

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda  
Wednesday, May 14, 2014  
6:00 p.m.

District Board and Training Center  
340 Fair Street (Door 36)

*Note, public notice of this meeting given by posting at the District Office, Levi Leonard Elementary School Office, Theodore Robinson Intermediate School Office, J.C. McKenna Middle School Office, High School Office, Evansville School District Web Site: [Evansville.k12.wi.us](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: Tina Rossmiller    John Rasmussen                      Amanda Koenecke Kathi Swanson            Sandra Spanton Nelson            HS Rep. Hunter Johnson Eric Busse                      Melissa Hammann                      HS Rep. Marissa Haegele	1 min
II. Approve Agenda.	1 min
III. Public Announcements/Recognition/Upcoming Events: <ul style="list-style-type: none"><li>• Recognize High School Board Reps: Marissa Haegele and Hunter Johnson</li><li>• Employee Retiree Recognition – June 4, 4:00 pm, Country Club</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 – Dane County New Teacher Project Breakfast.	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. FFA Parliamentary Procedure Presentation.</li><li>B. Set the 2014 Annual Meeting Date.</li><li>C. Second Reading of Employee Handbook Proposed Changes: Entire Handbook, Sub-On-Line to T.O.C.; Entire Handbook, Remove Policies: #513-Personnel/Payroll Management; #522.8-Staff Dress; #529.3-Bereavement Leave; #529.45-Personal Leave; #534-Substitute Teacher; and #536-Reduction in Work Force; Part 1, All Employees, Sections 5, 5.01 and 10; Part 2, Certified Staff, Sections 1.02, and 6, 6.01, B, 3; Part 3, Support Staff, Sections 1.01, 8, 8.01, C, 4, and 11.02, B; Part 5, Co-and Extra Curricular Staff, New Section; Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4; and Employee Acknowledgement.</li><li>D. Second Reading of Policies: #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements.</li><li>E. Discuss High School HVAC Energy System Analysis.</li><li>F. Discuss Referendum Strategy.</li><li>G. Strategic Planning.</li><li>H. Middle and High School Student Handbooks.</li></ul>	90 min

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|---|--------|
| VIII. Public Presentations.   | 5 min  |
| IX. Business (Action Items):  | 15 min |
| A. Approval of 2015 High School Band/Choir Field Trip.  |        |
| B. Approval of Dane County New Teacher Project Shared Service Contract.                               |        |
| C. Approval of High School HVAC Energy System Analysis.   |        |
| D. Approval of 2014 Open Enrollment Applications.   |        |
| E. Approval of Staff Changes: Resignation of Support Staff. Hiring of Building Effectiveness Coaches. |        |
| F. Approval of District Office Staffing Increase.   |        |
| X. Consent (Action Items):  | 2 min  |
| A. Approval of Policy: #343.43-Youth Options.   |        |
| B. Approval of April 30, 2014, Regular, and April 28, 2014, Special Meeting Minutes.                  |        |
| C. Approval of April Bills and Reconciliation.  |        |
| XI. May 28 Regular Meeting Agenda.  | 5 min  |
| 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: 5/8/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs  
Wednesday, May 14, 2014  
6:00 p.m.

District Board and Training Center  
340 Fair Street (Door 36)

	<u>Approx Time</u>
I. Roll Call: Tina Rossmiller     John Rasmussen                     Amanda Koenecke Kathi Swanson             Sandra Spanton Nelson             HS Rep. Hunter Johnson Eric Busse                     Melissa Hammann                     HS Rep. Marissa Haegele	1 min
II. Approve Agenda.	1 min
Suggested Motion: I move to approve the agenda as presented <u>OR ADD</u> (after moving item(s) _____).	
III. Public Announcements/Recognition/Upcoming Events: <ul style="list-style-type: none"><li>• Recognize High School Board Reps: Marissa Haegele and Hunter Johnson</li><li>• Employee Retiree Recognition – June 4, 4:00 pm, Country Club</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 – Dane County New Teacher Project Breakfast – <i>Enclosed is Mr. Roth's report.</i>	2 min
VI. High School Board Representatives'/Principals'/Administrators' Reports – High School Events and Good Things Happening in Our Schools – <i>Enclosed are the reports.</i>	15 min
VII. Information & Discussion:	90 min
A. <u>FFA Parliamentary Procedure Presentation</u> – <i>High School Agriculture Teacher, Mr. Kvalheim, will be bringing his FFA Parliamentary Procedure Team to present.</i>	
B. <u>Set the 2014 Annual Meeting Date</u> – <i>According to our policy #171-Board Meetings, we are to set the annual meeting between May 15 and September 30, no later than the May board meeting. Mr. Roth suggests having this meeting on Wednesday, September 24, at 7:00 pm. We are asking for consensus of this date and time.</i>	

- C. Second Reading of Employee Handbook Proposed Changes: Entire Handbook, Sub-On-Line to T.O.C.; Entire Handbook, Remove Policies: #513-Personnel/Payroll Management; #522.8-Staff Dress; #529.3-Bereavement Leave; #529.45-Personal Leave; #534-Substitute Teacher; and #536-Reduction in Work Force; Part 1, All Employees, Sections 5, 5.01 and 10; Part 2, Certified Staff, Sections 1.02, and 6, 6.01, B, 3; Part 3, Support Staff, Sections 1.01, 8, 8.01, C, 4, and 11.02, B; Part 5, Co-and Extra Curricular Staff, New Section; Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4; and Employee Acknowledgement – PLEASE BRING THIS INFORMATION FROM YOUR APRIL 9 BOARD PACKET.
  
- D. Second Reading of Policies: #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements – *These policies come forward for a second reading with changes to #345.6 only.*
  
- E. Discuss High School HVAC Energy System Analysis – *Sustainable Engineering Group (SEG) presented at the last meeting. Ms. Treuden has enclosed a memo.*
  
- F. Discuss Referendum Strategy – *Mr. Roth is looking for further discussion and recommendations for a referendum date and number of referendum questions. Enclosed is information that was presented at the last Board meeting.*
  
- G. Strategic Planning – *Mr. Roth and Ms. Swanson will lead discussion.*
  
- H. Middle and High School Student Handbooks – *Enclosed are suggested changes to the middle and high school student handbooks. You may view the entire handbooks on the web site. Enclosed are the Levi and TRIS Student Handbook for your information only.*

**VIII. Public Presentations.**

5 min

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

15 min

- A. Approval of 2015 High School Band/Choir Field Trip – *Mr. Zblewski presented at the last meeting.*

**Suggested Motion: I move we approve the 2015 high school band/choir field trip as presented.**

B. Approval of Dane County New Teacher Project Shared Service Contract – Ms. Landers presented at the last meeting.

**Suggested Motion: I move we approve the Dane County New Teacher Project Shared Service Contract for the 2014-2015 school year.**

C. Approval of High School HVAC Energy System Analysis –

**Suggested Motion: I move that we approve the services of a vendor, following the Request for Proposal (RFP), for the purpose of analyzing the high school HVAC system, in an amount not to exceed \$\_\_\_\_\_.**

D. Approval of 2014 Open Enrollment Applications - According to the law, 118.51-Full-Time Open Enrollment, the Board needs to approve all applications for the February-April, 2014, application period, prior to June 6. At the January 15, 2014, regular Board meeting, the motions approved:

- Motion by Mr. Braunschweig, seconded by Ms. Rossmiller, moved that we deny any open enrolled applications for grades KG-5 due to class size limits and space. Motion approved, 7-0 (voice vote).
- Motion by Mr. Braunschweig, seconded by Ms. Rossmiller, moved that in grades 6-12 we will not consider the availability of space (we will accept applications). Motion carried, 7-0 (voice vote).
- Motion by Mr. Rasmussen, seconded by Mr. Braunschweig, moved that in ECH and grades K-12 we deny applications of students who qualify to receive special education services due to space and caseload. Motion carried, 7-0 (voice vote).
- Motion by Mr. Braunschweig, seconded by Ms. Swanson, moved that in grades K-12 we deny applications of students who qualify to receive special education related services due to space and caseload. Motion carried, 7-0 (voice vote).

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*Enclosed is a listing of Open Enrolls IN and OUT applications for the 2014-2015 school year with the suggested Board action.*

**Suggested Motion: I move we approve the open enrollment IN and OUT applications as presented, with the Director of Student Services and District Administrator making decisions on the special education applications, pending final evaluation and cost estimates.**

E. Approval of Staff Changes: Resignation of Support Staff. Hiring of Building Effectiveness Coaches. *Please approve:*

1. Sarah Welsh, full-time special education assistant, effective May 1, 2014.

**Suggested Motion: I move we approve the resignation of Sarah Welsh, special education assistant, effective May 1, 2014.**

2. Terrie Schmoltdt, *as the Levi Leonard Elementary Effectiveness Coach, for a stipend of \$2,500. This is a new position. Terrie Schmoltdt is an elementary educator with 17 years of experience working with early learners and their families. She has taught both kindergarten and first grade in Evansville, and has served in leadership roles focused on curriculum, Response to Intervention, and continuous system improvement. Terrie has a strong background in using data to set goals and make instructional improvements that benefit student learning.*
3. Cindy Zblewski, *as the TRIS Effectiveness Coach, for a stipend of \$2,500. This is a new position. Cindy Zblewski will serve as the Effectiveness Coach for Theodore Robinson Intermediate School. Having served as the choral director at Evansville High School and in her current role as music instructor at TRIS, Cindy brings 23 years of professional experience to this role. Cindy's strong background in developing assessments, using student assessment data to differentiate instruction, and developing classroom and individual student achievement goals will be an asset in working with her colleagues to develop and monitor Student Learning Outcomes (SLOs) as a part of the Educator Effectiveness Framework.*
4. Rya Stewart, *as the JC McKenna Middle School Effectiveness Coach, for a stipend of \$2,500. This is a new position. Rya Stewart has been worked with students and colleagues as a special education teacher at JC McKenna Middle School for 10 years. Her understanding of instructional differentiation and using student achievement data to develop goals provide her with a strong foundation for the effectiveness coach role.*
5. Kim Katzenmeyer, *as the High School Effectiveness Coach, for a stipend of \$2,500. This is a new position. Kim Katzenmeyer has 17 years of experience as a special education teacher, eight of these at Evansville High School. In this role, Kim has had the opportunity to team with general educators and develop instructional strategies to meet the needs of all learners in the classroom. In addition, her experience as a mentor teacher for initial educators has allowed her to develop strong coaching skills that develop reflective practitioners. These skills will support Kim and her colleagues to develop Student Learning Outcomes as a part of the Educator Effectiveness Framework.*

**Suggested Motion: I move we approve the building Effectiveness Coaches of Terrie Schmoltdt, Levi Leonard, Cindy Zblewski, TRIS, Rya Stewart, JC McKenna, and Kim Katzenmeyer, High School, for stipends of \$2,500 each.**

F. Approval of District Office Staffing Increase – *Ms. Treuden has enclosed a memo.*

**Suggested Motion:** I move we approve the increase of a .3 FTE addition to the District Office.

**Suggested Motion:** I move we approve the increase of a .5 FTE addition to the Grove Campus Office staff.

**X. Consent (Action Items):**

2 min

A. Approval of Policy: #343.43-Youth Options.

B. Approval of April 30, 2014, Regular, and April 28, 2014, Special Meeting Minutes.

C. Approval of April Bills and Reconciliation.

**Suggested Motion:** I move we approve the consent agenda items: policy #343.43-Youth Options; April 30, 2014, Regular and April 28, 2014, Special Meeting Minutes; and the April Bills and Reconciliation, as presented.

**Roll Call Vote.**

**XI. May 28 Regular Meeting Agenda** – *Enclosed is a draft of the May 28 meeting agenda.*

5 min

**XII. Adjourn.**

1 min

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

**FOR YOUR INFORMATION:**

1) Upcoming Board Meetings:

- May 28, 2014
- June 11, 2014
- June 25, 2014
- July 16, 2014
- August 13, 2014
- August 27, 2014

2) Information from The Wisconsin Taxpayer.

**District Administrator's Report**  
Dane County New Teacher Project Breakfast  
5-14-14

On May 1, I had the pleasure of attending the Dane County New Teacher Project (DCNTP) breakfast with Joan Wick, Intermediate School Principal, and Jason Knott, the new J.C. McKenna Middle School Principal. The purpose of this breakfast was to gather insights, observations, and ideas from a panel of five new teachers regarding their experiences and needs as new teachers involved in the DCNTP. Additionally, attending administrators from each participating school discussed and shared their ideas for improving the first year experience of new teachers.

Helpful Insights, Observations and Ideas From First Year Teachers:

- Effective mentors are critical to the success of a new teacher
- On-going support from building principals is essential
- Common planning time with new teacher mentor
- Classroom management is more important than anticipated
- A “helpful hints” form regarding house-keeping issues
- Training and periodic review with student information systems
- Guidance with the Department of Public Instruction (DPI) Professional Development Process (PDP)
- Assistance with curriculum development from seasoned veterans
- Review handbooks with principal and teacher mentor
- Human relations orientation that includes explanation of benefits
- New teacher gatherings to discuss first year experiences
- Regular drop-ins and observations by the principal followed up by feedback regarding teaching

Ideas for Improving the Experience of First Year Teachers:

- Conduct dialogue meeting between principal, new teacher, and new teacher mentor to discuss successes, define support needed, to build relationships, and to reflect on various issues
- Principals and mentors should spend more time on house-keeping issues, identifying the “go-to” people in the building and providing perspectives on school, District and community culture
- Tour the City with new teachers and provide a document that identifies realtors, grocery stores, gas stations, restaurants, etc.
- Mentors assist new teachers with school, District and state initiatives
- Develop a New Teacher Handbook

The DCNTP provides a variety of support for new teachers, new teacher mentors, and principals throughout each school year. The important work that this organization does to ensure the success and retention of new teachers is vital to the success of our students. The information gathered from the DCNTP breakfast will be shared with administrators and new teacher mentors.



School Board Report  
May 14, 2014  
Curriculum Topic: Effectiveness Coaches

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

This year all schools in the District have been working at developing and monitoring student growth through goal-setting. Next year, as a part of the Educator Effectiveness Framework (EEF), teachers will be required to develop Student Learning Outcomes, otherwise referred to as "SLOs." Principals also set SLOs for School Learning Outcomes. Ideally, District goals, School Learning Outcomes, and Student Learning Outcomes will all be crafted to work toward the attainment of a larger common goal, such as increased literacy skills.

The state recommends developing SMART SLOs. SMART SLOs are defined as learning outcomes that are:

- **Strategic and Specific** – focuses on the vital few high leverage areas with the largest gap
- **Measurable** – multiple means of measuring growth/attainment are available
- **Attainable** – motivational because they are just within reach, but not overwhelming
- **Results-Based** – concrete benchmarks can be constructed to measure growth and change
- **Time-Bound** – have a concrete time frame such as one year, one semester, etc.

The Board recently approved a new role that will support the development, implementation, and monitoring of SMART SLOs. Effectiveness coaches will work collaboratively with administrators and staff to examine data, develop goals, and monitor progress toward goal achievement. They will support their colleagues in developing goals and trouble-shooting the documentation process required by the EEF.

This summer, our District Effectiveness coaches will have access to six days of professional development funded through the Peer Mentoring and Review Grant that was awarded to the Evansville-Oregon consortium. In order for the Effectiveness Coaches to become familiar with the requirements of the state model and to feel that they have some tools to start their work next August, the professional learning topics have been carefully selected around instructional practices, goal-setting, and coaching behaviors. The specific professional learning topics include:

- The Educator Effectiveness Framework Overview
- The SLO Process and Developing SMART SLOs
- The SMART School Improvement Process
- Instructional Coaching: Style, Language, and Strategies
- Instructional Strategies
- Teachscape

As all schools in the state venture into the unfamiliar waters of Educator Effectiveness next year, we know that our understanding of the EE Framework, SLO development and monitoring, and coaching practices will steadily improve. Additional professional learning will be provided for the Effectiveness Coaches, administrators, and teachers throughout the coming year.

## Levi Leonard Elementary School Board Report

May 14, 2014

During the month of May, teachers are administering the end of year assessments. These will tell us whether or not we are meeting our SLOs stated earlier this year, the achievement levels of individual students, and if the instructional methods we have chosen are working. Due to the types of assessment, there is a lot of individual work with students. This takes a great deal of time and the teachers need to take some days away from teaching to do this. The data that we collect this way is very valuable and informs our planning and professional development for the next year.

Joanie Dobbs and I are working together to create a smooth transition for her as principal next school year. Joanie has attended several of our school meetings. I have saved several documents that I hope will be useful to her on a flash drive. We plan to meet in the afternoon of May 22 to discuss some topics. She also joined us on a visit to Lincoln Elementary School in Janesville where four teachers, Joanie and I learned about their curriculum, behavioral supports, technology and the leadership program in the school. We will share some of this information with the rest of the elementary staff at our May staff meeting.

There are many more wonderful things happening in our schools and I hope that school board members will visit whenever they can. Whether it is for an event, and there are some listed below, or just to stop in at lunch to chat, you are always welcome!

### Upcoming events: May

- 14 SIT meeting
- 15 Kindergarten Concert in the fieldhouse
- 16 JDRF walk at Track
- 19 PTO
- 21 Staff meeting
- 23 School Picnic
- 28 1<sup>st</sup> Grade trip to Circus World

### June

- 3 Kindergarten field trip to Larson Acres
- 4 District-wide Retiree Recognition

Submitted by

Lou Havlik

Elementary Principal

## Theodore Robinson Board Report

May 2014

### **Around the Building:**

- Each grade level continues to meet monthly with the data team to re-evaluate the students receiving level 2 and level 3 interventions during, before, and after school.
- STAR testing begins May 5<sup>th</sup> and goes through May 16<sup>th</sup>.
- Continued meeting with educational assistants to see how things are going. We began discussions about placements for next year. Everyone would like to be at TRIS next year if possible.
- The PTO continues to be a great resource for our building. They gave money for teachers to purchase classroom Mimio's that will allow teachers to integrate technology into their lessons.
- The TRIS spelling bee was well attended by parents. The students did an outstanding performance. Thanks to Mr. Miller for organizing this for our school.
- Our Title I parent reading and math night is May 4<sup>th</sup> at 6:30 p.m. in the TRIS library. Ms. Doyle, Mrs. Strieker, and Ms. Horgen do a wonderful job of getting the parents involved and getting materials in their hands to use over the summer.
- Teachers have been working diligently at developing lessons for guided reading.
- The teams continue to work on the new math series and making adjustments and having cross grade level talks to ensure the students are ready for next school year.
- We have identified our critical learning targets for the new report card. Linda Gard is in the process of entering the new standards into the grade book.
- We continue to talk about educator effectiveness and will be working with staff to get logged in and ready for next school year.

JCMC Board Report  
Monday, May 5, 2014  
Robert Flaherty

Staff members completed the phase II training for Teacher Effectiveness Training last month. In addition we will continue to work on completing two more segments from the training manual before the end of the year.

We had a successful drive for the March of Dimes. Students raised just under \$2000.00 dollars last week. So far the building has raised over \$60,000 dollars since we started working with the March of Dimes fifteen years ago. We had over 100 students participate this year and it lets middle students know they can make a difference in the world! A special thanks to Gretchen Kopf, Cathy Kruckenberg, and Sarah Traut for showing students what caring is all about.

The school is working on STAR testing this week. All students will take the test so that we can get some good data on the improvement our students made this year. This will complete our first year of testing and I will share this data with Mr. Roth as soon as the data is compiled.

At the end of the year we will again hold a fitness walk/run for all students. Last year this was a great success and the staff is working to reinforce staying fit over the summer. Board Members are invited to take part!

## EHS Board Report

Scott Everson, EHS Principal; Hunter Johnson and Marissa Haegele, EHS Student Reps  
May 14, 2014, ECSD Board Meeting

- The Addams Family musical was a great success! It was nearly sold out Friday night, and was completely sold out Saturday night. Congratulations to the cast, crew, pit members, and adult coordinators.
- Operation: Click update – Marissa Haegele was named ‘Student of the Year’ and was awarded an opportunity to draw a key and win the car. Unfortunately for Evansville Students, we went 0 for 3 on keys. The winning key was the 6<sup>th</sup> key attempt by a student from Edgerton.
- The Student Council’s second blood drive of the year will be held on May 8 at the EHS band room.
- Staff Appreciation Week is this current week of May 5 – 9. Student Council has brought in breakfast every morning for staff, and is providing a cookout for all staff on Friday.
- Our Advanced Placement (AP) testing season has begun. We have students taking tests in AP Biology, Calculus AB and BC, Environmental Science, English Language and Literature, Physics, Spanish, AP US History, and more. Good luck to everyone!
- “Buy-A-Brick Fundraiser” update: emails have been sent out to all staff and parents of the district, and there has been advertising throughout town. Sales have been slow but many people have taken forms and have shown interest.
- The High Mileage Vehicle Club participated in the annual contest held at UW-Platteville and took first place! Congratulations HMV students!
- Prior to the talent show and winter dance, we introduced a new ‘Winter Spirit Week’ and pep rally. This was a nice addition to the traditional Homecoming spirit week held every fall during Homecoming week.
- FFA Week was held during the week of February 24 – 28. Per usual, this week was full of cheese curds, games, dress-up days, and a short ‘Ag Olympics’ during advisory at the end of the week.
- The Anatomy and Physiology classes took a field trip to Marquette University to see the Gross Anatomy Lab and the Body Worlds Exhibit at the Milwaukee Public Museum. It was a great learning opportunity for everyone (although the smell was “overwhelming” in the Anatomy lab...).
- The Accounting students will be attending a field trip to the Chicago Board of Trade this Friday, May 9.
- The National Honor Society will be helping with a 5K fundraiser run on Memorial Day Weekend. Additionally, NHS will be starting their own Rock County 5K run-walk which will be held in June.
- The Evansville Community Service Project group lent a hand of research to the Evansville Education Foundation by researching the names of class officers all the way back to the 1930s in hopes to create better connections and communications with alumni.
- Upcoming events: Honors and Awards Night on May 14; EHS Scholarship Night on May 21; EHS Fine Arts Awards Night on May 28; Graduation on Sunday, June 8 at 2:00pm.

## ECSD School Board Report

May, 2014

Vaunce Ashby, Director of Student Services

This time last year Carolyn Mills and Michelle Sweberg shared information regarding the 18-21 year old program called E-LIFE (Evansville – Lifelong Independence for Everyone) and the Community Vocational Program at Evansville High School. E-LIFE is a program that was developed in the summer of 2012 to address the needs of our 18-21 year old Special Education Students who continue to attend high school after graduation, as allowed by law. The Community Vocational Program supports students with disabilities to gain work experience & jobs in our community. This school year Carolyn Mills along with Matt Smith have continued the work.

These programs are committed to preparing our graduates for a full and productive post-secondary school life. The purpose is to provide students with disabilities the opportunity to receive real work experience and training in local area businesses. The students receive training at these community jobs as part of their overall school program. This firsthand experience to perform real jobs alongside co-workers and to learn directly from employers has proven to be successful in preparing students for a post--school work expectations.

All of the students are between the ages of 16--21 years old and attend Evansville High School. The students for whom we are seeking job--training opportunities all experience a disability. Once specific tasks are identified in the job environment, students can be matched to the tasks, according to their abilities. Often we are seeking a job placement with specific students in mind and can suggest the tasks that would be well matched to their interests and abilities. Some students will be good candidates for jobs with multiple facets or responsibilities. For others we will be looking for tasks that are just part of a typical position. Many of our students are well suited to routine tasks that take place on a regular basis and if completed by the student may make another employee's work more efficient.

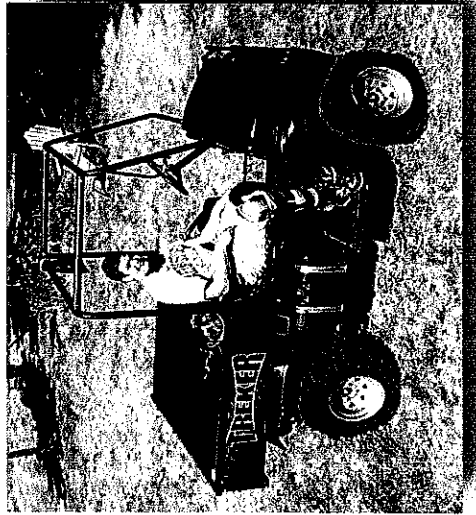
To assist us in connecting the right student with their needs, staff have toured businesses in the community to see the types of jobs performed, the degree of complexity, and the businesses' quality standards. School personnel provide all initial supervision and training for the job opportunities. School personnel are present at times when the students are working. School personnel also work with the business to establish the quality control expected.

The following pages represent prototypes of brochures that are being developed. The first one, which is a particular student's brochure, will be developed per the student's strengths and interest. The second brochure has been given to business owners to inform them about our program.

## Getting to Know Me

I enjoy

- ◇ Spending time with my family at our cabin up-north.
- ◇ Socializing with friends
- ◇ Listening to any kind of music
- ◇ Watching movies on my iPad
- ◇ Swimming
- ◇ Going to the movies and eating popcorn



## EVANSVILLE HIGH SCHOOL

Transition Coordinator

Carolyn Mills

(608) 882-3524

[Millsc@evansville.k12.wi.us](mailto:Millsc@evansville.k12.wi.us)

640 South Fifth Street, Evansville, WI 53536

Main Office Phone: (608) 882-3501

FAX: (608) 882-6157

## BEN ROTH

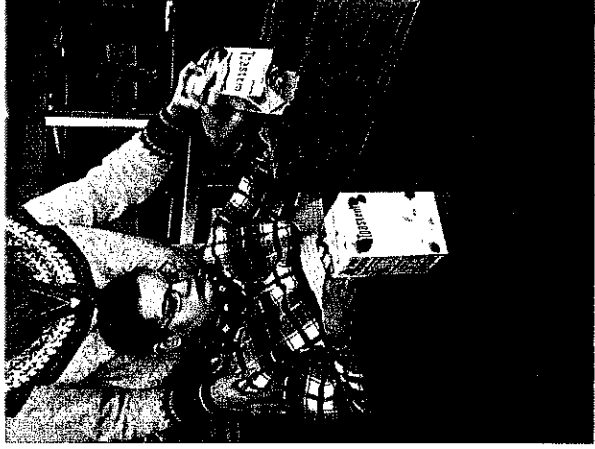


Seeking Work Experience  
Opportunities Within the  
Evansville Community

Hello,

My name is Ben. I am an enthusiastic 19 year old young man and I have spent my whole life in Evansville. I am looking forward to working within the Evansville community.

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## Job Skills

- ◊ Opening boxes
- ◊ Shredding
- ◊ Stacking
- ◊ Greeting
- ◊ Pushing a cart
- ◊ Faculty mail /newspaper

## Work Experience

- ◊ Evansville Aware Agency- Opening and emptying packages for disbursement
- ◊ Greeting individuals within the community
- ◊ Evansville High School- Shredding confidential papers
- ◊ Evansville High School classroom newspaper delivery





## Top 10 Reasons to provide job training & employment

- 10 Workers matched to your needs
- 9 Job coaches provide support & training
- 8 Lower turn over & higher retention
- 7 Workers have lower than average absenteeism
- 6 Positive impact on work climate
- 5 Positive community image
- 4 Positive Partnership with your local schools
- 3 Promotes diversity
- 2 You offer a way for someone to give back to their community
- 1 It will change a person's life!

## Contact Us

Carolyn Mills  
Transition Teacher

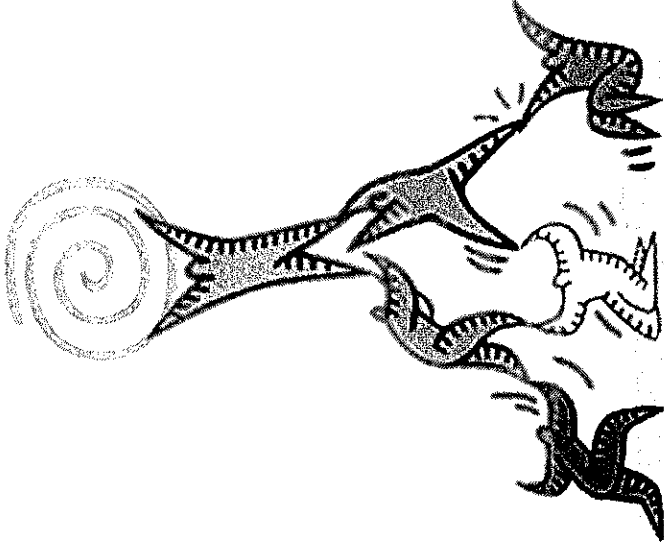
Evansville High School

[millsc@evansville.k12.wi.us](mailto:millsc@evansville.k12.wi.us)

Evansville High School

## Community Vocational Program

Supporting students with disabilities to gain work experience & jobs in our community



# Purpose of the program

The Evansville High School Community Vocational Program is committed to preparing our graduates for a full and productive post-school life. The purpose of the program is to provide students with disabilities the opportunity to receive real work experience and training in local area businesses.

The students receive training at these community jobs as part of their overall school program. This first hand experience to perform real jobs along side co-workers and to learn directly from employers has proven to be successful in preparing students for a post-school work expectations.



## The Students & Making a Job Match

All of the students are between the ages of 18-21 years old and attend Evansville High School.

The students for whom we are seeking job-training opportunities all experience a disability. Once specific tasks are identified in the job environment, students can be matched to the tasks according to their abilities.

Often we are seeking a job placement with specific students in mind and can suggest the tasks that would be well matched to their interests and abilities.

Some students will be good candidates for jobs with multiple facets or responsibilities. For others we will be looking for tasks that are just parts of a typical position. Many of our students are well suited to routine tasks that take place on a regular basis and if completed by the student may make another employee's work more efficient.

To assist us in connecting the right student with your needs it is helpful for us to be able to tour your business & see the types of jobs performed, the degree of complexity, and your quality standards.

## Supervision & Training

School personnel will provide all initial supervision and training. There will be school staff personnel present at times when the students are working. School personnel will work with you to establish the quality control expected.

Supervision provided by instructors will be reduced gradually as the student gains independence and as your staff becomes comfortable assuming more responsibility. However some students may always need ongoing job coaching or support.

While the student is enrolled in school and gaining job training they are able to work on a volunteer basis without pay.

Our ultimate goal is to find ongoing paid employment for our students. If a positive job match occurs, the employer has the opportunity to hire the student as an employee. When a student graduates, post-school job coaching support may be able to continue through vocational programs in our county that serve adults with disabilities.

# EMPLOYEE HANDBOOK PROPOSED CHANGES FOR JULY 1, 2014

Name on Form	Employee Handbook Part	Page/Section/Section #	Policy Committee		Board Action	
			Agree to Change	Yes	No	Yes
Kelly Mosher	Entire Handbook	Sub-On-Line to T.O.C.	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #513-Personnel/Payroll Management	2	1		
Kelly Mosher	Entire Handbook	Remove Policy #522.8-Staff Dress	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #529.3-Bereavement Leave	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #529.45-Personal Leave	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #534-Substitute Teacher	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #536-Reduction in Work Force	3	0		
Gary Feldt	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		
Dave Kopf	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		
Beth Oswald	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		
Doug Schwenn	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		
Jerry Roth	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	2	1		
Kelly Mosher	Part 1, All Employees	P 33/Section 10 - Bereavement Leave - add language	3	0		
Kaye Crocker	Part 2, Certified Staff	P 43/Section 1.02 - IEP Mtgs	0	3		
Jerry/Doreen	Part 2, Certified Staff	P 53/Section 6/6.01, B 3 - clarify language	3	0		
Jerry/Doreen	Part 3, Support Staff	P 61/Section 1/1.01 - clarify language	3	0		
Kaye Crocker	Part 3, Support Staff	P 61/Section 1/1.03 - custodian night premium	0	3		
Jerry/Doreen	Part 3, Support Staff	P 70/Section 8/8.01, C 4 - Admin Ass't holidays	3	0		
Janie Sutherland	Part 3, Support Staff	P 75/Section 11.02/B - HRA for all	1	2		
Tina Thornton	Part 3, Support Staff	P 75/Section 11.02/B - HRA for all	1	2		
Brian Cashore	Part 5, Co-and Extra	New Section - coaches, tournaments	3	0		
Jerry/Doreen	Part 6, Substitute	P 85/Section 2.02 - remove substitute teachers	3	0		
Jerry/Doreen	Part 6, Substitute	P 87/Section 3 - substitute employees	3	0		
Kelly Mosher	Part 6, Substitute	P 88/Section 4 - section will be 3	3	0		
Doreen Treuden	Employee Acknowledgement	P 90 - clarify language	2	1		

Original 24 pay period language developed in 2012:

Teachers shall have their wages annualized over 24 pay periods beginning September 10 of each year and ending June 30 of each year. Teachers will receive pay on the 10<sup>th</sup> and 25<sup>th</sup> of each month except for the month of June. Each June teachers will receive 6 direct deposits of pay. The June direct deposits will be made on the 10<sup>th</sup>, 25<sup>th</sup>, and four additional days to be determined.

