 2014)

#### **District Testing**

JEDI Virtual School provides testing for all enrolled students including virtual school students. Students are encouraged to participate in the district assessment system. Testing may include, but is not limited to MAP, EXPLORE, PLAN, and the ACT. You will be notified by the school district to determine a schedule for testing.

## **Extracurricular Participation**

The JEDI Virtual School strongly encourages students to participate in extra or co-curricular offerings. Local students may participate in all extracurricular activities that are offered in their consortium district. Students who participate in activities are subject to the policies and procedures which govern participation and eligibility.

## **Academic Honesty**

The JEDI Virtual School regards academic honesty and integrity as an essential element of its educational mission. It is expected that all schoolwork submitted represents the original efforts of the individual student. This includes, but is not limited to: test taking, homework, class assignments, and the original creation of essays, compositions, papers and academic research. All work submitted by a student should be a true reflection of that person's effort and ability. Administrators, faculty, students and families are all important contributors to the upholding of academic integrity in the school learning community.

## **Plagiarism**

Plagiarism is defined as copying/stealing and passing off as one's own the ideas or words of another, using someone else's created production without crediting the source, or committing literary theft. Examples include the following:

- Turning in a paper retrieved from an Internet source as one's own
- Using another student's work in whole or part and handing it in as one's own
- Using information from an encyclopedia, book, textbook, web site, database, etc., without citing the source
- Using another person's idea, opinion, or theory without citing the source
- Using any facts, statistics, graphs, drawings, pictures, sounds or other information which you found from any source that is not creative commons, without citing the source
- Using quotations of another person's actual spoken or written word without citing the source
- Paraphrasing (putting into your own words) another person's unique ideas, spoken or written, without citing the source
- Using online translators for assignments and assessments

## **Disciplinary Action for Plagiarism**

As the Internet becomes increasingly more accessible and sophisticated, the incidents of plagiarism in submitted student papers and projects have increased. If the authenticity of the student's work is in question, a student may be required to take a proctored test or defend their work via an oral examination in-person, over the phone or online. The virtual school director shall determine disciplinary actions for students when misconduct occurs. Many institutions of higher (post-high school) education penalize plagiarism with student expulsion. Therefore, in the interest of the student's future education, as well as the school's part in the



personal development of students, the JEDI Virtual School policy on plagiarism is outlined:

### **Plagiarism First Offense**

- The instructor notifies the student, in writing, that he/she has submitted work that appears to have been plagiarized. If available, the instructor will produce copies of, or references to, the site where the copied material was found. The instructor will provide conditions for the re-submission of the assignment.
- The instructor forwards an email to the student's learning coach, student services representative, and parent/guardian informing them of the violation.
- The instructor will email the virtual school director, if deemed necessary, including the alleged infraction, and evidence of support.

### **Plagiarism Second Offense**

Instructors will follow the procedures listed under First Offense with the following changes being noted:

- The student receives a zero on the assignment without the opportunity to resubmit for credit.
- The virtual school director is automatically notified.

### **Plagiarism Disciplinary Action**

- The student is placed on internal academic watch characterized by all of the work turned in by the student being monitored more closely for evidence of cheating or plagiarism.
- The incident is reported to the student's other instructors and interventions/strategies may be discussed by the team of teachers and administrator.
- The JEDI Virtual school director and the JEDI Virtual School District administration are provided all of the information and evidence. Depending upon the nature, severity or repeat status of events of academic honesty, the virtual school director may make a recommendation of additional disciplinary measures. Possible additional measures may include suspension or expulsion from the virtual school's programs or course failure.

### **Technology Usage**

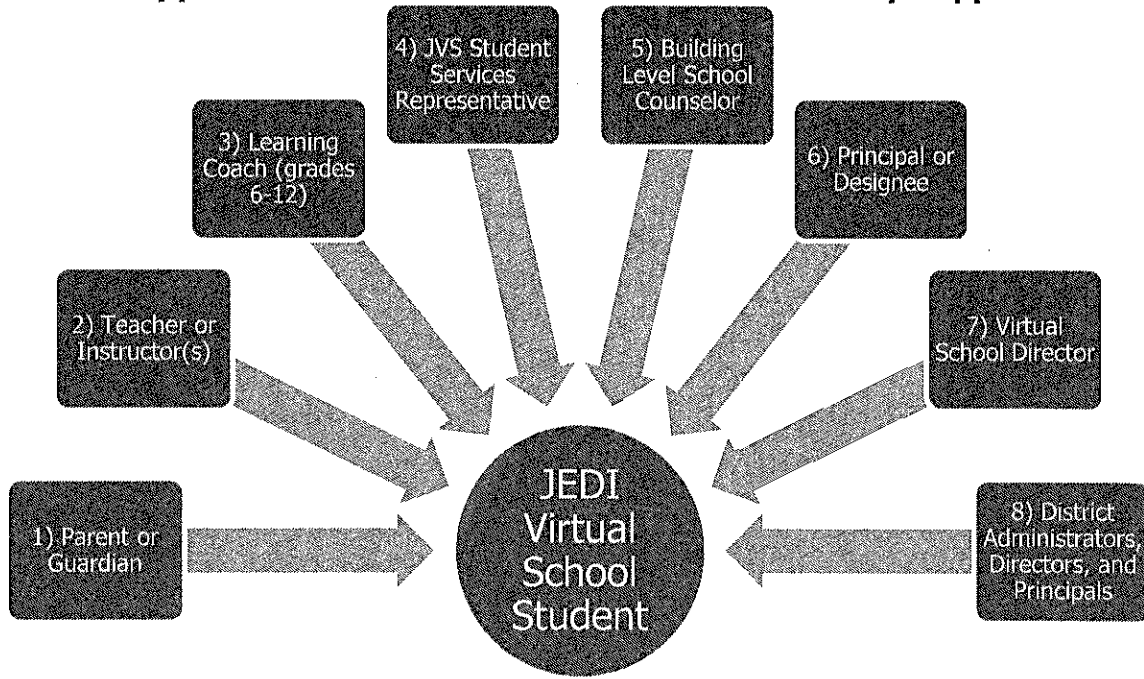
Access to technology for an online course or other educational venue imposes responsibilities and obligations. Users must demonstrate appropriate use that is ethical, honest and legal including respect for physical and intellectual property, system security protocols and individual rights to privacy as well as freedom from intimidation, harassment and unwarranted annoyances. All students and parents/guardians must

follow the requirements outlined in the JEDI Virtual School Acceptable Use by Students policy and procedure (See Appendix B: Technology Acceptable Use Policies).

### **Disciplinary Procedures**

Students are subject to all JEDI Virtual School District policies including but not limited to policies referring to computer usage, email usage, and behavior during on-site courses and extracurricular activities and at any events arranged by any school district personnel. Disciplinary proceedings for violations of policies in these areas will be determined based on the frequency and severity of the infraction. The local district and JEDI Virtual School are authorized to discipline students from the school for violations of these policies when necessary.

## Appendix A: JVS Network of Student and Family Support



	Support Title	Job Description	Contact Information (Fill in during Orientation Meeting)
1	<b>Parent or Guardian</b>	Maintains schedule, pacing, progress of student, and communication with student, family, and JVS team.	
2	<b>Teacher Instructor(s)</b>	Planning, teaching, and assessing coursework of students and communication with student, family, and JVS team.	
3	<b>Learning Coach (grade 6-12 students)</b>	Monitors student progress and communication with student, family, and JVS team.	
4	<b>JVS Student Services Representative</b>	Course assignment, progress monitoring, technical issues, reporting academic growth, and communication with student, family, and JVS team.	
5	<b>Building Level School Counselor</b>	Assists JVS Student Services Representative, family, and student in personalized learning plan, course selection, academic requirements, credit records and transcripts. Communicates with student, family, and JVS team.	Building Counselor:
6	<b>Principal or Designee</b>	Supervises the screening and enrollment of JVS students. Assists administrators with leadership of JVS.	
7	<b>Virtual School Director</b>	Supervises teachers, learning coaches and student services representatives and ensures student compliance of virtual school policies. The virtual school director also addresses truancy and behavioral issues, grading concerns, and state testing compliance.	Leslie Steinhaus (262) 473-1469 <a href="mailto:lmsjedi@cesa2.org">lmsjedi@cesa2.org</a>
8	<b>District Administrators, Directors, and Principals</b>	Team of administrators work with JEDI Network to establish local policies, procedures, guidelines, and system management.	Building Principal:  District Administrator: Jerry Roth

## **Appendix B: Technology Acceptable Use Policies**

### Computer Network Use Guidelines

#### 1. Privileges

The network hardware and software are the property of the JEDI Virtual School and consortium district. The use of the network is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. (Each user who receives an account will be part of a discussion with a JEDI Virtual School and consortium district faculty member pertaining to the proper use of the network.) The system operator or designee may temporarily close an account at any time, as required. The administration may request the system operator to deny, revoke, or suspend specific user accounts at any time, as required.

#### 2. Acceptable Use

The use of an account must be in support of education and research, and consistent with the educational objectives of the JEDI Virtual School and consortium district. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene materials, or material protected by trade secret. Use for commercial activity is prohibited. Use for product advertisement or political lobbying is also prohibited.

#### 3. Network Etiquette

Users are expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Users have the responsibility for the ethical and educational use of their own accounts.
- The user exercising his/her right to use technology as an educational resource will also accept the responsibility for all material received under his/her account.
- Use of appropriate language is expected -- profanity or use of vulgarities or any other abusive language is specifically prohibited.
- Users will not reveal their personal address or telephone number on line.
- Users will not share their password or use others' accounts.
- Electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to, or in support of, illegal activities may be reported to authorities.
- Use of the network to harm or harass others is not acceptable.
- All communications and information accessible via the network should be assumed to be private property of the owner, and should not be copied or used by others without the express written permission of the owner of the information.
- Users will accept the responsibility of downloading, storing unauthorized files, software, or files dangerous to the integrity of the JEDI Virtual School and consortium district's network.

### (3. Network Etiquette continued)

- The network will not be used in such a way that would disrupt the use of the network by others (e.g., downloading excessively large files).

### 4. Ownership and Control

The Whitewater Unified School District retains ownership and possessory control of its computers, hardware and software at all times. To maintain system integrity, monitor network etiquette, and insure that users are using the system responsibly, school administrators may review user files and communications. Users should not expect that files and other information communicated or stored on District servers will always be private.

### 5. Disclaimer

The JEDI Virtual School and consortium district makes no warranties of any kind, whether expressed or implied, for the network service. The JEDI Virtual School and consortium district will not be responsible for any damages, including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or users' errors or omissions. The JEDI Virtual School and consortium district specifically denies any responsibility for the inaccuracy or quality of information obtained through its network services.

### 6. Security

Users must notify a system operator or designee of security problems. Users should not demonstrate the problem to other users. Users should not use another individual's account. Attempts to log in as a systems administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems will be denied access to the network.

### 7. Vandalism

Vandalism is any attempt and/or act to harm or destroy hardware or software which disrupts/prevents the operations of the JEDI Virtual School or consortium district. Vandalism will result in disciplinary action, up to and including termination, expulsion, or criminal prosecution. Financial costs as a result of vandalism will be assessed to the individual(s) causing the disruption of network services.

## Computer Network Use

Computer networks, including the Internet, offer vast, diverse, and unique resources to both students and teachers. JEDI Virtual School and the consortium district's goal in providing these services to staff and students is to promote learning by facilitating resource sharing, innovation, and communication.