To add language to give teachers a choice, I think it should read as follows:

Teachers shall have their wages annualized over 20 or 24 pay periods beginning September 10 of each year and ending June 30 of each year. Teachers will receive pay on the 10<sup>th</sup> and 25<sup>th</sup> of each month. Teachers who chose 24 pay periods will receive 6 direct deposits of pay in June (10<sup>th</sup> and 25<sup>th</sup>) and four additional days in June to be determined.

Approved:

343.43

1<sup>st</sup> Reading: 4/30/14; 2<sup>nd</sup> Reading: 5/14/14

### COOPERATIVE EDUCATION (CO-OP)

The Evansville Community School District supports the method for students to achieve industry-based skill standards through an education experience known as cooperative education (also known as co-op). It is a partnership among local business, industry, labor, and the Evansville High School, based upon individual career goals, authentic experiences in the world of work combined with related classroom instruction. Co-Op is a one-year, school-supervised employer-paid work experience for junior- and senior- level high school students.

Evansville High School students interested in participating in the co-op program must apply during the class registration process and meet guidelines set forth by the co-op program director and EHS administration.

Revised: July 14, 2003

345.6

Revised: December 12, 2005

Revised: June 8, 2009

Revised:

1<sup>st</sup> Reading: 4/30/14; 2<sup>nd</sup> Reading: 5/14/14

## GRADUATION REQUIREMENTS

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

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

### Requirements:

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

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

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

\*\* Beginning with the class of 2017

### Senior Graduation Project

**Starting with the class of 2015, students will need to successfully complete and present a Senior Graduation Project as a graduation requirement.**

### Special Needs Programs

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

### Transfer Students

Consideration will be given to transfer students whose previous high school required fewer credits for graduation. The number of credits needed for students to graduate from Evansville High School will be determined on the basis of a sliding scale. For transfer students who have completed their freshman year at another school, the graduation requirement will be 75% of the difference between the two schools, for students transferring after completing their sophomore year 50%, and for students transferring after completing their junior year 25%. The chart below serves as the guideline.

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

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

### Alternative Education Program

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

Legal Ref.: Sections 118.13 (Pupil Discrimination Prohibited) Wisconsin State Statutes  
118.153 (Children At Risk of Not Graduating From High School)  
118.30 (Pupil Assessment)  
118.53 (Attendance by Pupils Enrolled in a Home-Based Private  
Educational Program  
PI 18, 18.05, 9.03, Wisconsin Administrative Code

# Evansville

## Community School District

### MEMORANDUM

To: Evansville Board of Education  
From: Doreen Treuden, Business Manager  
Re: Energy Systems Analysis - HS  
Date: May 8, 2014

Below is information concerning the HS HVAC system:

- High School building square footage - 180,370
- 2012-2013 cost of natural gas and electric - \$239,954 - \$1.33/sq. ft.
- 2013-2014 estimated cost of natural gas and electric - \$250,760 - \$1.39/sq. ft.
- Cost of a modern pure geothermal system - \$.90/sq. ft. or less - \$162,333 per year – 35%
- None of the HVAC equipment is “broke” or needs replacing now.
- The HS geothermal field is operating correctly and has another 40+ years of useful life.
- The HS HVAC equipment is 12 years old. Manufacturers suggested useful life of the conventional HVAC equipment – 20-25 years.

Now is the time to plan for future changes to the HS HVAC system for several reasons:

- HVAC equipment is a “big ticket” item – excess of \$1,000,000.
- There may be multiple options to review to determine the most financially sound approach.
- There may be an opportunity to make changes in phases over several years causing less of a strain on future budgets.

Reasons to conduct the HVAC system analysis:

- We know we have an expensive system and we know that a new system would be less costly (\$77,000 to \$88,000 per year less costly).
- We need an unbiased independent expert to provide design options with energy efficiency in mind.
- For decision making purposes, the new system design needs to include costs, energy savings estimates and payback periods.

The proposal from SEG with a not to exceed cost of \$31,950 is expensive. I am recommending that we send out a Request for Proposal (RFP) to multiple vendors to get competitive pricing on the analysis work. The RFP will match the scope of the proposal detailed in the SEG proposal. BOE Policy 672 will guide this process.



## PURCHASING

The Board of Education believes that public schools are the heart of the community and should, where feasible, contribute to the growth and prosperity of local business and industry. Therefore, the Evansville Community School District shall purchase locally when goods or services of equal quality are available from local suppliers at competitive prices and comparable business standards.

The purchasing process serves all educational programs by providing necessary supplies, equipment and services. The Board of Education declares its intention to purchase competitively, without prejudice, and to seek maximum value for every dollar expended. The district administrator will assign the responsibility for acquiring services, equipment, and supplies in the most prudent and efficient manner.

This policy shall in no way be interpreted to bind the school district to the purchasing of goods and services totally from local vendors; however, it shall be interpreted as a meaningful directive to those with the authority to make purchases to give reasonable consideration to local merchants.

The Board of Education designates the district administrator and the business manager to serve as purchasing agents. They shall be responsible for administering the purchasing guidelines and requirements for the School District. The purchase of necessary supplies, equipment and services for use in school programs and activities shall be in accordance with state law, accepted purchasing procedures and ethical business practice. Any purchase not processed in the prescribed manner becomes the personal liability of the purchaser.

The purchasing agents or their designees, are authorized to issue purchase orders without prior approval of a Board committee where formal bidding procedures are not required by law or policy and when budget appropriations have been approved through the annual budget process. They shall manage the amount of funds expended in the following manner:

1. For expenditures up to \$5,000, it shall be the responsibility of the purchasing agents or designees to use good judgment and prudent business procedures in making purchases.
2. For expenditures above \$5,000, the purchasing agent shall seek at least two bids from which a decision shall be made by the District Administrator or designee, taking into consideration:
  - a. Lowest cost meeting specifications.
  - b. Quality, suitability and compatibility.
  - c. Promptness of delivery.
  - d. Payment terms.
  - e. Vendor's reliability, ability to fulfill the contract and previous relationship with schools or the District.
3. Bids shall be opened in public whenever requested by a bidding vendor or for any project with an estimated total value in excess of \$25,000. Tabulations of bid results shall be

maintained for three years following the end of the fiscal year in which the bids were opened.

4. The Board does not expect bids or quotations for the following items:
  - a. Instructional materials such as textbooks, workbooks, computer software, periodicals and media.
  - b. Professional services such as attorneys, consultants, auditors, and architects.
  - c. Replacement parts or maintenance contracts for existing equipment or mechanical systems.
  - d. CESA services utilized by the District.
  - e. Maintenance contracts on specific equipment.
  - f. Operational systems such as payroll or accounting software.

Emergency purchases may be made without using the quotation or bidding process. Such emergencies may arise as a result of an accident or other unforeseen occurrence which could affect the life, health, welfare or safety of the School District's students or employees.

Principals and directors are authorized to approve the purchase of all supplies, equipment items or services, and educational materials in accordance with sound purchasing procedures, providing funds have been approved through the annual budget process.

No board member shall vote on a contract in which they, or their parents, spouse, or children, has a financial interest. Before entering into a contract for goods and/or services, the District shall review whether potential conflicts of interest exist for any district employee or in violation of state law. Board members and applicable district employees should disclose information about any involvement they may have in a related business interest or transaction.

Legal Ref.: Sections 16.73 Wisconsin Statutes

19.59

120.13(5)(33)

175.10

946.10

946.12

946.13

## Possible Referendum Timeline

Board Meeting Dates	BOE Agenda Items
April 9	Discuss CAC Recommendations
April 30	Discuss Referendum, decide Yes/No
May 14	Discuss Referendum Strategies - number of questions, election date, tax impact  Communication Committee develops referendum communication plan
June 11	Specific needs are approved and questions are determined, date of referendum is determined, communication plan is approved
June 25	Board passes resolution (70 days for <u>Sept 9</u> election date)
July 16	Board passes / budget without referendum
August 13	Board passes resolution (70 days for <u>Nov 4</u> election date)
August 27	
September 10	
Annual Meeting - September 24	One or two presentations
October 8	
October 29	Set one or two levies

## Referendum Dates

### 2014-2015

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

### 2014-2015

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

### 2015-2016

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

## Referendum Questions

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

# Projected Support for Referendum Questions

Key to Survey Responses: Average Column

\_\_\_ 5) Definite Yes

\_\_\_ 3) Undecided/Need Information

\_\_\_ 1) Definitely No

\_\_\_ 4) Probably Yes

\_\_\_ 2) Probably No

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

Factors to increase support:

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

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

CAPIT/ OBJECTS LIST

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

TOTAL \$ 2,013,097.00

SECURITY PROJECTS LIST

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



TECHNOLOGY PROJECTS LIST

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

CURRICULUM PROJECTS LIST

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

TOTAL \$ 900,000.00

PROJECT COST SUMMARY

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

Tax Impact Summary

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

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

Tax Impact Summary

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

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

Tax Impact Summary

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

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

5 yrs.

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

4,566,297

5 yrs.

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

4,566,297

5 yrs.

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

4,566,297

DISTRICT	Vote Date	Years	Amount	Referenda Type	Yes Votes	No Votes	RESULTS	PURPOSE	ACTUAL WORDING
Big Foot UHS (6013)	4/1/2014	2014-2015	\$990,000	NR - 2014-2019	1,038	702	Passed	To enhance educational programming, provide a safe educational environment and maintain facilities.	Be it resolved by the School Board of the Big Foot Union High School District (the "District") of Walworth County, Wisconsin that the revenues included in the District budget be authorized to exceed the revenue limit set forth in Section 121.91, Wis. Stats., on a non-recurring basis by \$990,000.00 per year for a five (5) year period starting in the 2014-2015 school year and ending in the 2018-2019 school year for non-recurring purposes consisting of enhancing educational programming, providing a safe educational environment and maintaining facilities.
		2015-2016	\$990,000						
		2016-2017	\$990,000						
		2017-2018	\$990,000						
		2018-2019	\$990,000						
Total	\$4,950,000								
Denmark (1407)	4/1/2014	2014-2015	\$800,000	NR - 2014-2017	1,085	784	Passed	Operating expenses, including ongoing educational programming and maintenance, enhancing safety and security, transportation and technology.	BE IT RESOLVED by the School Board of the School District of Denmark, Brown, Manitowoc and Kewaunee Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$800,000 for the 2014-15 school year; by \$900,000 for the 2015-16 school year; and by \$900,000 for the 2016-17 school year, for non-recurring purposes consisting of operating expenses, including ongoing educational programming and maintenance, enhancing safety and security, transportation and technology.
		2015-2016	\$900,000						
		2016-2017	\$900,000						
Total	\$2,600,000								
Fort Atkinson (1883)	4/1/2014	2014-2015	\$1,750,000	NR - 2014-2017	2,372	1,541	Passed	To exceed revenue cap on a non-recurring basis by \$1,750,000 for three years (2014-15, 2015-16, 2016-17).	BE IT RESOLVED by the School Board of the School District of Fort Atkinson, Jefferson and Rock Counties, Wisconsin, that the final school district budget shall include an amount not to exceed \$1,750,000 in excess of the revenue limits imposed by Section 121.91 of the Wisconsin Statutes each year for a period of three years on a non-recurring basis, beginning with the 2014-15 school year and ending with the 2016-17 school year, for the purpose of paying District operating costs in support of delivering the quality opportunities and services each student needs to achieve his or her academic and personal potential.
		2015-2016	\$1,750,000						
		2016-2017	\$1,750,000						
		Total	\$5,250,000						
Lacrosse (2849)	4/1/2014	2014-2015	\$4,175,000	NR - 2014-2019	4,185	2,019	Passed	educational programs, building safety and maintenance and technology.	BE IT RESOLVED by the School Board of the School District of La Crosse, La Crosse and Vernon Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$4,175,000 per year beginning with the 2014-2015 school year and ending with the 2018-2019 school year, for non-recurring purposes consisting of \$3,350,000 for educational programs \$412,500 for building safety and maintenance and \$412,500 for technology. Adopted and recorded January 13, 2014.
		2015-2016	\$4,175,000						
		2016-2017	\$4,175,000						
		2017-2018	\$4,175,000						
		2018-2019	\$4,175,000						
Total	\$20,875,000								
Lodi (3150)	4/1/2014	2014-2015	\$950,000	NR - 2014-2017	1,117	1,030	Passed	Funding general operations, technology and curriculum, and facility maintenance and improvements.	Be it resolved by the School Board of the School District of Lodi, Columbia and Dane Counties, Wisconsin, that the school district budget for the 2014-2015 school year, and for each successive year thereafter through the 2016-2017 school year, shall include, on a non-recurring basis, an amount of \$950,000 in excess of the revenue limits imposed by section 121.91(2m) of the Wisconsin Statutes for the purpose of funding general operations, technology and curriculum, and facility maintenance and improvements.
		2015-2016	\$950,000						
		2016-2017	\$950,000						
Total	\$2,850,000								
Luck (3213)	4/1/2014	2014-2015	\$300,000	NR - 2014-2019	242	212	Passed	for technology initiatives and operating costs	Be it resolved by the School Board of the School District of Luck, Polk County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 for five years beginning with the 2014-2015 school year through the 2018-2019 school year for non-recurring purposes consisting of technology initiatives and operating costs.
		2015-2016	\$300,000						
		2016-2017	\$300,000						
		2017-2018	\$300,000						
		2018-2019	\$300,000						
Total	\$1,500,000								
Monticello (3696)	4/1/2014	2014-2015	\$530,000	NR - 2014-2022	261	172	Passed	Operational expenses; acquiring vehicles; upgrading and acquiring agriculture/technology, cafeteria, security and other classroom equipment; replacing playground equipment; and maintenance and repair projects, including roofing, HVAC systems, doors and flooring.	BE IT RESOLVED by the School Board of the School District of Monticello, Green County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$530,000 for the 2014-2015 school year, by \$680,000 for the 2015-2016 school year through the 2017-2018 school year, and by \$820,000 for the 2018-2019 school year through the 2021-2022 school year, for non-recurring purposes consisting of continuing the 2008 approval for operational expenses; acquiring vehicles; upgrading and acquiring agriculture/technology, cafeteria, security and other classroom equipment; replacing playground equipment; and maintenance and repair projects, including roofing, HVAC systems, doors and flooring.
		2015-2016	\$680,000						
		2016-2017	\$680,000						
		2017-2018	\$680,000						
		2018-2019	\$820,000						
		2019-2020	\$820,000						
		2020-2021	\$820,000						
2021-2022	\$820,000								
Total	\$5,850,000								
Oakfield (4025)	4/1/2014	2014-2015	\$1,000,000	NR - 2014-2020	905	410	Passed	Paying School district operation and maintenance expense	BE IT RESOLVED by the School Board of the School District of Oakfield, Fond du Lac County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$1,000,000 a year for the 2014-2015 school year through the 2016-2017 school year, and by \$1,200,000 a year for the 2017-2018 school year through the 2019-2020 school year, for non-recurring purposes consisting of operating expenses.
		2015-2016	\$1,000,000						
		2016-2017	\$1,000,000						
		2017-2018	\$1,200,000						
		2018-2019	\$1,200,000						
2019-2020	\$1,200,000								
Total	\$6,600,000								

DISTRICT	Vote Date	Years	Amount	Referenda Type	Yes Votes	No Votes	RESULTS	PURPOSE	ACTUAL WORDING
		2014-2015	\$500,000						
		2015-2016	\$500,000						
		2016-2017	\$500,000						
		2017-2018	\$500,000						
		2018-2019	\$500,000						
		Total	\$2,500,000						
Onalaska (4095)	2/18/2014			NR - 2014-2019	1,498	864	Passed	To Exceed Revenue Limit for Technology Expenses	BE IT RESOLVED by the School Board of the School District of Onalaska, La Crosse County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$500,000 a year for five years, for the 2014-2015 school year through the 2018-2019 school year, for non-recurring purposes consisting of ongoing technology expenses.
		2014-2015	\$3,950,000						
		2015-2016	\$3,950,000						
		2016-2017	\$3,950,000						
		2017-2018	\$3,950,000						
		2018-2019	\$3,950,000						
		2019-2020	\$3,950,000						
		2020-2021	\$3,950,000						
		Total	\$27,650,000						
Owen-Withee (4207)	4/1/2014			NR - 2014-2019	512	233	Passed	To exceed the revenue limit for operational and maintenance expenses	BE IT RESOLVED by the School Board of the School District of Owen-Withee, Clark and Taylor Counties, Wisconsin that the revenues included in the School District budget for the 2014-2015 school year through the 2018-2019 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 a year, for non-recurring purposes consisting of operational and maintenance expenses.
		2014-2015	\$300,000						
		2015-2016	\$300,000						
		2016-2017	\$300,000						
		2017-2018	\$300,000						
		2018-2019	\$300,000						
		Total	\$1,500,000						
Pardeeville Area (4228)	4/1/2014			NR - 2014-2018	597	318	Passed	To exceed Revenue Cap from 2014-15 school year to 2017-18 school year	Be it resolved by the School Board of the Pardeeville Area School District, Columbia and Marquette Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$850,000 for the 2014-2015 school year, by \$885,000 for the 2015-2016 school year, and by \$850,000 for the 2016-2017 school year and the 2017-2018 school year, for non-recurring purposes for operational expenses.
		2014-2015	\$905,000						
		2015-2016	\$885,000						
		2016-2017	\$850,000						
		2017-2018	\$850,000						
		Total	\$3,490,000						
Parkview (4151)	4/1/2014			NR - 2014-2017	1,230	1,044	Passed	Consisting of technology and curriculum materials, classroom materials, professional development training and special education costs.	BE IT RESOLVED by the School Board of the Parkview School District, Rock County, Wisconsin, that the revenues included in the School District budget for 3 years, beginning with the 2014-2015 school year and ending with the 2016-2017 school year, be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$350,000 a year, for non-recurring purposes consisting of technology and curriculum materials, classroom materials, professional development training and special education costs.
		2014-2015	\$350,000						
		2015-2016	\$350,000						
		2016-2017	\$350,000						
		Total	\$1,050,000						
Prescott (4578)	4/1/2014			NR - 2016-2020	1,297	1,296	Passed	To exceed the revenue cap for the non-recurring purposes of funding the new high school operating expenses.	Be it resolved by the School Board of the School District of Prescott, Pierce County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$110,000 a year for the 2016-2017 school year through the 2019-2020 school year, for non-recurring purposes consisting of new high school operating expenses.
		2016-2017	\$110,000						
		2017-2018	\$110,000						
		2018-2019	\$110,000						
		2019-2020	\$110,000						
		Total	\$440,000						
River Ridge (4904)	2/18/2014			NR - 2014-2019	278	234	Passed	exceed revenue cap by \$150,000 for non-recurring purposes consisting of continuing approvals for operating expenses including instructional programs, technology, and enhancing district-wide security	BE IT RESOLVED by the School Board of the River Ridge School District, Grant County, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$350,000 beginning with the 2014-2015 school year for recurring purposes and by an additional \$150,000 (for a total of \$500,000) for the 2014-2015 school year through the 2018-2019 school year for non-recurring purposes, consisting of continuing the 2008 and 2012 approvals for operating expenses including instructional programs, technology, and enhancing district-wide security.
		2014-2015	\$150,000						
		2015-2016	\$150,000						
		2016-2017	\$150,000						
		2017-2018	\$150,000						
		2018-2019	\$150,000						
		Total	\$750,000						
Stockbridge (5614)	2/18/2014			NR - 2014-2017	272	128	Passed	To continue to Exceed the Revenue Cap on a non-recurring basis for the purpose of the operational needs of the school district as determined by the school board.	BE IT RESOLVED by the Board of Education of the Stockbridge School District, Calumet County, Wisconsin (the "District") that pursuant to 121.91(3) of the Wisconsin Statutes, the District continue to exceed the revenue limit established under Section 121.91(2m) of the Wisconsin Statutes on a non-recurring basis in the amount of \$200,000 annually for the school years 2014-2015, 2015-2016, 2016-2017 in a total amount of \$600,000 over the three school years for the purpose of the operational needs of the school district as determined by the school board.
		2014-2015	\$200,000						
		2015-2016	\$200,000						
		2016-2017	\$200,000						
		Total	\$600,000						
Tomah Area (5747)	4/1/2014			NR - 2014-2017	1,547	1,516	Passed	Sustaining educational programs and to maintain current levels of operational expenses.	BE IT RESOLVED by the School Board of the Tomah Area School District, Jackson, Juneau and Monroe Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 for the 2014-2015 school year, by \$750,000 for the 2015-2016 school year, and by \$1,500,000 for the 2016-2017 school year, for non-recurring purposes consisting of sustaining educational programs and to maintain current levels of operational expenses.
		2014-2015	\$300,000						
		2015-2016	\$750,000						
		2016-2017	\$1,500,000						
		Total	\$2,550,000						

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

DISTRICT	VOTE DATE	YEARS	TYPE	YES	NO	RESULT	PURPOSE	ACTUAL WORDING						
Elisworth Community (16591)	2/18/2014	2014-2015	NR - 2014-2017	1,038	1,243	Failed	Exceed revenue cap for non recurring purposes consisting of ongoing educational programming and facilities.	Be it resolved by the School Board of the Elisworth Community School District, Pierce County, Wisconsin, that the revenues included in the School District budget for the 2014-2015 school year through the 2016-2017 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$800,000 a year, for non-recurring purposes consisting of ongoing educational programming and facilities.						
		2015-2016							\$800,000					
		2016-2017							\$800,000					
		Total \$2,400,000												
Herman #22 (2523)	2/18/2014	2014-2015	NR - 2014-2019	90	150	Failed	For non-recurring purposes consisting of operational purposes.	BE IT RESOLVED, by the School Board of the School District Number 22, Town of Herman, Dodge County, Wisconsin, that the revenues included in the School District budget beginning with the 2014-2015 school year and ending with the 2018-2019 school year be authorized to exceed the revenue limit specified in Section 121.19, Wisconsin Statutes, by \$200,000 a year, for non-recurring purposes consisting of operational purposes. Adopted and recorded November 14, 2013.						
		2015-2016							\$200,000					
		2016-2017							\$200,000					
		2017-2018							\$200,000					
		2018-2019							\$200,000					
		Total \$1,000,000												
Markesan (3325)	4/1/2014	2014-2015	NR - 2014-2018	766	867	Failed	To Maintain school district programs and operations	The Board of Education for the Markesan District Schools supports including \$695,000.00 in excess of the revenue limit set forth in Section 121.91, Wis. Stats., on a non-recurring basis, in the final School District budget of the District in each of four (4) consecutive years for the 2014-15, 2015-16, 2016-17, and 2017-18 school years, such excess to be used to maintain School District programs and operations for each of these four school years.						
		2015-2016							\$695,000					
		2016-2017							\$695,000					
		2017-2018							\$695,000					
										Total \$2,780,000				
Princeton (4506)	4/1/2014	2014-2015	NR - 2014-2017	217	265	Failed	Resolution to increase revenue limiter for the purpose of funding costs of parking lot resurfacing and other operational needs of the school district.	Be it resolved by the School Board of the School District of Princeton, Green Lake and Marquette Counties, Wisconsin, that, for the purpose of funding costs of parking lot resurfacing and other operational needs of the school district, the school district budget for each of the 2014-15 through 2016-17 school years shall include the following amounts in excess of the revenue limits imposed by Section 121.91(2m), Wisconsin Statutes: for the 2014-15 school year an amount of \$350,000 on a non-recurring basis; for the 2015-16 school year an amount of \$350,000 on a non-recurring basis; and for the 2016-17 school year an amount of \$350,000 on a non-recurring basis.						
		2015-2016							\$350,000					
		2016-2017							\$350,000					
										Total \$1,050,000				
										Total \$2,780,000				
Rubicon J6 (4998)	4/1/2014	2014-2015	NR - 2014-2017	220	222	Failed	For ongoing educational and facilities expenses.	BE IT RESOLVED by the School Board of the Rubicon Joint #6 School District, Town of Rubicon and Hartford, City of Hartford, Dodge and Washington Counties, Wisconsin, that the revenues included in the School District budget beginning in the 2014-2015 school year and ending with the 2016-2017 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$450,000 per year for non-recurring purposes consisting of ongoing educational and facilities expenses.						
		2015-2016							\$450,000					
		2016-2017							\$450,000					
		Total \$1,350,000												
Saint Croix Falls (5049)	4/1/2014	2014-2015	NR - 2014-2019	329	399	Failed	To finance pupil technology for the 2014-2015, 2015-2016, 2016-2017, 2017-2018 and 2018-2019	Be it resolved by the School Board of the St. Croix Falls School District. The Board of Education for the St. Croix Falls School District supports including \$240,000 in excess of the revenue limit set forth in Section 121.91, Wis. Stats., on a non-recurring basis, in the final School District budget of the District for each year for the 2014-15, 2015-16, 2016-17, 2017-18, and 2018-19 school years, such excess to be used to finance pupil technology for each of these five school years.						
		2015-2016							\$240,000					
		2016-2017							\$240,000					
		2017-2018							\$240,000					
		2018-2019							\$240,000					
		Total \$1,200,000												
Siren (5376)	4/1/2014	2014-2015	NR - 2014-2019	146	249	Failed	to maintain current levels of programs and operations.	Be it resolved by the Siren School Board that it shall include revenue in its budget for each of the 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019 school years in the amount of \$250,000.00 in excess of the annual revenue limits imposed under § 121.91, Wis. Stats. for the non-recurring purpose of annually maintaining current levels of educational programming, expenditures and operations despite state-related budgetary reductions while at the same time recognizing the need to engage in responsible fiscal management of the School District's resources in recognition of the desire to minimize property tax impacts.						
		2015-2016							\$250,000					
		2016-2017							\$250,000					
		2017-2018							\$250,000					
		2018-2019							\$250,000					
		Total \$1,250,000												
Tonah Area (5747)	4/1/2014	2014-2015	NR - 2014-2017	1,505	1,530	Failed	Sustaining educational programs and to maintain current levels of operational expenses.	BE IT RESOLVED by the School Board of the Tonah Area School District, Jackson, Juneau and Monroe Counties, Wisconsin, that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$300,000 for the 2014-2015 school year, by \$750,000 for the 2015-2016 school year, and by \$1,500,000 for the 2016-2017 school year, for non-recurring purposes consisting of sustaining educational programs and to maintain current levels of operational expenses.						
		2015-2016							\$750,000					
		2016-2017							\$1,500,000					
										Total \$2,550,000				
										Total \$2,550,000				
		Total \$1,250,000												
Wheatland J1 (6412)	4/1/2014	2014-2015	NR - 2014-2018	233	286	Failed	In order to maintain the current level of educational programs and district operations.	BE IT RESOLVED by the School Board of the Joint School District Number 1, Towns of Wheatland, Brighton, Randall and Salem, Kenosha County, Wisconsin, that the revenue included in the School District budgets for the 2014-15 school year and for three school years thereafter, to and including the 2017-18 school year, be authorized to exceed the statutory revenue limits specified in Section 121.91 of the Wisconsin Statutes, by \$750,000 each year, for non-recurring purposes, in order to maintain the current level of educational programs and district operations.						
		2015-2016							\$750,000					
		2016-2017							\$750,000					
		2017-2018							\$750,000					
										Total \$3,000,000				
		Total \$3,000,000												
White Lake (6440)	4/1/2014	2014-2015	NR - 2014-2017	177	179	Failed	General Operations	BE IT RESOLVED by the School Board of the School District of White Lake, Langlade County, Wisconsin, that the revenues included in the School District budget for three years beginning with the 2014-2015 school year and through the 2016-2017 school year be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$250,000 a year, for non-recurring purposes consisting of ongoing operational expenses. Adopted and recorded January 16, 2014.						
		2015-2016							\$250,000					
		2016-2017							\$250,000					
										Total \$750,000				
		Total \$750,000												



## J.C. McKenna Middle School

New Handbook Language:

Title: Assessment

Location: Insert into page 10 prior to section on Grading

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

- The Wisconsin Knowledge and Concepts Exam (Smarter Balance)
- STAR Testing (Three times a year to monitor student progress)
- Some students will take a shorter version of the STAR test if they need extra support to improve their level of proficiency in mathematics or language arts.
- Eighth graders periodically take the National Assessment of Educational Progress (NAEP).

## Evansville High School

### New Add

#### **NON-SMOKING/TOBACCO POLICY**

All students, parents and/or any other persons are prohibited from smoking and other use of tobacco products or tobacco like products (eg. E-cigarettes, electronic or vapor devices, hookah pipes etc.) while on school premises. **Possession of tobacco or tobacco like products by students on school property is also prohibited.**

The following assessments will be utilized at Evansville High School as part of our comprehensive assessment and progress monitoring system. They are as follows:

#### Assessments

- WCKE Social Studies and Science required for 10<sup>th</sup> grade students
- STAR Assessment and progress monitoring three times per year for all students
- ACT required for all 11<sup>th</sup> grade students
- Aspire suite required for 9<sup>th</sup> and 10<sup>th</sup> grade students
- WorkKeys assessment for all 11<sup>th</sup> grade students
- Dynamic Learning Maps for students with disabilities as determined by individual IEPs
- Scholastic Reading Inventory screener for all 9<sup>th</sup> grade students

#### Pages 15 & 16

Changes to policy 345.6 "Graduation Requirements" once approved by the Board of Education will be inserted.

#### Pages 34 & 43

##### **Training Rule Violations -- Group A**

1. Drug abuse, including sale, possession or illegal use.  
Drug paraphernalia, possession or use.
2. Use, possession or purchase of alcoholic beverages.
3. Use or possession of tobacco in any form including tobacco like products (eg. E-cigarettes, electronic or vapor devices, hookah pipes etc.)
4. A criminal offense or a violation of a municipal or county ordinance having a statutory counterpart.
5. Acts of vandalism.
6. Presence in a bar or tavern without the athlete's parents/guardians.

##### **Training Rule Violations -- Group B**

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

# Levi Leonard Elementary

## Parent Handbook



### @ The Grove Campus

**Mission:**

The mission of Levi Leonard Elementary School, in partnership with families and the community, is to teach students the skills that will empower them to become responsible and productive world citizens.

Levi Leonard Elementary 882-4606

Joanie Dobbs, Principal [dobbsj@evansville.k12.wi.us](mailto:dobbsj@evansville.k12.wi.us) extension 3104

Raquel Michel, Administrative Assistant [michelr@evansville.k12.wi.us](mailto:michelr@evansville.k12.wi.us) extension 3100

Website: <http://www.ecsdnet.org>

Evansville School District 882-5224

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Policies and Forms

Dear Evansville Families,

Welcome to the 2013-14 School Year! We are looking forward to working with you and your children. Our goal here at Levi Leonard Elementary School is to challenge each student to do their best, and to meet the varying needs of every student. Our staff is committed to this goal of student achievement, and continually looks for ways to improve instruction for each child. We welcome your expertise as parents/guardians. To ensure our success in providing the best education for our students we need to work together. Please mark your calendars for our early releases as noted in the school calendar each month. Students will be dismissed at 12:00 p.m.

This handbook is a beginning step in working together. Please take time to read it as it may answer many questions for you. If you are reading this online, please sign the page that came home with your child on the first day of school. Please call appropriate staff as listed in this handbook with any further questions.

Please feel free to visit school, become involved in the various activities, programs and committees available. After all, the best education for our students happens when students, staff and families work together as a team.

Sincerely,

Joanie Dobbs  
Principal



Elementary School Day  
2014-15

7:45	Teachers arrive
7:55	Bell rings to enter building
8:00	Instructional day begins
11:00-11:45	Lunch
11:15-12:00	Lunch
11:50-12:35	Lunch
3:00	Dismissal

Evansville Community School District Goal:

*Through benchmarking against high performing school districts in our conference, region, and the state, the ECSD strives to be among these top performers: to that end, we will focus on high-quality instruction to increase K-12 student achievement in reading by 20 percentage points by the end of the 2017-2018 school year.*



**Mission:**

The mission of Levi Leonard Elementary School, in partnership with families and the community, is to teach students the skills that will empower them to become responsible and productive world citizens.

Levi Leonard Elementary School Goals for 2013-14

We will improve the overall LLE student reading proficiency to have at least 90% of students 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.

**Non-Discrimination Statement-**

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



## EVANSVILLE COMMUNITY SCHOOL DISTRICT

Aug	22, 23	New Teachers
	26	Work Day
	27-29	Staff Development Days
	29	Title 1 Open House 3:30-4:00
		School-wide Open House 4:00-6:00
Sept	2	Labor Day - NO SCHOOL
	3	First Day of School
	10	School Fundraiser kick-off
		STAR and PALS assessments
	18	Early Release 1:00
	24	Fundraiser orders due
	25	Annual School Board Meeting
Oct		Picture Retakes
	16	Early Release 1:00
	16, 17	Parent/Teacher Conferences 3:30-8:00
	18	School Fundraiser pick-up items in the cafeteria after school
	25	Jack-O-Lantern Jamboree
Nov	1	End of 1 <sup>st</sup> Quarter
	14	2 <sup>nd</sup> Grade Concert 10:00 and 6:30 in High School PAC
	20	Early Release 1:00
	27	Staff Development/Compensatory ½ Day – NO SCHOOL
	28, 29	Thanksgiving - NO SCHOOL
Dec	20	Early Release 1:00
	23	Start of Winter Break
Jan	2	Students Return
		STAR and PALS assessments
	17	End of 2 <sup>nd</sup> Quarter
	17	NO SCHOOL – K-8 Students
	20	Staff Development – NO SCHOOL
	29	Early Release 1:00
Feb	19	Early Release 1:00
		Staff Development – Early Release

	12	Early Release 1:00
March	20	1 <sup>st</sup> Grade Concert 10:00 and 6:30 in High School PAC
	21	End of 3 <sup>rd</sup> Quarter
	21	NO SCHOOL – K-8 Students
	24	Spring Break – NO SCHOOL
	31	Students return
April	18	Early Release 1:00
	21	Staff Development
May	16	Early Release 1:00 STAR and PALS assessments
	26	Memorial Day - NO SCHOOL Kindergarten Concert 1:30 and 6:30 in the Field House
June	6	Last Day for K-8, ½ Day
	6	Last Day for 9-12, ½ Day
	6	½ Work Day for Teachers
	8	High School Commencement

**Early Release Days – Dismiss at 1:00 – Collaboration, Mapping, Educator Effectiveness**

September 18  
 October 16  
 November 1 (Grading day)  
 November 20  
 November 27 (Comp day)  
 December 20 (Staff Dev.)  
 January 17 (Grading day)  
 January 29  
 February 19  
 March 12  
 March 21 (Grading day)  
 April 18  
 May 16  
 June 6 (Grading day)

**Dates for: Progress Reports, Report Cards, Parent Conferences**

October 16 and 17	Parent/Teacher Conferences
November 1	End 1 <sup>st</sup> Quarter/grading day
November 5	Report Cards go home
January 17	End 2 <sup>nd</sup> Quarter/grading day
January 21	Report Cards go home
March 5 and 6	Parent/Teacher Conferences
March 21	End 3 <sup>rd</sup> Quarter/grading day
April 1	Report Cards go home
June 6	End 4 <sup>th</sup> Quarter/grading day – Report Cards mailed home



Levi Leonard Elementary School Staff and Phone numbers

Joanie Dobbs, Principal 3104

Raquel Michel, Administrative Assistant 3100

**Kindergarten**

Jackie Andrew 3111  
Amy Gribble 3120  
Darlene Gallman 3119  
Rachel Marty 3122  
Jenny Runkle 3121  
Mackensie Wade 3147

**First Grade**

Julie Creek-Hessler 3133  
Christine Humbert 3138  
Linda Knudson 3141  
Sandra McClellan  
Katie McDaniel 3139  
Terrie Schmoldt 3143  
Cheryl Thomas 3136  
Penny Viken 3146

**Second Grade**

Cindy Beedle 3159  
Nancy Brummond 3144  
Beth Jeremiason 3171  
Rod Marty 3145  
JoMarie Oakeson 3117  
Christina Ross 3116  
Karla Sendelbach 3118

**Related Arts**

Art-Michelle Klopp 3128  
Music- Shari Fettig 3130  
Physical Ed-Doug Schwenn, Rin Kundert 3123  
Talented/Gifted/Resource-Heather Hanson 3112  
Reading Specialist -Debra Fritz 3113  
Guidance Counselor- Mark Simonson 3162  
Librarian-Jo Ann Mumm (SS) 3153, 3860  
Media Clerk- Jenean Hamilton 3154

**Health Department**

Nurse- Teresa Baker 3161  
Health Clerk/Office Clerk-Mindy Larson 3101

**Special Education Department**

Director of Student Services- Vaunce Ashby  
Psychologist-Steve Feeney (SS) 3107, 3845  
Speech & Language-Mindy Johnson 3127  
Jen Newcomer 3152  
Early Childhood Teacher- Sonya Keyser 3125  
Carol Olson 3126  
Teacher of children with Special Education needs  
- Shelly Bisch, Jenny Weidel 3150  
At Risk/Guidance-Mark Simonson 3162

**Education Assistants**

Kathy Beal            Jill Krupke            Sharon Magee  
Ivy Otto                Cindy Pekol            Lynne Pope  
Deb Sweeney        Sarah Welsh

**Therapists-P.T.-** Melissa Staskal

O.T.- Kendra Shelton 3880

**Custodians-** Vern Farnum/Days, Kim Lyle  
Shawn Simmons/Evenings, /Evenings 3110

**District Administrator**

Jerry Roth 3386

**Board of Education**

Eric Busse - President        Sandra Spanton-Nelson  
Dennis Hatfield                Kathy Swanson  
Tina Rossmiller                Mason Braunschweig  
John Rasmussen



## Early Childhood Supply List

Kleenex – 2 Boxes  
1 Pkg Large Size Paper Plates  
1 Pkg Small Size Paper Plates  
2 Rolls Paper Towels  
2-4 Glue Sticks  
1 Bottle of Glue  
1 8-Pack of Washable Markers (Primary Colors)  
Snack to Share with the Class  
Large Size Backpack

**Please send your child in tennis shoes or put a pair in their backpack every day.**

If there are special snacks for a child that has limited eating habits or allergies, please mark these items and let us know. Notes will go home as we need more supplies.

## Kindergarten/First Grade combination class' supply list

**All First grade and Kindergarten students will need to supply**

1-pair of gym shoes labeled with name to keep at school for the year  
1-art smock labeled with name in a large Ziploc bag  
1-large backpack  
1- box of snacks to share with the class each month-or pay \$20.00 for the year to your teacher and we will supply the snack for you.

*If you think your kindergarten child will need to rest, you will need to supply a nap mat.*

***The following items you can choose to pay \$25.00 to the teacher for your child's supplies and we will buy them for you, or you can choose to buy the following items listed below:***

24- sharpened number 2 pencils  
3-large pink erasers  
1-box colored pencils  
3-large boxes of Kleenex  
1-box of 24 crayons  
1-8oz bottles of Elmer's white glue  
10-glue sticks  
1-pair of scissors with sharp points (labeled with name)  
2-paper two pocket folders  
1-plastic two pocket folder with three holes to use in a three ring binder  
1-plastic two pocket folder with fasteners to hold paper  
1-one inch white three ring binder with clear plastic pocket in front  
1-box of 8 thin washable markers  
1-box of 8 thick washable markers  
1-box of snack size Ziploc baggies  
1-box of sandwich size Ziploc baggies  
1-package of cellulose sponges for art  
1-box of dry erase crayons

**If you purchase your own supplies, please note that we share all supplies so the only material you will receive back at the end of the year will be your scissors**

## Kindergarten Supply List

*Note: When you buy clothing for kindergarten, try to find items your child will be able to put on and take off by him/herself. This will encourage independence. The same should be true for supplies, backpacks, etc.*

- Large backpack (large enough to fit a folder and supplies) NO WHEELS!, label
- 2 watercolor paints with brush, label
- Large T-shirt for art (old or new) Place in a labeled gallon size ziplock bag, label
- Fiskars Metal Scissors, label
- 2 boxes of crayons (regular, 24 or less), label box
- 2 packs of Ticonderoga #2 Pencils, SHARPENED
- Tennis Shoes for Phy Ed. -- to be left at school, label
- 3 large boxes of Kleenex
- 3 – 2 pocket folders, label
- 3 bottles of Elmer’s White Glue (no school glue)
- 10 glue sticks
- 2 sets of 10 thick Crayola CLASSIC washable markers, label box
- 1 box of 10 thin Crayola CLASSIC washable markers, label box
- 3 lg. pink erasers, label
- 1 pack of napkins or 2 rolls of paper towel
- 1 box of Dixie cups (boys only)
- 1 pack of small plain paper plates (girls only)
- 1 box of quart size bags (boys only)
- 1 box of snack size bags (girls only)
- 
- 2 PLAIN 2 pocket folder – no name, Mrs. Wade and Mrs. Andrew ONLY
- 1 – 1” 3-ring binder, Mrs. Wade and Mrs. Andrew ONLY
- Foldable Vinyl Rest Mat – Ms. Marty, Mrs. Gallman, Mrs. Gribble, Mrs. Runkle, label
- 1 LARGE plastic pencil/crayon box – Mrs. Runkle ONLY, label
- 1 REGULAR size plastic pencil/crayon box – Ms. Marty, Mrs. Gallman, Mrs. Gribble, label
- 1 small box of Crayola colored pencils – Ms. Marty, Mrs. Gallman, Mrs. Gribble, label
- 1 wooden clipboard – Mrs. Runkle ONLY, label
- 2 cups of playdough – Mrs. Runkle ONLY, label

### ATTENTION

Mrs. Wade’s and Ms. Andrew’s Kids  
**PLEASE ONLY LABEL GYM SHOES,  
BACKPACK AND ART SHIRT**

## First Grade Supply List

- 24 –sharpened number 2 pencils
- 2 large pink erasers
- 2 large boxes of Kleenex
- 2 boxes of 24 crayons (one box will be used 2<sup>nd</sup> semester)
- 1 8 oz bottles of Elmer's glue (no colored or school glue)
- 12 glue sticks
- 1 pair of scissors with sharp points – labeled with name
- 2 - Two pocket folders
- 1 spiral notebooks (wide lines) 8 x 10 1/2
- Small supply box
- 1 pair of tennis shoes to keep at school (labeled with name)
- 1 large backpack
- 1 box of 8 washable classic markers thin
- 1 box of thick 8 washable classic markers
- 1 box of snack or sandwich Ziploc baggies (Not needed in Knudson's class)
- 1 art smock in a large zip lock bag
- Cellulose sponges
- 2 boxes of snacks to share with class
- 2 fat Dry Erase/whiteboard Markers (any color)
- 2 composition notebook
- 1 variety pack of post-it-notes (different shapes)

**Students in Knudson/Wahl classrooms may pay \$25.00 to the teacher to have them purchase all the supplies for your child. Send in the check with your child on the first day or at open house.**

## Second Grade Supply List

- 3 spiral notebooks – wide lines
- 3 – Two pocket folders (no trapper keepers)
- 1 supply box (no supply bags if possible)
- 24 – Yellow #2 pencils – sharpened – Ticonderoga tri-write or Ticonderoga Groove style pencils preferred (Shopko or Office Max \$3.99 for 10)
- 3 erasers (no eraser caps please)
- 1 box of 24 crayons
- 1 box of colored pencils
- 1 box of 8 or more washable markers
- 1 pair of scissors with sharp points
- 12 Elmer's School Glue Sticks (no glue bottles please)
- 1 ruler – must have inches and centimeters clearly marked (no flexible or foldable rulers, please)
- 1 calculator (may use calculator from first grade or calculators can be purchased from the school office)
- Art smock/shirt labeled with name in a labeled zip lock bag
- 1 pair of tennis shoes – to leave at school for gym (labeled with name)
- 2 large boxes of Kleenex
- 1 package of post-it notes measuring 3" x 3" square
- 1" inch 3 – ring binder
- 1 box (sandwich, quart, or gallon) Ziploc bags
- Special request from Mrs. Brummond and Mr. Marty only:
- 4 full size Expo Dry Erase markers – 1 box with red, blue, green, and black
- Special request for Art: 1 - 6 x 9 (5 ½ x 8 ½) white paper spiral bound sketchpad (can be purchased from art teacher)

## Advanced Learner Services

Students with a wide range of experiences and learning needs can be found in our classrooms. All students are expected to learn and demonstrate proficiency of local, state, and Common Core standards. Some students may demonstrate mastery of concepts/skills prior to instruction or may learn the material very quickly. These students will typically need differentiation, enrichment, and/or extensions in their learning. We do this through several different methods:

- Students may be grouped with others who learn in similar ways.
- Students may see our advanced learner specialist for a specified period of time.
- The advanced learner specialist may work with the student's grade level teacher to differentiate classroom lessons and activities.
- The advanced learner specialist may team teach with the grade level teacher.
- There may be special projects involving the student with accelerated needs.

Since the focus is on each individual student and what he/she needs, services and interventions are fluid to meet the changing needs of the student. Students who are significantly advanced based on grade level assessments and secondary assessments have an individual plan designed for them in which the advanced learner specialist and the grade level teacher both play a part. Parents are kept informed and involved in the assessment and goal-setting. Periodically, the student's progress is monitored to make sure the methods of instruction and intervention are meeting the student's needs.

## Arrival/Departure

Students who walk, bike or are dropped off at school need to arrive after **7:45 a.m.**, since supervision duty begins at that time. The bell rings for students to enter the building at **7:55 a.m.**

To ensure student safety, walkers or bicycle riders may use the Third or Fourth Street entrances. Parents may drop off or pick up their students at the Third Street or Fourth Street doors. **Only** bus riders may use the Fair Street parking lot. Please try to drop off or pick up students so that they do not need to cross the road.

Students who leave during the day **must** be dismissed from the office. Also, parents/guardians arriving to pick up the child should report to the office, **not to the child's classroom.** Children are not allowed to leave the school grounds during the day unless they have **written** permission.

If a bus student is not to ride the bus home, or if another child is to join him/her on the bus, they **must** have a **written request** from their parent or guardian submitted to the teacher and bus driver.

Please call the office, email, or leave a voicemail message before **2:00 p.m.** with any dismissal *changes*. At dismissal time (3:00 P.M.), students are to leave the school grounds promptly and be on their way to their destination. Often, faculty is involved in meetings beginning at 3:15 p.m. and, consequently, is not available for outside supervision.

## Assessment

All K-2 students are assessed three times per year; beginning, middle and end, to determine their beginning levels in reading and math, and their progress. Students who receive intervention either with a grade level teacher or with a reading specialist, are also assessed through progress monitoring more frequently. The assessments include: The Diagnostic Reading Assessment (DRA), STAR which is a district-wide assessment, and PALS which is a state-wide assessment for PreK-2. Results from these assessments are shared with parents at Parent/Teacher Conferences and with the last report card.

## Attendance

In School Board Policy #430, the board recognizes that there is a positive relationship between good school attendance and success in school and employment. In accordance with state law, all children from Kindergarten through high school must attend school full-time.

Parents/guardians should call the school office before 8:30 AM the morning of the absence to report the absence. If it is not possible to call, a note or e-mail explaining the absence should be sent to the school

attendance clerk before the end of the second school day after the absence. Every effort will be made to contact parents/guardians who have not notified the school of an absence.

Parents/guardians may excuse their children for up to *ten days* per year for any purpose providing the parents/guardians submit prior written or e-mailed approval to excuse their student. If the principal determines the student will exceed the ten day limit, days beyond ten will be considered unexcused unless they clearly meet one of the “school excused” exceptions and have approval of the principal.

School excused exceptions include the following:

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

A note specifying the reason for the absence must be given to the school, or e-mailed, before the end of the second school day of the student returning to school. The school reserves the right to record the absence as unexcused if no excuse is given or the reason given cannot be substantiated. *Five or more unexcused absences will require an attendance conference* with the parent/guardian and principal and a written plan to improve attendance.

*When a student is absent, the parent must contact their child's teacher for any school work to be made up.*

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

**Tardy** Regular attendance and punctual arrivals are essential to a quality education. A child is tardy to school if he/she arrives after 8:10 a.m. but before 10:00 a.m. After 10:00 a.m. the child is considered to be 1/2 day absent. If your child is tardy due to a medical appointment or special circumstance, that tardy will be excused. For each unexcused tardy, a parent will be notified. The district attendance policy is available at the school office and on the district website if you would like a copy.

If a student's attendance is of concern, the school principal will proactively involve parents/guardians. If a student begins to develop a pattern of unexcused absences, the principal will communicate with the parents/guardians to discuss the causes of the absences and to try to arrange for a solution. Parents/guardians will be notified by phone or mail as soon as it is ascertained that a student is truant and will be informed of their responsibilities in regards to their student's attendance. If following this conference, the student has more unexcused absences and reaches the habitual truant level, another letter will be sent to the parents/guardians requesting a conference to discuss the truancy. At this time, a referral to the municipal court will also be sent for action under state truancy laws for habitual truants. **Habitual truancy is defined as a student who is absent from school without an acceptable excuse for part or all of five or more school days per semester.**

The district attendance policy is available on the district website.

### **Student Behavior (see PBIS Matrix in appendix)**

Respectful behavior is expected at all times toward all students and adults. Students are recognized for exceptional behavior through our character education program. Students who do not respect the rights or property of others will be dealt with on an individual basis. Consequences for inappropriate behavior may include:

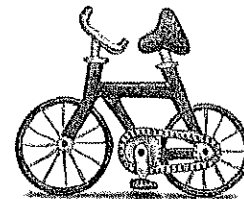
1. Meeting with the principal
2. Serving a recess or after school detention

3. Telephone call to parent(s)
4. Conference with the student and the parent(s)
5. In school or out of school suspension
6. Serious offenses (weapons, violence) may lead to expulsion proceedings according to state law.

### *Bike, Skateboard, Wheelie and Rollerblade Rules*

Please remind your child of the following wheeled toy rules.

1. No riding on school grounds during the school day (7:45-3:15).
2. Bikes must be placed in the bike racks, other wheeled items may be stored in lockers.
3. Kindergartners are not allowed to ride bikes to school (school board policy).
4. Bikes must be walked at crossing guard corners.
5. Wheelies (contained in bottom of shoes) may not be worn on school grounds during the school day.



### *Building Independence in Young Children*

Parents love to do things for their children. It is easier and more efficient to be sure, but it does not help children to learn independent skills or give them the sense of achievement gained from doing things on their own.

Once children begin school and learn the routines, they can gradually gain more independence and responsibility for taking care of their own items. Teachers at the K-2 levels build this into their routines. Children enjoy, and need to be able to take off and put away their own outdoor clothes, put homework in the proper location, hang up backpacks and other beginning of the day activities. At the end of the day, they can pack their own backpacks, put on their outdoor clothes and meet their parent at an agreed upon location. Parents do not need to help with any of this. In fact it especially helps at the first and second grade levels if parents wait for their students in the front hallway or outside.

Parents can assist with this growing independence by applauding their student's efforts, having them carry their own backpack, and encouraging them to try to do things on their own at home. Too much help can actually handicap a child so that they are unable to problem-solve or help themselves. They are so proud, and feel such a sense of achievement when they can do things independently!

It is good for children to have some responsibilities at home as well. Kindergarten children can pick up their toys and set the table. First graders can take out the trash and feed the family pet. Second graders can clean up dirty dishes. All of these activities help children to become contributing members of their families and independent thinkers.

### *Bus Regulations/Behavior*

Students who do not normally ride the bus may wish to ride the bus home with a friend. They must have a **written form** filled out by their parent or guardian. Forms may be obtained in the office. In some cases, due to the overcrowding of buses, they may not be allowed to ride home with their friend.

At the Bus Stop: Students must walk and wait safely. They should be at the bus stop FIVE MINUTES before the bus arrives. Stay at the stop. The house, yard, garage, trees, and fences near the bus stop are the property of others and must be respected.

### Rules of Safety for Bus Riders:

Drivers will not tolerate any behavior that distracts or interferes with them driving safely. All passengers are entitled to receive safe transportation; drivers will not allow behavior that jeopardizes safe transportation.

Transportation to and from school is a privilege, which will be suspended or revoked if necessary.

### Students Will:

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

Outside of the Bus: Students will stay outside of the danger zone, around the bus, which is 5 feet on all sides of the bus. Do not attempt to touch the bus. If a student needs to cross the street after getting off the bus, state law requires them to wait in the front right corner of the bus where the driver can see the student and the student can see the driver. The driver will signal the student to cross after all students are off the bus and the traffic is stopped. In the morning if the student gets to the stop after the bus is there and needs to cross, the student must wait for the driver's signal.

CONSEQUENCES: Consequences issued by the school and bus company may include: loss of privileges or added tasks at school or suspensions. Depending on severity of the incident the consequence could skip levels. It would show parental support if there are consequences at home in addition to those issued by the school and bus company.

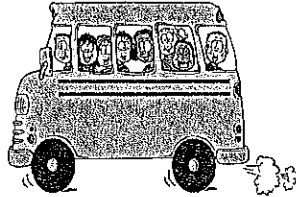
GUEST RIDERS: Students are to ride only on assigned buses; no passengers are allowed except those authorized to ride. Exceptions will be made in emergency situations or with 24 hour notice if the following conditions are met:

- 1) Space must be available on the bus. Some routes are full.
- 2) A Guest Transportation form is completed or in emergency situations only, the information supplied over the phone to the student's school.



The form is available on the district website and one is included with the bus rules in the school handbooks for future use. Transportation may be approved only with a written permission slip from the parent/guardian. The student must take the parent permission slip to the school office the morning of the day before the change is requested. The school will approve it. The student should pick it up at the end of the day to give it to the driver. Students without signed bus permission slips will be refused a ride.

**ADULTS ON BUSES:** Drivers will **NOT** allow any unauthorized adults on a bus. If an unauthorized adult gets on board and will not step off the bus when directed, the driver will call for police assistance. Parents wishing to obtain authorization to ride a bus must contact the appropriate school office with 24 hour notice. The school will then notify the bus company of any authorizations. If parents have discipline concerns regarding any other student on the bus; first please call the bus company office (882-4844) to make them aware of and resolve the issues. If this is not successful, please call the appropriate school.



### **Car Seats**

Children 40 pounds and under must be restrained in a car seat. Children between 40 and 80 pounds must be in booster seats. Seatbelts are designed for adults, so they do not work as effectively for children. The booster seat makes the seatbelt more effective. It also helps your child see out the window!

Since most cars have protective airbags, please remember that children should always be in the back seats. The front seat air bag is designed for an adult of over 100 pounds. It could kill or seriously injure a child.

This law affects all of our children since even most of our second graders weigh less than 80 pounds. If you are ever stopped for any other traffic issue, and your child is not appropriately restrained, you could be charged a second fine for not having proper restraints.

### **Classroom Assignments/Student Placement**

Each year student classrooms are assigned by grade level teaching teams according to student needs such as special education, gifted and talented, academic strengths and needs, social needs, availability of teacher and material/equipment resources, and learning styles (as presented by teachers with parent input).

### **Clothing, Labels, Appropriate Dressing**

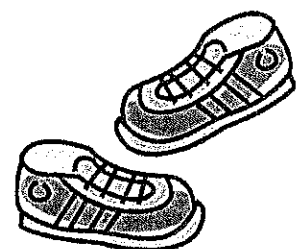
Removable clothing that children wear to school should be **labeled with first and last name**. Frequently, children have identical clothing (e.g., boots, tennis shoes, jackets, scarves, and backpacks) that they easily misplace. Labels assist us in locating and returning clothing items to the correct owner.

Please be sure your child wears appropriate attire in the wintertime including boots, mittens, and snow pants. Our playgrounds become messy in the wintertime. If children's clothing gets wet, rooms and desks become messy, and students are uncomfortable sitting in wet clothes.

**In warm weather, please do not let students wear "flip flops" or sandals that are not strapped on securely as they often cause accidents on the playground.**

### **Complaint procedure**

Any complaint regarding the interpretation or application of the district's student non-discrimination, harassment, or bullying policies shall be processed in



accordance with the following grievance procedures based on school board policy 411.1 available on the school district website:

1. Any student, parent, or resident of the district complaining of harassment or discrimination in any program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability in school programs or activities shall report the complaint in writing to the district administrator.
2. A written statement of complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district administrator. The district administrator shall send written acknowledgement of receipt of the complaint within 10 days, and shall attempt to resolve the complaint. Notification that a complaint has been filed shall be forwarded to the Board.
3. The Board shall make a written determination of the complaint within 90 days of receipt of the complaint unless the parties agree to an extension of time. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with exceptional educational needs shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.
4. If a complainant wishes to appeal a negative determination by the Board, she/he has the right to appeal the decision to the state superintendent within 30 days of the Board's decision. In addition, the complainant may appeal directly to the state superintendent if the board has not provided written acknowledgment within 45 days for the receipt of the complaint or made a determination within 90 days of receipt of written complaint. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 South Weber Street, P.O. Box 7841, Madison, Wisconsin 53707-7841
5. Discrimination complaints on some of the above bases may also be filed with the federal government at the Office for Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8<sup>th</sup> Floor, and Chicago, Illinois 60606.

Copies of these complaint procedures are attached to the back of this handbook.

### Crossing Guards

Adult crossing guards will be at the following intersections to assist our students crossing streets: Fourth and Badger, Fifth and Badger (PM only), Third and Lincoln, and 2<sup>nd</sup> and Lincoln. Please advise your student that they should be courteous to crossing guards and obey their commands. Please model this behavior when you cross the street with your student.

### Cumulative Folders

Parents may examine information contained in a student's cumulative folder. Please schedule an appointment with Mrs. Havlik in **advance** if you wish to discuss your child's cumulative folder with her.

### Early Dismissal/Snow days

At the beginning of the year, a form will go home for parents to indicate where a child should go on early dismissal or weather emergency days. This information will be used when dismissing your child. If there is a change in this information at any time, please call the school office as well as your child's teacher. Please listen to an area radio station, or watch a news station on a regular basis. Any emergency or weather related information will be given over these stations.



### Electronic Communications Devices on School Premises

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

Electronic devices such as cell phones, music players, game players and PDAs shall not be used in any way that disrupts the learning environment. Devices at K-5 are discouraged and will be stored in the school office during the school day. See School Board Policy #443.5 for further details.

During local or other emergencies, an announcement will be made by e-mail to those parents who provide the school district with this information. It will also be posted on the school district website and parents will be informed by telephone if the daytime number is provided to the school district office.

### Food Service

The District Food Service Department has an on-line family food account system in all 4 schools. This involves a prepaid, declining balance system to track school meals on a computer. It eliminates identifying whether students are approved for free or reduced meals in the lunch line, and improves the accuracy of meal counting. Each family has one account that all the family's students can access.

Our Food Service Director is Jose Nieves. He would be happy to answer any questions you may have. You may reach him 882-3580 or email him at [SelmerR@evansville.k12.wi.us](mailto:SelmerR@evansville.k12.wi.us).

### Free and Reduced Lunch

Applications for free and reduced lunch were in your registration folder. Additionally, they are available at the School District office if one is desired at a time later in the year. Students who qualify for free or reduced lunches also may receive free milk during break time. If you are eligible for the free lunch program, but choose not to use the program, you may still receive free milk for break time for your child. It is the intent of the school staff to protect the anonymity of those who receive free or reduced lunch/milk. Therefore, this information will remain confidential.

### Breakfast Program

Each morning breakfast is served to elementary students in the cafeteria beginning at 7:30 a.m. Cost per pupil per day is 1.50 per day, .30 per day if your child is eligible for reduced price meals.

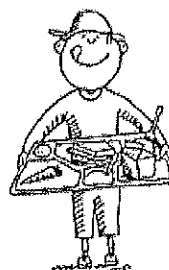
### Milk

Students receive milk during a break each day. The cost of milk is \$31.50 (due at the beginning of each semester) or \$63.00 for the year (due at the beginning of the school year). If you want your child to take milk, please send the money to school with your child to cover the cost. Milk money will be collected during a one-week period prior to each semester. A note will be sent home requesting payment. Please note that milk/juice fees are a separate fee from the food service account.

### Lunchroom procedures

All students have 45 minutes for lunch and noon recess. Hot and cold lunch students may sit together. Students are responsible for leaving their areas (tables, floor) clean. Students are supervised at all times and must remain in the lunchroom at least 25 minutes to eat. After the 25 minutes, students who are finished are dismissed and others may leave as they finish. Recess fills the remaining 20 minutes. Parents, who wish to have lunch with their child, please contact the office in advance. While we encourage your interest and visits, our space is quite limited at lunchtime.

11:00-11:25	First Grade Lunch
11:25-11:45	First Grade Recess
11:35-12:00	Second Grade Lunch
12:00-12:20	Second Grade Recess
12:10-12:35	Kindergarten Lunch
12:35-12:55	Kindergarten Recess



### Grades:

Students earn grades based on their own performance on classroom tasks and participation. Their work is compared to state standards and our benchmarks. The grades that are used at 1<sup>st</sup> and 2<sup>nd</sup> grade include:

O = Outstanding      S+ = Very Good      S = Satisfactory      S- = Fair Progress

I = Improving      N = Needs Improvement

At Kindergarten we use: B = Beginning Learner      D = Developing Learner      S = Secure Learner.

### Health Procedures

#### Student Illness

If your child is ill or will not be attending school, we request that you contact the elementary office by 8:30 a.m. on each morning of absence. If you have not called us, we will attempt to call you.

#### Guidelines for contacting a parent/guardian when children become ill at school:

1. At least two attempts will be made to reach a parent – one at home, one at work within a reasonable period of time.
2. The parent will be responsible for making arrangements to pick up their child. Before picking up the child, the school should be contacted to confirm who will be transporting the child if not the parent.
3. All students need to be signed out at the office before leaving with a parent/guardian, or other adult
4. Emergency numbers will be used as alternatives if a parent/guardian cannot be reached. We will inform the parent(s) that we will call the alternative number if the first party choice is not available. It is then the responsibility of the person who takes the child home, to contact the out of town parents. **\*It is very important for you make any necessary changes and return the registration form which includes all of the above information for any emergency situation.**

#### Wisconsin Immunization Law

In order to protect the health of our children, state law 140.05(16), requires that within 30 school days after admission, all students kindergarten through grade 12, and children attending day care centers must meet minimum immunization requirements. Letters will be sent to parents of students who have not met the State of Wisconsin immunization requirements. These requirements can be waived for legitimate reasons of health, religious, or personal convictions.

In accordance with State law, you must have your child's immunization record on file with the school. Failure to do so may result in court action and a fine. If you have any questions, please call 882-3101 and speak with Mrs. Mindy Larson.