Through network access, learners will:

- Gain employability skills needed for the twenty-first century
- Broaden their problem-solving and decision-making abilities
- Enter into partnerships to enhance their learning options and to interact effectively with others
- Develop their higher-level thinking skills
- Apply and demonstrate effective communication skills in realistic situations
- Access global resources and broaden their research capabilities, thus strengthening their communication skills

The JEDI Virtual School and consortium district firmly believes that network access and use provides students with valuable information and interaction relevant to their education. The JEDI Virtual School and consortium district is aware that the global network contains material which is not appropriate for school use and that it is not possible, in spite of the JEDI Virtual School and consortium district's security measures, to control all materials which students may encounter.

The operation of a network relies upon the proper conduct of the end users who adhere to strict guidelines. In general, this requires efficient, ethical, and legal utilization of the network resources for educational purposes only. As students/staff use networks, it is essential that each user on a network recognize his or her responsibility to use the network for school-related activities. The user is ultimately responsible for her or his action since accessing network services and for adhering to JEDI Virtual School and consortium district use policies, procedures, and guidelines. If a JEDI Virtual School and consortium district user violates these provisions, his or her account may be terminated and future access could be limited or denied. Signatures on the Computer Network Use Agreement are legally binding and indicate the party's acceptance of said agreement.

Use of the Internet and other communication resources by students is a 21<sup>st</sup> Century skill that is crucial to the education of all children. The purpose of the Internet is to facilitate communications in support of research and education by providing access to unique resources and an opportunity for collaborative work. Users have no rights to personal privacy in connection with their usage of such District network resources. The District retains the right to monitor, access, intercept and review all messages or information created, received or sent over District technology and communication networks.

Some material on the Internet may contain items that are inaccurate or potentially offensive to some people. Although efforts are being taken to minimize student exposure to inappropriate material through the use of an Internet filter, it is ultimately the responsibility of parents and guardians of minors to set and convey standards that their children should follow when using electronic resources like the Internet.

## 1. General Use Rules

- Students must adhere to the same standards of conduct expected and required in the classroom.
- All students have the same opportunity to use the equipment, software, network resources and e-mail. Students shall use these computer resources for academic activities only.
- To preserve security, students should protect their computer passwords and change them periodically. If a password is discovered, it will be changed immediately.
- To preserve security, students should protect their computer passwords and change them periodically. If a password is discovered, it will be changed immediately.
- Designated school personnel may conduct random checks of students who are on-line with the Internet or other computer network for the purpose of ensuring compliance with Board policy and the acceptable use rules.

## 2. Rules of Network Safety and Acceptable Use

All students are expected to abide by the generally accepted rules of network safety and acceptable use. These rules include the following:

- All use of the Internet or other communication resources must be in support of education and research and consistent with the policies, goals and objectives of the District.
- Appropriate language must be used at all times. Students will not swear, use vulgarities or any other inappropriate language, or engage in activities that are prohibited under state or federal law.
- Transmission of any material in violation of any United States or state regulation is prohibited. This includes but is not limited to copyrighted material, threatening, inflammatory, derogatory, libelous or obscene material or images, child pornography, or material protected by trade secret. In addition, the transmission of any material that causes disruption to the learning environment or is harmful to minors is not allowed.
- Students will not tamper with hardware or software, destroy someone else's computer files, copy or download computer data, software or programs without authorization, create anonymous postings, or intercept and/or disclose electronic communication, including e-mail, while it is in transit.
- Cyber Bullying, harassment and vandalism will not be tolerated.

Cyber-bullying is defined as bullying that involves the use of digital technologies, including but not limited to email, cell phones, text messages, instant messages, chat rooms, and social websites. Cyber-bullying that occurs outside of school, but disrupts the school environment, may result in disciplinary actions. Examples of cyber-bullying include:

- Sending hurtful, rude, or mean text messages to others
- Spreading rumors or lies about others by email or on social networks
- Creating websites, videos or social media profiles that embarrass, humiliate, or make fun of others

Harassment is behavior toward or between students based on any personal characteristic that substantially interferes with a student's school performance or creates an intimidating, hostile or offensive environment. For purposes of this procedure, harassment is defined as the persistent annoyance of another user or the interference of another user's work. Vandalism is defined as any malicious attempt to harm, modify or destroy data of another user or network equipment. Vandalism and harassment will result in cancellation of student Internet and computer lab privileges and may result in other disciplinary action consistent with established school and District policies.

- Students must remember that electronic mail (e-mail) is not private. All messages and files created, sent or received using school district equipment, networks, or e-mail systems are accessible to school district officials.
- While on-line, students are prohibited from sharing personal information about themselves or others, including personal computer passwords, names, addresses, phone numbers, social security numbers, credit card information and so on.
- Students will not use the networks in such a way that would disrupt the use of the networks by other users.
- District technology networks, including e-mail systems, shall not be used for private business ventures, personal gain, political promotion or campaigning.
- All communications and information accessible via the network should be assumed to be copyrighted, the private property of the owner, and should not be copied or used by others without permission of the owner of the information or authorized as "fair use" under federal copyright laws. The same laws and guidelines apply for use or copying of information on the Internet or other on-line sources as apply to use and reproduction of printed hard copies of the same information.



- Use of any information obtained via the Internet is at the student's own risk. The Sun Prairie Area School District specifically denies any responsibility for the accuracy or quality of information obtained through its technology and communication network resources. All students need to consider the source of any information they obtain, and consider how valid that information may be. It is the student's responsibility not to initiate access to inappropriate materials.
- Guidance will be provided to students about what they should do if they receive any electronic transmission that they feel is inappropriate or makes them feel uncomfortable. In such situations, they are expected to inform school staff.
- Students' file directories should be cleaned out when a file is no longer needed. All student files should be deleted at the end of the school year.

### 3. Penalties for Improper Use

Violation of these rules, applicable state and federal laws or posted classroom, school, and district rules will result in loss of network and computer lab privileges and/or other disciplinary action as defined in the appropriate handbooks.

Violations could also lead to referral to legal authorities for prosecution under applicable laws.

## **Appendix C: Graduation Requirements For Students Beginning Class of 2015**

The Evansville Community School District JEDI Virtual School requires a minimum of 28 credits. All virtual online students must be selecting classes that would lead to graduation. The following requirements must be fulfilled before a diploma will be issued:

### **Language Arts** – 4 credits

- 1 credit English 9
- 1 credit English 10
- ½ credit of Introduction to Communication
- ½ credit of writing elective
- ½ credit of literature elective
- ½ credit of Seminar Composition, English 12 or AP English

### **Social Studies** – 3.5 credits

- 1 credit Civics and Society
- 1 credit U.S. History
- 1 credit World History
- ½ credit (Anthropology, Human Relations or Issues)
- ½ credit Economics

### **Science** – 2 credits (3 credits starting with the class of 2017)

- 1 credit Biology
- 1 credit elective (2 credit elective starting with class of 2017)

### **Mathematics** – 3 credits

- 1 credit Algebra or Algebra 1: Concepts & Skills
- 2 credits Advanced Math (Including Geometry)

### **Physical Education** – 1 ½ credits (Phy Ed I, II, III)

### **Health** – ½ credit

### **Business** – ½ credit Personal Finance

### **Senior Graduation Project**

**Assessed Area Elective** - 1 credit (language arts, social studies, math and/or science)

**Elective Courses** – 12 credits for 2014-2016 graduation classes, 11 credits for starting with the 2017 graduation class

## **JEDI Virtual School Student & Family Handbook Agreement**

### **Student Agreement of Responsibilities**

Being a virtual school student comes with a specific set of responsibilities that go above and beyond students in a traditional school building. As part of my learning online and participation in the JEDI Virtual School, I agree to the following:

- Maintain communication, including email, with teachers and learning coaches.
- Read all notifications and announcements from the Virtual School.
- Protect student account by not sharing username and password and by logging off the system when finished.
- Check discussion groups for student and teacher postings.
- Maintain daily progress on coursework.
- Act in an ethical and honest manner.
- Have a notebook for taking notes for assignments.
- Email instructors about problems with any courses. Be constructive and concise with criticism without complaining.
- Manage time and schedule to finish assignments and complete a quiz or test.
- Maintain computer and software to current standards.
- Respond to instructor feedback on assignments and assessments.
- Check grades in the grade book to monitor success.
- Discuss any questions about coursework with teacher and learning coach.
- Work with a learning coach to create and meet a goal for coursework completion.
- Logging in and submitting assignments each week. A student may be considered truant unless absences have been planned and reported to teachers and virtual school student services. Truancy may result in a formal truancy petition being filed and/or removal from the JEDI Virtual School.
- Follow all policies as set forth by the local school district and JEDI Virtual School when attending classes in buildings or at extracurricular activities.

**Parent or Guardian Agreement of Responsibilities**

As a parent/guardian, I understand that I am an important part of my child’s learning team. As part of my child’s learning online and participating in the virtual school, I agree to the following:

- Ensure my child is progressing each day and communicates progress to the JEDI Virtual School.
- Follow all rules and policies set forth by the JEDI Virtual School.
- Contact my assigned JEDI Student Services Representative with any questions or concerns.
- Follow the procedures for required state testing and local assessment.

Our signature indicates that we have read and understand the JEDI Virtual School Student & Family Handbook, and agree to the conditions stated within. We also acknowledge that we have received a copy of the student and family handbook for the school that our child may also attend for traditional classes or building functions.

Student **Digital** Signature: \_\_\_\_\_

Print Name here: \_\_\_\_\_

Signature Here: \_\_\_\_\_

Date:        /        /

I agree that my electronic signature is as legally binding as my handwritten signature.

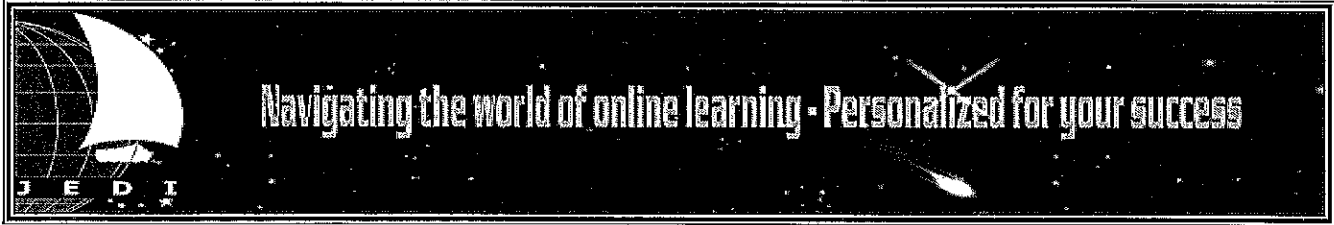
Parent or Guardian **Digital** Signature: \_\_\_\_\_

Print Name here: \_\_\_\_\_

Signature Here: \_\_\_\_\_

Date:        /        /

I agree that my electronic signature is as legally binding as my handwritten signature.



The Jefferson-Eastern Dane Interactive Distance Education Network  
1221 Innovation Drive Suite 219  
Whitewater, WI 53190  
Phone 262.473.1469

Evansville Community School District-JEDI  
Computer Loan Agreement

This agreement contains the understanding and conditions of use between \_\_\_\_\_ (student) and parent/guardian named below, henceforth called “student,” and the Evansville Community School District (ECSD). This agreement may not be modified or amended, either verbally or in writing or in any manner not outlined in the agreement.

*Please read the usage conditions before accessing or using the laptop computer.*

Description of computer: \_\_\_\_\_

\_\_\_\_\_ Asset Tag # \_\_\_\_\_

By accessing or using the computer the student is accepting this agreement. If the student is a minor child the parent/guardian takes full responsibility for this signed agreement.