#### Medication

Physician-prescribed medications and nonprescription medications may be administered by school personnel in accordance with appropriate procedures developed by the school administration (Policy 453.4) as required by Wisconsin Act 334-D- Dispensing Medications to Pupils. See forms in the appendix of this handbook. The following procedures shall be adhered to when administering medication to students:

- A written statement shall be provided by the parent/guardian requesting and authorizing designated school personal to be responsible for administering the medication.
- For all prescribed medication, a written statement from the physician should be provided which includes:
  - ✓ Name of student
  - ✓ Name of drug
  - ✓ Amount to be given
  - ✓ Time of day to be given
  - ✓ Duration of treatment
  - ✓ Side effects to be expected (if any)
  - ✓ Physician's name



- In the written statement, the physician shall state his/her willingness to accept direct communication
- All **non-prescribed** medications require the parent/guardian signature only.
- The parents/guardian and/or physician must supply a properly labeled bottle of medication. The label on the bottle should contain the name and number of the pharmacy; the student's name, name of physician, name of drug, and the dosage given. It should be sent in small amounts, if possible, so that full bottles are not kept in school. **All prescriptions and non-prescriptions must be in the original container.**
- Medication shall be stored in and dispensed from the health office or other designated area. Individuals designated by the principal of each school will administer medications.
- In some cases for Pre K-2, such as with inhalers, the principal may allow students to self-administer prescription or non-prescription medication.
- When prescription medications need to be filled, a letter will go home informing the parent/legal guardian of the need for a refill. **No empty containers will be sent home.**
- School staff will not split medication tablets. If your child requires a medication to be split, please bring medication that is already split to school.
- The Emergency Nursing Manual (available in the office) will provide direction and more detailed information. An accurate and confidential system of record keeping shall be established for each student receiving medication.

There are copies of the doctors' order form and parental consent form in the office. Please use these forms if your child should need medication at school. If you have questions about these procedures please call Mindy Larson at 882-3101. **THESE HEALTH PROCEDURES ARE STATE MANDATES. THE SCHOOL WILL ADMINISTER MEDICATION ONLY IF THE ABOVE GUIDELINES ARE FOLLOWED.**

#### Vision/Hearing Screening

Vision/hearing screening will take place at registration at the elementary school for grades ECH, K, and 1<sup>st</sup> grade students

#### Homework Policy

Homework is designed to help all students achieve greater academic success, and helps develop effective work habits.

- Homework should be promoted as a positive experience for students that link with classroom work.
- Homework should reinforce or extend lessons and provide a range of practice in the areas of reading/language arts, spelling and math. Homework should support the weekly objectives outlined in the grade level curriculum and/or unit plans.
- Time spent on homework may vary depending on individual needs of the student or special projects or activities assigned within the classroom.

At second grade, homework may include:

- 15-20 minutes of daily reading by student alone or to a family member,
- Practicing spelling words and/or math work as assigned Monday through Friday, or as set by individual classroom teachers.
- Occasional long-term projects or reports will be worked on in class and at home.

At first grade, homework may include

- 10-15 minutes of daily reading by student alone or to a family member,
- Practicing of word cards, practicing of spelling words and/or math work as assigned Monday through Friday, or as set by individual classroom teachers.
- Occasional long-term projects or reports will be worked on in class and at home.

In kindergarten,

- It is recommended that parents read to their child 10-15 minutes each evening.
- Occasional long-term projects or reports will be worked on in class and at home.

**Student responsibilities:**

- Write assignments in assignment notebook each day
- Set a regular time to study in a quiet, well-lit place
- Complete assignments according to instructions and on time

**Teacher responsibilities:**

- Assign meaningful homework that reinforces classroom learning
- Give feedback on homework
- Involve parents and contact them if a pattern of late or incomplete homework develops

**Parent/guardian responsibilities:**

- Set a regular study time each day
- Provide a quiet, well-lit area
- Monitor student assignments via the assignment notebook
- Contact teachers when there are concerns about student progress

**Money at school**

Whenever you send money to school with your child, please place the money in an envelope with your child's *full name* on the outside, write the homeroom teacher's name on the envelope, the amount enclosed, and the purpose for the money (e.g., lunch, milk, fees, field trips, books, etc.). This information will assure accounting accuracy and prevent money from getting lost.

**Newsletters**

The school writes a newsletter each month including information on upcoming events, menus, helpful hints, medical concerns and student work. Families may receive these newsletters by going on-line at the school website, [www.ecsdnet.org](http://www.ecsdnet.org). Teachers send home newsletters as well with pertinent curriculum and other information. These may be sent by e-mail or carried home by the child.

**Parent Volunteers**

If you have time available during the school day, we welcome you to volunteer in our classrooms. Please inform your student's homeroom teacher of the day(s) and time(s) that you would be willing to assist a teacher/grade level on a regular basis. You will find working with students most rewarding. Some ways that volunteers help out are:

- Chaperone field trips
- Work with learning stations
- Working with individual or small groups of students
- Assisting in classroom projects
- Being a rereading volunteer

Having their parent or other important adult chaperone on a field trip or assisting in the classroom is very important and special to your school-age child. Please do not bring your baby or toddler along when you volunteer either on field trips or in the classroom. The baby or toddler takes your attention away from the students in your station or on the field trip. This also keeps you from enjoying some special time with your older child.

Evansville School Board policy #237 indicates that all volunteers who work with children in the following capacities should have a background check before working with children. This check only needs to be done once per calendar year, and all information will be kept confidential.

### Parking

Adults should not leave their cars parked in the circle drive in front of school. There are parking spaces in the small parking lot or on the street. Our concern is that a driver may not see a child crossing between cars. It also allows for safer movement of vehicles in and out of the parking lot. Please remember to turn off the car and take toddlers and babies with you should you need to leave your car.

Please model pedestrian safety rules: Cross with the crossing guard and show respect for them. Your children learn so much from what you say and do.

### Picking up students during the school day

When parents pick up a child from school, we ask that they sign out in a notebook at the office. When the child returns during the school day, again please sign them in at the office. This way we know that the child is with a caring adult. We appreciate the notes or calls you make to let us know of illnesses or appointments. We will also call you if your child becomes ill during the day. When you arrive to pick up your child, s/he may be in the office health room or a staff member will call your child's classroom to have them come to the office.

### Playground Rules

All children at Levi Leonard Elementary need to behave in ways that are safe and respectful towards others and themselves. Given this very basic rule, some behaviors that are safe and respectful are included on our PBIS matrix in the appendix of this handbook. As long as students treat one another respectfully, our playgrounds will be safe and happy places for all children.

### Inappropriate Behavior

The following is a list of consequences for inappropriate behavior:

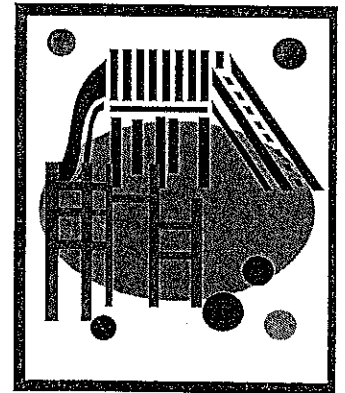
Students may be:

1. Given a verbal or non-verbal reminder with redirection to perform task correctly, if needed.
2. Directed to walk during recess with the teacher (playground supervisor) or will be asked to move to another seat or area in the classroom/cafeteria.
3. Assigned a time out in a designated area.
4. A parent conference with the teacher and/or principal.

### Office referral will occur for behaviors such as:

1. Inappropriate language
2. Illegal acts (e.g., matches, cigarettes, jack knives, weapons)
3. Overt defiance/disrespect of any school staff member
4. Physical violence that endangers self or others

Acts, such as the above may result in an immediate attempt to contact parents, and/or suspension. According to state law, students may be suspended for up to five (5) days. For serious offenses (e.g., weapons) suspension or expulsion proceedings may be initiated according to state law.



### Police Intervention

If a student is deemed a danger to him/herself or to others, or leaves the school without permission, the building principal will determine if police intervention is necessary, and notify the authorities. There may be exceptions to this in the event of an emergency as described in the District Safety Plan. If the building principal is not available, the Intermediate School Principal, Director of Student Services, or the School Psychologist, may make the decision to notify the police. Parent(s) will be called as soon as possible and invited to be with the student during the meeting. If the student is in a special education program, parent permission to release the most recent evaluation and IEP to the police must be obtained. The staff member will remain with the student

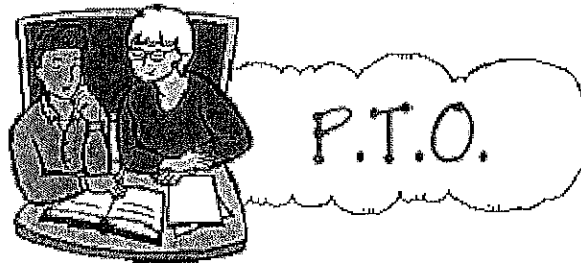
until the parent(s) arrive. Once the police have met with the student, or have the student in custody, a school staff member will accompany the student, or meet him/her at the police station.

### P.T.O.

Parents, teachers, and staff are automatically members of the Parent Teacher Organization. There are no dues. The PTO organizes and/or supports a variety of activities through the year to bring students, parents, and teachers closer together. Some of these activities are the Fall Jack-o-Lantern Jamboree, He and Me Breakfast, Kindergarten Play Date, Book Swap and conference night suppers for teachers. It is our hope that every parent will find a way to support the teaching/learning efforts at Levi Leonard Elementary. The PTO needs support with volunteers for committees to plan activities, baked goods donations and assistance at special events, day and evening.

Meetings are held monthly on the third (3rd) Monday at 6:00 p.m. at the Theodore Robinson Intermediate School Conference Room. Look for PTO information in each monthly school newsletter with other school information. The SCOOP section has general information; the HELP WANTED page has specific requests from teachers, staff and the PTO for parent help. Please call or email a PTO officer listed if you have questions or comments.

President: Eileen Bradley	876-6075	K-2 VP Tracy Hall	577-9565
3-5 VP		Treasurer-Becky Hildebrandt	882-4404
Board Member-Denise Peckham	235-9741	Board Member-Jennifer Larsen	882-0320



### Resource Room

Our resource room serves reading, math and advanced learner needs. The Resource Teachers are available to assist students in these areas. If you have specific needs or questions regarding your child, please contact your child's homeroom teacher first.

### School Board Meetings

Parents are encouraged to attend the School Board Meetings, which are held the second Wednesday of each month at 6:00 p.m. in the classroom behind the District Office. Please contact Mr. Jerry Roth, School District Administrator (882-3386) if you have an item, which you believe should be addressed so that he can assist you with the process.

### School Improvement Team (SIT)

Our school improvement team (SIT) consists of representatives from each school grade or department as well as two parent representatives. New parent representatives will be nominated and voted upon by the school community. This information will be in the monthly newsletters sent home with children or available on-line. Our current parent representatives are

### Standardized Tests

The Kindergarten thru second grade students will take the PALS assessment provided by the state of Wisconsin, and will also take the STAR assessment three times during the school year. Students answer questions in reading, math and language arts at the computer. As students answer correctly, the questions become more difficult. As they answer incorrectly, the questions become a little easier. This results in a very individualized test, and very specific individualized results. The results are shared with parents as soon as



possible. The results are also used by teachers to refine their curriculum and to meet individual needs. While this is not the only measure used in developing lesson plans and meeting student needs, it is certainly a useful one.

Parents can best prepare their children for assessments by making sure children have a good night's rest and a healthy breakfast. It would also be helpful for parents to talk about the importance of the test and encouraging children to do their best work.

### Social Service/Police Interviews with Students

In the event that a social service worker or police officer needs to interview one of our students, the following procedures will be followed. By law, we must comply by allowing the student to meet with the social worker/officer once they have shown their credentials or badge.

- The social worker/police officer must sign in with office personnel and show their credentials or badge.
- The principal, classroom teacher, and appropriate pupil services staff members will be notified of the visit.
- Either an office staff member or a pupil services staff member will remove the student from the classroom, and accompany them to the private meeting place.
- The staff member will introduce the social worker/police officer to the student.
- After the interview, the same staff member will accompany the student back to the classroom. The staff member should be aware of any changes in the student's behavior, or if s/he seems distraught.
- IF the child is distraught or upset, the school counselor, psychologist, at-risk coordinator, or principal will provide a comforting place for the student and accompany the student to the classroom when ready.
- Social Services or the Police Department will notify parents of the interview.

### Student Desk/Locker Searches

Desks and lockers assigned to students are the property of the Evansville School District. Students and parents should not assume a right to privacy regarding their contents. Desks and lockers also may be searched at the request of our administrator. A more comprehensive policy #454 regarding this issue is available upon request.

### Visitors/Registration

We welcome parents into our building! However, we do have an obligation to protect the health, safety, and welfare of our children. The following board policy has been developed.

1. All visitors/volunteers or salespersons must sign in and out at the school's main office and wear a visitor badge before going anywhere in the building. Only those visitors who have legitimate business at the school shall be welcome.
2. There shall be no loitering on school property. Principals shall have complete authority to exclude from the school any persons whom they have reason to believe are disrupting the educational programs in the classroom or in the school, are disturbing the teachers or children on the premises or whom the principals believe are on the premises for the purpose of committing an illegal act.
3. At the Elementary, Intermediate, and Middle schools, children and students who are accompanied by a parent will be permitted to visit classes after obtaining the prior approval of the building principal. Anyone who comes to the elementary school is to enter by the **main entrance** and **register** at the office. All other doors are locked from 8:10-3:00. This includes volunteers for learning stations and all visitors. Please notify the office before visiting your child out on the playground during recess. There is a sign in book at the front counter, please sign in and out when you arrive and depart.

### Winter Recess Rules

1. Students who are not wearing boots or snow pants must stay on blacktop.
2. Please stay off the ice.

3. For everyone's safety, we request that students not climb on snow hills
4. Non-bus students may not arrive before 7:45 a.m. as playgrounds are not adequately supervised for all students before that time.
5. Students need to stay away from the front bike rack side of the building (2<sup>nd</sup> grade east-side exit).

**Policies can be viewed online at [www.ecsdnet.org](http://www.ecsdnet.org)**

Please continue reading





# Levi Leonard Elementary Behavior Matrix



Expectations	Classroom	Hallway	Lunchroom	Playground	Bath
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>*Walking feet</li> <li>*4 on the floor</li> <li>*Use supplies correctly</li> <li>*Push in chairs</li> </ul>	<ul style="list-style-type: none"> <li>*Walking feet</li> <li>*Bubble space</li> <li>*Stay on the right</li> <li>*Eyes forward</li> <li>*Hands at sides</li> <li>*Feet quiet</li> </ul>	<ul style="list-style-type: none"> <li>*Walking feet</li> <li>*Bubble space</li> <li>*Eat your own food</li> <li>*Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Bubble space</li> <li>*Up steps, down slide, feet first</li> <li>*Use equipment correctly</li> <li>*Dress for the weather</li> </ul>	<ul style="list-style-type: none"> <li>*Control</li> <li>*Wash h</li> <li>2 squirts</li> <li>and wate</li> <li>*Report</li> </ul>
<b>Be Kind</b>	<ul style="list-style-type: none"> <li>*Voice level 0-2</li> <li>*Work together</li> <li>*Share</li> </ul>	<ul style="list-style-type: none"> <li>*Voice level 0-1</li> <li>*Help friends in need</li> </ul>	<ul style="list-style-type: none"> <li>*Voice level 0-2</li> <li>*Say please and thank you</li> <li>*Chew with your mouth closed</li> <li>*Help friends if asked</li> <li>*Include others</li> </ul>	<ul style="list-style-type: none"> <li>*Voice level 0-4</li> <li>*Play by the rules</li> <li>*Share and take turns</li> <li>*Use nice words</li> </ul>	<ul style="list-style-type: none"> <li>*Voice le</li> <li>*Honor p</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>*Be prepared</li> <li>*Keep your area clean</li> <li>*Put materials away</li> <li>*Give me 5</li> <li>*Follow class and school rules</li> </ul>	<ul style="list-style-type: none"> <li>*Keep locker area neat</li> <li>*When in line, stay in line</li> </ul>	<ul style="list-style-type: none"> <li>*Stay seated and face the table</li> <li>*Wait to be dismissed</li> <li>*Raise hand for help</li> <li>*Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>*Take care of equipment</li> <li>*Put equipment away</li> <li>*Keep wood and snow on the ground</li> <li>*Line up when the bell rings or whistle blows</li> </ul>	<ul style="list-style-type: none"> <li>*Use toil</li> <li>*Use 3 pi</li> <li>paper to</li> <li>*Unlock</li> <li>*Return t</li> <li>quickly</li> <li>*Use toil</li> <li>urinal cor</li> <li>*Flush to</li> </ul>

Approved: June 10, 1985 151.2  
Revised: September 10, 2001  
Revised: July 12, 2004

#### ACCESS TO BOARD POLICIES

The district administrator shall make reasonable efforts to disseminate policies adopted by the Board to employees of the district, students and citizens. The policies will be available, upon request at the District Office, prior to the second reading by the Board. Following a third reading/approval by the Board, copies of adopted policies shall be available at each of the following locations, prior to the next board meeting:

1. District office.
2. School offices.
3. Eager Free Public Library.
4. District website.

School board members may each have a copy of the current policy book along with the following school district employees:

1. Superintendent (District Office copy).
2. Business Manager.
3. Director of Instruction.
4. Director of Pupil Services.

All policy manuals distributed are the property of the Board and shall be considered as “on loan”. They are subject to recall at any time deemed necessary by the District Administrator for purposes of updating.

Revised: July 9, 2001  
Revised: August 11, 2003  
Revised: July 26, 2010

411.1

## STUDENT NONDISCRIMINATION/HARASSMENT

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

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

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

- Verbal harassment, including epithets, kidding, derogatory comments, slurs or ethnic jokes;
- Physical interference with movement, activities or work;
- Visual harassment, including derogatory cartoons, drawings or posters; and
- Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic or work performance. Sexual harassment can take the form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of harassment escalation, unsatisfactory academic/work evaluations, difference in academic/work treatment, sarcasm, or unwarranted comments to or by peers.
- Any form of harassment using electronic devices, commonly known as "cyber bullying" by students, staff or third parties is prohibited and will not be tolerated in the District. "Cyber bullying" is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a

person's true or false identity. In addition, any communication of this form which disrupts or prevents a safe and positive educational or working environment may also be considered cyber bullying.

- The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

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

Any individual who believes he/she has been subjected to harassment by any other person should report the incident to the building principal/designee or immediate supervisor. It is the intent of the District to create an atmosphere where complaints and alleged complaints will be treated fairly and quickly. If a student or employee is not comfortable making a complaint to the principal/designee or immediate supervisor, the complaint may be made to any other adult employee. The employee will report the complaint to the appropriate principal/designee, supervisor or the District Administrator of Schools.

Third party witnesses are strongly encouraged to report observed incidents of harassment to the administration.

Any employee who has reasonable cause to suspect that a child has been harassed by an adult, or another student, shall immediately report such suspicion to the building principal. Any employee who observes student to student harassment of any form shall take reasonable action to stop the harassment and shall report the incident to the building principal.

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

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

Legal Ref.: Sections 111.32 (13) Wisconsin Statutes (Definition-Sexual Harassment)  
118.13 (Pupil Discrimination Prohibited)  
118.20 (Teacher Discrimination Prohibited)  
120.13(1) (School Board Powers)  
120.44 (School Board Powers and Duties)  
895.77(2) (Injury Caused by Criminal Gang Activity)

947.0125 (Unlawful Use of Computerized Communication Systems)

947.013 (Harassment)

948.51(2) (Hazing)

PI 9, Wisconsin Administrative Code

Title IX, Education Amendments of 1972

Title VII, Civil Rights Act of 1964

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

Local Ref.: Policy #411.4 – Student Bullying

Policy #512 – Nondiscrimination/Harassment of Employees

Approved: July 26, 2010 411.4  
Revised: May 14, 2012

## STUDENT BULLYING

### Introduction

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

### Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause or resulting in fear, humiliation, intimidation or harm.

### Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft).
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks).
3. Social (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet-also known as cyber bullying).
4. Between students and students, students and adults, or adults and adults.
5. Motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

### Prohibition

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

### Procedure for Reporting/Retaliation

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

### Procedure for Investigating Reports of Bullying



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

#### Sanctions and Supports

If it is determined that students participated in bullying behavior or retaliation against anyone due to reporting of bullying behavior in violation of the policy, the principal may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Students found in violation of the bullying policy may be referred to pupil services staff for counseling or other educational programming designed to prevent repetitive bullying behavior.

Employees found to have participated in bullying behavior, or having become aware that bullying was taking place and failed to report the behavior, are considered to be in violation of the prohibition expressed by this policy. They may be subject to disciplinary action consistent with the collective bargaining agreement or disciplinary action established by policy or practice.

#### Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained by the Building Principal on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board no later than August of each year, included with the annual report on building goals, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

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

118.46(2) (Policy on Bullying)

120.13(1) (School Board Powers)

120.44 (School Board Powers and Duties)

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

947.0125 (Unlawful Use of Computerized Communication Systems)

947.013 (Harassment)

948.51(2) (Hazing)

PI 9, Wisconsin Administrative Code

Title IX, Education Amendments of 1972

Title VII, Civil Rights Act of 1964

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

Local Ref.: Policy #411.1-Student Nondiscrimination/Harassment

Revised: April 8, 2002  
Revised: June 11, 2007  
Revised: July 9, 2012

453.4

## ADMINISTERING MEDICATIONS TO STUDENTS

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

School personnel must receive a written parental/guardian consent and written instructions from the students' health care practitioner before any prescription medication can be administered to a student. A form is available from the District website and school offices for this purpose. A form from a clinic is allowable if it has all of the information on the District form.

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

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

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

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

Procedures for Administering Medication to Students:

### 1. Definitions:

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

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

## 2. Prescription Medications

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

the school personnel. This policy does not preclude students who self-administer prescription medications from continuing this practice.

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

### 3. Non-Prescription Medications and Herbal Treatments

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

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

### 4. Adverse Side Effects

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

#### 5. Self-Medication of Non-Prescription Medications for High School Students

High school students may self-administer non-prescription medication in the school with prior permission (Medication Consent Form 453.4 Form). Current state law allows a student to carry an inhaler if the school receives a written request from the parent/guardian and doctor. Parents/guardians will be notified if the privilege to carry an inhaler and/or self-medicate is suspended or removed.

#### 6. Disposing of Medication

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

The Emergency Nursing Manual (Appendix A) will provide direction and more detailed process information. School personnel should under no circumstances provide aspirin or any other medicine to students without meeting stated criteria. An accurate and confidential system of record keeping shall be established for each student receiving medication.

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

118.29 (Administration of Drugs to Pupils and Emergency Care)

118.291 (Asthmatic Pupils: Possession and Use of Inhalers)

118.292 (Possession and Use of Epinephrine Auto-Injectors)

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

146.82 (Confidentiality of Patient Health Care Records)

146.83 (Access to Patient Health Care Records)

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

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

Local Ref.: Appendix A, Emergency Nursing Manual

Policy #453.4 Form - Medication Consent Form

Approved: June 11, 2007  
Form  
Revised: July 9, 2012

453.4

MEDICATION CONSENT FORM  
Evansville Community School District  
PARENT SECTION

**This section must be completed by the parent/guardian for the administration of BOTH prescription and non-prescription medication. This form must be completed in order for high school students to self-administer non-prescription medication.**

Start Date: \_\_\_\_\_ End date: \_\_\_\_\_  
Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone (Home): \_\_\_\_\_  
City: \_\_\_\_\_ Phone (Other): \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Name of Medication \_\_\_\_\_ Dosage \_\_\_\_\_  
How often: \_\_\_\_\_

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

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

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

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

PHYSICIAN/PRACTITIONER SECTION

**This section must be completed by the physician/health care practitioner for the administration of prescription medication.**

Please administer to \_\_\_\_\_ the following medication at school.  
(Student's Name)

Name of Medication: \_\_\_\_\_ Dosage: \_\_\_\_\_

Administer Medication:

- o At the following times: \_\_\_\_\_
- o As needed for \_\_\_\_\_, but no more frequently than every \_\_\_\_\_.

Special Instructions:  
\_\_\_\_\_  
\_\_\_\_\_

Inhalers:

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

Start Date: \_\_\_\_\_ End date: \_\_\_\_\_

\_\_\_\_\_  
(Physician/Health Care Practitioner Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Clinic/Facility

\_\_\_\_\_  
(Print Physician/Health Care Practitioner Name)

\_\_\_\_\_  
(Phone Number)

**PLEASE SEE OTHER SIDE FOR IMPORTANT INFORMATION**

\*\*\*\*\***IMPORTANT INFORMATION**\*\*\*\*\*

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

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

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

Revised: June 28, 2004 443.5

Revised: February 11, 2008

Revised: February 12, 2014

#### 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)



Approved: October 10, 1994

433.1

### ELEMENTARY STUDENT CLASSROOM PLACEMENT

The Board of Education believes that our daily efforts to challenge all students to work and learn to their full potential requires a shared commitment by various constituents of the Evansville Community. Our collective efforts must promote a positive attitude toward education and provide encouragement for learning.

Therefore, parents should be treated as essential partners in the decisions making and processes of their children's education. As elementary school children are promoted through grades K-4 a school committee of principal, teachers and counselors will converse to consider learning styles, instructional strategies, and individual social needs. Parental input is encouraged and may be very beneficial before assigning students to classrooms. Such input may be offered according to guidelines developed by school staff and parents and available each spring through the elementary school office.

Approved: October 9, 2006

446.1

### LOCKER SEARCHES

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

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

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

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

Revised: July 9, 2012 428  
Revised: January 14, 2013  
Revised: November 13, 2013

## FULL-TIME PUBLIC SCHOOL OPEN ENROLLMENT

The Evansville Community School District will provide the opportunity for students to attend public schools outside the District and will accept nonresident Open Enrollment students. All nonresident public school Open Enrollment students attending a school or high school classes in the District shall have all the rights and privileges of resident students. They also are subject to the same expectations, rules, and regulations during their term of enrollment.

### Nonresident Students Coming Into the District

The parent(s)/guardian(s) of nonresident students who wish to attend school in the Evansville School District shall submit the required application form to the Open Enrollment Coordinator, in the District Office during the Open Enrollment Application period. Parents may contact the District Office if they need assistance.

A nonresident student may apply for enrollment in an Evansville School under the State Open Enrollment Law and Program. When accepting or rejecting a nonresident student's application for enrollment, the District shall consider the following criteria:

1. Application is submitted during the required time period.
2. Space in buildings is available.
3. Space in the class is available.
4. Impact on student-teacher ratios.
5. Projection for future school growth.
6. Status as an Evansville student during the current school year. Any applicant who is currently attending the Evansville Community School District will be included in the count of occupied spaces.
7. Expulsion (current or prior two school years) or expulsion proceedings.
8. Habitual truancy.
9. Ability to satisfy individualized education program (IEP)/services needs of a student with disabilities.
10. Whether the student has been referred for a special education evaluation that has not been completed.
11. Undue financial burden due to special education program or related services.

### Guidelines for Termination Due to Habitual Truancy

2009 WI Act 304 provides that a nonresident school board may notify the parent of a habitual truant, that the pupil may not attend the nonresident school district in the following semester or school year.

"Habitual truant" means a pupil who is absent from school without an acceptable excuse for part or all of five or more school days on which school is held during a school semester. 2

## Students With Disabilities

If the District determines that the special education program or related services described in the nonresident student's Individualized Education Program (IEP) are available in the District, there is space available in the special education program identified in the student's IEP, and it is not an undue financial burden due to special education program or related services, the Open Enrollment application shall be accepted. If the special education program or services described in the student's IEP are not available or there is no space available in the program, the application shall be denied. If a nonresident student receives his/her initial IEP while attending the District under open enrollment, or if a nonresident student's IEP changes after the student begins attending school in the District, and the special education program or services required by that initial or revised IEP are not available in the District or there is no space available in the program or services identified within the IEP, the nonresident student may be returned to the resident district.

### Students Referred for a Special Education Evaluation

An Open Enrollment application shall be denied if the nonresident student has been reported or identified as having a possible disability but not yet evaluated by an IEP team in the resident district. Assuming other acceptance criteria are and continue to be met, the District may reconsider a denial under this criteria if the IEP is completed, forwarded to the District, and reviewed by the District prior to the close of the period during which applications would normally continue to be reviewed or accepted from any waiting list.

### Space Availability

If space available limits the District's ability to accept Open Enrollment students, the Board will set limits by grade level no later than the regular January board meeting if there are substantial factors that limit our ability to accept students. The Board will hear preliminary recommendations on enrollment limits at the December board meeting.

If the number of applicants exceeds space available, students will first be accepted if they are:

1. Continuing students.
2. Siblings of continuing students.

Remaining spaces will be filled by a random lottery. Any unassigned students will be placed on a waiting list created by a random lottery. If an opening occurs, the district administrator will review the waiting list by the grade level of the opening and the next eligible student will be selected. Parent(s)/guardian(s) will be notified by phone and mail. They will have 10 calendar days to accept the opening. If they do not respond or if they decline, another applicant will be selected. No applicants will be selected after the third Friday in August. Only full-time nonresident Open Enrollment students are eligible to participate in all co-curricular and extra-curricular student activities and organizations. WIAA sports are governed by WIAA laws and bylaws. The District does not require students to reapply for open enrollment when entering middle or high school.

### Resident Students Going Out of the District

Evansville resident students may apply for enrollment in another public school district as a nonresident student under the State Open Enrollment Law and Program. When accepting or rejecting a resident application for enrollment in another school district, the Evansville District shall consider the following criteria: 3

1. The application is submitted during the required time period.
2. A student IEP or a change in services required does not place an undue financial burden on the Evansville District.

Resident students enrolled in other public school districts, including virtual charter schools, will be eligible to participate in Evansville District courses or programs based on satisfying the following minimum standards:

- a. The request is made in a timely manner.
- b. The student satisfies local standards for admission, i.e., completion of enrollment and attendance forms.
- c. There is sufficient space in the classes selected.
- d. There will be random selection of overflow-qualified applicants.
- e. Participants may be revoked if attendance is below the District average.

f. Eligibility to participate in future classes will depend on successful completion of classes.

#### Pre-School Children

A child who resides in Evansville may attend a District operated pre-kindergarten, 4-year old kindergarten, early childhood education, or school-operated day care only if Evansville offers the same type of program, and the child is eligible to attend that program in the Evansville Community School District.

#### Transportation

Transportation for all students selecting an Open Enrollment option shall be the responsibility of the parent/guardian. The parent/guardian of students who are eligible for free or reduced price lunch is also eligible for reimbursement of transportation costs by the Department of Public Instruction. As a resident district, Evansville Community School District will not allow non-resident districts to enter the District to pick up or drop off Open Enrollment students. As a non-resident district, Evansville will not pick up students within their resident school districts. Students who can get to a district bus stop will be transported, provided space is available. Transportation for students with disabilities, if included as a related service in the student's IEP, will be provided.

#### Appeal of Rejection

If an application for enrollment is rejected as outlined above, the student's parent(s)/guardian(s) may appeal the decision to the Department of Public Instruction within 30 days after the decision.

#### APPLICATIONS SUBMITTED UNDER ALTERNATIVE OPEN ENROLLMENT

#### CRITERIA AND PROCEDURES

##### Eligibility Criteria

A parent/guardian of a student who wishes to attend school in a nonresident school district may submit an Open Enrollment application outside of the regular Open Enrollment application period or in lieu of it if the application is for the current school year, the student meets one of the following criteria, and the parent/guardian describes the criteria that the student meets in the application:

1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within 30 days of the resident school board's determination.

2. The student is or has been a homeless student in the current or immediately preceding school year.
3. The student has been the victim of repeated bullying and harassment and all of the following apply:
  - a. The student's parent/guardian must have reported the bullying or harassment to the school board or designee under a bullying/harassment complaint process and;
  - b. In spite of action taken by the Board or designee the repeated bullying and harassment continues.
4. The place of residence of the student's parent/guardian and of the student has changed as a result of military orders. The application must be made within 30 days of the date on which the military orders changing the place of residence were issued.
5. The student moved into Wisconsin. The application must be made within 30 days after moving into the state.
6. The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent/guardian. The application must be made within 30 days after the student's change in residence.
7. The student's attendance in a school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this exception and why attendance at the nonresident school district is in the best interest of the student.

#### Application Review and Approval Process

1. When the District receives an Open Enrollment application that has been submitted under the Alternative Open Enrollment criteria outlined above, whether it is submitted by a nonresident student or a resident student, the application shall be forwarded to the District Administrator or his/her designee for review and recommendations.
  - a. If the application involves a nonresident student seeking to attend school in the District under Open Enrollment, the District will:
    - 1) Immediately send a copy of any paper application received by the District to the student's resident school district, or, if applicable, the student's anticipated resident school district;
    - 2) Work with the resident district (or the anticipated resident district) identified in the application to determine where the applicant is currently attending school, and to determine from which school the District will receive any relevant special education records (e.g., the student's current IEP) and/or disciplinary records (e.g., expulsion records). If the applicant is not currently attending school in the resident district, the District will request such records from the school or school district the student is attending or most recently attended; and
    - 3) Within 10 days after receiving, or, if necessary, developing, an IEP for a student with a disability, provide an estimate to the resident district of the costs to provide the student with special education or related services.
  - b. If the application involves a resident student who is attending, or who previously attended, school in the District, the District shall send the nonresident school district to which the Open Enrollment application was made a copy, if applicable, of the student's IEP and any expulsion or other relevant discipline-related records within 10 days of receiving the application.
2. The District Administrator, along with other members of the administrative staff, shall review the application using the acceptance/denial criteria outlined in Board policy. The District

Administrator or his/her designee shall submit recommendations regarding acceptance or denial of the application to the Board for action.

a. The District may deny an application of a resident student if:

- 1) It determines that the criteria relied on by the parent/guardian to submit the application do not apply to the student or;
- 2) It determines that the cost of special education and related services required in the IEP for a student with a disability is an undue financial burden (except for an applicant whom the Board determines was the victim of a violent crime).

b. The District may deny an application of a nonresident student:

- 1) For the same reasons it may deny an application submitted during the regular Open Enrollment application period; or
  - 2) If the application relies on the best interests of the student criteria and the District determines that open enrollment is not in the student's best interests.
3. If the application involves a nonresident student seeking to attend school in the District, the District will notify the applicant, in writing, whether the application has been approved or denied no later than 20 days after receiving the application.

a. If the application has been denied, the notification shall include the reasons for the denial. To the extent consistent with state law and District policy, acceptance of an application may be contingent or subject to revocation.

b. If the District has approved the Open Enrollment application of a nonresident student, the notification provided to the applicant shall identify the specific school or program the student may attend. A nonresident student accepted for enrollment may immediately begin attending the assigned school or program in the District and shall begin attending the school or program no later than the 15<sup>th</sup> day following receipt of the notice of acceptance. If the nonresident student has not enrolled in or attended school in the District by that date, the District may notify the student's parent/guardian, in writing, that the student is no longer authorized to attend the school or program in the District.

c. If there is a delay in the District's receipt of any relevant disciplinary records from another school or school district, the District will review and act upon such records promptly, and, if necessary, inform the student that the District's ability to confirm or deny the application is contingent upon the District's receipt and review of such records. If the DPI allows the District to conditionally approve such an application subject to that contingency, the District may do so. Otherwise, such application may be held in abeyance until the relevant records are received, or, if necessary, the application may be denied.

4. If, for purposes of the application, the District is identified as the resident school district, the District shall notify the applicant whether the application has been approved or denied in accordance with any deadlines established by state law or DPI rule. Normally, the District will issue such notifications no later than 20 days after the District's receipt of the application. In addition:

a. If the application has been denied, the notification shall include the reasons for the denial. To the extent consistent with state law and District policy, approval of an application may be contingent or subject to revocation.

b. To the extent that there is a delay in the District's receipt of any relevant records or information such that the District is unable to determine whether the criteria upon which the application was based apply to the student, the District will act upon such records/information promptly upon receipt and notify the applicant of its decision to approve or deny the application within five days of making the determination.

c. If the student is a student with a disability, the District shall normally make a determination whether the nonresident school district's estimate of relevant special

education and services costs constitutes an undue financial burden on the District within 15 days after the District has received the relevant estimate. The District will notify the applicant of a denial relying on this criteria within five (5) days of making the determination.

Legal Ref.: Sections 115,787 Wisconsin Statutes (Individualized Educational Programs)

118.13 (Pupil Discrimination Prohibited)

118.16(1)(a) (School Attendance Enforcement)

118.51 (Full-Time Open Enrollment)

118.52 (Course Options)

118.53 (Attendance by Pupils in a Home-Based Private Educational Setting)

120.13(1)(f)(h) (School Board Powers)

121.54(3)(10) (Transportation by School Districts)

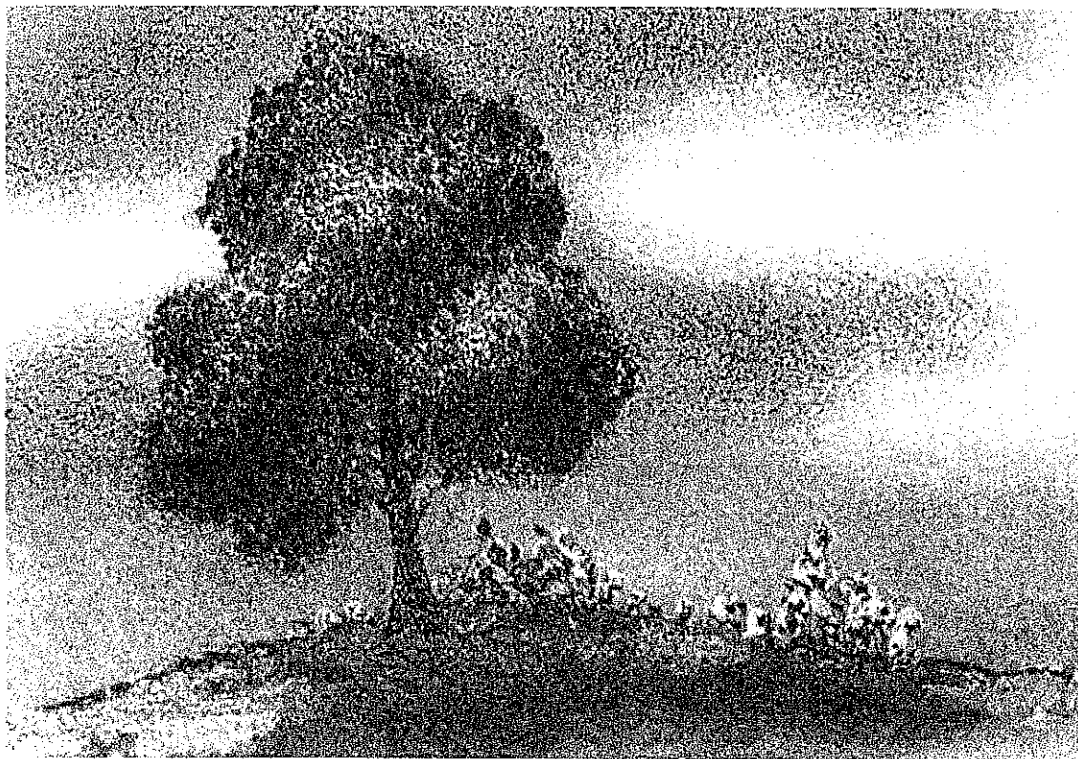
121.55 (Methods of Providing Transportation)

PI 36, Wisconsin Administrative Code (Public School Inter-District Open Enrollment)

Local Ref.: Policy 425 – Enrollment of and Services Available to District Students Who Attend Private, Parochial or Home Based School

# THEODORE ROBINSON INTERMEDIATE SCHOOL

@ the Grove Campus



## PARENT HANDBOOK

### Vision Statement

The Theodore Robinson Intermediate School staff will provide an inviting, safe, clean environment that promotes positive attitudes, attention to diversity, and the desire to learn. We will provide meaningful education through interdisciplinary approaches within the curriculum. We will encourage parent and community involvement to help enhance the level of pride and respect in our school.

**Principal –**

**[@evansville.k12.wi.us](mailto:@evansville.k12.wi.us)**

**Administrative Asst. – Raquel Michel**

**[michelr@evansville.k12.wi.us](mailto:michelr@evansville.k12.wi.us)**

**Theodore Robinson**

**Intermediate School – 882-3888**

**Intermediate School Fax – 882-3889**

**Evansville Dist. Office – 882-5224**



Dear Families,

Welcome to the 2014-15 school year at Theodore Robinson Intermediate School. I look forward to another wonderful school year. I want to ensure you that we will continue to build on the strong educational foundation already in place at Theodore Robinson. To ensure our success in providing the best education for our students we need to work together.

We invite you to take an active role at Theodore Robinson by participating in the many opportunities with the PTO, volunteering in the school, and the variety of activities that occur throughout the school year.

This handbook provides an overview of the organizational procedures within our school. Please read through the handbook and call if you have questions. Throughout the school year you will be receiving electronic newsletters regarding events that will be occurring here at Theodore Robinson. If you want to receive a paper copy please notify the school.

The staff at Theodore Robinson looks forward to seeing and working with you and your family throughout the school year.

Sincerely,

**INTERMEDIATE SCHOOL DAY  
2014 - 2015**

7:45 a.m.	Teachers arrive
7:50 a.m.	Bell rings to enter building
8:00 a.m.	Instruction begin
10:30 – 10:50	4 <sup>th</sup> Grade Lunch Recess
10:50 – 11:10	4 <sup>th</sup> Grade Lunch
11:20 – 11:40	3 <sup>rd</sup> Grade Lunch
11:40 – 12:00	3 <sup>rd</sup> Grade Lunch Recess
11:50 – 12:10	5 <sup>th</sup> Grade Lunch
12:10 – 12:30	5 <sup>th</sup> Grade Lunch Recess
3:00 p.m.	Dismissal

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### Non-Discrimination Statement-

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

Revised: August 11, 2008

657.1

Revised: July 12, 2010

Revised: June 27, 2011

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
2014 – 2015 STUDENT FEE SCHEDULE

The Materials Fee helps defray the cost of textbooks, workbooks, periodicals, etc., as follows:

		<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
High School	\$52.00	\$16.00	\$ 5.00
Middle School	\$37.00	\$11.00	\$ 4.00
Intermediate School	\$27.00	\$ 8.00	\$ 3.00
Elementary School	\$27.00	\$ 8.00	\$ 3.00

** Athletic Fees	<u>Per Sport / Per Season</u>	<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
Middle School	\$34.00	\$17.00	\$8.50
High School	\$62.00	\$31.00	\$15.50

** Extra or Co-Curricular Activities Fees		<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
Middle School Forensics	\$ 7.00	\$ 3.50	\$ 1.75
Middle School Jazz Band	\$ 7.00	\$ 3.50	\$ 1.75
Middle School Swing Choir	\$ 7.00	\$ 3.50	\$ 1.75
Middle School Quiz Bowl	\$ 7.00	\$ 3.50	\$ 1.75
High School Forensics	\$24.00	\$12.00	\$ 6.00
High School Jazz Band	\$24.00	\$12.00	\$ 6.00
High School Vocal Jazz	\$24.00	\$12.00	\$ 6.00
High School Three Act Play	\$24.00	\$12.00	\$ 6.00
High School Musical Cast/Major Crew	\$24.00	\$12.00	\$ 6.00

\*\* After the first four days of a team practice or meetings of an extra or co-curricular activity, students are not eligible for a refund, unless cut from a team.

Musical Instrument Rental (Excludes percussion)		<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
	\$100.00/annually, \$50.00/semester	\$50.00/annually, \$25.00/semester	\$25.00/annually, \$12.50/semester

Parking Fees	
Parking Permit – will only be issued after all other fees have been paid	\$80.00/annually, \$40.00/semester, or \$20.00/term–no refunds.

- Donation for activities fees scholarships may be given and are very appreciated.
- All fees, including food service, must be paid for students to participate in end of year celebratory field trips, prom, or graduation.

## Theodore Robinson Intermediate School Calendar 2014 - 2015 School Year

August 12	3:00 – 7:00 p.m. Back to School Days – Students/Parents
August 19	10:00 a.m. – 2:00 p.m. Back to School Days Students/Parents
August 21, 22	New Teachers
August 25	Work Day
August 26, 27, 28	Staff Development Days
August 27	Open House from 4:00 p.m. – 6:00 p.m.
September 1	Labor Day - NO SCHOOL
September 2	First Day of School
September 9	Fall Fundraiser Kickoff – 2:30 p.m.
September 17	Staff Development – Early Release 12:00 p.m.
September 23	Fall Fundraiser Ends
October	Picture Retake Day
October 15	Staff Development – Early Release 12:00 p.m.
October 10	Fundraiser Delivery 3:00 – 5:00 Grove Campus Cafe
November 5	Parent Teacher Conferences 3:30 p.m. – 8:00 p.m.
November 6	Parent Teacher Conferences 3:30 p.m. – 8:00 p.m.
November 7	End of 1 <sup>st</sup> Quarter,
November 7	K-8 Early Release Day (Grading) – 12:00 p.m.
November 20	Collaboration Time – Early Release 12:00 p.m.
November 27, 28	No School – Thanksgiving
December 23	Staff Development – Early Release 12:00 p.m.
December 24 – January 2	Winter Break – NO SCHOOL
January 5	Students Return
January 19	Staff Development – NO SCHOOL
January 23	End of 2nd Quarter
January 23	K-8 Early Release Day (Grading) – 12:00 p.m.
January 28	Collaboration Time – Early Release 12:00 p.m.
February 18	Collaboration time – Early Release 12:00 p.m.
March 18	Collaboration time – Early Release 12:00 p.m.
March 27	End of 3rd Quarter
March 27	K-8 Early Release Day (Grading) – 12:00 p.m.
March 30 – April 3	Spring Break – NO SCHOOL
April 6	Students Return
April 8	Parent Teacher Conferences 3:30 p.m. – 8:00 p.m.
April 9	Parent Teacher Conferences 3:30 p.m. – 8:00 p.m.
April 17	Collaboration Time – Early Release 12:00 p.m.
April 20	No School – Staff Development
May 20	Collaboration Time – Early Release 12:00 p.m.
May 25	No School – Memorial Day
June 5	End of 4 <sup>th</sup> Quarter
June 5	Early Release – Last Day for Students – 12:00 p.m.

Theodore Robinson Intermediate School 2014 - 2015  
, Principal  
Raquel Michel, Administrative Assistant

<u>Grade 3</u>	<u>Extension</u>	<u>3<sup>rd</sup> – 5<sup>th</sup> Staff</u>	<u>Extension</u>
Gary Feldt	3871	Teresa Doyle	3865
Kelley Gransee	3869	Charity Kostroun	3165
Nancy Greve-Shannon	3868	Kim Marshall	3884
Jolene Hammond	3899	Jo Ann Mumm	3864
Katie Horgen	3898	Doug Schwenn	3857
Sandy Papendieck	3870	Judy Strieker	3865
Erin Savaske	3895	Marcela Tyson	3858
Linda Volk	3868	Cindy Zblewski	3854
		<u>Pupil Services</u>	<u>Extension</u>
<u>Grade 4</u>	<u>Extension</u>	Deb Arnold	3847
Nikki Forster	3875	Steve Feeney	3845
Keith Miller	3878	Tammy Lemke	3894
Deanna Pickering	3882	Patty Nimz	3894
Connie Schultz	3876	Lisa Standish	3849
Kim Sperandeo-Wehner	3881	Michelle Sweberg	3850
		Jon Wopat	3882
<u>3<sup>rd</sup> – 5<sup>th</sup> Staff</u>	<u>Extension</u>		
Renee Bjugstad	3890	<u>OT/PT</u>	<u>Extension</u>
Stephanie Johnson	3891	Kendra Shelton	3880
Jenny Mohns	3887	Melissa Staskal	3880
Kari Reuter	3886		
Kendra Statton	3877	<u>Office</u>	<u>Extension</u>
Kim Wollinger	3885	Raquel Michel	3840
		Amy Templeton	3841
			3842

Arrival/Departure

Staff is not on duty until 7:45 a.m. Students will be discouraged from entering the building until then (with the exception of breakfast and check-ins, which start at 7:30). The bell rings for students to enter the building at 7:50 a.m.

Children are not allowed to leave the school grounds during the day unless they have written permission. Students who do have permission to leave must be dismissed from the office. Also, parents/guardians arriving to pick up the child during the school day should report to the office, not to the child's classroom.

If a bus student is not to ride the bus home, or if another child is to join him/her on the bus, they must have a written request from their parent or guardian submitted to the teacher and bus driver 48 hours in advance. These forms are available in the office.

After students are dismissed, they must leave school grounds and be on the way to their destination. There is no supervision after school due to staff meetings, etc.

### Attendance/Absence

The Board of Education adopted a comprehensive attendance policy. It states that parents/guardians should notify the school office (882-3841) prior to 9:30 a.m., on the morning of the absence, if their child will be absent that day. If possible, please call by 8:15 a.m. If it is not possible to call, a note explaining the child's absence should be presented to the school attendance clerk immediately upon the child's return to school. All absences must be cleared within 48 hours. Without this clearance, the absence becomes unexcused. The consequences for unexcused absences or tardies are included at the end of this section. Every effort will be made to contact parents/guardians who have not notified the school of the absence.

### Tardy

Regular attendance and punctual arrivals are essential to a quality education. A child is tardy to school if he/she arrives after 8:00 a.m. After 9:00 a.m. the child is considered a full day absent. If your child is tardy due to a medical appointment or special circumstance, that tardy will be excused. The district attendance policy is available at the school office and on the district website if you would like a copy.

### Absences Per Semester

*Excused:* Parents may excuse up to 10 days per year with prior approval  
More than 5 days of illness per semester will require a doctor excuse

### Absences/Tardies Per Semester

*Unexcused:* 3 days – student conference with principal and letter sent home  
4 days – letter to parent requesting parent/student conference  
5 days – habitual truancy proceedings

Please check our district policy #430 for complete details. It is located on our school website.

### Assessment

Students will participate in a universal screener (STAR) three times per year (September, January, and May). The purpose of this assessment is to establish a baseline and determine academic growth in the areas of math and reading. Students will also participate in the qualitative reading inventory to obtain an instructional level in the area of reading (assessed twice per year September and May). All assessment data is used to assist teachers in making instructional decisions to ensure all student are gaining at least one year of growth in the areas of reading and math.

### Behavior

Respectful behavior is expected at all times toward all students and adults. Students are recognized for exceptional behavior through our character education program. Students are recognized for behavior that goes "above and beyond that which we expect." Students will receive "Rah Rah Robinson" megaphones which will be displayed in the hallway near the office. These tokens list the five traits that are reinforced on a daily basis: responsibility, respect, honesty, compassion, and good sportsmanship.

Students who do not respect the rights or property of others will be dealt with on an individual basis. They may be referred to our peer mediation program which is administered by students who have been trained in conflict resolution skills, always with an adult present. Other consequences for inappropriate behavior may include:

- 1) meeting with the principal
- 2) serving a recess or after school detention
- 3) a phone call to parent(s)
- 4) a conference with the student and the parent(s)
- 5) in school or out of school suspension

Serious offenses (weapons, violence) may lead to expulsion proceedings according to state law.

### Bikes, Skateboards, Wheelies and Rollerblades

Please remind your child to follow bicycle safety practices and the following bike rules:

1. Bikes must be walked at crossing guard corners.
2. Bikes must be placed in the bike racks.
3. No riding of bikes, skateboards, or rollerblades on school grounds during the school day (7:45-3:15).
4. Wheelies (contained in bottom of shoes) may not be worn on school grounds during the school day.

### Bullying

Please look at policy 411.4 for information regarding bullying.

### Bus Regulations/Behavior

Since bus regulations/behavior are determined cooperatively by the bus company and the schools, it is our joint expectation that students will be prompt, orderly, and respectful while waiting for, riding, and departing buses. As a response to inappropriate behavior, bus conduct slips may be issued leading to suspension of riding privileges. Bus rules are included in the appendix of this handbook.

### Cell Phones

Students in the intermediate school must leave their cell phones with their classroom teacher or in the school office. They should not be stored in lockers for security reasons. Student cell phones and other electronic devices are not allowed on field trips. This is listed under policy 443.5

### Classroom Assignments/Student Placement

Each year student classrooms are assigned by grade level teaching teams according to a variety of criteria, such as special education, gifted and talented, academic strengths and weaknesses, social needs, availability of teacher and material/equipment resources, and learning styles.

### Clothing Labels/Winter Dress

Removable clothing that children wear to school should be labeled with first and last name. Frequently, children have identical clothing (e.g., boots, tennis shoes, jackets, scarves, and backpacks) that they easily misplace. Labels assist us in locating and returning to the correct owner clothing and items not claimed.

Lost & Found items will be taken to the Evansville Care Closet once a month. Please check your child's clothes regularly. We have had many pieces of expensive clothing go unclaimed.

### Complaint Procedure

Any complaint regarding the interpretation or application of the district's student non-discrimination, harassment, or bullying policies shall be processed in accordance with the following grievance procedures policy # 411.1:

- Step 1 The student meets with a principal or guidance counselor to present the facts of the perceived discrimination, harassment or intimidation and discuss other alternatives that could resolve the issue.
- Step 2 The principal or counselor will meet with the persons involved to discuss the complaint and ascertain the facts of the case.
- Step 3 A meeting may be held between the appropriate authorities, the student involved to mediate an agreement or a plan, outlining terms of either a continued relationship, or other contingency, for the dual existence of both parties in the academic environment of the Evansville School District.
- Step 4 If the problem persists, but does not meet the legal definition of harassment, intimidation or discrimination, the situation may be mediated through the superintendent or school board as necessary, with appropriate involvement and consent of parents.

If the objectionable behavior continues, the student is encouraged to file a legal complaint. When harassment, intimidation or discrimination is verified, the identified person will be subject to all appropriate disciplinary processes. Legal remedies, and/or consequences, may be considered if applicable (use Policy 411.1-Form, Complaint Form). A student always has the option to bypass the in house complaint options and initiate a legal complaint.

Because of the sensitive nature of harassment charges, and the need to protect the privacy of the parties, the confidentiality of the persons involved will be observed provided it does not interfere with the school district's ability to investigate or take corrective action.

Retaliation against anyone reporting or thought to have reported harassment behaviors is prohibited. Such retaliation shall be considered a serious violation of this policy. Such action shall be disciplined, independent of whether a charge or informal complaint of harassment is substantiated. Encouraging others to retaliate also violates the policy.

### Cumulative Folders

Parents may examine information contained in a student's cumulative folder. Please schedule an appointment with the principal in advance if you wish to discuss your child's cumulative folder with her.

Early Dismissal/Snow Days

Each child's family filled out a form regarding early dismissal. Students will be sent to the location indicated on that early dismissal form (which is sent home on the first day of school or at the District Back To School Days.) Your child's teacher keeps these forms; if you have any changes during the year please contact your child's teacher.

Food Service

The District Food Service Department has implemented a computerized family food account system in all 4 schools. This involves a prepaid, declining balance system to track school meals on a computer. It eliminates identifying whether students are approved for free or reduced meals in the lunch line, and improves the accuracy of meal counting.

Our Food Service Director is Rebecca Selmer. He would be happy to answer any questions you may have. You may reach her 882-3580 or email her at [selmerr@evansville.k12.wi.us](mailto:selmerr@evansville.k12.wi.us).

Free and Reduced Lunch

Applications for free and reduced lunch were sent home with your child on the first day of school. Additionally, they are available at the School District office if one is desired at a time later in the year. Students who qualify for free or reduced lunches also may receive free milk during break time. If you are eligible for the free lunch program, but choose not to use the program, you may still receive free milk for break time for your child. It is the intent of the school staff to protect the anonymity of those who receive free or reduced lunch/milk. Therefore, this information will remain confidential.

Breakfast Program

Each morning breakfast is served to elementary students in the cafeteria beginning at 7:30 a.m. Cost per pupil per day is 1.50 per day, .30 per day if your child is eligible for reduced.

Milk

ECH thru 5th grade, students participating in the morning milk program at Levi Leonard and Theodore Robinson Intermediate Schools will have the daily \$.35 withdrawn directly from the family lunch account. Any monies supporting the purchase of morning milk at break-time may be deposited directly into the family lunch account. Family lunch accounts will be charged accordingly based on individual student free/reduced meal status. Any student qualifying for free/reduced meals will receive free morning milk. Parents/guardians will be granting permission for their student(s) to participate in the morning milk program. These permission slips will be distributed by homeroom teachers at the start of the school year. Any changes to morning milk participation by your student(s) should be communicated to their respective homeroom teacher. Please contact Linda Gard at [gardl@evansville.k12.wi.us](mailto:gardl@evansville.k12.wi.us) or 608-882-3385 if any questions or concerns.

Lunchroom Procedures

All students have 40 minutes for lunch/lunch recess. Students are responsible for leaving their area (tables, floor) clean. Students are supervised at all times and must remain in the lunchroom at least 15 minutes to eat. Parents, who wish to have lunch with their child, should contact the office in advance. While we encourage your interest and visits, our space is quite limited at lunchtime.

3 <sup>rd</sup> Grade	11:40 – 12:00	Lunch Recess	11:20 – 11:40	Lunch
4 <sup>th</sup> Grade:	10:30 – 10:50	Lunch Recess	10:50 – 11:10	Lunch
5 <sup>th</sup> Grade:	12:10 – 12:30	Lunch Recess	11:50 – 12:10	Lunch

(Refer to ECSD Policy #762)

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

Health Procedures



### Student Illness

If your child is ill or will not be attending school, we request that you contact the intermediate office by 8:15 a.m. on each morning of absence. The compiled list of notifications will be checked against the absentee list submitted by the classroom teacher. If you have not notified us, we will call you.

#### *Guidelines for contacting a parent/guardian when children become ill at school:*

1. Attempts will be made to reach a parent.
2. The parent will be responsible for making arrangements to pick up their child. Before picking up the child, the school should be contacted to confirm who would be transporting the child, if not the parent.
3. Emergency numbers will be used as alternatives if parents cannot be contacted.

**\*It is very important for you make any necessary changes and return the registration form given to you at the District Back To School Days or to your child on the first day of school, which includes all of the above information for any emergency situation.**

### Wisconsin Immunization Law

In order to protect the health of our children, state law 140.05(16), requires that within 30 school days after admission all students kindergarten through grade 12, and children attending day care centers must meet minimum immunization requirements.

Letters will be sent to parents of students who have not met the State of Wisconsin immunization requirements. These requirements can be waived for legitimate reasons of health, religious, or personal convictions.

In accordance with State law, you must have your child's immunization record on file with the school. Failure to do so may result in court action and a fine up to \$25.00 per day. If you have any questions, please call 882-4608 and speak with Mindy Larson or to speak with Peggy Blohm, county nurse.

### Medication

Medication should be administered to school children by parents/guardian; physician-prescribed medications and nonprescription medications may be administered by school personnel in accordance with appropriate procedures developed by the school administration (Policy 453.4) as required by Wisconsin Act 334-D- Dispensing Medications to Pupils.

The following procedures shall be adhered to when administering medication to students:

1. A written statement shall be provided by parent/guardian requesting and authorizing designated school personnel to be responsible for administering the medication.
2. For all prescribed medication, a written statement from the physician should be provided which includes:
  - Name of student
  - Name of drug
  - Amount to be given
  - Time of day to be given
  - Duration of treatment
  - Side effects to be expected (if any)
  - Physician's name

In the written statement, the physician shall state his willingness to accept direct communication.

All **non-prescribed** medications require the parent/guardian signature only.

3. The parents/guardian and/or physician must supply a properly labeled bottle of medication. The label on the bottle should contain the name and number of the pharmacy; the student's name, name of physician, name of drug, and the dosage given. It should be sent in small amounts, if possible, so that full bottles are not kept in school. **All prescriptions and non-prescriptions must be in the original container.**
4. Medication shall be stored in and dispensed from the health office or other designated area. Individuals designated by the principal of each school will administer medications.
5. In some cases, such as with inhalers, the principal may allow students to self-administer prescription or non-prescription medication. Forms can be found in the intermediate school office.
6. When prescription medications need to be filled, a letter will go home informing the parent/legal guardian of the need for a refill. **No empty containers will be sent home.**

7. School staff will not split medication tablets. If your child requires a medication to be split, please bring medication that is already split to school.
8. The Emergency Nursing Manual (on page 16 of this handbook) will provide direction and more detailed information. An accurate and confidential system of record keeping shall be established for each student receiving medication.

There are copies of the doctor's order form and parental consent form in the office. Please use these forms if your child should need medication at school. If you have questions about these procedures please call the Rock County Health Department at 757-5440.

THESE HEALTH PROCEDURES ARE STATE MANDATES. THE SCHOOL WILL ADMINISTER MEDICATION ONLY IF THE ABOVE GUIDELINES ARE FOLLOWED.

#### Vision/Hearing Screening

Vision/hearing screening will take place in October at the intermediate school for grades 3 and 5. Parent volunteers are sought to help with this process.

#### Homework

Homework at the intermediate level serves two main purposes: 1) to help children become confident and independent in their learning, a lifelong skill; and 2) to keep parents aware of what is taught during the school day. Homework should reinforce classroom objectives and be an extension of what happens in the classroom. Students at the intermediate level should spend 20-30 minutes each day on homework. There are three kinds of assignments:

- 1) practice—reinforces newly acquired skills
- 2) preparation—involves research, collecting materials, or gathering information
- 3) extension—applies previous learning; emphasizes creative learning and student initiative

Student responsibilities:

- write assignments in assignment notebook each day
- set a regular time to study in a quiet, well-lit place
- complete assignments according to instructions and on time

Teacher responsibilities:

- assign meaningful homework that reinforces classroom learning
- give feedback on homework
- involve parents and contact them if a pattern of late or incomplete homework develops

Parent/guardian responsibilities:

- set a regular study time each day
- provide a quiet, well-lit area
- monitor student assignments via the assignment notebook
- contact teachers when there are concerns about student progress

#### Dress Code

Short shorts/skirts or low cut shirts are not allowed. A good rule of thumb for determining the length of shorts/skirts is the length of the shorts/skirts should come to the tips of your fingers when your arms are at your sides. Tops should have straps that are at least 1" wide and no low cut shirts.

#### Parent Volunteer

If you have time available during the school day, we welcome you to volunteer in our classrooms. Please inform your child's homeroom teacher of the day(s) and time(s) that you would be willing to assist a teacher/grade level on a regular basis.

If you would be interested and willing to help occasionally, please get a form to fill out from the office.

Volunteers share their time and talents with our students. This is a wonderfully enriching experience for both the volunteer and the students with whom they work. It is also a great help for the classroom teacher.

Evansville School Board policy #237 indicates that all volunteers who work with children in the following capacities should have a background check before working with children. This check only needs to be done once per calendar year, and all information will be kept confidential. Some ways that volunteers help out include:

- Chaperone field trips
- Work with learning stations

- Working with individual or small groups of students
- Assisting in classroom projects
- Being a rereading volunteer

We appreciate your time and efforts in working with students. We hope you understand that we are doing the background checks for the safety of all our students. Through all our efforts, we can create a safe, supportive learning environment for our students.

### Playground Rules

All children at Theodore Robinson Intermediate need to behave in ways that are safe and respectful towards others and themselves. Given this very basic rule, some behaviors that are safe and respectful include:

- Stay on school property, away from the road and sidewalk.
- Play on the playground, not in trees or bushes.
- Use playground equipment appropriately.
- Play games like “tag” on the grass, not on equipment.
- Play “touch” football, not tackle.
- Play away from windows.
- Use appropriate, respectful language.
- Treat others as you would want them to treat you.

These are only some samples of appropriate behavior. As long as students treat one another respectfully, our playgrounds will be safe places for all children.

### Procedure for Sending Money to School

Whenever you send money to school with your child, please place the money in an envelope with your child’s *full name* on the outside. Please include the homeroom teacher’s name on the envelope, the amount enclosed, and the purpose for the money (e.g., lunch, milk, fees, field trips, books, etc.). This information will assure accounting accuracy and prevent money from getting lost.