The ECSD grants the student the use of the computer described above at a non-refundable rental fee of **\$50** per academic school year providing the student takes reasonable care of said computer. The computer is the property of the ECSD and must be returned, each year for routine maintenance, to the Evansville School District Office at the end of each academic school year or when the student is no longer participating in JEDI.

**Be advised of the following:**

- The machines will have Windows software and MS Office software only.
- Anti-virus software will not be provided or installed by the ECSD (you will need to purchase a one year anti-virus subscription).

- Laptops will be completely reconfigured when returned to the ECSD and all files/programs will be deleted when returned at the end of each academic school year or when the student is no longer participating in JEDI. The ECSD will not be responsible for lost/deleted files.

**Restrictions:**

- The student/parent/guardian agree that they will not sell, lease, rent or lend the computer, or its components.
- The student/parent/guardian agree that they will not disassemble, convert, modify, alter, transform the computer, or any of its components.
- The student/parent/guardian agree to use the computer for educational purposes only and not for personal, business or financial profit.

The ECSD reserves the right to deny access or reclaim the computer, and its components, if it believes that the computer is not being used for its intended purpose or if the student is no longer an actively enrolled student in JEDI Virtual School.

**Limitations of Liability:**

In no event shall the ECSD be liable for any indirect, incidental damages to the computer, or its components. The ECSD acknowledges normal wear, however; the student/parent/guardian will be responsible for any/all repairs, which must be done by the ECSD (return the computer for repair). Software updates are the responsibility of the student/parent/guardian. In addition, the ECSD has no liability should the student, intentional or unintentionally, access a site inappropriate for the age of the student or receive unsolicited email.

Should the computer become unusable, this agreement does not entitle the student to a new, different or similar computer.

I acknowledge receipt and understand the conditions of this usage (rental) agreement.

Signatures:

\_\_\_\_\_

Student

\_\_\_\_\_

Date

\_\_\_\_\_

Parent/Guardian

\_\_\_\_\_

Date

Agreement received by employee \_\_\_\_\_ of the ECSD,  
dated \_\_\_\_\_.

Laptop computer returned to Evansville School District Office on \_\_\_\_\_  
\_\_\_\_\_ to \_\_\_\_\_ (employee).

Approved: January 11, 1988  
Revised: January 11, 1993  
Revised: April 13, 1998  
1<sup>st</sup> Reading: 2/12/14

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## SCHOOL ADMISSIONS

Any student seeking entrance ~~into a School of the~~ **Evansville Community School** District must **meet the entrance age and** reside within the establishment boundaries of the District, except for those whose enrollment is permitted under the Wisconsin Public School Open Enrollment Law: 1997 Wisconsin Act 27 and those accepted as nonresident tuition students.

Students seeking entrance to Evansville Schools under the Wisconsin Public School Open Enrollment program must do so by completing the Wisconsin Department of Public Instruction Application Form PI-9410 (New 12-97). The acceptance or rejection of applications will follow the directives of 1997 Wisconsin Act 27 and local board policy.

It shall be the responsibility of a student's parent/guardian or a person of legal age entering the School District to complete official registration forms prior to assignment by the principal to a grade level or schedule of classes. Each building principal shall have authority to determine the grade level at which a student shall be placed. The district administrator, or designee, shall assign a student to a school.

Students transferring to Evansville from other public or private school systems must provide a transcript of academic accomplishments at the previous school, or the address from which this data may be secured. Students entering the school district from a home-based private educational program must provide any available academic information and may be required to take appropriate academic tests to assist in making a placement. All students must satisfy minimum standard for admission to high school.

Parents/guardians of students admitted to the District's elementary and secondary schools shall present immunization records as required by law. In addition, students are encouraged to have a complete physical prior to entering school.

~~The School District shall not discriminate in admissions to any school, class, program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation or physical, learning, emotional or mental disability.~~

Legal Ref.: Sections Wisconsin Statutes  
115.80  
118.13  
118.145  
140.05(16)  
118.51

Local Ref.: Policy #411 – Equal Educational Opportunities



## ENTRANCE AGE

Children who meet the age requirements of this state shall be enrolled in Kindergarten and/or first grade at the beginning of the school year. Families who move into the District after registration are encouraged to contact the district office as soon as possible.

The Kindergarten shall enroll only those children who have become five years of age before September 1 in the year he/she proposed to enter school. A child is eligible to enter first grade if he/she is six years old on or before September 1 in the year he/she proposed to enter school. A child who is four years of age and whose birthdate does not meet the date requirements may apply to the Board for early admission. Applicants for early admission must meet the standards, conditions, and procedures, prescribed by the state and those adopted by the Board. **The school principal will determine eligibility based on these standards.**

The administration shall verify the age and residence of children enrolled in the district schools. Parents and guardians of students admitted to the districts elementary and secondary schools shall present immunization records as required by law.

### Special Education Programs: Enrollment Age

A pre-school screening questionnaire shall be sent to parents of all 3 year olds in the Evansville School District. Given written parental permission, multidisciplinary screening will be provided to children who have reached the age of three to determine if a child has exceptional educational needs. If so, and if the parents consent in writing, resident children with EEN needs will be placed in an appropriate special educational program.

Legal Ref.: Sections 115.28 (8) Wisconsin Statutes  
115.80  
118.14  
140.05

## ADMISSION TO FIRST GRADE

In accordance with Act 41, as of September 1, 2011, no public school board or charter school is to enroll a student in first grade unless the child has completed 5-year-old kindergarten except as otherwise specified by law or by the exemption procedures adopted by the Evansville Community School District Board of Education.

It is consistent with the Evansville Community School District's mission to educate all students with their age peers. A student who has not completed a five-year-old kindergarten or its equivalent and who does not demonstrate the skills identified as needed for successful completion of first grade may be denied into first **grade** if it has been determined that the student will likely fail in a first grade placement or otherwise experience significant harmful effects in spite of extensive supports.

### Age Requirements

1. Regardless of kindergarten completion status, no child may be admitted to first grade in the District unless the child is six years old on or before September 1 of the year entrance to first grade is sought except when the student meets the first grade early entrance requirements identified in this policy.
2. The parent/guardian may appeal a decision of the principal, in writing, to the district administrator or designee.

### Students Transferring From Outside the State

Students who transfer into the District from another state, territory, or country and who have not completed five-year-old kindergarten will be admitted into first grade if either of the following applies:

1. Before either commencing or completing first grade, the child moved into the District from a state, country, or territory in which completion of five-year-old kindergarten is not a prerequisite to entering first grade.
2. Before either commencing or completing first grade, the child moved into the District from a state, country, or territory in which completion of five-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement.

### Conditions and Standards for Exemption from Kindergarten Completion Requirements

With the exception of transfer students identified in the previous section, evidence must exist that the child's educational welfare would be served by placement in first grade. A student who has not completed a formal five-year-old kindergarten, and for **whom when** transfer exemptions do not apply, will be admitted into the first grade if either of the following can be demonstrated:

1. The student successfully completed a program for five-year-old children that the District deems equivalent to kindergarten (e.g., structured home school program). Documentation of the program completion and student performance is required.
2. Based on assessment utilizing a variety of procedures (e.g., formal assessment, informal assessment, interview, work samples, observation, etc.), the student demonstrates academic, emotional, social and developmental readiness skills identified as necessary for successful participation in first grade.

### Admission Procedure

1. Requests are to be submitted in writing to the principal of the school the student is anticipated to attend. If possible, this application should be submitted by August 1 prior to the upcoming school year or at least four weeks in advance for students transferring during the school year.
2. The principal will meet with the parent/guardian of the student to discuss the reasons for requesting the student enter first grade without first completing a five-year-old kindergarten or equivalent and to review relevant information available.
3. Based on the information available, the principal will determine if sufficient information is available to make the decision relative to first grade placement for the student. If the principal deems additional information or assessment is needed, appropriate staff will be assigned to complete the assessment. Upon completion of this assessment, the principal will meet with staff and parents to review results and determine what levels of academic, emotional, social, and developmental readiness skills the student demonstrates.
4. For students who meet the age requirement, but who do not demonstrate the academic, emotional, social, or developmental skills deemed necessary for success in first grade, the principal, in collaboration with appropriate staff, will determine what additional supports the student requires to participate in first grade. (Note: if the principal deems a special education evaluation is necessary, procedures consistent with that process will be observed.)
5. Any decision that an age-eligible student will not be admitted into first grade even with supports, or will be admitted to first grade on a probationary basis, can be made only with the participation of the Director of Student Services or designee.
6. Any decision to enroll a student in first grade on a conditional or probationary basis will be reviewed no later than nine weeks after the student's initial participation in first grade.

### Appeal Procedure

1. Any decision relative to first grade placement can be appealed.
2. The parent/guardian must make their appeal in writing and submit that appeal to the Director of Student Services or designee.
3. The decision of the Director of Student Services or designee may be appealed to the District Administrator. Any such appeal must be made in writing. The decision of the District Administrator is final.

Legal Ref.: Sections 118.13 Wisconsin State Statutes (Pupil Discrimination Prohibited)  
118.14(1) (Age of Pupils)  
120.12(25) (School Board Duties)  
120.44 (School Board Powers and Duties)  
Chapter 115, subchapter V (Children With Disabilities)

Local Ref.: Policy #421, Entrance Age  
Policy #422, Early Admission to School

Approved: January 11, 1988  
Revised: February 13, 2006  
Revised: October 8, 2007  
1<sup>st</sup> Reading: 2/12/14

422

## EARLY ADMISSION TO SCHOOL

The **Evansville Community School District Board of Education** has developed the following procedure for early admission to school:

1. The parent/guardian shall submit a written request application for early admission to the school principal prior to April 1. If the child moves into the district after April 1, the application shall be on file at least three weeks prior to the beginning of the school year. Early admission applications from nonresident open enrollment students shall be submitted and acted upon in accordance with the timelines outlined in the district's procedures for dealing with open enrollment students and the criteria outlined below.
2. The criteria for early admission will be based on space availability, the ability of the child to demonstrate a potential for success and an ability to cope intellectually, socially, physically and emotionally within the school environment. The school will conduct an evaluation of the child using the following procedure:
  - a. Children born after September 1 and before November 1: Children with September and October birthdates will be given preliminary approval based on positive results of an individual screening if the above criteria are also met. They must also successfully complete at least one summer school session **if available**.
  - b. Children born on or after November 1 and before December 1: Children with November birthdates must exhibit gifted characteristics and be socially and emotionally comparable to an advanced child in order to be accepted for early admission. Criteria that would support this include:
    - i. Reads at the pre-primer level (Kindergarten), end of 1<sup>st</sup> grade level (for grade 1).
    - ii. Carries on a confident conversation with an unfamiliar adult such as a teacher, school psychologist or principal.
    - iii. Separates easily from parents.
    - iv. Interacts appropriately with age peers.
    - v. Works independently for at least 30 minutes at a time.
  - c. Parents/guardians interested in early admission for children with November birthdates should provide support for the above criteria, along with a written early admission application. Upon receipt of this information, the building principal with the school psychologist will conduct a follow-up conference with the parent/guardian and child. If preliminary approval is given, the child must also successfully complete at least one summer school session **if available**.

- d. Children born after November 30 will not be considered for early admission.
3. The building team will make the decision regarding early admission. The elementary building principal shall coordinate all necessary procedures and shall process applications on a first come, first served basis. Kindergarten admission will be denied if enrollment is within two students of the total grade level capacity to achieve the building grade level target class size given approved staffing levels. This decision may be appealed to the district administrator.
4. The district administrator will make a decision regarding early admission. The district administrator's decision will be made in accordance with the results of the evaluation. The decision of the district administrator will be final.

As a final criteria for early admission, all children granted preliminary early admission must attend the summer pre-kindergarten program. The child's parent/guardian may decide to withdraw the child during summer school if the child experiences difficulty. Upon completion of the summer program, the building team will make its final decision on early admission.

Legal Ref.: Sections 118.14 and 120.12(25) Wisconsin Statutes

Approved: December 8, 1986  
Reviewed: November 8, 2004  
Revised:  
1<sup>st</sup> Reading: 12/11/13; 2<sup>nd</sup> Reading: 2/12/14

521.1

## BOARD-STAFF COMMUNICATIONS

The Board desires to maintain open channels of communication between itself and the staff. The basic line of communication will, however, be through the district administrator.

### Staff Communications to the Board

All communications or reports to the official Board or any Board committee from principals, supervisors, teachers, or other staff member shall be submitted through the district administrator. This necessary procedure shall not be construed as denying the right of any employee to appeal to the Board from administrative decisions on important matters, provided that the district administrator shall have been notified of the forthcoming appeal and that it is processed in accordance with the Board's policy on complaints and grievances. Staff members are also reminded that Board meetings are public meetings. As such, they provide an excellent opportunity to provide input and observe at first hand the Board's deliberations on issues of staff concern.

### Board Communications to Staff

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the district administrator, and the district administrator shall employ all such media as are appropriate to keep staff fully informed of the Board's concerns and actions.

### Visitors to School

During the school day, visits by individual board members to schools or classrooms shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Revised: June 8, 2009

860

Revised: April 8, 2013

Revised:

1<sup>st</sup> Reading: 12/11/13; 2<sup>nd</sup> Reading: 2/12/14

## VISITORS TO THE SCHOOLS

The Evansville Community School District Board of Education and the staff of the District welcome members of the community and other interested persons to visit the schools. **Visitors are welcome whether to conduct business or take an interest in our students and programs. Visits should be pre-arranged with the building principal.**

- ~~1. Visitors are welcome whether to conduct business or take an interest in our students and programs. Visits should be pre-arranged with the building principal.~~
- ~~1. **Any adult visitor during the hours (7:20 a.m. – 4:00 p.m.) (e.g., volunteer, community member, parent/guardian, salesperson, visiting student) must register at the school's main office before going anywhere in the building and wear an ID badge or sticker.**~~
- ~~2. **A student visitor who is a guest of a student must be pre-approved by the building administrator at least one day before the visitation occurs. Pre-approval will be based upon completion of the "Visitors Request Form." Approval to be determined by the building administrator or designee. All of the student's teachers will be polled regarding their consent to the visitation. One objection to the visitation will result in disapproval of the request. The host visiting student is responsible for the conduct of the guest who must to abide by all school policies and regulations. No student will be allowed more than two visitors per school year.**~~
- ~~4. Any visitor during the hours (7:20 a.m. – 4:00 p.m.) (e.g., volunteer, community member, parent/guardian, salesperson, visiting student) must register at the school's main office before going anywhere in the building and wear an ID badge or sticker.~~
- ~~4. Visitors attending a school-sponsored function need not register.~~
- ~~5. Community members interested in using school facilities for a walking exercise program are welcome to do so during the hours designated at each building open to walkers. Hours are 6:00 a.m. to 7:00 a.m. and/or 4:00 p.m. to 9:00 p.m. unless otherwise posted. We ask that walkers sign in each time they walk and that they do not interrupt staff and students during their planning time or work. We reserve the right to conduct background checks on walkers and may request the information we need to complete background checks.~~

Principals or designee shall have complete authority to exclude from the school any visitor whom they have reason to believe poses a threat to safety or security or interferes with the educational process.

Legal Ref.: 120.12(2) Wisconsin Statutes (School Board Duties)  
120.13(35) (School Board Powers)

Local Ref.: Policy #830 – Use of School Facilities

## MEMORANDUM OF AGREEMENT FOR JOB SHARING

Between

Nancy Greve-Shannon and Linda Volk (Partner)  
2014-2015 School Year

The Evansville Community School District (hereinafter "District"), the Evansville Education Association (hereinafter "Association"), Nancy Greve-Shannon (hereinafter "Greve-Shannon") and Linda Volk (hereinafter "Partner") agree to the following:

1. Greve-Shannon and the District will enter into a part time (.6) teaching contract for the 2014-15 school year. Partner and the District will enter into a part time (.4) teaching contract for the 2014-15 school year only.

During the 2014-15 school year, Greve-Shannon and Partner will Job-Share on a split week schedule. Greve-Shannon will work Monday, Tuesday and Wednesday. Partner will work Thursday and Friday. These days may be changed by mutual agreement between Greve-Shannon, Partner and the District.

2. All wages, hours and working conditions for the Teachers will be controlled by the District Handbook except for the specific provisions of this Job Sharing Agreement.
3. The Teacher's work weeks will be more than 40%/60% of a regular work week, to the extent necessary to include work days, regular communication about students, staff meetings, staff development, parent-teacher conferences, committee and grade level responsibilities, and other events considered by the building principal to be essential for performing the job shared duties. Both parties will be required to attend all district staff development. Attendance at other building or district meetings will be determined by the building principal. Required attendance at staff development over 40%/60% will be compensated at the curriculum rate.
4. If a substitute is needed, the job-sharing Partner will be assigned to substitute and will be paid at the long-term substitute rate for the time that she is substituting. If circumstances prevent the job-sharing Partner from serving as a substitute, she will not be required to substitute.
5. If one job-sharing teacher resigns, becomes disabled, is granted a leave of absence during the term of the Job Sharing Agreement, or is unable to fulfill the entirety of the job-sharing arrangement, the remaining job-sharing teacher will assume the full teaching position for the remainder of the school year.
6. This job share is dependent on finding a suitable Partner for the position by August 1, 2014. The Partner, unless currently a full time district employee under a teaching contract will only accrue .4 year seniority. The Partner will have no rights to a full time position should the job share agreement end and would need to apply for any vacancies that might exist.



7. The Teachers further agree that this Agreement is limited to the specific Teachers named in this Agreement and that no provision of this Agreement constitutes a precedent for any other person, or any other school year, or any other circumstances. The Teachers may request that they be allowed to teach under the same agreement for the next school year. The District Administrator must receive such a request by January 15, 2015. All job shares must be approved by the Board of Education, with the District Administrator notifying the Teachers of the Board decision before March 15. The Board's denial shall not be the subject of a grievance. The decision to continue the Agreement another year will be at the discretion of the District Administrator. If the District Administrator approves another year, the Teachers will sign a new Agreement. If the District Administrator disapproves another year, or if one of the Teachers wishes to discontinue the position, Nancy Greve-Shannon will be given a full-time teaching position. In such case, Partner will be non-renewed unless currently a full time member of the EEA. Partner will have no rights under lay-off or recall rights.
  
8. In the first year of job sharing, the 40% FTE for Partner will be posted as a limited-term, one-year contract if no internal applicant currently a full-time member of the EEA is accepted for the second half of the position.

\_\_\_\_\_  
District Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nancy Greve-Shannon

\_\_\_\_\_  
Date

\_\_\_\_\_  
Linda Volk (Partner)

\_\_\_\_\_  
Date

February 3, 2014

To the Evansville Community,

It is with a heavy heart that I write this letter of resignation from my English teaching position at Evansville High School, effective at the end of the 2013-14 school year.

I am so grateful to have had the opportunity to work in such a tight-knit, nurturing community, which was not easy to come by in my previous New York City teaching experience. I am proud to say that my pedagogy has benefited tremendously while working here; I owe this to my selfless colleagues, caring administration, communicative parents, and most of all, my hard working students who have made my job an enjoyable and rewarding one. I have become a more innovative teacher, challenging previous notions I held on education, and trying instructional strategies I never would have otherwise attempted.

Thank you all for making my move to Wisconsin, although brief, a wonderful one. Due to family circumstances, I will be moving back to New York. However, I will never forget the extended family I have made here in Evansville.

Most sincerely,



Angela Michaels

2-4-14  
Rec'd  
KMU

Mr. Scott Everson  
Principal at Evansville High School  
640 S. Fifth Street  
Evansville, WI 53536

February 5, 2014

Dear Mr. Everson,

I am writing to formally notify you that I am resigning from my position as Art Teacher with the Evansville School District. My last day of employment will be June 6<sup>th</sup>, 2014, as per the responsibilities under the terms of my employment contract.

I appreciate the opportunities I have been given over my 15 years in the district, as well as your professional guidance and support. I wish you and my fellow staff members in the district all the best in the future.

Sincerely,

*Jeannie Abel-Wendt*

Jeannie Abel-Wendt

*Redd  
2-6-14  
JKH*

*Peter L. Diedrich*

132 West Main Street-- Evansville, WI 53536

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January 30, 2014

Mr. Jerry Roth—District Administrator  
Evansville Community School District  
340 Fair Street  
Evansville, WI 53536

Dear Mr. Roth:

It is with a sense of regret that I submit this letter informing you and the Board of Education of my intent to retire at the end of the 2013-2014 academic year. I consider myself fortunate to have spent my career working in an excellent school district, with high caliber teachers, and first-rate students.

Please notify me of the appropriate district personnel to contact in order to complete any necessary paperwork relating to the retirement process.

Sincerely,



Peter L. Diedrich

cc: Mr. Scott Everson—EHS Principal  
Mr. DeeJay Redders—EEA President

*Rec'd 1-30-14  
km*

## STUDENT PRIVACY

It is the intent of the Evansville Community School District to guarantee the personal and family privacy of all students in the District. Within this statement, it is not intended to eliminate the voluntary collection of data from students when such surveys are approved by the administration and completed in accordance with other board policies on research.

These protections apply to all school levels.

I. Privacy Protections for Students and Families

In order to protect the privacy of students within the classroom or group settings and still provide quality educational activities, the following guidelines will be adhered to:

- A. Teachers, counselors, support staff, and volunteers approved to present in the District classrooms will not directly ask or require a student to divulge private information in a classroom setting.
1. "Private information" shall be defined as any information generally considered private for a student and/or the family. This includes information about a child's family's personal: habits, traits, relatives, family preferences, family income or business affairs, religious beliefs, political opinions, physical or mental health status or problems, or patterns of inter-relationships.
  2. At the discretion of the student, personal opinions, feelings, and ideas may be expressed as they relate to the goals of the lesson.
- B. Lessons are to be constructed so that private information is not requested or prompted. Teachers, counselors, speakers, and volunteers are to redirect any divulging of private information back to the original topic.
- C. Any material that is inappropriately biased or derogatory of a certain religion, creed, lifestyle, family/marital status, or ethnic community will not be taught. For further information, see Board guidelines on "Pupil Non-Discrimination". Materials selected should portray parents and families in a positive way (i.e., not always seriously troubled or engaging in behaviors which make them appear incompetent in their parenting role). This is not to say that a given lesson cannot deal with real concerns facing families, individuals, or society in the world today. However, the use of examples should be balanced as to different types/configurations of families, family structures, and family economics.
- D. Principals, teachers, and other employees shall inform volunteers of this policy in written form when using volunteers to handle confidential student information. Arrangements shall be made to protect student privacy in the event of the administration or distribution of a survey to a student that would reveal information on one or more of the following:
- Political affiliations or beliefs of the student or the student's parents.
  - Mental and psychological problems of the students or the students family.
  - Sex behavior or attitudes.
  - Illegal, anti-social, self-incriminating demeaning behavior.
  - Critical appraisals of other individuals with whom students have close family relationships.