### P.T.O.

Theodore Robinson Intermediate School sponsors a parent-teacher organization (PTO). Parents, teachers, and staff are automatically members of the PTO. There are no dues. The PTO organizes and/or supports a variety of activities throughout the year to bring students, parents, and teachers closer together. Some of these activities are: the Jack O Lantern Jamboree; Book Swap; He and Me breakfast; conference night suppers for teachers, and a homeroom parent volunteer program. It is our hope that every parent will find a way to support the teaching/learning efforts at Theodore Robinson Intermediate. The PTO needs support with classroom volunteers, committees to plan activities, baked goods donations, and assistance at special events, both day and evening.

Look for PTO information in each monthly newsletter your child brings home. The SCOOP section has general information; the HELP WANTED page has specific requests from teachers, staff and the PTO for parent help. Please call or email a PTO officer listed below if you have questions or comments.

President – Eileen Bradley  
Secretary – Regina Ylvisaker

Treasurer – Becky Hildebrandt  
3-5 VP – TBA

### School Improvement and Team (SIT)

Our school improvement team (SIT) consists of representatives from each school grade or department as well as one parent representative. New parent representatives will be nominated and voted upon by the school community. This information will be in the monthly newsletters sent home with children or available on-line. Our current parent representative is: TBD

### Social Service/Police Interviews with Students

In the event that a social service worker or police officer needs to interview one of our students, the following procedures will be followed. By law, we must comply in allowing the student to meet with the social worker once they have shown their credentials or badge.

- The social worker/police officer must sign in with office personnel and show their credentials or badge.

- The principal, classroom teacher, and appropriate pupil services staff members will be notified of the visit.
- Either an office staff member or a pupil services staff member will remove the student from the classroom, and accompany them to the private meeting place.
- The staff member will introduce the social worker/police officer to the student.
- After the interview, the same staff member will accompany the student back to the classroom. The staff member should be aware of any changes in the student's behavior, or if s/he seems distraught.
- IF the child is distraught or upset, the school counselor, psychologist, at-risk coordinator, or principal will provide a comforting place for the student and accompany the student to the classroom when ready.

Social Services or the Police Department will notify parents of the interview

### Student Desk/Locker Searches

Desks and lockers assigned to students are the property of the Evansville School District. Students and parents should not assume a right to privacy regarding their contents. Desk & locker searches may be conducted by school building administrators or individuals designated by the district administrator. A more comprehensive policy #446.1 regarding this issue is on our district website.

### Student Enrichment Opportunities

**History Hunters** – An after school organization for 4<sup>th</sup> graders interested in researching and learning about the history of the Evansville area. Meetings are once a month from 3:05 – 4:15 p.m. Please contact TBD, coordinator, for additional information.

**Theodore Robinson Singers** – Fifth grade students who love to sing should definitely check this group out. Please contact Cindy Zblewski for more information.

We continue to look for opportunities so that each child may discover an area of strength.

### Visitors/Registration

We welcome parents into our building! However, we do have an obligation to protect the health, safety, and welfare of our children. Anyone who comes to the intermediate school is to enter by the main entrance and register in the office. This includes all volunteers and all visitors. Please notify the office before visiting your child out on the playground during recess. There is a sign in book just outside the office door; please sign in and out when you arrive and depart. This policy is for the protection of our children. **All volunteers who work with students or who supervise student activities, including fieldtrips, must have a background check prior to working/supervising students.** The following board policy has been developed.

## VISITORS DURING THE SCHOOL DAY

The Board of Education and the staff of the school district welcome members of the community and other interested persons to visit the schools. Visitors who have legitimate business to conduct at the school shall be welcome.

1. Visitors are welcome whether to conduct business or take an interest in our students and programs.
2. Any visitor (e.g., volunteer, community member, parent/guardian, salesperson, visiting student) must register at the school's main office before going anywhere in the building.
3. Visitors attending a school-sponsored function need not register.
4. A 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". 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 student is responsible for the conduct of the guest who must abide by all school policies and regulations. No student will be allowed more than two visitors per school year.
5. Principals or designee shall have complete authority to exclude from the school any visitor whom they have reason to believe are not making a positive contribution to the school environment.

## Bus Regulations

Be on time at the designated pick up point. (A student who is habitually late or who intentionally wastes time on the way from home to the loading point may be left if the bus has already stopped).

Be careful in approaching bus stops. Walk on the left side toward oncoming traffic. If you cross the road, do so in front of the bus after checking with the bus driver for a hand signal to cross.

Bus riders shall board the bus at their school's loading zone unless permission is granted otherwise.

Proceed to your seat in the bus without disturbing or crowding other pupils. Bus drivers may assign seats.

Riders are not to extend any object or part of their body out of the windows or move around the bus at any time.

Riders are expected to obey the bus driver promptly.

Help keep the bus clean and orderly. No littering!

Repairs for damage to seats or other bus equipment must be paid by the rider or his/her parents or guardian.

Riders shall remain seated unless exiting the bus.

The following is unacceptable behavior:

- Swearing, profanity, indecent or objectionable language or gestures.
- Fighting, pushing or tripping another student.
- Throwing objects in or outside the bus.
- Creating unnecessary confusion or noise
- Eating or drinking without permission of the bus driver.
- Possession of tobacco, alcohol or drugs.
- Overt display of affection
- Possession of water squirting apparatus.

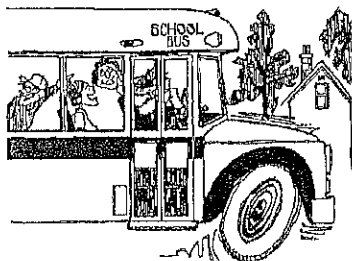
The bus driver is in charge of the bus at all times and retains the right to establish additional rules necessary to promote the health, welfare and safety of the riders.

Students must have written permission from a parent/guardian to leave the bus other than the regular unloading area.

Student requests to ride on a bus other than the regular designated bus will be treated on an individual basis dependent on bus routes, seating availability and driver's discretion. Written parental request is required at all times.

These rules also apply for any trip that is sponsored by the school.

The school retains the right to remove bus privileges for refusing to obey the driver, or for any infractions that may endanger the safety of self or other bus students.



MEDICATION CONSENT FORM  
Evansville Community School District

PARENT SECTION

**This section must be completed by the parent/guardian for the administration of BOTH prescription and non-prescription medication. This form must be completed in order for high school students to self-administer non-prescription medication.**

Start Date: \_\_\_\_\_ End date: \_\_\_\_\_  
Student's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Address: \_\_\_\_\_ Phone (Home): \_\_\_\_\_  
City: \_\_\_\_\_ Phone (Other): \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Medication \_\_\_\_\_ Dosage \_\_\_\_\_

How often: \_\_\_\_\_

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

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

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

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

PHYSICIAN/PRACTITIONER SECTION

**This section must be completed by the physician/health care practitioner for the administration of prescription medication.**

Please administer to \_\_\_\_\_ the following medication at school.  
(Student's Name)

Name of Medication: \_\_\_\_\_ Dosage: \_\_\_\_\_

Administer Medication:

- o At the following times: \_\_\_\_\_
- o As needed for \_\_\_\_\_, but no more frequently than every \_\_\_\_\_.

Special Instructions: \_\_\_\_\_

Inhalers:

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

Start Date: \_\_\_\_\_ End date: \_\_\_\_\_

\_\_\_\_\_  
(Physician/Health Care Practitioner Signature)      Date      Clinic/Facility

\_\_\_\_\_  
(Print Physician/Health Care Practitioner Name)      (Phone Number)

**PLEASE SEE OTHER SIDE FOR IMPORTANT INFORMATION**

\*\*\*\*\*IMPORTANT INFORMATION\*\*\*\*\*

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

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

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

Revised: April 9, 2001

443.5

Revised: May 12, 2003

Revised: June 28, 2004

Revised: February 11, 2008

## 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-5 are discouraged, and should be stored according to building policy. Devices in grades 6-8 shall be stored in the student's locker and not emit noise. Devices at grades 9-12 are governed by the student handbook. 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 120.13(1)

## STUDENT BULLYING

### Introduction

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

### Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause or resulting in fear, humiliation, intimidation or harm.

### Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft).
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks).
3. Social (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet-also known as cyber bullying).
4. Between students and students, students and adults, or adults and adults.
5. Motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

### Prohibition

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

### Procedure for Reporting/Retaliation

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

### Procedure for Investigating Reports of Bullying

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

### Sanctions and Supports



If it is determined that students participated in bullying behavior or retaliation against anyone due to reporting of bullying behavior in violation of the policy, the principal may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate.

Students found in violation of the bullying policy may be referred to pupil services staff for counseling or other educational programming designed to prevent repetitive bullying behavior.

Employees found to have participated in bullying behavior, or having become aware that bullying was taking place and failed to report the behavior, are considered to be in violation of the prohibition expressed by this policy. They may be subject to disciplinary action consistent with the collective bargaining agreement or disciplinary action established by policy or practice.

#### Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained by the Building Principal on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board no later than August of each year, included with the annual report on building goals, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)  
118.46(2) (Policy on Bullying)  
120.13(1) (School Board Powers)  
120.44 (School Board Powers and Duties)  
895.77(2) (Injury Caused by Criminal Gang Activity)  
947.0125 (Unlawful Use of Computerized Communication Systems)  
947.013 (Harassment)  
948.51(2) (Hazing)  
PI 9, Wisconsin Administrative Code  
Title IX, Education Amendments of 1972  
Title VII, Civil Rights Act of 1964  
Equal Employment Opportunities Commission Guidelines (29 C.F.R.-Part 1604.11)

Local Ref.: Policy #411.1-Student Nondiscrimination/Harassment

Local Ref.: Policy #411.1-Student Nondiscrimination/Harassment

## Mission & Vision Statements for Media and Technology in the 21<sup>st</sup> Century Evansville Community School District

### MISSION

#### A. School District Mission

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.

#### B. Media and Technology Mission

The Evansville Community School District will provide a positive learning environment that allows students to develop the skills necessary to live and work in the 21<sup>st</sup> century. Through collaboration of classroom teachers, administrators and media and technology professional, the Wisconsin *Model Academic Standards for Information and Technology Literacy* will be integrated into all curricular areas. Students will develop information, communication, interpersonal, self-directional, thinking and problem-solving skills using 21<sup>st</sup> century tools in real-world, 21<sup>st</sup> century contexts.

### VISION

The Evansville School District will use media and technology to help improve student achievement. Technology can enhance learning, and students must develop and apply essential information literacy skills in today's digital age. Students must be able to work collaboratively in applying problem-solving and critical thinking skills together with basic skills through online communication for all students.

The Evansville Community School District will implement the Wisconsin Model Academic Standards for Media and Technology, and will communicate through assessments and joint plans to assure that the standards are being met. Research shows that collaboration between media specialists and educators is the most effective way to implement true integration of technology into the curriculum.

The Evansville School District will have online staff development available for anywhere, anytime training. Various models and opportunities of staff development will be developed in order to meet the ever-changing set of needs for teachers. Administrators will become effective instructional technology leaders and/or hire top quality presenters of technology for staff development.

The Evansville School District will provide an infrastructure that provides instant reliable access to software, the network, e mail, the Internet and other resources.

Technology in the Evansville Community School District will provide constant and current information, data and communication for schools and school families. E mail, Internet broadcasting, and reliable telephone service for all employees are tools that help to involve parents into their children's education. Ultimately, this will reach every family regardless of socioeconomic status.

According to the Wisconsin Model Academic Standards for Information and Technology Literacy, it is important that all Wisconsin students become information literate. In today's society, information is doubling every three to five years and technology is providing increased access to a wide array of information. The Wisconsin Model Academic Standards define the knowledge and skills essential for becoming information and technology literate.

*Technology literacy is defined as the ability of an individual, working independently or with others, to use tools, resources, processes, and systems responsibly to access and evaluate information in any medium, and to use that*

*information to solve problems, communicate clearly, make informed decisions, and construct new knowledge, products, or systems (Fortier et al., 1998)*

These standards are designed to be integrated into the various skill and content areas of the school curriculum. The focus is on learning with technology rather than learning about technology. In order to meet the goal of integrating technology into the core curriculum, there must be adequate and equalized access to technology resources.

With equal availability of instructional technology to all students regardless of socioeconomic status, culture, ability, religion, gender, age, or race, schools can help *all* students develop necessary skills for advancement in the 21<sup>st</sup> century.

The Evansville Community School District is committed to providing equal access to technological tools for all students. This includes a low student to computer ratio, access to the Internet for all, and adequate locations, scheduling, and resources for students to practice technological skills.

The professional library and media staff of the Evansville Community School District are committed to providing leadership in developing and implementing the vision for integrating information and technology literacy. In order to carry out eh vision, the Evansville School District Library and Media team is committed to:

- Developing programs that focus on student achievement.
- Integrating information and technology standards into all curricular areas.
- Maintaining membership on district information and technology teams as well as administrative, professional development, and curriculum teams.
- Supporting and promoting the *Wisconsin Model Academic Standards for media and Technology Literacy* to meet district educational goals.
- Providing leadership for the integration of technology into the core curriculum.
- Support teaching staff willing to experiment with integrating technology into the curriculum.
- Promoting intellectual freedom and equal access to resources.
- Promoting emerging technologies.
- Articulating the media and technology vision to the school and community.

# To Parents/Guardians and Students:

Below is a listing of important student policies for the Evansville Community School District that you should be aware of.

To access these policies you may:

- Contact any of the school offices, including the District Office.
- Go to the Eager Free Public Library and view the Policy Manual.
- Go to our website: [www.evansville.k12.wi.us](http://www.evansville.k12.wi.us). School Board. Policies.

<b>Student Section Policy #</b>	<b>Title</b>
322	Student School Day
323.1	Special Observance Days
324	Evening, Wednesday and Weekend Activities
324 Form	Wednesday Student Participation Notice
333.2	Student Surveys
342.1	Local Agency Special Education Program
343.1	Student Class Selection and Schedule Changes
343.12	Protecting Instructional Time
343.3	Virtual School Program
343.3 Form	Virtual School Program Form
343.31	Virtual School Program – Admin. Rule
345.1	Grading Systems
345.2	Progress Reports to Parents
345.4	Promotion of Students from 4th to 5th and 8th to 9th Grade
345.51	Academic Honors
345.6	Graduation Requirements
347	Student Records
347 Exhibit	Student Records Notice
347.1	Procedures for the Maintenance and Confidentiality of Student Records
352	School Sponsored Excursions
352.1	Overnight Excursion Regulations
352.1 Form	Overnight Excursion – Parent Permission
353.1	School Volunteers
363.2/554	Acceptable Use and Internet Safety Policy for Students, Staff and Guests
370	The Co-and Extra-Curricular Activities
371	Co-and Extra-Curricular Participation
374	School Fund Raising Activities
374.1	Fund Raising for Co-and Extra-Curricular Activities
374.2	Fund Raising for Outside Organizations By Staff or Students
375	Activities When School is Canceled
383	Animals in School
411.1	Student Nondiscrimination/Harassment
411.1 Form	Discrimination or Harassment Complaint
411.2	Harassment on School Bus
411.3	Complaint Procedures
411.4	Student Bullying
411.4 Form	Bullying Report
423 Form	Enrollment Form



# **Evansville High School** **Music Department**

640 South 5<sup>th</sup> St.  
Evansville, WI 53536

Instrumental Music, Doug Zblewski 608-882-3586/Vocal Music, Gustavo Chaviano 608-882-3585

*Florida/Orlando/Disney-Spring Break 2015*  
*Evansville High School Band and Choir*  
Thursday, March 27<sup>th</sup> 2014

Dear Evansville School Board Members

The high school music department is planning another music tour for spring break 2015. This tour will be our tenth tour in the past 21 years. Previous destinations include Toronto, Canada/Orlando, Florida-4 times/New York City-4 times/ and New Orleans. The destination planned this time around is Orlando, Florida. Included with this cover letter is information about our proposed tour companies and the proposal they have put together for us. The tour cost is only an estimate. In addition, there are various documents related to the organization of the tours. We feel that it is important for you to see what kinds of things we have done on past trips. Good News Tour & Travel is a very reputable tour company and we have used them numerous times in the past. Super Holiday Tours is another reputable tour company that has been recommended to us from another conference school. Super Holiday Tours is based in Orlando and they have direct knowledge of the area we are traveling to-which is appealing to us. We are currently in the process of choosing the tour company at this time.

The music department would like to emphasize the musical and educational value of participating in this kind of a trip. The band will have the opportunity to march down Main Street in the Magic Kingdom, displaying with pride our new uniforms. The Choir will proudly perform in a public performance venue at Downtown Disney. The students will gain valuable life-long experiences by participating in the trip.

We have a strong successful history of music tours in Evansville. Please allow us to once again give the music students of Evansville High School this wonderful experience. Activities such as these continue to build and strengthen the music program and help to develop our students' musical, social and cultural awareness.

Sincerely,

Doug Zblewski  
Gustavo Chaviano  
High School Music Directors



# Evansville High School@Orlanda/Disney

## *Band and Choir Tour / Spring Break 2015*

The trip will most likely be a 6 day 5 night tour and will take place some time during the EHS Spring Break.

Cost per student/chaperone: \$850 - \$950

**A student down-payment is required by the end of the 2013-2014 school year.**

Please remember that we cannot lock into an amount until we know the exact number of students going. Once that happens, the tour company uses the down payment to secure a hotel and tickets to events.

### **Other Information:**

- We will need Chaperones. An application form is included in this packet. Approx. 1 chaperone per 10 students.
- Only Academically eligible students may go on the trip and they must stay eligible throughout the year.
- Packets will be sent home soon with more detailed information in the FALL of 2014 with all materials including a rough itinerary, permission slips, and other information.
- Lots of sight-seeing and shopping, great performance opportunities. Disney Parks, Ocean Swimming. *While it is our goal to reach 100% participation, we can only go if there is adequate instrumentation and voicing. All sections and parts must be adequately and equally represented.*

### **FUNDRAISING**

*A few fundraisers are planned for next year to help offset the cost for students.*

*The two most popular ones are listed*

- 1) Music booster Raffle. 100% of the monies go back to the students.*
- 2) Cheesecake sale: 100% of the profits go to the students.*

Contact information:

- Doug Zblewski-882-3586      [zblewskid@evansville.k12.wi.us](mailto:zblewskid@evansville.k12.wi.us)
- Gustavo Chaviano-882-3585      [chavianog@evansville.k12.wi.us](mailto:chavianog@evansville.k12.wi.us)

## MEMORANDUM

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

**EXHIBIT A**

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

**BUDGET AND PLAN OF OPERATION**

a.

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

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

Districts fewer than 2500 students: \$5,222.00

Districts more than 2500 students: \$6,379.00

**Calculation:**

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

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

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

c. Invoiced July 1 on an annual basis

## MEMO

To: ECSD Board of Education  
From: Jerry Roth, District Administrator  
Re: Open Enrollment  
Date: 5-6-14

The District has twenty-five (25) new Open Enrollment IN requests for the 2014-2015 school year in grades K-12. Seventeen (17) of the requests are for students in grades K-5. Per Board approval at the January 15, 2014, Board meeting, Open Enrollment applications were to be denied in grades K-5 due to class size limits and space. I am recommending that the Board approve fifteen (15) of the seventeen (17) new Open Enrollment requests in grades K-5. This includes ten (10) in Kindergarten, one (1) in first grade, two (2) in third grade, one (1) in fourth grade and one (1) in fifth grade.

### **Rationale for Approving and Denying Open Enrollment IN Requests:**

#### SAGE - Kindergarten

The current projected enrollment for 2014-2015 in Kindergarten only classes is 98 students. With our current staffing we can accommodate an additional ten (10) students. Ten (10) Kindergarten students have applied to open enroll IN. If we accept all ten (10) students we would be at the 126 student capacity. With the two K-1 cross graded classes we can absorb another four (4) students in Kindergarten.

**Zero (0) spots available in**

#### **Kindergarten**

#### SAGE - Kindergarten-First Grade

The current projected enrollment for 2014-2015 in the Kindergarten-First (K-1) grade cross-graded level is 32 students. There are eighteen (18) Kindergarteners and fourteen (14) first graders. The maximum capacity is 36 which leaves room for four (4) students in K-1.

**4 spots available in K-1**

#### SAGE - First Grade

The current projected enrollment for 2014-2015 in first grade only classes is 81 students. With our current staffing we can accommodate an additional eight (8) students. One (1) first grade student applied to open enroll IN. If we accept this student we would be at 96 students. This leaves seven (7) seats available.

**7 spots available in Grade 1**

#### SAGE - Second Grade

The current projected enrollment for 2014-2015 in second grade is 142. We have room for two (2) more students. If we accept the two (2) students who applied to enroll IN we will start the year at capacity and will not have room for students who move into the District. If we surpass 144 students, the District will be required by SAGE to hire another teacher or give up SAGE funding for second grade.

**2 spots available in Grade 2**

### SAGE - Third Grade

The projected enrollment for 2014-2015 in third grade is 117 students. We have room for nine (9) more students. Two students have applied to enroll IN. This would leave space for seven (7) more students.

**7 spots available in Grade 3**

### Fourth Grade

One (1), fourth grade student has applied to open enroll IN. The projected current class size for fourth grade is 24 students. The additional student would have a minimal impact on class size. Increasing class sizes to 26 would allow for ten (10) more students.

**10 spots available in Grade 4**

### Fifth Grade

One (1) fifth grade student has applied to open enroll IN. The projected current class size in fifth grade is 24.5. The additional student would have a minimal impact on class size. Increasing class sizes to 26 would allow for twelve (12) more students.

**12 spots available in Grade 5**

# OPEN ENROLLMENT APPLICATIONS

## 2014-2015 SCHOOL YEAR

2014-2015 new applications: (window closed 4/30/2014)

<u>Grade Level</u>	<u>OEI's</u>	<u>OEO's</u>
K4	0	3 (deny, no matching prg)
KG	10 (4, siblings here)	8 (1, special needs)
01	1	2
02	2	4 (1 delete, duplicate)
03	2	1
04	1	5 (1 delete, duplicate)
05	1	2
06	3	2
07	0	2
08	0	1
09	5 (1 deny, expulsion)	4
10	0	2 (1, special needs)
11	0	3
12	1	2 (1, special needs, EBD)
Totals	26	41
<b>Adjusted Totals</b>	<b>25</b>	<b>36</b>

### OEI COMMENTS

\*No Special Needs for any new OEI's

\*\*18 OEI applications applied only to Evansville

### OEO COMMENTS

\*13 currently attending students: ELE 2; INT 6; EMS 3; EHS 2 (1 expulsion)

\*\*7 currently homeschooled

\*\*\*16 applications to virtual schools, 5 to JEDI at Whitewater (Jerry to make contact with these families offering JEDI at Evansville)

## 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>Enrolled</u> <u>12-Sep</u>	<u>Enrolled</u> <u>18-Sep</u>	<u>Enrolled</u> <u>10-Sep</u>	<u>Enrolled</u> <u>16-Sep</u>	<u>Enrolled</u> <u>21-Sep</u>	<u>Enrolled</u> <u>20-Sep</u>	<u>Enrolled</u> <u>10-Jan</u>	<u>Sections</u>	<u>Average</u> <u>Class Size</u>	<u>Projected</u> <u>w/OEI</u>	<u>Sections</u>	<u>Average</u> <u>Class Size</u>	<u>Projected</u> <u>w/OEI</u>	<u>Sections</u>	<u>Average</u> <u>Class Size</u>	<u>Spaces</u> <u>Available</u>
S/L Only	4	5		5	2											
ECH	13	12	17	15	14	12	11	2	6.00	12	2	6.00	12	2	6.00	0
K	146	148	131	124	145	104	95	6	17.33	108	6	18.00	108	6	18.00	0
K-1																
1	130	154	148	126	122	145	141	9	16.11	32	2	16.00	32	2	16.00	4
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>	<u>142</u>	<u>8</u>	<u>17.75</u>	<u>142</u>	<u>8</u>	<u>17.75</u>	<u>8</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>	<b>376</b>	<b>23</b>	<b>16.35</b>	<b>376</b>	<b>23</b>	<b>16.35</b>	<b>14</b>
3	156	141	138	142	152	121	120	7	17.29	119	7	17.00	119	7	17.00	7
4	147	151	134	136	140	147	147	6	24.50	120	5	24.00	120	5	24.00	
5	<u>130</u>	<u>144</u>	<u>144</u>	<u>138</u>	<u>138</u>	<u>144</u>	<u>145</u>	<u>6</u>	<u>24.00</u>	<u>147</u>	<u>6</u>	<u>24.50</u>	<u>147</u>	<u>6</u>	<u>24.50</u>	
	<b>433</b>	<b>436</b>	<b>416</b>	<b>416</b>	<b>430</b>	<b>412</b>	<b>412</b>	<b>19</b>	<b>21.68</b>	<b>386</b>	<b>18</b>	<b>21.44</b>	<b>386</b>	<b>18</b>	<b>21.44</b>	
6	146	126	144	143	139	138	137	6	23.00	145	6	24.17	145	6	24.17	
7	112	146	133	140	144	134	136	6	22.33	137	6	22.83	137	6	22.83	
8	<u>135</u>	<u>107</u>	<u>146</u>	<u>136</u>	<u>141</u>	<u>142</u>	<u>142</u>	<u>6</u>	<u>23.67</u>	<u>136</u>	<u>6</u>	<u>22.67</u>	<u>136</u>	<u>6</u>	<u>22.67</u>	
	<b>393</b>	<b>379</b>	<b>423</b>	<b>419</b>	<b>424</b>	<b>414</b>	<b>415</b>	<b>18</b>	<b>23.00</b>	<b>418</b>	<b>18</b>	<b>23.22</b>	<b>418</b>	<b>18</b>	<b>23.22</b>	
9	161	134	115	151	137	144	139			142			142			
10	134	154	126	105	144	130	131			139			139			
11	133	123	141	128	99	138	139			131			131			
12	<u>145</u>	<u>131</u>	<u>127</u>	<u>143</u>	<u>118</u>	<u>100</u>	<u>100</u>			139			139			
	<b>573</b>	<b>542</b>	<b>509</b>	<b>527</b>	<b>498</b>	<b>512</b>	<b>509</b>			<b>551</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>1,700</u>			<u>1,731</u>			<u>1,731</u>			

2014-2015 OEI Applications

	GRADE	RESIDENT_DISTRICT_NAME	Current Attendance District	SIBLINGS_ATTENDING_FLAG	HAS_IEP	HAS_PENDING_SPED	EXPULSION_FLAG	Applying for VCS	Already Attending VCS	Suggested Action by Board
1	KG	Albany	n/a	Y	N	N	N	N	N	A
2	KG	Albany	Albany	N	N	N	N	N	N	A
3	KG	Albany	n/a	N	N	N	N	N	N	A
4	KG	Parkview	n/a	N	N	N	N	N	N	A
5	KG	Albany	Albany	Y	N	N	N	N	N	A
6	KG	Madison Metropolitan	n/a	N	N	N	N	N	N	A
7	KG	Albany	n/a	N	N	N	N	N	N	A
8	KG	Edgerton	Janesville	Y	N	N	N	N	N	A
9	KG	Albany	n/a	Y	N	N	N	N	N	A
10	KG	Albany	n/a	N	N	N	N	N	N	A
11	1	Edgerton	Edgerton	N	N	N	N	N	N	A
12	2	Albany	Albany	N	N	N	N	N	N	D
13	2	Albany	Albany	N	N	N	N	N	N	D
14	3	Albany	Albany	N	N	N	N	N	N	A
15	3	Edgerton	Milton	N	N	N	N	N	N	A
16	4	Albany	Albany	N	N	N	N	N	N	A
17	5	Albany	Albany	N	N	N	N	N	N	A
18	6	Edgerton	Milton	N	N	N	N	N	N	A
19	6	Janesville	Private-St. Williams	N	N	N	N	N	N	A
20	6	Albany	Albany	N	N	N	N	N	N	A
21	9	Whitewater Unified	Clinton Community	N	N	N	N	N	N	A
22	9	Albany	Albany	N	N	N	N	N	N	A
23	9	Parkview	Parkview	N	N	N	N	N	N	A
24	9	Parkview	Expelled	N	N	N	Y	N	N	D
25	9	Albany	Albany	N	N	N	N	N	N	A
26	12	Whitewater Unified	Clinton Community	N	N	N	N	N	N	A

## 2014-2015 OE OUT Applications

	GRADE	NONRESIDENT_DISTRICT_NAME	CURRENTLY_ATTENDING	SIBLINGS_ATTENDING_FLAG	SIBLINGS_APPLYING_FLAG	HAS_IEP	HAS_PENDING_SPED	EXPULSION_FLAG	APPLYING_FOR_VCS	ALREADY_ATTENDING_VCS	HAVE_SIBLINGS_IN_VCS	Suggested Action by Board
1	PK	Merrill Area	n/a	N	Y	N	N	N	Y	N	N	D
2	PK	Edgerton	n/a	N	N	N	N	N	N	N	N	D
3	PK	Belleville	n/a	N	N	N	N	N	N	N	N	D
4	KG	Milton	Private-Rock Prairie Montessori School	N	N	Y	Y	N	N	N	N	SP ED
5	KG	Janesville	n/a	N	N	N	N	N	N	N	N	A
6	KG	Oregon	n/a	N	N	N	N	N	N	N	N	A
7	KG	Merrill Area	n/a	N	Y	N	N	N	Y	N	N	A
	KG	Northern Ozaukee	n/a	N	Y	N	N	N	Y	N	N	-
	KG	Whitewater Unified	n/a	N	Y	N	N	N	Y	N	N	-
8	KG	Merrill Area	n/a	N	Y	N	N	N	Y	N	N	A
	KG	Northern Ozaukee	n/a	N	Y	N	N	N	Y	N	N	-
	KG	Whitewater Unified	n/a	N	Y	N	N	N	Y	N	N	-
9	KG	Janesville	n/a	Y	Y	N	N	N	N	N	N	A
10	KG	Merrill Area	n/a	N	Y	N	N	N	Y	N	N	A
11	KG	Oregon	n/a	Y	N	N	N	N	N	N	N	A
12	1	Oregon	Private-Eagle	Y	N	N	N	N	N	N	N	A
13	1	McFarland	Evansville	N	Y	N	N	N	Y	N	N	A
14	2	Merrill Area	Evansville	N	Y	N	N	N	Y	N	N	A
	2	Northern Ozaukee	Evansville	N	Y	N	N	N	Y	N	N	-
	2	Whitewater Unified	Evansville	N	Y	N	N	N	Y	N	N	-
15	2	Merrill Area	Home-Schooled	N	Y	N	N	N	Y	N	N	A
16	2	Merrill Area	Home-Schooled	Y	Y	N	N	N	Y	N	N	A
17	3	Merrill Area	Home-Schooled	N	Y	N	N	N	Y	N	N	A
18	4	Beloit Turner	Evansville	N	N	N	N	N	N	N	N	A
19	4	Merrill Area	Home-Schooled	N	Y	N	N	N	Y	N	N	A
20	4	Merrill Area	Evansville	N	Y	N	N	N	Y	N	N	A
	4	Northern Ozaukee	Evansville	N	Y	N	N	N	Y	N	N	-
	4	Whitewater Unified	Evansville	N	Y	N	N	N	Y	N	N	-
21	4	Middleton-Cross Plains Area	Evansville	N	Y	N	N	N	Y	N	N	A



## 2014-2015 OE OUT Applications

	GRADE	NONRESIDENT_DISTRICT_NAME	CURRENTLY_ATTENDING	SIBLINGS_ATTENDING_FLAG	SIBLINGS_APPLYING_FLAG	HAS_IEP	HAS_PENDING_SPED	EXPULSION_FLAG	APPLYING_FOR_VCS	ALREADY_ATTENDING_VCS	HAVE_SIBLINGS_IN_VCS	Suggested Action by Board
	4	Oregon	Evansville	N	Y	N	N	N	N	N	N	-
22	5	Oregon	Evansville	N	N	N	N	N	N	N	N	A
23	5	McFarland	Evansville	N	Y	N	N	N	Y	N	N	A
24	6	McFarland	Evansville	N	Y	N	N	N	Y	N	N	A
25	6	Janesville	Janesville	Y	Y	N	N	N	N	N	N	A
26	7	Merrill Area	Home-Schooled	N	Y	N	N	N	Y	N	N	A
27	7	Merrill Area	Home-Schooled	Y	Y	N	N	N	Y	N	N	A
28	8	Janesville	Janesville	Y	Y	N	N	N	N	N	N	A
29	9	Janesville	Janesville	N	N	N	N	N	N	N	N	A
30	9	McFarland	Evansville	N	Y	N	N	N	Y	N	N	A
31	9	Albany	Evansville	N	N	N	N	N	N	N	N	A
	9	Oregon	Evansville	N	N	N	N	N	N	N	N	-
32	9	Middleton-Cross Plains Area	Evansville	N	Y	N	N	N	Y	N	N	A
	9	Oregon	Evansville	N	Y	N	N	N	N	N	N	-
33	10	Janesville	Janesville	Y	Y	N	N	N	N	N	N	A
34	10	Janesville	Janesville	Y	N	Y	N	N	N	N	N	SP ED
35	11	Parkview	Evansville	N	N	N	N	N	N	N	N	A
36	11	Cambridge	Cambridge	N	N	N	N	N	N			A
37	11	Janesville	Janesville	Y	Y	N	N	N	N	N	N	A
38	12	Oregon	Evansville-Expelled	N	N	N	N	Y	N	N	N	A
	12	Whitewater Unified	Evansville-Expelled	N	N	N	N	Y	Y	N	N	-
	12	Waukesha	Evansville-Expelled	N	N	N	N	Y	Y	N	N	-
39	12	Milton	Milton	N	N	Y	N	N	N	N	N	SP ED

## FULL-TIME PUBLIC SCHOOL OPEN ENROLLMENT

The Evansville Community School District will provide the opportunity for students to attend public schools outside the District and will accept nonresident Open Enrollment students. All nonresident public school Open Enrollment students attending a school or high school classes in the District shall have all the rights and privileges of resident students. They also are subject to the same expectations, rules, and regulations during their term of enrollment.