- Legally recognized privileged or analogous relationship such as those of lawyers, physicians, and ministers.
- Religious practices, affiliations or beliefs of the student or the student’s parents.
- Income, other than required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

II. Materials Selection

The materials and activities used in school programs will be selected in accordance with Board policy and the following principals:

- A. Materials should be age appropriate. Any materials in doubt should be checked with the appropriate Principal or the District Administrator.
- B. Subject area content for the materials selected will be in accordance with the program/discipline goals and the scope and sequences. “Scope” means the inclusionary factors of a given curriculum, and “sequence” means the order in which something is introduced, applied, or reinforced. In summary, “scope” is what is taught and “sequence” is when it is taught.
- C. Materials shall be available for parental review.

III. Surveys

The provisions of this policy do not apply to written surveys or questionnaires approved by the Principal and the District Administrator in which the student respondent is not identified with the responses and where the purposes are ethical, constructive, and contain privacy protections outlined in Section I above.

IV. Parental Consent

If private information is to be requested of students at any level, written, informed consent shall be based on complete information provided to the parent regarding the process, techniques, and use of the information and the training of the teacher regarding such activities.

A separate consent statement shall be on file prior to initiation of any activity, exercise or study. Where it is probable that specific course assignments might lead toward discussion of topics that might invade privacy, parental awareness will be fostered through meetings, communications, or publications. Parents concerned about any potential violation of this policy should be directed to the Principal of the particular school or may file a complaint under the policies listed below.

Principals shall annually inform District staff and newly hired staff of this policy. Principals shall also notify any volunteers/speakers of this policy prior to presenting in the classroom.

Legal Ref.: Section 118.01(2)(d) Wisconsin Statutes (Educational Goals and Expectations)  
 118.019 (Human Growth and Development Instruction)  
 118.15(1)(d)-(f) (Compulsory School Attendance)  
 PI41, WI Administration Code  
 20 U.S.C. 1232(h)  
 No Child Left Behind Act of 2001

Local Ref.: Policy #334 – Curriculum/Instructional Program Evaluation

Revised: March 20, 2000

342

Revised: July 9, 2001

342.1

Revised: December, 2013

Revised:

1<sup>st</sup> Reading: 12/11/13; 2<sup>nd</sup> Reading: 1/15/14; 3<sup>rd</sup> Reading: 2/12/14

## PROGRAMS FOR STUDENTS WITH DISABILITIES

The Evansville Community School District recognizes the rights of all students to a free appropriate public education as defined by state and federal laws and is committed to providing a meaningful educational experience for all students including students with disabilities. All students with disabilities ages 3-21 shall receive special education programming and related services to meet their individual needs.

The District also recognizes that special education programs and services are part of the total education program in the District and not a separate entity. The District also recognize the legal requirement that students with disabilities be educated in the least restrictive environment as appropriate to their individual needs.

The District shall appoint the Director of Student Services to act on behalf of the Board of Education on all initial referrals of students with disabilities. The Director of Student Services shall assign an IEP team with expertise in assessing and developing programs for students with disabilities.

The following beliefs support this policy:

1. All District personnel must share responsibility and support all students.
2. The rights and needs of all students must be considered when determining if, when and how to include children with disabilities in general education classrooms.
3. The degree to which this student is provided education in the setting other than the general education classroom will vary based on the intensity of the service needed.
4. The degree of inclusion will vary based on the child's individual needs.
5. The effect of disabilities on children varies from student to student and implications for inclusion differ accordingly.

Legal Ref.: Chapter 115, Subchapter V Wisconsin Statutes  
Sections 118.13 (Pupil Discrimination Prohibited)  
118.30 (Pupil Assessment)  
PI 11, Wisconsin Administrative Code  
Individuals with Disabilities Education Act  
Section 504 of the Rehabilitation Act of 1973  
No Child Left Behind Act of 2001

Revised: May 12, 2003  
Revised: June 28, 2004  
Revised: February 11, 2008  
Revised:

443.5

1<sup>st</sup> Reading: 12/11/13; 2<sup>nd</sup> Reading: 1/15/14; 3<sup>rd</sup> Reading: 2/12/14

## ELECTRONIC COMMUNICATION DEVICES ON SCHOOL PREMISES

The Evansville Community School District restricts student use of electronic communication devices while on premises owned or rented by or under the control of a school of the Evansville District.

Electronic devices such as cell phones, music players, game players, and PDA's shall not be used in any way that disrupts the learning environment. Devices may only be used before the start of the school day or after the end of the school day unless the written policy of the building provides otherwise. Devices at grades K-12 are governed by the student handbooks. Administrative approval may be given if circumstances indicate other use is necessary. Devices such as phones or cameras may not be used in restrooms or locker rooms at any time. Failure to follow these guidelines will result in confiscation of the device and it will only be returned to the parent/guardian. Further consequences, up to and including expulsion, may be necessary depending on the severity of the offense.

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

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

Legal Ref.: Sections 118.258 Wisconsin Statutes (Electronic Communication Devices Prohibited)

120.13(1) (School Board Powers)

947.0125 (Unlawful Use of Computerized Communication Systems)

995.50(2)(a) (Right of Privacy)



Revised: January 11, 1993

460

Revised: April 13, 1998

Revised: March 13, 2000

1<sup>st</sup> Reading: 12/11/13; 2<sup>nd</sup> Reading: 1/15/14; 3<sup>rd</sup> Reading: 2/12/14

## STUDENT SCHOLARSHIPS

The high school counselor shall inform annually all high school students of all available local scholarships. Information concerning local scholarships, and the means to locate state and national scholarships, shall be available in the student handbook. Information about opportunities will be posted in the student services center, the school website, and will be publicized during daily announcements and in local newspapers.

Criteria for school district scholarships shall be developed consistent with school district policy and objectives. Additional scholarship opportunities shall be actively pursued.

The board shall approve all new scholarships. The high school counselor shall administer scholarships.

Every student who has demonstrated interest in, or has the ability to pursue, post-secondary education is eligible to receive local scholarships in accordance with their guidelines. All efforts shall be made to distribute scholarships broadly and fairly among eligible students. The counselor, with approval of the high school principal, shall convene the district's scholarship committee, and shall constitute it in a manner that optimizes familiarity with all types of post-secondary educational options.

Legal Ref.: Sections 39.41 Wisconsin Statutes (Academic Excellence Higher Education Scholarships)

118.33 (High School Graduation Standards/Criteria for Promotion)

Wisconsin Administrative Code-PI9.03(1)(d)

HEA 9

Local Ref.: Policies: #411 – Equal Educational Opportunities

#411.1 – Student Nondiscrimination/Harassment

## EMPLOYEE ETHICS/ CONFLICT OF INTEREST

Every effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, all employees of the Evansville Community School District are expected to maintain high standards in their school relationships and conduct. These standards include the following:

- To place the welfare of children as the first concern of the District. Staff members shall not engage in activities that hamper efforts to educate the youth of the District.
- To display moral and ethical behaviors that model good citizenship, set a positive example for our students, and enlist the respect and appreciation of the Evansville community.
- To serve as positive role models to youth in appearance, mature behavior, cooperation, appropriate written and oral expression, civility, compassion, and positive mental attitude.
- To maintain just and courteous professional relationships with students, parents, staff members, and others.
- To present issues in a fair, unbiased and accurate manner and make limited references to personal convictions.
- To assume responsibility for their own professional growth by pursuing and applying current knowledge and best practices in their field.
- To transact all official business with the properly designated authorities of the District.
- To establish and actively promote friendly and intelligent cooperation between the community and the District.
- To refrain from pressuring school officials for appointment, privilege or promotion for self or immediate family.
- To refrain from using school contracts and privileges to promote partisan politics, sectarian religious views, or self interest in any way.
- To address concerns about other District employees, students, parents, and community members, or policies through appropriate district channels. The most effective and professional way of resolution is to bring the concern to the attention of

the administrator who has the responsibility for improving the situation. If this approach appears to be unsuccessful, the staff member is reminded and encouraged to use the chain of command, including the Board of Education.

- To properly use and protect all school properties, equipment, and materials.
- To refrain from disclosing confidential information gained through their position, for any reason, except as authorized or required by law, or using such information for personal gain or benefit.
- To adhere to the Wisconsin code of ethics for local government officials, employees, and candidates. To conduct themselves in a manner consistent with local, state or federal laws.
- To be aware that dealings with fund raising vendors or school suppliers can be sensitive, with issues of both law and ethics involved; therefore staff members shall not use their position for financial gain or to obtain anything of substantial benefit, direct or indirect, for themselves, their immediate family, or an organization to which they belong.

District staff shall abide by any laws and regulations and Board policies pertaining to personal and/or financial affairs that would conflict with their positions as District employees. Failure to abide by this policy may result in:

1. disciplinary action, up to and including discharge; and
2. referral to law enforcement authorities.

Legal Ref.: Sections 19.41-19.59 Wisconsin Statutes (Code of Ethics for Public Officials and Employees)

946.10 (Bribery of Public Officers and Employees)

946.12 (Misconduct in Public Office)

946.13 (Private Interest in Public Contract Prohibited)

Local Ref.: Policy #251 Exhibit – Organizational Chart – Lines of Authority

Approved:

850

1<sup>st</sup> Reading: 12/11/13; 2<sup>nd</sup> Reading: 1/15/14; 3<sup>rd</sup> Reading: 2/12/14

## PUBLIC SALES AND SOLICITATIONS ON SCHOOL PREMISES

The sale of products or services by school and non-school groups on school premises or at school sponsored activities is prohibited except when granted prior approval by the District Administrator and/or building principal.

No outside organization or individuals shall use school time, facilities, students or personnel for sales campaigns, donation collections, and merchandising or membership solicitation except under special circumstances as determined and authorized by the District Administrator.

Sales and solicitations by students and school personnel shall be conducted in accordance with applicable Board policies and established procedures.

Legal Ref.: Section 118.12 Wisconsin Statutes (Sales of Goods and Services at Schools)

Local Ref.: Policies: #374 – School Fund Raising Activities  
#525 – Staff Solicitations  
#851 – Advertising in the Schools

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, January 29, 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: Hatfield, Rossmiller, Swanson, Busse, Rasmussen, and Spanton Nelson. Absent: Braunschweig, and HS Reps. Johnson and Haegele.

**APPROVE AGENDA**

Motion by Ms. Spanton Nelson, seconded by Ms. Swanson, moved to approve the agenda as presented. Motion carried, 6-0 (voice vote).

**PUBLIC PRESENTATIONS**

None. Mr. Busse shared that due to a 4K flyer indicating that community may share their opinion at the January 29, February 12, and February 26 meetings, we are adding Public Presentations to the second meetings of the month during this time frame.

**BUSINESS (Action Item)**

Motion by Ms. Rossmiller, seconded by Ms. Swanson, moved to approve the January 15, 2014, regular minutes as presented. Motion carried, 6-0 (voice vote).

**BUDGET FINANCE**

Business Manager, Ms. Treuden, presented a food service Request for Proposal (RFP) process and asked for direction from the Board. Discussion. Consensus to continue to use a food service management company to manage the District meal program and to move forward with the RFP process.

Ms. Swanson gave an update on the Evansville Education Foundation.

District Administrator, Mr. Roth, gave an update on the Citizens Advisory Committee, had included in the packet the December 16 minutes, and thanked the members for all their work. Mr. Roth shared an error on the survey, but does not think it will affect the answer outcome.

Director of Instruction, Ms. Landers, gave an update on the 4K Investigation Committee (4KIC). Minutes of October 28 and December 10 were included in the packet. Because of the snow days, the sub-committees' are rescheduling some work, and the 4KIC will bring a final proposal to the Board on 3/12/14 rather than the original date of 2/26/14.

Mr. Roth shared that he and the Administrative Team have been working on the make-up of the snow days and will bring information to the next meeting.

Ms. Treuden, had no new information from the Insurance Committee. The November 19 minutes were in the packet.

Mr. Roth gave an update on the press box. The District is looking at two options, a block and a stick structure. Cost estimates will be brought back to the Board. Discussion.

Budget Finance agenda items discussed for regular February 26 meeting.

**BOARD DEVELOPMENT**

Mr. Busse, Ms. Rossmiller, Mr. Rasmussen, Ms. Spanton Nelson, Mr. Roth, and Ms. Treuden, shared the Wisconsin Association of School Boards Convention sessions that they had attended. Discussion.

Mr. Busse led discussion on paperless board packets. Discussion. Mr. Busse and Mr. Roth will bring back options and costs.

Mr. Busse turned discussion on Board member process to add input to Board Development agendas to Ms. Swanson. Discussion. Ms. Rossmiller will get information on Policy Governance.

Board Development agenda items discussed for February 26 meeting.

**FUTURE AGENDA**

February 12, 2014, regular meeting agenda discussed.

**ADJOURN**

Motion by Ms. Swanson, seconded by Ms. Spanton Nelson, moved to adjourn the meeting. Motion carried, 6-0 (voice vote). Meeting adjourned at 7:27 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved:  
Eric Busse, President

# Evansville

*Community School District*

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## MEMORANDUM

To: Evansville Board of Education  
From: Doreen Treuden, Business Manager  
Re: December 2013 Reconciliation  
Date: January 18, 2014

Attached you will find the following documents for the December reconciliation:

- Bank Reconciliation Statement for all Funds – nothing unusual to report
- Skyward Fund Balance Report to verify bank reconciliation statement
- Listing of all receipts – December \$3,196,842.38
- Check Register – December  
Notes for check register:

Check total -	\$500,323.82
ACH total -	\$ 31,846.54
Manual check total -	<u>\$ 42,372.54</u>
Total	\$574,542.90

Payroll check –  
Void checks – 75251

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
BANK RECONCILIATION

FOR THE MONTH OF	December, 2013		
BALANCE PER BANK:		96,000.00	
LESS OUTSTANDING CHECKS		-7,234.32	
LESS WRS POSTING		-136,201.20	
MMA ACCOUNT		1,732,172.37	
BALANCE PER BANK			1,684,736.85

BALANCE PER GENERAL LEDGER:	BEGINNING BAL.	ACTIVITY	ENDING BAL.	
FUND 10 General	1,113,192.93	173,916.52	1,287,109.45	
FUND 21 Donations	27,203.86	50.08	27,253.94	
FUND 27 Special Ed	(766,097.87)	(165,270.77)	(931,368.64)	
FUND 38 Debt	1,099.96	-	1,099.96	
FUND 39 Debt	(515,066.98)	-	(515,066.98)	
FUND 50 Food Service	87,473.79	(12,963.74)	74,510.05	
FUND 99 Voc Ed/ESL/Grants	9,026.70	-	9,026.70	
MMA ACCOUNT			1,732,172.37	
BALANCE PER GENERAL LEDGER				1,684,736.85
		-4,267.91		

DIFFERENCE 0.00



Fd	T	Loc	Obj	Func	Prj	Func	Beginning Balance	December 2013-14 Monthly Activity	Ending Balance
10	A	000	000	711100	---	CASH ON DEPOSIT	-766,452.05	173,916.52	1,287,109.45
10	-	---	---	-----	---	GENERAL FUND	-766,452.05	173,916.52	1,287,109.45
21	A	000	000	711100	---	CASH ON DEPOSIT	26,564.76	50.08	27,253.94
21	-	---	---	-----	---	GIFTS/DONATIONS	26,564.76	50.08	27,253.94
27	A	000	000	711100	---	CASH ON DEPOSIT	71,343.07	-165,270.77	-931,368.64
27	-	---	---	-----	---	SPECIAL EDUCATION FUND	71,343.07	-165,270.77	-931,368.64
38	A	000	000	711100	---	CASH ON DEPOSIT	21,621.85		1,099.96
38	-	---	---	-----	---	NON-REFERENDUM DEBT	21,621.85		1,099.96
39	A	000	000	711100	---	CASH ON DEPOSIT	-63,593.23		-515,066.98
39	-	---	---	-----	---	REFERENDUM APPROVED DEBT SERVI	-63,593.23		-515,066.98
50	A	000	000	711100	---	CASH ON DEPOSIT	97,305.86	-12,963.74	74,510.05
50	-	---	---	-----	---	FOOD SERVICE	97,305.86	-12,963.74	74,510.05
99	A	000	000	711100	---	CASH ON DEPOSIT	9,026.70		9,026.70
99	-	---	---	-----	---	COOP. PROGRAM FUNDS-66:03	9,026.70		9,026.70
Grand Asset Totals							-604,183.04	-4,267.91	-47,435.52

Number of Accounts: 7

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

POST	CHECK	CHE	CHECK		
DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
12/01/2013	75305	R	12/02/2013	DEAN HEALTH PLANS	172,075.87
12/01/2013	75306	R	12/02/2013	DELTA DENTAL OF WISCONSIN	28,803.72
12/01/2013	75307	R	12/02/2013	SUN LIFE FINANCIAL	2,916.99
12/01/2013	75308	R	12/02/2013	WEA INSURANCE TRUST	4,847.46
12/03/2013	75309	R	12/03/2013	DAVE'S ACE HARDWARE	158.43
12/03/2013	75310	R	12/03/2013	ACT	3,049.20
12/03/2013	75311	R	12/03/2013	ADVANCED DISPOSAL	2,040.25
12/03/2013	75312	R	12/03/2013	AFFILIATED CARRIAGE SYSTEMS	984.00
12/03/2013	75313	R	12/03/2013	ALL 'N ONE	572.50
12/03/2013	75314	R	12/03/2013	ANDY SELLS	50.00
12/03/2013	75315	R	12/03/2013	APEX BUILDING CONSULTANTS	6,300.00
12/03/2013	75316	R	12/03/2013	AT & T	135.03
12/03/2013	75317	R	12/03/2013	AT&T	745.00
12/03/2013	75318	R	12/03/2013	BADGER COACHES INC	1,960.00
12/03/2013	75319	R	12/03/2013	BLACKHAWK TECHNICAL COLLEGE	2,668.02
12/03/2013	75320	R	12/03/2013	BLOWFISH ARCHITECTS LLC	1,100.00
12/03/2013	75321	R	12/03/2013	BRIGHT SOLUTIONS FOR DYSLEXIA	334.95
12/03/2013	75322	R	12/03/2013	BUTTCHEN ELECTRIC	110.70
12/03/2013	75323	R	12/03/2013	BUTTCHEN, KENDALL	48.00
12/03/2013	75324	R	12/03/2013	CAPITAL LOCK INC	59.80
12/03/2013	75325	R	12/03/2013	CARTER & GRUENEWALD CO., INC.	25.00
12/03/2013	75326	R	12/03/2013	CATHERINE A VAN LEUVEN MD	6,500.00
12/03/2013	75327	R	12/03/2013	COMMUNICATIONS ENGINEERING CO.	410.00
12/03/2013	75328	R	12/03/2013	CESA 3 SPECIAL EDUCATION DEPT	103.92
12/03/2013	75329	R	12/03/2013	CHARTER COMMUNICATIONS	400.00
12/03/2013	75330	R	12/03/2013	CHRIS NICHOLSON	60.00
12/03/2013	75331	R	12/03/2013	CITY OF EVANSVILLE	276.70
12/03/2013	75332	R	12/03/2013	THE COLLEGE BOARD/MWRO	215.00
12/03/2013	75333	R	12/03/2013	COUNTRY DOORS INC	212.00
12/03/2013	75334	R	12/03/2013	CPI	300.00
12/03/2013	75335	R	12/03/2013	DEMCO	79.62
12/03/2013	75336	R	12/03/2013	DIVERSIFIED BENEFIT SERVICES	237.00
12/03/2013	75337	R	12/03/2013	EBSCO	427.50
12/03/2013	75338	R	12/03/2013	EVANSVILLE HIGH SCHOOL	2,071.00
12/03/2013	75339	R	12/03/2013	ENVIRONMENTAL CONSTRUCTION SRV	552.53
12/03/2013	75340	R	12/03/2013	EVANSVILLE BLOOMS	47.50
12/03/2013	75341	R	12/03/2013	EVANSVILLE CHAMBER OF COMMERCE	224.40
12/03/2013	75342	R	12/03/2013	EVANSVILLE REVIEW	392.00
12/03/2013	75343	R	12/03/2013	FIDELITEC LLC	36.00
12/03/2013	75344	R	12/03/2013	FOLLETT LIBRARY RESOURCES	835.30
12/03/2013	75345	R	12/03/2013	GRAINGER PARTS	329.75
12/03/2013	75346	R	12/03/2013	GREEN CAB OF MADISON	1,113.75
12/03/2013	75347	R	12/03/2013	THE GRUENKE COMPANY INC	64.95
12/03/2013	75348	R	12/03/2013	HEID MUSIC CO	253.60
12/03/2013	75349	R	12/03/2013	HEINEMANN PUBLISHING	9,445.80
12/03/2013	75350	R	12/03/2013	INFOBASE LEARNING	200.20
12/03/2013	75351	R	12/03/2013	J.W. PEPPER & SON INC	184.99
12/03/2013	75352	R	12/03/2013	JELAINE LISA OLSEN	268.00
12/03/2013	75353	R	12/03/2013	KLEENMARK	250.50
12/03/2013	75354	R	12/03/2013	LAKELAND CHEMICAL SPECIALTIES	2,253.97
12/03/2013	75355	R	12/03/2013	MADISON AREA TECHNICAL COLLEGE	1,013.40
12/03/2013	75356	R	12/03/2013	PENWORTHY/MEDIA SOURCE	574.57
12/03/2013	75357	R	12/03/2013	MENARDS	1,086.96
12/03/2013	75358	R	12/03/2013	MERCY HEALTH SYSTEM, MBC	850.00
12/03/2013	75359	R	12/03/2013	MOVIE LICENSING USA	375.00
12/03/2013	75360	R	12/03/2013	MUSIC IS ELEMENTARY	271.85