### Nonresident Students Coming Into the District

The parent(s)/guardian(s) of nonresident students who wish to attend school in the Evansville School District shall submit the required application form to the Open Enrollment Coordinator, in the District Office during the Open Enrollment Application period. Parents may contact the District Office if they need assistance.

A nonresident student may apply for enrollment in an Evansville School under the State Open Enrollment Law and Program. When accepting or rejecting a nonresident student's application for enrollment, the District shall consider the following criteria:

1. Application is submitted during the required time period.
2. Space in buildings is available.
3. Space in the class is available.
4. Impact on student-teacher ratios.
5. Projection for future school growth.
6. Status as an Evansville student during the current school year. Any applicant who is currently attending the Evansville Community School District will be included in the count of occupied spaces.
7. Expulsion (current or prior two school years) or expulsion proceedings.
8. Habitual truancy.
9. Ability to satisfy individualized education program (IEP)/services needs of a student with disabilities.
10. Whether the student has been referred for a special education evaluation that has not been completed.
11. Undue financial burden due to special education program or related services.

### Guidelines for Termination Due to Habitual Truancy

2009 WI Act 304 provides that a nonresident school board may notify the parent of a habitual truant, that the pupil may not attend the nonresident school district in the following semester or school year.

"Habitual truant" means a pupil who is absent from school without an acceptable excuse for part or all of five or more school days on which school is held during a school semester.

### Students With Disabilities

If the District determines that the special education program or related services described in the nonresident student's Individualized Education Program (IEP) are available in the District, there is space available in the special education program identified in the student's IEP, and it is not an undue financial burden due to special education program or related services, the Open Enrollment application shall be accepted. If the special education program or services described in the student's IEP are not available or there is no space available in the program, the application shall be denied. If a nonresident student receives his/her initial IEP while attending the District under open enrollment, or if a nonresident student's IEP changes after the student begins attending school in the District, and the special education program or services required by that initial or revised IEP are not available in the District or there is no space available in the program or services identified within the IEP, the nonresident student may be returned to the resident district.

### Students Referred for a Special Education Evaluation

An Open Enrollment application shall be denied if the nonresident student has been reported or identified as having a possible disability but not yet evaluated by an IEP team in the resident district. Assuming other acceptance criteria are and continue to be met, the District may reconsider a denial under this criteria if the IEP is completed, forwarded to the District, and reviewed by the District prior to the close of the period during which applications would normally continue to be reviewed or accepted from any waiting list.

### Space Availability

If space available limits the District's ability to accept Open Enrollment students, the Board will set limits by grade level no later than the regular January board meeting if there are substantial factors that limit our ability to accept students. The Board will hear preliminary recommendations on enrollment limits at the December board meeting.

If the number of applicants exceeds space available, students will first be accepted if they are:

1. Continuing students.
2. Siblings of continuing students.

Remaining spaces will be filled by a random lottery. Any unassigned students will be placed on a waiting list created by a random lottery. If an opening occurs, the district administrator will review the waiting list by the grade level of the opening and the next eligible student will be selected. Parent(s)/guardian(s) will be notified by phone and mail. They will have 10 calendar days to accept the opening. If they do not respond or if they decline, another applicant will be selected. No applicants will be selected after the third Friday in August.

Only full-time nonresident Open Enrollment students are eligible to participate in all co-curricular and extra-curricular student activities and organizations. WIAA sports are governed by WIAA laws and bylaws.

The District does not require students to reapply for open enrollment when entering middle or high school.

### Resident Students Going Out of the District

Evansville resident students may apply for enrollment in another public school district as a nonresident student under the State Open Enrollment Law and Program. When accepting or rejecting a resident application for enrollment in another school district, the Evansville District shall consider the following criteria:

1. The application is submitted during the required time period.
2. A student IEP or a change in services required does not place an undue financial burden on the Evansville District.

Resident students enrolled in other public school districts, including virtual charter schools, will be eligible to participate in Evansville District courses or programs based on satisfying the following minimum standards:

- a. The request is made in a timely manner.
- b. The student satisfies local standards for admission, i.e., completion of enrollment and attendance forms.
- c. There is sufficient space in the classes selected.
- d. There will be random selection of overflow-qualified applicants.
- e. Participants may be revoked if attendance is below the District average.
- f. Eligibility to participate in future classes will depend on successful completion of classes.

#### Pre-School Children

A child who resides in Evansville may attend a District operated pre-kindergarten, 4-year old kindergarten, early childhood education, or school-operated day care only if Evansville offers the same type of program, and the child is eligible to attend that program in the Evansville Community School District.

#### Transportation

Transportation for all students selecting an Open Enrollment option shall be the responsibility of the parent/guardian. The parent/guardian of students who are eligible for free or reduced price lunch is also eligible for reimbursement of transportation costs by the Department of Public Instruction. As a resident district, Evansville Community School District will not allow non-resident districts to enter the District to pick up or drop off Open Enrollment students. As a non-resident district, Evansville will not pick up students within their resident school districts. Students who can get to a district bus stop will be transported, provided space is available. Transportation for students with disabilities, if included as a related service in the student's IEP, will be provided.

#### Appeal of Rejection

If an application for enrollment is rejected as outlined above, the student's parent(s)/guardian(s) may appeal the decision to the Department of Public Instruction within 30 days after the decision.

### APPLICATIONS SUBMITTED UNDER ALTERNATIVE OPEN ENROLLMENT CRITERIA AND PROCEDURES

#### Eligibility Criteria

A parent/guardian of a student who wishes to attend school in a nonresident school district may submit an Open Enrollment application outside of the regular Open Enrollment application period or in lieu of it if the application is for the current school year, the student meets one of the following criteria, and the parent/guardian describes the criteria that the student meets in the application:

1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within 30 days of the resident school board's determination.

2. The student is or has been a homeless student in the current or immediately preceding school year.
3. The student has been the victim of repeated bullying and harassment and all of the following apply:
  - a. The student's parent/guardian must have reported the bullying or harassment to the school board or designee under a bullying/harassment complaint process and;
  - b. In spite of action taken by the Board or designee the repeated bullying and harassment continues.
4. The place of residence of the student's parent/guardian and of the student has changed as a result of military orders. The application must be made within 30 days of the date on which the military orders changing the place of residence were issued.
5. The student moved into Wisconsin. The application must be made within 30 days after moving into the state.
6. The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent/guardian. The application must be made within 30 days after the student's change in residence.
7. The student's attendance in a school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this exception and why attendance at the nonresident school district is in the best interest of the student.

#### Application Review and Approval Process

1. When the District receives an Open Enrollment application that has been submitted under the Alternative Open Enrollment criteria outlined above, whether it is submitted by a nonresident student or a resident student, the application shall be forwarded to the District Administrator or his/her designee for review and recommendations.
  - a. If the application involves a nonresident student seeking to attend school in the District under Open Enrollment, the District will:
    - 1) Immediately send a copy of any paper application received by the District to the student's resident school district, or, if applicable, the student's anticipated resident school district;
    - 2) Work with the resident district (or the anticipated resident district) identified in the application to determine where the applicant is currently attending school, and to determine from which school the District will receive any relevant special education records (e.g., the student's current IEP) and/or disciplinary records (e.g., expulsion records). If the applicant is not currently attending school in the resident district, the District will request such records from the school or school district the student is attending or most recently attended; and
    - 3) Within 10 days after receiving, or, if necessary, developing, an IEP for a student with a disability, provide an estimate to the resident district of the costs to provide the student with special education or related services.
  - b. If the application involves a resident student who is attending, or who previously attended, school in the District, the District shall send the nonresident school district to which the Open Enrollment application was made a copy, if applicable, of the student's IEP and any expulsion or other relevant discipline-related records within 10 days of receiving the application.
2. The District Administrator, along with other members of the administrative staff, shall review the application using the acceptance/denial criteria outlined in Board policy. The District

Administrator or his/her designee shall submit recommendations regarding acceptance or denial of the application to the Board for action.

- a. The District may deny an application of a resident student if:
    - 1) It determines that the criteria relied on by the parent/guardian to submit the application do not apply to the student or;
    - 2) It determines that the cost of special education and related services required in the IEP for a student with a disability is an undue financial burden (except for an applicant whom the Board determines was the victim of a violent crime).
  - b. The District may deny an application of a nonresident student:
    - 1) For the same reasons it may deny an application submitted during the regular Open Enrollment application period; or
    - 2) If the application relies on the best interests of the student criteria and the District determines that open enrollment is not in the student's best interests.
3. If the application involves a nonresident student seeking to attend school in the District, the District will notify the applicant, in writing, whether the application has been approved or denied no later than 20 days after receiving the application.
- a. If the application has been denied, the notification shall include the reasons for the denial. To the extent consistent with state law and District policy, acceptance of an application may be contingent or subject to revocation.
  - b. If the District has approved the Open Enrollment application of a nonresident student, the notification provided to the applicant shall identify the specific school or program the student may attend. A nonresident student accepted for enrollment may immediately begin attending the assigned school or program in the District and shall begin attending the school or program no later than the 15<sup>th</sup> day following receipt of the notice of acceptance. If the nonresident student has not enrolled in or attended school in the District by that date, the District may notify the student's parent/guardian, in writing, that the student is no longer authorized to attend the school or program in the District.
  - c. If there is a delay in the District's receipt of any relevant disciplinary records from another school or school district, the District will review and act upon such records promptly, and, if necessary, inform the student that the District's ability to confirm or deny the application is contingent upon the District's receipt and review of such records. If the DPI allows the District to conditionally approve such an application subject to that contingency, the District may do so. Otherwise, such application may be held in abeyance until the relevant records are received, or, if necessary, the application may be denied.
4. If, for purposes of the application, the District is identified as the resident school district, the District shall notify the applicant whether the application has been approved or denied in accordance with any deadlines established by state law or DPI rule. Normally, the District will issue such notifications no later than 20 days after the District's receipt of the application. In addition:
- a. If the application has been denied, the notification shall include the reasons for the denial. To the extent consistent with state law and District policy, approval of an application may be contingent or subject to revocation.
  - b. To the extent that there is a delay in the District's receipt of any relevant records or information such that the District is unable to determine whether the criteria upon which the application was based apply to the student, the District will act upon such records/information promptly upon receipt and notify the applicant of its decision to approve or deny the application within five days of making the determination.
  - c. If the student is a student with a disability, the District shall normally make a determination whether the nonresident school district's estimate of relevant special

education and services costs constitutes an undue financial burden on the District within 15 days after the District has received the relevant estimate. The District will notify the applicant of a denial relying on this criteria within five (5) days of making the determination.

Legal Ref.: Sections 115,787 Wisconsin Statutes (Individualized Educational Programs)

118.13 (Pupil Discrimination Prohibited)

118.16(1)(a) (School Attendance Enforcement)

118.51 (Full-Time Open Enrollment)

118.52 (Course Options)

118.53 (Attendance by Pupils in a Home-Based Private Educational Setting)

120.13(1)(f)(h) (School Board Powers)

121.54(3)(10) (Transportation by School Districts)

121.55 (Methods of Providing Transportation)

PI 36, Wisconsin Administrative Code (Public School Inter-District Open Enrollment)

Local Ref.: Policy 425 – Enrollment of and Services Available to District Students Who Attend Private, Parochial or Home Based School

**OPEN ENROLLMENT (AS OF 5/5/2014)**

**2013-2014 SCHOOL YEAR**

<u>Grade Level</u>	<u>OEI's</u>	<u>OEO's</u>
KG	2	6
01	4	7
02	1	9
03	2	5
04	4	9
05	2	9
06	6	6
07	2	6
08	7	4
09	3	6
10	6	5
11	4	9
12	3	6
Totals	46	87

**OEI COMMENTS**

**\*9 students with special needs**

**OEO COMMENTS**

**\*15 students with special needs**

**\*\*9 students attending virtual schools**



# Evansville

*Community School District*

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## MEMORANDUM

To: Evansville Board of Education  
From: Doreen Treuden, Business Manager  
Re: Staffing Increases  
Date: May 8, 2014

The opening of a District Office support staff position has created an opportunity to re-organize and re-assign duties to allow for more specific and consistent job roles. The proposed revised/new job titles are Business Services Assistant/Receptionist, Payroll/Benefit Specialist and Technology and Data Specialist. All three positions will be full-time, 12 month positions. This will create an increase from 2.7 FTE to 3.0 FTE because the receptionist position is currently not full-time.

The estimated cost of the District Office staff increase is \$31,429.44 for 2014-2015.

There is also a need for increased office support staff at the Grove Campus. Two years ago the Grove Campus Office support was reduced by 1.0 FTE. This has created concerns regarding office coverage during business hours and was also noted as a school safety issue in the recent security audit. Additional office staff will provide additional support for the two new building principals. This request is for an additional .5 FTE office receptionist for the school year.

The estimated cost of the Grove Campus Office staff increase is \$10,688.35 for 2014-2015.

I am recommending approval of the .3 FTE addition to the District Office staff and approval of the .5 FTE addition to the Grove Campus Office support staff.

Approved: January 11, 1988

343.42

Revised: April 13, 1998

Revised:

1<sup>st</sup> Reading: 12/11/13; 2<sup>nd</sup> Reading: 4/9/14; 3<sup>rd</sup> Reading: 5/14/14

## YOUTH OPTIONS

Wisconsin's youth options program allows public high school juniors and seniors who meet certain requirements to take postsecondary courses at a UW institution, a Wisconsin technical college, one of the state's participating private nonprofit institutions of higher education, or tribally-controlled colleges. Approved courses count toward high school graduation and college credit.

Under youth options, a student does not pay for a college course if the school board determines the course qualifies for high school credit and is not comparable to a course already offered in the school district. If approved by the school board or designee, the student can receive both high school and college credit upon successful completion of the course.

Upon the pupil's request and with the written approval of the pupil's parent/guardian, any pupil who satisfies the following criteria may apply to attend a technical college for the purpose of taking one or more courses:

1. The pupil has completed the 10th grade.
2. The pupil is in good academic standing.
3. The pupil notifies the school board of his/her intent to attend a technical college under this subsection by March 1 if the pupil intends to enroll in the fall semester and by October 1 if the pupil intends to enroll in the spring semester.
4. The pupil is not a child at-risk, as defined in state statute.

A pupil enrolled in the 11th or 12th grade who is not attending a technical college may enroll in an institution of higher education for the purpose of taking one or more nonsectarian courses at the institution of higher education. The pupil shall submit an application to the institution of higher education in the previous school semester and shall notify the high school principal of that intention no later than March 1 if the pupil intends to enroll in the fall semester, and no later than October 1 if the pupil intends to enroll in the spring semester. The notice shall include the titles of the courses in which the pupil intends to enroll and the number of credits of each course, and shall specify whether the pupil will be taking the courses for high school or postsecondary credit.

Students who participate in these programs must comply with all the rules and regulations of the Evansville Community School District. Students who violate program and/or school rules may be subject to withdrawal from the program.

Legal Ref.: Sections 118.15(1)(d) Wisconsin Statutes (Compulsory School Attendance)  
118.33 (High School Graduation Standards; Criteria for Promotion)  
118.55 (Youth Options Program)  
120.12(17) (School Board Duties)

Local Ref.: Policy #412.1 - Full-Time and Part-Time Student Status

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

MINUTES OF SPECIAL MEETING

The special meeting of the Board of Education of the Evansville Community School District was held Monday, April 28, 2014, at 6:00 pm in the District Board and Training Center room.

The meeting was called to order by District Administrator Jerry Roth. Roll call was taken. Members present: Rossmiller, Swanson, Busse, Rasmussen, Spanton Nelson, Hammann and Koenecke.

**APPROVAL OF AGENDA**

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

**ANNUAL BOARD REORGANIZATION**

Mr. Roth opened nominations for President.

Ms. Hammann nominated Ms. Swanson as President. Ms. Rossmiller nominated Mr. Busse as President. Nominations closed.

Request for paper vote by Ms. Swanson. Vote: Ms. Swanson, four (4) votes, Mr. Busse, three (3) votes. Ms. Swanson elected as President.

Ms. Swanson opened nominations for Vice President.

Mr. Busse nominated Ms. Rossmiller. Ms. Swanson nominated Ms. Spanton Nelson. Ms. Spanton Nelson declined. Ms. Spanton Nelson nominated Mr. Busse. Nominations closed.

Paper vote: Mr. Busse, four (4) votes, Ms. Rossmiller, three (3) votes. Mr. Busse elected as Vice President.

Ms. Swanson opened nominations for Clerk.

Ms. Spanton Nelson nominated Mr. Rasmussen for Clerk. Nominations closed. Vote: 7-0 (voice vote). Mr. Rasmussen elected as Clerk.

Ms. Swanson opened nominations for Treasurer.

Mr. Rasmussen nominated Ms. Rossmiller. Ms. Swanson nominated Ms. Hammann. Nominations closed.

Paper vote: Ms. Rossmiller, five (5) votes, and Ms. Hammann, two (2) votes. Ms. Rossmiller elected as Treasurer.

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to elect Kelly Mosher as Deputy Clerk. Motion carried, 7-0 (voice vote).

Ms. Swanson led discussion of Board Committees, Committee Structure and Board Assignments. Discussion. Board Committee of the Whole will include: Board Development, Chair, Ms. Swanson; Budget Finance, Ms. Rossmiller; Strategic Planning, Co-Chairs, Ms. Swanson and Mr. Roth. Board Sub-Committees will include: Communications, Mr. Rasmussen and Ms. Swanson; Employee Handbook, Ms. Swanson and Mr. Busse; Facilities and Transportation: Mr. Rasmussen and Ms. Spanton Nelson; Insurance, Ms. Rossmiller and Ms. Spanton; Policy, Ms. Rossmiller and Ms. Koenecke; Open Enrollment, Ms. Koenecke and Ms. Hammann. Board Representatives to District Administrative Committees: entire Board will receive agendas for Curriculum Coordinating meetings and Mr. Rasmussen will continue on Technology. Four Year Old Kindergarten Committee (4KIC) work is done, there will be a Steering Committee with monthly reports. Citizens Advisory Committee (CAC) work is done.

Ms. Swanson led discussion of meeting times and dates. Discussion. Majority in agreement for Wednesday meetings. Consensus meetings will be at 6:00 pm.

Ms. Swanson led discussion of May, June and July Board meetings. Discussion. Consensus that meetings will be May 14 and 28, June 11 and 25, and July 16.

Ms. Swanson shared the document, What Every New Board Member Needs to Know, About the District. Document will be updated and shared.

Ms. Swanson led discussion on legal authority and duties of board members. Ms. Swanson led discussion on open meetings law (brochure). Discussion. Ms. Swanson led discussion on how agendas are set. Discussion on state statute 19.83. Ms. Swanson led discussion on how board meetings are conducted and purpose and structure of minutes.

Ms. Swanson led discussion on Board development. Discussion.

Ms. Swanson led discussion on appointing a Board member as Evansville Education Foundation Representative. Ms. Swanson will continue to be the Representative.

#### **BUSINESS (Action Item)**

Motion by Mr. Rasmussen, seconded by Ms. Spanton Nelson, moved to select Ms. Rossmiller as the Delegate Representative to CESA 2. Motion carried, 7-0 (voice vote).

#### **EXECUTIVE SESSION**

Motion by Mr. Busse, seconded by Ms. Rossmiller, moved to move into executive session, under Wisconsin State Statute 19.85(1)(c)(f) to discuss personnel issues. Motion carried, 7-0 (roll call vote).

#### **ADJOURN**

Meeting adjourned from executive session at 8:43 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved: 5/14/14  
Kathi Swanson, President

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

MINUTES OF REGULAR MEETING

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, April 30, 2014, at 6:01 pm in the District Board and Training Center.

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

**APPROVE AGENDA**

Motion by Ms. Spanton Nelson, seconded by Mr. Rasmussen, moved to approve the agenda as presented. Discussion. Item IV. A. 1-High School HVAC/Geothermal System Analysis to be moved to after II. Approval of Agenda. Motion carried, 7-0 (voice vote).

**BUDGET FINANCE**

Manus McDevitt, PE from Sustainable Engineering Group (SEG), presented on the high school HVAC/Geothermal system analysis, comparing a Distributed System and Centralized System (what Evansville has). Discussion.

**CURRICULUM DISCUSSION**

Director of Instruction, Ms. Landers, presented information on the Dane County New Teacher Project Shared Service Contract (DCNTP). Discussion. Will ask for contract to be approved at the May 14 Board meeting.

Ms. Landers presented 2013-2014 WKCE student achievement results and data. Discussion.

High School Principal, Mr. Everson, presented on the proposed Alternative Education Program. Discussion. Mr. Everson to bring forward additional policies to Policy Committee.

**BUDGET FINANCE**

Business Manager, Ms. Treuden, presented an update on the 2013-2014 budget. Discussion.

Ms. Treuden presented an update on the 2014-2015 budget. Discussion.

Ms. Rossmiller led discussion on future staff stipends. Discussion. This topic will no longer be on future agendas.

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

Ms. Roth gave an update on the Support Staff and Teacher Compensation Committee meetings. Discussion. Committees will continue with their work.

Mr. Roth presented the hiring process for a principal for the Theodore Robinson Intermediate School (grades 3-5). Discussion. Mr. Roth added a ranking component and would like one Board Member to serve on each committee.

Mr. Roth presented information on a possible referendum including: possible referendum dates; number of questions; projected support; project lists for capital, security, technology, and curriculum; tax impact summary; and listing of April 1, 2014, passed and failed referendums. Discussion. Ms. Treuden to estimate cost of running a referendum.

Mr. Roth presented a memo on the press box rebuild. Discussion. Weather permitting, press box to be done in June.

Budget Finance agenda items discussed for regular May 28 meeting.

A ten minute break taken.

### **BUSINESS (Action Items)**

Motion by Ms. Rossmiller, seconded by Ms. Spanton Nelson, moved to approve the April 9, 2014, regular and April 16, 2014, special meeting minutes, as presented. Motion carried, 7-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Mr. Busse, moved to approve the high school Alternative Education Program, as presented, to begin with the 2014-2015 school year. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the Food Service Contract Proposal from Taher, Inc., as presented, effective July 1, 2014, through June 30, 2019, pending approval from the Department of Public Instruction. Motion carried, 7-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Ms. Rossmiller, moved to approve, with regrets, the resignation of Joan Wick, Theodore Robinson Intermediate School Principal, effective June 30, 2014. Motion carried, 7-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Mr. Rasmussen, moved to approve, with regrets, the retirement of administrative assistant, Kaye Crocker, effective June 30, 2014; teacher resignations of Jennifer Newcomer and Heather Schwark, effective at the end of the 2013-2014 school year; and food service worker, Mary Garwell, effective April 20, 2014. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the hiring of the following: Tony Riel, High School Art Teacher, for a salary of \$45,306; Alice Thoftne, .33 HS/MS ELL Teacher, for a salary of \$12,940; Courtney Guenther, High School English/Language Arts Literacy Coach, for a salary of \$51,623; Amanda Schmidt, High School English/Language Arts Teacher, for a salary of \$39,795; Robert Von Kaenel III, High School English/Language Arts Teacher, for a salary of \$43,091; Sara Lazarescu, High School English/Language Arts Teacher, for a salary of \$37,689; Greg Voskuil, 6th Grade Science Teacher, for a salary of \$51,263; and Doug Zblewski, Coordinator of Secondary Advanced Learning Programs (GT), for a salary of \$54,339. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Spanton Nelson, moved to hire Marcela Tyson, Teacher Mentor, for a stipend of \$2,500 and Tony Riel, as Musical Technical Director, for the 2014-15 school year for a stipend of \$2,296. Motion carried, 7-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved that the District begins planning for a referendum. Motion carried, 7-0 (voice vote).

#### **COMMUNICATIONS COMMITTEE**

Ms. Swanson gave an update on Committee work.

#### **POLICY COMMITTEE**

Ms. Rossmiller presented for a first reading, policies: #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements. Discussion. Policy #345.6 will come forward with, correction to number of science credits and the addition of Senior Class Project language. Policies to come back for a second reading. Board members will each review one-two 100 policy, bringing forward with suggested revisions, to get through the 100 policies.

#### **BOARD DEVELOPMENT**

Ms. Rossmiller presented information on Policy Governance and the DeForest School District using Policy Governance. Discussion. Board members may be visiting a DeForest school board meeting in the future.

Mr. Busse presented information from Ms. Mosher, District Administrative Assistant, and Mr. Martin, Technology Manager, on paperless board packets. Discussion. This topic to be revisited after the first of the year.

Board Development agenda items discussed for regular May 28 meeting.

#### **FUTURE AGENDA**

May 14, 2014, regular meeting agenda discussed.

#### **ADJOURN**

Motion by Mr. Busse, seconded by Ms. Hammann, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 9:58 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_  
Kathi Swanson, President

Dated: \_\_\_\_\_ Approved: 5/14/14

# Evansville

*Community School District*

## MEMORANDUM

To: Evansville Board of Education  
From: Doreen Treuden, Business Manager  
Re: April 2014 Reconciliation  
Date: April 8, 2014

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

- Bank Reconciliation Statement for all Funds – nothing unusual to report
- Skyward Fund Balance Report to verify bank reconciliation statement
- Listing of all receipts – April \$444,558.99
- Check Register – April  
Notes for check register:

Check total -	\$514,254.36
ACH total -	\$ 19,926.04
Manual check total -	<u>\$ 35,007.69</u>

Total	\$569,188.09
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Payroll check – 75929, 75930, 75931  
Void checks – 0, 75866





Fd	T	Loc	Obj	Func	Prj	Func	Beginning Balance	April 2013-14 Monthly Activity	Ending Balance
10	A	000	000	711100	---	CASH ON DEPOSIT	-766,452.05	2,839,772.36	4,581,089.19
10	-	---	---	---	---	GENERAL FUND	-766,452.05	2,839,772.36	4,581,089.19
21	A	000	000	711100	---	CASH ON DEPOSIT	26,564.76	-176.45	27,038.44
21	-	---	---	---	---	GIFTS/DONATIONS	26,564.76	-176.45	27,038.44
27	A	000	000	711100	---	CASH ON DEPOSIT	71,343.07	-299,492.52	-1,695,673.58
27	-	---	---	---	---	SPECIAL EDUCATION FUND	71,343.07	-299,492.52	-1,695,673.58
38	A	000	000	711100	---	CASH ON DEPOSIT	21,621.85	-110,521.89	-109,421.93
38	-	---	---	---	---	NON-REFERENDUM DEBT	21,621.85	-110,521.89	-109,421.93
39	A	000	000	711100	---	CASH ON DEPOSIT	-63,593.23	-2,431,473.75	-2,946,540.73
39	-	---	---	---	---	REFERENDUM APPROVED DEBT SERVI	-63,593.23	-2,431,473.75	-2,946,540.73
50	A	000	000	711100	---	CASH ON DEPOSIT	97,305.86	4,451.55	64,234.36
50	-	---	---	---	---	FOOD SERVICE	97,305.86	4,451.55	64,234.36
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	2,559.30	-70,247.55

Number of Accounts: 7

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

Post Date	Func	Description	Amount
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	S ERICKSON - ADD'L HEALTH INS APRIL	121.22
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	V LECY-LUEBKE - ADD'L HEALTH INS APRIL	121.22
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS APRIL	121.22
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	C WAGNER - ADD'L HEALTH INS APRIL	121.22
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1665.00
04/30/2014	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHES INV #1054 & 1	130.00
04/30/2014	DISTRICT WIDE	FACILITY USE - KIDS KORNER RENT (APR MAY JUNE	3900.00
04/30/2014	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR APRIL	462.99
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	W HARTJE - ADD'L HEALTH INS APRIL & MAY	242.44
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1148.25
04/30/2014	DISTRICT WIDE	STUDENT FEES	2010.50
04/30/2014	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	70.00
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1558.00
04/30/2014	DISTRICT WIDE	REIMB OF MEDICAID COPIES	52.00
04/30/2014	DISTRICT WIDE	CESA5 - TITLE III LOCAL ALLOCATION REIMB 2013	993.42
04/30/2014	FIELD TRIPS - CLASSROOM	MS-REIMB FOR FIELDTRIPS	6390.50
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1096.00
04/30/2014	INDUSTRIAL ARTS	REIMB - S KRUPKE FOR NAPA CHARGES TO FIX CAR	124.28
04/30/2014	SCHOOL BUILDING ADMINISTRATION	REIMB - C SCHUETT FOR NAPA CHARGES TO FIX CAR	29.45
04/30/2014	DISTRICT WIDE	STUDENT FEES	2385.50
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1803.60
04/30/2014	DISTRICT ADMINISTRATION	OFFICE DEPOT REBATE	43.23
04/30/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	43.23
04/30/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	43.22
04/30/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	43.22
04/30/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	43.22
04/30/2014	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	8098.44
04/30/2014	DISTRICT WIDE	FACILITY USE - ADULT VOLLEYBALL	40.00
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1809.60
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1202.00
04/30/2014	DISTRICT WIDE	STUDENT FEES	440.00
04/30/2014	INDUSTRIAL ARTS	REIMB - L POMPLUN FOR NAPA CHARGES TO FIX CAR	86.25
04/30/2014	SCIENCE	COMM FOUND OF SO WI - SCIENCE GRANT B STALDER	960.00
04/30/2014	GIFTED AND TALENTED	HS REIMB FOR STUDENT PAYMENTS ONLINE COURSES	1384.00
04/30/2014	SCHOOL BUILDING ADMINISTRATION	E.S.-REIMB. FOR CHARGE CARD	106.46
04/30/2014	SCHOOL BUILDING ADMINISTRATION	TRIS-REIMB. FOR CHARGE CARD	112.22
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1399.00
04/30/2014	FIELD TRIPS - CLASSROOM	MS-REIMB FOR FIELDTRIPS	368.72
04/30/2014	DISTRICT WIDE	EVANSVILLE COMM PARTNERSHIP - REIMB FOR INV #	501.25
04/30/2014	FIELD TRIPS - CLASSROOM	TRIS - FIELDTRIP REIMB.	362.82
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1651.01
04/30/2014	DISTRICT WIDE	FACILITY USE - ADULT SOCCER (TOM CALLEY)	55.75
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1990.50
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R COLE - MAY	1146.16
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - C WAGNER - MAY	1146.16
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R DENNIS - MAY	1146.16
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - W HARTJE - MAY	1146.16
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V LUEBKE - MAY	1146.16
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - B BERG - MAY	1146.16
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P KELLEY - MAY	539.31
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - M KELLEY - MAY	539.31
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V ZHE - MAY	539.31
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - S ERICKSON - MAY	1146.16