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DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
12/03/2013	75361	R	12/03/2013	NASH, LINDA	81.25
12/03/2013	75362	R	12/03/2013	NATIONAL ELEVATOR INSP SERV IN	249.00
12/03/2013	75363	R	12/03/2013	NEIS, GERALD	60.00
12/03/2013	75364	R	12/03/2013	NORTH AMERICAN MECHANICAL INC	14,223.33
12/03/2013	75365	R	12/03/2013	NU LINE STRIPING	968.00
12/03/2013	75366	R	12/03/2013	PETTERSON PLUMBING	966.00
12/03/2013	75367	R	12/03/2013	PIGGLY WIGGLY	60.30
12/03/2013	75368	R	12/03/2013	PRECISION LIFT EQUIPMENT	368.46
12/03/2013	75369	R	12/03/2013	R.A. HEATING & AIR COND., INC.	264.00
12/03/2013	75370	R	12/03/2013	RHYME BUSINESS PRODUCTS	264.00
12/03/2013	75371	R	12/03/2013	RHYME BUSINESS PRODUCTS LLC	1,409.93
12/03/2013	75372	R	12/03/2013	ROCK VALLEY PRINCIPALS ASSOCIA	130.00
12/03/2013	75373	R	12/03/2013	ROGER HOMB	50.00
12/03/2013	75374	R	12/03/2013	SCHOLASTIC INC.	32.67
12/03/2013	75375	R	12/03/2013	SCHOLASTICE MAGAZINES	496.05
12/03/2013	75376	R	12/03/2013	SCHOOL PERCEPTIONS	3,500.00
12/03/2013	75377	R	12/03/2013	SCHOOL SPECIALTY	439.48
12/03/2013	75378	R	12/03/2013	SPRINGSHARE, LLC	1,297.00
12/03/2013	75379	R	12/03/2013	STATE OF WISCONSIN	150.00
12/03/2013	75380	R	12/03/2013	SUPERIOR CHEMICAL CORPORATION	4,651.25
12/03/2013	75381	R	12/03/2013	SUZUKI MUSIC	310.75
12/03/2013	75382	R	12/03/2013	TAHER	44,763.85
12/03/2013	75383	R	12/03/2013	TEACHERS ON CALL	42,259.03
12/03/2013	75384	R	12/03/2013	THORNTON, RON	48.00
12/03/2013	75385	R	12/03/2013	TOYS FOR SPECIAL CHILDREN INC	241.80
12/03/2013	75386	R	12/03/2013	TRIUMPH LEARNING LLC	548.26
12/03/2013	75387	R	12/03/2013	TRUGREEN	1,303.40
12/03/2013	75388	R	12/03/2013	VOIGT MUSIC CENTER	62.88
12/03/2013	75389	R	12/03/2013	WARD-BRODT MUSIC MALL	905.14
12/03/2013	75390	R	12/03/2013	WBCA	100.00
12/03/2013	75391	R	12/03/2013	WE ENERGIES	11,265.35
12/03/2013	75392	R	12/03/2013	WELDERS SUPPLY COMPANY	299.47
12/03/2013	75393	R	12/03/2013	WORLD BOOK INC	299.00
12/10/2013	75394	R	12/10/2013	AMERIPRISE FINANCIAL SERVICES	570.00
12/10/2013	75395	R	12/10/2013	FRANKLIN TEMPLETON BANK &TRUST	1,210.00
12/10/2013	75396	R	12/10/2013	KOHN LAW FIRM S.C.	197.65
12/10/2013	75397	R	12/10/2013	METLIFE	75.00
12/10/2013	75398	R	12/10/2013	MG TRUST COMPANY	650.00
12/10/2013	75399	R	12/10/2013	SBG-VAA	830.00
12/10/2013	75400	R	12/10/2013	ANDY SEILS	50.00
12/10/2013	75401	R	12/10/2013	BIER, THOMAS	50.00
12/10/2013	75402	R	12/10/2013	BUTTCHEM, KENDALL	48.00
12/10/2013	75403	R	12/10/2013	DANIEL BOTHUN	48.00
12/10/2013	75404	R	12/10/2013	DANIEL SIMENSON	96.00
12/10/2013	75405	R	12/10/2013	DAVE JASS	60.00
12/10/2013	75406	R	12/10/2013	DAVID YOSS	50.00
12/10/2013	75407	R	12/10/2013	GATES, TONY	48.00
12/10/2013	75408	R	12/10/2013	JERRY LAUBE	60.00
12/10/2013	75409	R	12/10/2013	JOHN MEYERS	48.00
12/10/2013	75410	R	12/10/2013	KATZENMEYER, JENNY	50.00
12/10/2013	75411	R	12/10/2013	PAUL AURIT	48.00
12/10/2013	75412	R	12/10/2013	RINGHAND BROTHERS INC	55,848.68
12/10/2013	75413	R	12/10/2013	SIRMONS, RALPH	60.00
12/10/2013	75414	R	12/10/2013	THORNTON, RON	48.00
12/10/2013	75415	R	12/10/2013	WEST, DANIEL	60.00
12/18/2013	75416	R	12/18/2013	DAVE'S ACE HARDWARE	12.99

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12/18/2013	75417	R	12/18/2013	ADVANCED DISPOSAL	2,040.25
12/18/2013	75418	R	12/18/2013	AIRGAS USA LLC DBA ENCOMPASS	582.03
12/18/2013	75419	R	12/18/2013	AMATO, BETH	84.70
12/18/2013	75420	R	12/18/2013	ASHA	900.00
12/18/2013	75421	R	12/18/2013	AT & T	135.12
12/18/2013	75422	R	12/18/2013	AT&T LONG DISTANCE	1,201.13
12/18/2013	75423	R	12/18/2013	AT&T	745.00
12/18/2013	75424	R	12/18/2013	BELLEVILLE SCHOOL DISTRICT	150.00
12/18/2013	75425	R	12/18/2013	BIER, THOMAS	50.00
12/18/2013	75426	R	12/18/2013	BLOCK IRON & SUPPLY CO. INC	154.50
12/18/2013	75427	R	12/18/2013	BOBZIEN, MARK	50.00
12/18/2013	75428	R	12/18/2013	BUTTCHEN ELECTRIC	529.30
12/18/2013	75429	R	12/18/2013	CARTER & GRUENEWALD CO., INC.	81.61
12/18/2013	75430	R	12/18/2013	CHARTER COMMUNICATIONS	200.00
12/18/2013	75431	R	12/18/2013	CHOLES FLORAL CO	40.00
12/18/2013	75432	R	12/18/2013	CHRIS NICHOLSON	48.00
12/18/2013	75433	R	12/18/2013	CRAIG FENRICK	60.00
12/18/2013	75434	R	12/18/2013	DANIEL BOTHUN	48.00
12/18/2013	75435	R	12/18/2013	DAVID YOSS	50.00
12/18/2013	75436	R	12/18/2013	DEFOREST HIGH SCHOOL	175.00
12/18/2013	75437	R	12/18/2013	DWD-UNEMPLOYMENT INSURANCE	469.52
12/18/2013	75438	R	12/18/2013	EQUAL RIGHTS DIVISION	7.50
12/18/2013	75439	R	12/18/2013	FOLEY, PAT	125.00
12/18/2013	75440	R	12/18/2013	FORT ATKINSON HIGH SCHOOL	120.00
12/18/2013	75441	R	12/18/2013	FORREST PIANO SERVICE	190.00
12/18/2013	75442	R	12/18/2013	FORT HEALTH CARE	80.00
12/18/2013	75443	R	12/18/2013	HAMMER, MICHAEL	48.00
12/18/2013	75444	R	12/18/2013	HRYCAY, STEVEN	48.00
12/18/2013	75445	R	12/18/2013	J.W. PEPPER & SON INC	403.50
12/18/2013	75446	R	12/18/2013	JOHN MEYERS	48.00
12/18/2013	75447	R	12/18/2013	KENT HOLMQUIST	60.00
12/18/2013	75448	R	12/18/2013	LARSON, DREW	60.00
12/18/2013	75449	R	12/18/2013	LODI HIGH SCHOOL	175.00
12/18/2013	75450	R	12/18/2013	LOREN HOMB	60.00
12/18/2013	75451	R	12/18/2013	MALY ROOFING CO INC	273.64
12/18/2013	75452	R	12/18/2013	MJ CARE, INC.	665.50
12/18/2013	75453	R	12/18/2013	NELSON-YOUNG LUMBER COMPANY	11.00
12/18/2013	75454	R	12/18/2013	NEW READERS PRESS	238.38
12/18/2013	75455	R	12/18/2013	OCCUPATIONAL HEALTH CENTERS	237.00
12/18/2013	75456	R	12/18/2013	OFFICE DEPOT	83.07
12/18/2013	75457	R	12/18/2013	OREGON SCHOOL DISTRICT	162.72
12/18/2013	75458	R	12/18/2013	PELLITTERI	88.50
12/18/2013	75459	R	12/18/2013	PIGGLY WIGGLY	109.64
12/18/2013	75460	R	12/18/2013	RHYME BUSINESS PRODUCTS	994.98
12/18/2013	75461	R	12/18/2013	RHYME BUSINESS PRODUCTS LLC	1,409.93
12/18/2013	75462	R	12/18/2013	SANIMAX USA INC	280.00
12/18/2013	75463	R	12/18/2013	SCANTRON CORPORATION	129.05
12/18/2013	75464	R	12/18/2013	STAPLES ADVANTAGE	53.96
12/18/2013	75465	R	12/18/2013	STOUGHTON HIGH SCHOOL	200.00
12/18/2013	75466	R	12/18/2013	TEACHERS ON CALL	16,661.73
12/18/2013	75467	R	12/18/2013	TREETOP PUBLISHING	53.00
12/18/2013	75468	R	12/18/2013	UW MILWAUKEE	250.00
12/18/2013	75469	R	12/18/2013	WARD-BRODT MUSIC MALL	70.96
12/18/2013	75470	R	12/18/2013	WATTS, JONATHAN	48.00
12/18/2013	75471	R	12/18/2013	WELDERS SUPPLY COMPANY	42.35
12/18/2013	75472	R	12/18/2013	WENDALL BEAN	85.00

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12/23/2013	75475	R	12/23/2013	BUTTCHEN, KENDALL	48.00
12/23/2013	75476	R	12/23/2013	CRAIG FENRICK	60.00
12/23/2013	75477	R	12/23/2013	DANIEL BOTHUN	48.00
12/23/2013	75478	R	12/23/2013	DARYL SCHULTZ	48.00
12/23/2013	75479	R	12/23/2013	DAVID MANKE	48.00
12/23/2013	75480	R	12/23/2013	HAGERTY, MARK	60.00
12/23/2013	75481	R	12/23/2013	HAROLD LUTHER	48.00
12/23/2013	75482	R	12/23/2013	JOHN MEYERS	48.00
12/23/2013	75483	R	12/23/2013	MIDWEST INSTRUCTIONAL LEADERSH	3,750.00
12/23/2013	75484	R	12/23/2013	NORTH AMERICAN MECHANICAL INC	7,798.98
12/23/2013	75485	R	12/23/2013	RICHARD LEUZINGER	60.00
12/23/2013	75486	R	12/23/2013	WATTS, JONATHAN	48.00
12/23/2013	75487	R	12/23/2013	AMERIPRISE FINANCIAL SERVICES	570.00
12/23/2013	75488	R	12/23/2013	FRANKLIN TEMPLETON BANK & TRUST	1,210.00
12/23/2013	75489	R	12/23/2013	KOHN LAW FIRM S.C.	194.62
12/23/2013	75490	R	12/23/2013	METLIFE	75.00
12/23/2013	75491	R	12/23/2013	MG TRUST COMPANY	650.00
12/23/2013	75492	R	12/23/2013	SBG-VAA	830.00
12/23/2013	75493	R	12/23/2013	WISCONSIN SCTF	65.00
12/23/2013	2014012	M	12/23/2013	AT & T	1,731.83
12/23/2013	2014013	M	12/23/2013	EVANSVILLE WATER & LIGHT DEPT	40,640.71
12/03/2013	131400113	A	12/03/2013	ASC1	763.36
12/03/2013	131400114	A	12/03/2013	ASHBY, VAUNCE	237.00
12/03/2013	131400115	A	12/03/2013	BADGER SPORTING GOODS CO., INC	3,047.11
12/03/2013	131400116	A	12/03/2013	BADGER WATER LLC	133.40
12/03/2013	131400117	A	12/03/2013	CESA #2	1,500.00
12/03/2013	131400118	A	12/03/2013	CITY GLASS COMPANY	136.71
12/03/2013	131400119	A	12/03/2013	CPI QUALIFIED PLAN CONSULT INC	79.50
12/03/2013	131400120	A	12/03/2013	CZERWONKA, MIKE	429.97
12/03/2013	131400121	A	12/03/2013	DOBBS, JOANIE	219.50
12/03/2013	131400122	A	12/03/2013	EMPATHIA INC	238.00
12/03/2013	131400123	A	12/03/2013	FANNING, RICHARD	67.75
12/03/2013	131400124	A	12/03/2013	FERRELL, LESLIE	42.18
12/03/2013	131400125	A	12/03/2013	FETTIG, SHARI	141.64
12/03/2013	131400126	A	12/03/2013	FRANCIS, JOSEPH	65.49
12/03/2013	131400127	A	12/03/2013	HAMMOND, JOLENE	32.58
12/03/2013	131400128	A	12/03/2013	JORGENSEN, LAURA	24.98
12/03/2013	131400129	A	12/03/2013	KETTLE, MARY	48.84
12/03/2013	131400130	A	12/03/2013	KRUPKE, STEVEN	253.00
12/03/2013	131400131	A	12/03/2013	LANDERS, PAULA	233.10
12/03/2013	131400132	A	12/03/2013	LANDMARK SERVICES COOPERATIVE	8,795.62
12/03/2013	131400133	A	12/03/2013	MOSHER, KELLY	25.07
12/03/2013	131400134	A	12/03/2013	NASCO	681.92
12/03/2013	131400135	A	12/03/2013	OLSON, CAROL	61.45
12/03/2013	131400136	A	12/03/2013	ROTH, JERRY	305.25
12/03/2013	131400137	A	12/03/2013	SWEBERG, MICHELLE	47.73
12/03/2013	131400138	A	12/03/2013	TREUDEN, DOREEN	89.91
12/03/2013	131400139	A	12/03/2013	WIL-KIL PEST CONTROL	136.00
12/18/2013	131400140	A	12/18/2013	ASC1	581.79
12/18/2013	131400141	A	12/18/2013	BADGER WATER LLC	267.35
12/18/2013	131400142	A	12/18/2013	BOARDMAN & CLARK LLP	2,339.00
12/18/2013	131400143	A	12/18/2013	CZERWONKA, MIKE	67.16
12/18/2013	131400144	A	12/18/2013	DOBBS, JOANIE	14.71
12/18/2013	131400145	A	12/18/2013	FANTA STROIK, KELLY	650.00

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12/18/2013	131400146	A	12/18/2013	GARD, LINDA	33.30
12/18/2013	131400147	A	12/18/2013	HORGEN, KATHRYN	67.10
12/18/2013	131400148	A	12/18/2013	KATZENMEYER, JENNY	50.00
12/18/2013	131400149	A	12/18/2013	KROHN, KIARA	42.18
12/18/2013	131400150	A	12/18/2013	LANDMARK SERVICES COOPERATIVE	6,510.77
12/18/2013	131400151	A	12/18/2013	MARLIN, ALISON	25.76
12/18/2013	131400152	A	12/18/2013	PICKERING, DEANNA	73.97
12/18/2013	131400153	A	12/18/2013	REUTER, KARI	48.89
12/18/2013	131400154	A	12/18/2013	SPERANDEO-WEHNER, KIM	48.13
12/18/2013	131400155	A	12/18/2013	STASKAL, MELISSA	28.74
12/18/2013	131400156	A	12/18/2013	TRAUT-EBERT, SARAH	104.71
12/19/2013	131400157	A	12/19/2013	FRANK, BRANDON	3,055.92
Totals for checks					574,542.90

Post Date	Func	Description	Amount
12/31/2013	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR DEC	345.00
12/31/2013	DISTRICT WIDE	DEPT OF CORRECTIONS - RESTITUTION	67.44
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1580.00
12/31/2013	SCHOOL BUILDING ADMINISTRATION	7-UP COMMISSION - MIDDLE SCHOOL	119.39
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	C WAGNER - ADD'L HEALTH INS DECEMBER	121.22
12/31/2013	DISTRICT WIDE	COMM FOUNDATION OF SO WI - FOR ENVIRONMENTAL	650.00
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	R COLE - ADD'L HEALTH INS DECEMBER	121.22
12/31/2013	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHES INV #1024 & 1	112.50
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2423.50
12/31/2013	SCHOOL BUILDING ADMINISTRATION	HS-REIMB FOR CHARGE CARD	1704.19
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1760.10
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS DECEMBER	121.22
12/31/2013	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	10.00
12/31/2013	DISTRICT WIDE	STUDENT FEES	512.00
12/31/2013	SPECIAL EDUCATION PROGRAM AIDE	ACUITY REIMB FOR B FRANK DISABILITY 11/23/13	379.73
12/31/2013	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	30106.75
12/31/2013	DISTRICT ADMINISTRATION	OPEN RECORD'S REQUEST - US ARMY	20.00
12/31/2013	SCHOOL BUILDING ADMINISTRATION	MS REIMB FOR CHARGE CARD	374.53
12/31/2013	DISTRICT WIDE	FACILITY USE - CRAIG GOODENOUGH ADULT BB	117.00
12/31/2013	DISTRICT WIDE	FACILITY USE - HS MENS BB LEAGUE	40.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1453.00
12/31/2013	DISTRICT WIDE	FACILITY USE - DAN WINTER GYM TIME	20.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2068.00
12/31/2013	DISTRICT WIDE	GIRLS BASKETBALL GATE VS WHITEWATER	426.00
12/31/2013	DISTRICT WIDE	BOYS BASKETBALL GATE VS MCFARLAND	470.00
12/31/2013	BUILDING REPAIRS	REIMB - M LEGGETT FUNDRAISER OF TRASH CANS	161.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1669.71
12/31/2013	FIELD TRIPS - CLASSROOM	MS-REIMB FOR FIELDTrips	313.89
12/31/2013	FIELD TRIPS - CLASSROOM	MS-REIMB FOR FIELDTrips	145.41
12/31/2013	SPECIAL EDUCATION PROGRAM AIDE	ACUITY REIMB FOR B FRANK DISABILITY 11/30/13	379.73
12/31/2013	DISTRICT WIDE	REIMB OF MEDICAID COPIES	26.00
12/31/2013	REGULAR CURRICULUM	DPI REIMB - R SMITH SUB	100.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2128.21
12/31/2013	DISTRICT WIDE	BOYS BASKETBALL GATE VS MCFARLAND	519.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2337.00
12/31/2013	SCHOOL BUILDING ADMINISTRATION	TRIS-REIMB. FOR CHARGE CARD	138.04
12/31/2013	SCHOOL BUILDING ADMINISTRATION	TRIS-REIMB. FOR CHARGE CARD	69.69
12/31/2013	DISTRICT WIDE	STUDENT FEES	227.00
12/31/2013	DISTRICT WIDE	REIMB - P MESSLYING INV # 1027	20.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1527.60
12/31/2013	HOME ECONOMICS	HS REIMB - LAB FEES	200.00
12/31/2013	GIFTED AND TALENTED	HS REIMB - ON LINE COURSE	350.00
12/31/2013	TERMINATION OF BENEFITS	EBC COBRA P'MENT DEC DENTAL - ERICKSON, HAVLI	336.62
12/31/2013	TERMINATION OF BENEFITS	EBC COBRA P'MENT DEC HEALTH - SCHMIDT, PFAFF,	1617.93
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1596.15
12/31/2013	DISTRICT WIDE	TOWN OF MAGNOLIA - MOBILE HOME FEES	357.76
12/31/2013	DISTRICT WIDE	WRESTLING GATE VS JEFFERSON	295.00
12/31/2013	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHES INV #1028 & 1	140.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1731.00
12/31/2013	DISTRICT WIDE	FACILITY USE - KIDS KORNER FOR THANKSGIVING F	70.00
12/31/2013	DISTRICT WIDE	US BANK - INTEREST EARNED SHORT TERM BOND 201	450.16
12/31/2013	DISTRICT WIDE	FACILITY USE - MADISON DRUM AND BUGLE	1214.36
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1690.00

Post Date	Func	Description	Amount
12/31/2013	SCHOOL BUILDING ADMINISTRATION	HS-REIMB FOR CHARGE CARD	2921.77
12/31/2013	SCHOOL BUILDING ADMINISTRATION	HS-REIMB FOR CHARGE CARD	19.50
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R COLE - JAN	1146.16
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - C WAGNER - JAN	1146.16
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R DENNIS - JAN	1146.16
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - W HARTJE - JAN	1146.16
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - VLLUEBKE - JAN	1146.16
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - B BERG - JAN	1146.16
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P KELLEY - JAN	539.31
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - M KELLEY - JAN	539.31
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V ZHE - JAN	539.31
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - S ERICKSON - JAN	1146.16
12/31/2013	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K VERKUILEN - JAN INCLUDING 121.	1267.38
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1690.25
12/31/2013	SCHOOL BUILDING ADMINISTRATION	REIMB FROM EVANSVILLE K-5 PTO FOR NATIONAL GE	990.50
12/31/2013	DISTRICT WIDE	BOYS BASKETBALL GATE VS BARNEVELD	636.00
12/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	967.50
12/31/2013	DISTRICT WIDE	BOYS BASKETBALL GATE VS PARKVIEW	631.00
12/31/2013	SPECIAL EDUCATION PROGRAM AIDE	ACUITY REIMB FOR B FRANK DISABILITY 12/07/13	379.73
12/31/2013	DISTRICT WIDE	VENDING	158.20
12/31/2013	DISTRICT WIDE	VENDING	217.55
12/31/2013	DISTRICT WIDE	VENDING	162.00
12/31/2013	DISTRICT WIDE	VENDING	290.75
12/31/2013	DISTRICT WIDE	VENDING	68.00
12/31/2013	DISTRICT WIDE	VENDING	175.50
12/31/2013	DEPOSITS PAYABLE	E-FUNDS FOR DECEMBER FOOD SERVICE	11377.75
12/31/2013	DISTRICT WIDE	E-FUNDS FOR DECEMBER FEES	86.00
12/31/2013	DISTRICT WIDE	DECEMBER INTEREST	1172.97
12/31/2013	DISTRICT WIDE	SPECIAL EDUCATION AND SCHOOL AGE PARENTS	115294.00
12/31/2013	DISTRICT WIDE	EQUALIZATION AIDS	2945599.00
12/31/2013	DISTRICT WIDE	EDUCATOR EFFECTIVE EVAL SYS GRANTS PUBLIC	12720.00
12/31/2013	CASH ON DEPOSIT	FOOD SERVICE AID	25441.93
Total for Cash Receipts			3196842.38



EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, February 26, 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](http://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: Dennis Hatfield      Eric Busse      Mason Braunschweig  
                 Tina Rossmiller      John Rasmussen      HS Rep. Hunter Johnson  
                 Kathi Swanson      Sandra Spanton Nelson      HS Rep. Marissa Haegele
- II. Approve Agenda.
- III. Public Presentations.
- IV. Business (Action Item):
- A. Approval of February 12, 2014, Regular Minutes.
- V. Budget Finance – Chair, Kathi Swanson –
- A. Discussion Items:
- 1) 20 Pay Periods.
  - 2) Press Box Design Options.
  - 3) 2013-2014 Budget Update.
  - 4) 2014-2015 Budget Update.
  - 5) Evansville Education Foundation Update.
  - 6) 4K Investigation Committee Update.
  - 7) Insurance Committee Update.
  - 8) Employee Compensation Committees Update.
- B. Develop Budget Finance Agenda Items for April 30 Meeting.
- VI. Communications Committee – Chair, Kathi Swanson –
- VII. Board Development – Chair, Eric Busse –
- A. Policy Governance.
  - B. Paperless Board Packets.
  - C. Develop Board Development Agenda for April 30 Regular Meeting.
- VIII. Future Agenda – Chair, Eric Busse -
- A. Develop March 12 Regular Board Meeting Agenda.
- IX. Adjourn.