Post Date	Func	Description	Amount
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K VERKUILEN - MAY INCLUDING 121.	1267.38
04/30/2014	TERMINATION OF BENEFITS	EBC COBRA P'MENT MAR HEALTH - KARIS	659.31
04/30/2014	TERMINATION OF BENEFITS	EBC COBRA P'MENT APR DENTAL - HAVLIK ERICKSON	120.56
04/30/2014	TERMINATION OF BENEFITS	EBC COBRA P'MENT APR HEALTH - KARIS PFAPP	1318.62
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1783.00
04/30/2014	DISTRICT WIDE	STUDENT FEES	650.00
04/30/2014	SCHOOL BUILDING ADMINISTRATION	HS REIMB - STUDENT P'MENTS BODY WORLD TICKETS	400.00
04/30/2014	INDUSTRIAL ARTS	HS REIMB - LAB FEES	60.00
04/30/2014	INDUSTRIAL ARTS	HS REIMB - SHOP CAR REPAIRS	147.00
04/30/2014	SCIENCE	HS REIMB - B STALDER FIELDTRIP ENTRANCE	200.00
04/30/2014	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHE INV #1056 & 1	130.00
04/30/2014	SCHOOL BUILDING ADMINISTRATION	TRIS-REIMB. FOR CHARGE CARD	181.15
04/30/2014	DISTRICT WIDE	ROCK COUNTY - LOTTERY CREDIT	159858.74
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1681.00
04/30/2014	DISTRICT WIDE	STUDENT FEES	212.00
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1567.85
04/30/2014	DISTRICT WIDE	FACILITY USE - 3 X 3 HEAT BB TOURNAMENT	153.82
04/30/2014	DISTRICT WIDE	KID'S CLUB - FACILITY USE FOR SUMMER OF 2013	700.00
04/30/2014	DISTRICT WIDE	TOWN OF MAGNOLIA - MOBILE HOME FEES	263.14
04/30/2014	DISTRICT WIDE	TOWN OF UNION - MOBILE HOME FEES	2260.51
04/30/2014	DISTRICT WIDE	TOWN OF MAGNOLIA - MOBILE HOME LOTTERY CREDIT	1370.94
04/30/2014	DISTRICT WIDE	TOWN OF UNION - MOBILE HOME LOTTERY CREDIT QT	2291.98
04/30/2014	HOME ECONOMICS	HS REIMB - STUDENT FACE FEES	280.00
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	860.00
04/30/2014	SCHOOL BUILDING ADMINISTRATION	ES REIMB - FOR DELL INVOICE #XJCX99J65 DATED	14373.27
04/30/2014	DISTRICT WIDE	FACILITY USE - ECT JULY OF 2013 SEUSSICAL	831.10
04/30/2014	OPERATION OF BUILDINGS	STATE OF WIS - INS COMM - PRESSBOX FIRE	9600.40
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P HAESE - MAY	539.31
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1427.60
04/30/2014	SCHOOL BUILDING ADMINISTRATION	HS-REIMB FOR CHARGE CARD	1105.03
04/30/2014	DISTRICT WIDE	STUDENT FEES	120.00
04/30/2014	WRESTLING	WIAA STATE TRAVEL ALLOWANCE FOR HS WRESTLING	1156.40
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1990.01
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1536.00
04/30/2014	DISTRICT ADMINISTRATION	OPEN RECORD'S REQUEST - GREENWOOD STATE BANK	10.00
04/30/2014	OPERATION OF BUILDINGS	STATE OF WIS - INS COMM - PRESSBOX FIRE	14225.72
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1423.40
04/30/2014	DISTRICT WIDE	STUDENT FEES	166.00
04/30/2014	SCHOOL BUILDING ADMINISTRATION	MS REIMB FOR CHARGE CARD	2650.50
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1272.35
04/30/2014	SCHOOL BUILDING ADMINISTRATION	HS REIMB - CAP AND GOWNS TO JOSTENS	1391.52
04/30/2014	SUBSTITUTES	JANESVILLE SCHOOL DIST REIMB OF SITE VISIT CO	762.00
04/30/2014	SCHOOL BUILDING ADMINISTRATION	JANESVILLE SCHOOL DIST REIMB OF SITE VISIT CO	68.64
04/30/2014	REGULAR CURRICULUM	M DOBBS - REIMB OF HRA BENEFITS	132.52
04/30/2014	WRESTLING	SPORTS BOOSTER REIMB - ERFFMEYER & SON INV# 2	38.06
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1819.70
04/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS MAY	121.22
04/30/2014	DISTRICT WIDE	FACILITY USE - S JOHNSON SUMMER TUTORING	15.00
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1397.11
04/30/2014	DISTRICT WIDE	STUDENT FEES	214.00
04/30/2014	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHE INV #1059 & 1	115.00
04/30/2014	DISTRICT WIDE	VENDING	163.00
04/30/2014	DISTRICT WIDE	VENDING	163.00

Post Date	Func	Description	Amount
04/30/2014	DISTRICT WIDE	VENDING	61.95
04/30/2014	DISTRICT WIDE	VENDING	195.25
04/30/2014	DISTRICT WIDE	VENDING	148.00
04/30/2014	DISTRICT WIDE	VENDING	72.15
04/30/2014	DISTRICT WIDE	VENDING	178.01
04/30/2014	DISTRICT WIDE	VENDING	178.60
04/30/2014	DISTRICT WIDE	VENDING	134.75
04/30/2014	DISTRICT WIDE	VENDING	144.00
04/30/2014	DISTRICT WIDE	VENDING	51.50
04/30/2014	DISTRICT WIDE	VENDING	187.75
04/30/2014	DEPOSITS PAYABLE	E-FUNDS FOR APRIL FOOD SERVICE	10107.05
04/30/2014	DISTRICT WIDE	E-FUNDS FOR APRIL FEES	146.00
04/30/2014	DISTRICT WIDE	APRIL INTEREST	1286.46
04/30/2014	DISTRICT WIDE	AID - COMMON SCHOOL FUND LIBRARY AID	61027.00
04/30/2014	CASH ON DEPOSIT	AID - FOOD SERVICE	16784.03
04/30/2014	DISTRICT WIDE	AID - ESEA TITLE II-A TEACHER/PRINCIPAL TRAIN	5922.38
04/30/2014	DISTRICT WIDE	AID - ESEA TITLE I-A BASIC GRANT (LEA)	51553.68
04/30/2014	DISTRICT WIDE	DANE CO LOTTERY CREDIT	173.77
04/30/2014	DISTRICT WIDE	GREEN CO LOTTERY CREDIT	2360.05
04/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENT	40.00
04/30/2014	DISTRICT WIDE	STUDENT FEE	62.00
04/30/2014	REGULAR CURRICULUM	REFUND FROM EBC	1527.75
Total for Cash Receipts			444558.99

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DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
04/16/2014	0	M	04/16/2014	EVANSVILLE WATER & LIGHT DEPT	32,887.63
04/01/2014	75925	R	04/01/2014	DEAN HEALTH PLANS	173,936.50
04/01/2014	75926	R	04/01/2014	DELTA DENTAL OF WISCONSIN	28,301.16
04/01/2014	75927	R	04/01/2014	SUN LIFE FINANCIAL	2,902.14
04/01/2014	75928	R	04/01/2014	WEA INSURANCE TRUST	4,827.44
04/09/2014	75932	R	04/09/2014	DAVE'S ACE HARDWARE	64.91
04/09/2014	75933	R	04/09/2014	AIRGAS USA LLC DBA ENCOMPASS	20.00
04/09/2014	75934	R	04/09/2014	ALL 'N ONE	339.22
04/09/2014	75935	R	04/09/2014	AMERICAN AWARDS & PROMOTIONS	85.85
04/09/2014	75936	R	04/09/2014	AT&T LONG DISTANCE	2,555.70
04/09/2014	75937	R	04/09/2014	AT&T	745.00
04/09/2014	75938	R	04/09/2014	BIG FOOT HIGH SCHOOL	100.00
04/09/2014	75939	R	04/09/2014	BJ ELECTRIC SUPPLY INC.	384.13
04/09/2014	75940	R	04/09/2014	BLOCK IRON & SUPPLY CO. INC	115.50
04/09/2014	75941	R	04/09/2014	BRODHEAD HIGH SCHOOL	150.00
04/09/2014	75942	R	04/09/2014	BRODHEAD MIDDLE SCHOOL	180.00
04/09/2014	75943	R	04/09/2014	BUTTCHEN ELECTRIC	1,421.62
04/09/2014	75944	R	04/09/2014	CAMBRIDGE HIGH SCHOOL	150.00
04/09/2014	75945	R	04/09/2014	CARPENTER, TODD	62.00
04/09/2014	75946	R	04/09/2014	CESA 3	88.83
04/09/2014	75947	R	04/09/2014	CESA 5	1,500.00
04/09/2014	75948	R	04/09/2014	CLINTON HIGH SCHOOL	150.00
04/09/2014	75949	R	04/09/2014	CORVUS INDUSTRIES LTD	450.00
04/09/2014	75950	R	04/09/2014	CREEKSIDE PLACE	300.00
04/09/2014	75951	R	04/09/2014	DELL MARKETING LP	5,990.10
04/09/2014	75952	R	04/09/2014	DIVERSIFIED BENEFIT SERVICES	252.80
04/09/2014	75953	R	04/09/2014	EDGERTON HIGH SCHOOL	200.00
04/09/2014	75954	R	04/09/2014	EVANSVILLE HIGH SCHOOL	296.80
04/09/2014	75955	S	04/09/2014	EVANSVILLE HIGH SCHOOL	155.00
04/09/2014	75956	R	04/09/2014	ENVIRONMENTAL CONSTRUCTION SRV	498.72
04/09/2014	75957	R	04/09/2014	EQUAL RIGHTS DIVISION	52.50
04/09/2014	75958	R	04/09/2014	FIDELITEC LLC	132.00
04/09/2014	75959	R	04/09/2014	HEARTLAND BUSINESS SYSTEMS	4,570.23
04/09/2014	75960	R	04/09/2014	IDEAL PRINTING WI LLC	165.00
04/09/2014	75961	R	04/09/2014	JEFF WALKER	60.00
04/09/2014	75962	R	04/09/2014	JOSTENS	335.60
04/09/2014	75963	R	04/09/2014	JUNIOR LIBRARY GUILD	32.00
04/09/2014	75964	R	04/09/2014	LIBRARIANS' BOOK EXPRESS	749.41
04/09/2014	75965	R	04/09/2014	MALY ROOFING CO INC	733.43
04/09/2014	75966	R	04/09/2014	MASTERGRAPHICS INC	134.10
04/09/2014	75967	R	04/09/2014	MONONA GROVE HIGH SCHOOL	165.00
04/09/2014	75968	R	04/09/2014	NELSON-YOUNG LUMBER COMPANY	6.67
04/09/2014	75970	R	04/09/2014	OCCUPATIONAL HEALTH CENTERS	83.50
04/09/2014	75971	R	04/09/2014	PETER MOREHOUSE	40.00
04/09/2014	75972	R	04/09/2014	PIGGLY WIGGLY	15.63
04/09/2014	75973	R	04/09/2014	RHYME BUSINESS PRODUCTS	2,710.82
04/09/2014	75974	R	04/09/2014	RINGHAND BROTHERS INC	58,032.93
04/09/2014	75975	R	04/09/2014	RIVERFRONT ACTIVITY CENTER INC	250.00
04/09/2014	75976	R	04/09/2014	ROBERT W. BAIRD & CO.	1,500.00
04/09/2014	75977	R	04/09/2014	ROCK'N ROLLZ SANDWICH CO	97.99
04/09/2014	75978	R	04/09/2014	SCHINDLER ELEVATOR CORP.	250.59
04/09/2014	75979	R	04/09/2014	SCHILLING SUPPLY COMPANY	2,595.20
04/09/2014	75980	R	04/09/2014	SCHOOL SPECIALTY	33.42
04/09/2014	75981	R	04/09/2014	STOUGHTON HIGH SCHOOL	60.00
04/09/2014	75982	R	04/09/2014	TEACHERS ON CALL	13,589.50
04/09/2014	75983	R	04/09/2014	TEACHSCAPE, INC	776.00

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04/09/2014	75984	R	04/09/2014	THE LORENZ CORPORATION	79.95
04/09/2014	75985	R	04/09/2014	UW WHITEWATER TRACK & FIELD	300.00
04/09/2014	75986	R	04/09/2014	VICKI ZHE	27.00
04/09/2014	75987	R	04/09/2014	WIS ASSOC OF SCHOOL BOARDS INC	484.24
04/09/2014	75988	R	04/09/2014	WAUNAKEE COMM SCHOOL DISTRICT	30.00
04/09/2014	75989	R	04/09/2014	WAYNE MIXDORF	40.00
04/09/2014	75990	R	04/09/2014	WE ENERGIES	43,966.18
04/09/2014	75991	R	04/09/2014	WIAA	275.48
04/10/2014	75992	R	04/10/2014	AMERICOLLECT INC.	75.00
04/10/2014	75993	R	04/10/2014	AMERIPRISE FINANCIAL SERVICES	570.00
04/10/2014	75994	R	04/10/2014	FRANKLIN TEMPLETON BANK &TRUST	1,210.00
04/10/2014	75995	R	04/10/2014	KOHN LAW FIRM S.C.	201.47
04/10/2014	75996	R	04/10/2014	METLIFE	75.00
04/10/2014	75997	R	04/10/2014	MG TRUST COMPANY	650.00
04/10/2014	75998	R	04/10/2014	SBG-VAA	830.00
04/16/2014	75999	R	04/16/2014	ALBERT SARBACKER	48.00
04/16/2014	76000	R	04/16/2014	CHRIS NICHOLSON	120.00
04/16/2014	76001	R	04/16/2014	JACK COLLIER	60.00
04/16/2014	76002	R	04/16/2014	CRAIG BUTTERFIELD	60.00
04/16/2014	76003	R	04/16/2014	GREG SKEMP	60.00
04/16/2014	76004	R	04/16/2014	GROVESTEN, RONALD	48.00
04/16/2014	76005	R	04/16/2014	HATCHELL, ERIC	60.00
04/16/2014	76006	R	04/16/2014	LEWIS, GARY	48.00
04/16/2014	76007	R	04/16/2014	ORRIN HAUGLI	60.00
04/16/2014	76008	R	04/16/2014	RAFFI MESDJIAN	40.00
04/16/2014	76009	R	04/16/2014	TONY GEORGE	48.00
04/16/2014	76010	R	04/16/2014	WAYNE MIXDORF	40.00
04/18/2014	76011	R	04/18/2014	PAOLI CLAY COMPANY	148.50
04/21/2014	76012	R	04/21/2014	DAVE'S ACE HARDWARE	11.37
04/21/2014	76013	R	04/21/2014	ACP DIRECT	197.75
04/21/2014	76014	R	04/21/2014	ADVANCED DISPOSAL	2,040.25
04/21/2014	76015	R	04/21/2014	ALL 'N ONE	426.89
04/21/2014	76016	R	04/21/2014	AMERICAN IND STEEL & SUPPLY	93.60
04/21/2014	76017	R	04/21/2014	APEX LEARNING	50.00
04/21/2014	76018	R	04/21/2014	ASSOCIATED FINANCIAL GROUP	85.00
04/21/2014	76019	R	04/21/2014	AT&T	155.32
04/21/2014	76020	R	04/21/2014	BEAVER, ZACHORY SR	600.00
04/21/2014	76021	R	04/21/2014	BIO-RAD LABORATORIES	232.00
04/21/2014	76022	R	04/21/2014	BLOCK IRON & SUPPLY CO. INC	221.00
04/21/2014	76023	R	04/21/2014	BLOWFISH ARCHITECTS LLC	3,550.00
04/21/2014	76024	R	04/21/2014	BRIAN MCKAY	75.00
04/21/2014	76025	R	04/21/2014	BTCI	210.00
04/21/2014	76026	R	04/21/2014	CESA 9	325.00
04/21/2014	76027	R	04/21/2014	CHARTER COMMUNICATIONS	200.00
04/21/2014	76028	R	04/21/2014	CHRIS CHRISTENSON	60.00
04/21/2014	76029	R	04/21/2014	COMMON THREADS RESOURCE CENTER	5,625.00
04/21/2014	76030	R	04/21/2014	COMMUNICATIONS ENGINEERING CO.	845.26
04/21/2014	76031	R	04/21/2014	DANIEL VIKEN	60.00
04/21/2014	76032	R	04/21/2014	DEAN HEALTH PLAN	213.00
04/21/2014	76033	R	04/21/2014	DELL MARKETING LP	16,173.27
04/21/2014	76034	R	04/21/2014	EVANSVILLE REVIEW	441.00
04/21/2014	76035	R	04/21/2014	EVANSVILLE VETERINARY SERVICE	6.20
04/21/2014	76036	R	04/21/2014	FLINN SCIENTIFIC INC	43.11
04/21/2014	76037	R	04/21/2014	FOLLETT SCHOOL SOLUTIONS, INC.	343.77
04/21/2014	76038	R	04/21/2014	FULL COMPASS SYSTEMS LTD	1,641.20
04/21/2014	76039	R	04/21/2014	GOPHER SPORT	1,742.16

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04/21/2014	76040	R	04/21/2014	HANSON, MARK	60.00
04/21/2014	76041	R	04/21/2014	HEID MUSIC CO	229.09
04/21/2014	76042	R	04/21/2014	HELLENBRAND INC	506.33
04/21/2014	76043	R	04/21/2014	HOLPIN, ANGELIA	8.30
04/21/2014	76044	R	04/21/2014	INTERSTATE BOOKS 4 SCHOOL	917.10
04/21/2014	76045	R	04/21/2014	J.W. PEPPER & SON INC	1,003.57
04/21/2014	76046	R	04/21/2014	JICHA, BRIAN	60.00
04/21/2014	76047	R	04/21/2014	JOSTENS	406.25
04/21/2014	76048	R	04/21/2014	KIM, ERIC	75.00
04/21/2014	76049	R	04/21/2014	KNAPTON, NEIL	60.00
04/21/2014	76050	R	04/21/2014	KOPF, DAVID	60.00
04/21/2014	76051	R	04/21/2014	LAKELAND CHEMICAL SPECIALTIES	407.57
04/21/2014	76052	R	04/21/2014	LEARNING EXCHANGE	5,661.00
04/21/2014	76053	R	04/21/2014	MICHAEL PFEIL	60.00
04/21/2014	76054	R	04/21/2014	MJ CARE, INC.	1,001.00
04/21/2014	76055	R	04/21/2014	NATIONAL SCHOOL PRODUCTS	57.92
04/21/2014	76056	R	04/21/2014	NORTH AMERICAN MECHANICAL INC	11,445.96
04/21/2014	76057	R	04/21/2014	THE PENWORTHY COMPANY	1,026.04
04/21/2014	76058	R	04/21/2014	PETERSON, MICHAEL	60.00
04/21/2014	76059	R	04/21/2014	PIGGLY WIGGLY	36.22
04/21/2014	76060	R	04/21/2014	PIONEER MANUFACTURING COMPANY	178.50
04/21/2014	76061	R	04/21/2014	RHYME BUSINESS PRODUCTS	82.06
04/21/2014	76062	R	04/21/2014	SCHOLASTIC INC.	2,270.52
04/21/2014	76063	R	04/21/2014	SCHOOL HEALTH CORPORATION	1,295.00
04/21/2014	76064	R	04/21/2014	SCHOOL SPECIALTY	1,029.90
04/21/2014	76065	R	04/21/2014	SCOTT IRWIN	60.00
04/21/2014	76066	R	04/21/2014	TAHER	32,245.69
04/21/2014	76067	R	04/21/2014	TEACHERS ON CALL	14,606.51
04/21/2014	76068	R	04/21/2014	THE LIBRARY STORE	135.15
04/21/2014	76069	R	04/21/2014	TURNING TECHNOLOGIES	984.42
04/21/2014	76070	R	04/21/2014	UW WHITEWATER	98.00
04/21/2014	76071	R	04/21/2014	VOIGT MUSIC CENTER	460.94
04/21/2014	76072	R	04/21/2014	WARD-BRODT MUSIC MALL	1,166.48
04/21/2014	76073	R	04/21/2014	WELDERS SUPPLY COMPANY	150.27
04/21/2014	76074	R	04/21/2014	WI EDUCATIONAL RESOURCES LLC	1,050.00
04/25/2014	76075	R	04/25/2014	AMERICOLLECT INC.	75.00
04/25/2014	76076	R	04/25/2014	AMERIPRISE FINANCIAL SERVICES	570.00
04/25/2014	76077	R	04/25/2014	FRANKLIN TEMPLETON BANK & TRUST	1,210.00
04/25/2014	76078	R	04/25/2014	KOHN LAW FIRM S.C.	185.03
04/25/2014	76079	R	04/25/2014	METLIFE	75.00
04/25/2014	76080	R	04/25/2014	MG TRUST COMPANY	750.00
04/25/2014	76081	R	04/25/2014	SBG-VAA	830.00
04/16/2014	2014022	M	04/16/2014	AT & T	1,773.16
04/16/2014	2014023	M	04/16/2014	EVANSVILLE WATER & LIGHT DEPT	32,887.63
04/16/2014	2014024	M	04/16/2014	U.S. CELLULAR	346.90
04/09/2014	131400234	A	04/09/2014	ASHBY, VAUNCE	369.09
04/09/2014	131400235	A	04/09/2014	BADGER SPORTING GOODS CO., INC	200.00
04/09/2014	131400236	A	04/09/2014	BENNETT, RONALD	56.00
04/09/2014	131400237	A	04/09/2014	BJUGSTAD, RENEE	150.00
04/09/2014	131400238	A	04/09/2014	CESA #2	75.00
04/09/2014	131400239	A	04/09/2014	CITY GLASS COMPANY	707.00
04/09/2014	131400240	A	04/09/2014	CZERWONKA, MIKE	94.91
04/09/2014	131400241	A	04/09/2014	DEMROW, KATELYN	69.85
04/09/2014	131400242	A	04/09/2014	DOBBS, JOANIE	115.28
04/09/2014	131400243	A	04/09/2014	EMPATHIA INC	238.00
04/09/2014	131400244	A	04/09/2014	FIRST SUPPLY LLC - MADISON	388.61



POST	CHECK	CHE	CHECK		
DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
04/09/2014	131400245	A	04/09/2014	JOHNSON, MINDY	24.90
04/09/2014	131400246	A	04/09/2014	KRUCKENBERG, CATHY	39.54
04/09/2014	131400247	A	04/09/2014	LEHMAN, ANDREW	145.41
04/09/2014	131400248	A	04/09/2014	MOSHER, KELLY	48.29
04/09/2014	131400249	A	04/09/2014	OLSON, CAROL	116.15
04/09/2014	131400250	A	04/09/2014	TRAUT-EBERT, SARAH	61.75
04/21/2014	131400251	A	04/21/2014	ASC1	22.20
04/21/2014	131400252	A	04/21/2014	BADGER WATER LLC	375.05
04/21/2014	131400253	A	04/21/2014	BOARDMAN & CLARK LLP	1,827.00
04/21/2014	131400254	A	04/21/2014	BRUMMOND, NANCY	151.48
04/21/2014	131400255	A	04/21/2014	CESA #2	700.00
04/21/2014	131400256	A	04/21/2014	CPI QUALIFIED PLAN CONSULT INC	82.50
04/21/2014	131400257	A	04/21/2014	FETTIG, SHARI	116.88
04/21/2014	131400258	A	04/21/2014	FORSTER, NICOLE	150.00
04/21/2014	131400259	A	04/21/2014	LANDMARK SERVICES COOPERATIVE	9,101.12
04/21/2014	131400260	A	04/21/2014	MARTY, RACHEL	114.10
04/21/2014	131400261	A	04/21/2014	MARTY, RODNEY JR	149.45
04/21/2014	131400262	A	04/21/2014	NASCO	2,639.65
04/21/2014	131400263	A	04/21/2014	OAKESON, JOMARIE	204.70
04/21/2014	131400264	A	04/21/2014	PAPENDIECK, SANDRA	266.41
04/21/2014	131400265	A	04/21/2014	ROSS, CHRISTINA	137.99
04/21/2014	131400266	A	04/21/2014	RUNKLE, JENNY	148.86
04/21/2014	131400267	A	04/21/2014	SCHULLO, CHRISTINE	75.50
04/21/2014	131400268	A	04/21/2014	SCHULTZ, CONSTANCE	60.48
04/21/2014	131400269	A	04/21/2014	SENDELBACH, KARLA	160.26
04/21/2014	131400270	A	04/21/2014	TRAUT-EBERT, SARAH	160.00
04/21/2014	131400271	A	04/21/2014	WIL-KIL PEST CONTROL	136.00
04/21/2014	131400272	A	04/21/2014	WITTMAN-BISCH, SHELLEY	96.63
04/21/2014	131400273	A	04/21/2014	WOLLINGER, KIMBERLY	150.00
Totals for checks					569,188.09

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, May 28, 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: Tina Rossmiller      John Rasmussen      Amanda Koenecke  
                 Kathi Swanson      Sandra Spanton Nelson      HS Rep. Hunter Johnson  
                 Eric Busse      Melissa Hammann      HS Rep. Marissa Haegele
- II. Approve Agenda.
- III. Middle School Student Council Presentation.
- IV. Budget Finance – Chair, Tina Rossmiller –
- A. Discussion Items:
- 1) High School HVAC/Geothermal System Analysis.
  - 2) 2013-2014 Budget Update.
  - 3) 2014-2015 Budget Update.
  - 4) Employee Compensation Committees Update.
  - 5) Referendum Discussion.
  - 6) Press Box Update.
  - 7) Insurance Committee Update and Recommendation.
  - 8) 2014-2015 Food Service Prices
- B. Develop Budget Finance Agenda Items for June 25 Meeting.
- V. Business (Action Items):
- A. Approval of Staff Changes:
- VI. Communications Committee – Chair, Kathi Swanson –
- VII. Policy Committee – Chair, Tina Rossmiller –
- A. Policy #662.3-General Fund Balance
  - B. Policy #662.31-Committed Fund Balance
  - C. Policy #362.1-Interlibrary Loan
  - D. Policy #342.62 Services for English Language Learners (Bilingual-Bicultural Education)
  - E. Policy #342.63-Procedures for Testing English Language Learners
  - F. Policy #345.1-Grading Systems
  - G. Policy #370-The Co- and Extra-Curricular Activities Program
  - H. Policy #371-Co- and Extra-Curricular Participation
- VIII. Board Development – Chair, Kathi Swanson –
- A. Board Goals Discussion.
  - B. Develop Board Development Agenda for June 25 Regular Meeting.
- IX. Future Agenda – Chair, Kathi Swanson -
- A. Develop June 11, 2014, Regular Board Meeting Agenda.
- X. Adjourn.

# THE WISCONSIN TAXPAYER

Vol. 82, Number 2 | February 2014

## To Exceed or Not To Exceed?

### During 20 Years of School Referenda, That's Been the Question

*Since 1994, Wisconsin school districts have held almost 950 referenda to exceed state-imposed revenue caps. In 2013, 89% were nonrecurring (for a limited time), a reversal from 1994-98 when less than 20% were. During 1994-2013, voters approved 56% of nonrecurring referenda, but only 34% of recurring (permanent) ones. Districts also held 1,593 borrowing referenda, with voters approving 54% of them.*

This spring, voters in at least 32 Wisconsin school districts will be asked to approve spending above state-imposed revenue limits. Some districts will ask for a permanent tax increase; others will request money for a fixed amount of time.

The referenda stem from state-imposed school revenue limits, now entering their third decade. Since 1994, districts have held almost 950 referenda to exceed the state caps. But the nature of the "typical" referendum has changed over time.

Compared to the early years of revenue caps, districts now tend to ask for somewhat larger sums of money for shorter periods of time. And, in the past few years, referenda are being approved at higher rates.

#### BACKGROUND

The roots of state revenue limits on schools can be traced to the late 1980s and early 1990s when annual school tax increases were accelerating and topped 10% in 1992-93 (1993). Responding to growing public anxiety, state lawmakers limited annual increases in most school revenues beginning in 1994. Originally temporary, the law became permanent with the 1995-97 state budget. It capped the amount of money districts can collect from a combination of state general aid and local property taxes, or about 80% of a typical district's revenue.

#### Keeping Up With Inflation?

When they were first enacted, the idea behind the state limits was to tie

a school district's revenue growth to a combination of inflation and enrollment. Thus, they are calculated on a per student basis and drive off a district's revenue in 1993, the base year. Per student revenues that year averaged \$5,601. Each year through 2009, the allowable per student revenue amounts were increased to more or less reflect inflation. The adjustments ranged from \$190 (3.4% for the average district) in 1994 to \$275 (2.9%) in 2009.

In 2009 and after, the revenue limit landscape changed as state budget problems worsened. With the

#### Also in this issue:

School Referenda by Month • Home Internet Access



2007-09 recession taking its toll on state tax collections, Wisconsin cut school aids in 2010 and reduced the annual revenue limit increase from \$275 per student to \$200 for 2010 and 2011. As state fiscal troubles continued into 2011, state officials cut school aids again. To forestall local property tax increases, revenue limits were cut 5.5% in 2012. To limit the impact of the cut, lawmakers gave districts budget flexibility by, among other things, requiring employees to pay half of their retirement contributions and eliminating benefits as a subject of collective bargaining.

As fiscal prospects began to improve, modest increases in revenue limits were approved. In 2013 and 2014, allowable increases were \$50 and \$75, respectively, or less than 1% for the average district.

### Floors

Recognizing some of the disadvantages facing low-revenue districts, lawmakers established per student “floors,” or amounts districts could not fall below. For example, in 1996, if a district’s calculated limit was below \$5,300, it would be automatically increased to that amount. In many years, the floor was increased more than the allowable increase most districts received. This allowed the lowest revenue districts to “catch up” to higher-spending ones.

## REFERENDA OVERVIEW

Wisconsin’s revenue limit law allows districts to exceed the caps with voter approval. Two types of referenda are allowed. Districts can ask voters for more money for a set time period (nonrecurring) or indefinitely (recurring).

### Why Go to Referendum?

Since 1994, 306, or almost three in four, school districts have held at least one referendum asking voter permission to exceed revenue limits. Just over half (218) have passed one.

Districts go to referendum for many reasons. However, several features of the state’s revenue limit law play an outsized role. One feature is district revenues in 1993, the year the law was first enacted. All subsequent limit changes ultimately tie back to the original 1993 amount.

Two other features also help explain why a school district might seek referendum relief. The first is the annual increase in revenues allowed by state law. Those amounts have been set in state budgets. The second is enrollment. Because revenue limits and

allowable increases are per student calculations, more students means more revenue growth, while fewer students means tighter revenue limits.

In general, then, districts most likely to have held a revenue cap referendum have been those with stagnant or falling student counts and modest per student revenues when the law began.

*Growing or Declining.* To be more specific, all districts are affected by revenue limits, but those with rising student counts are less affected. Since limits are determined on a per student basis, rising enrollments translate into more revenues, while falling enrollments mean fewer total dollars under the caps, increasing the likelihood of referendum.

History confirms the importance of enrollment growth. Among districts with the largest enrollment declines during 1994-2013, about 80% went to referendum. By contrast, only 57% of districts with the largest enrollment gains did so.

*Low Revenue Districts.* Districts with high revenue limits often have more financial flexibility than those with low limits and often have less need for referendum. Indeed, among districts with the highest

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per student revenues in 1993, only 59% asked voters for more dollars in the ensuing 20 years.

Though it might be expected, the converse is not true. Among districts with the lowest revenues, only 56% held referenda. The reason likely rests with the ever-increasing “floors” discussed earlier. It was districts caught in the middle that were most likely to seek referendum relief, and nearly 80% did. They had neither the financial flexibility that came with high levels of revenue nor the “exceptions to the rule” that low-revenue districts enjoyed.

### Referendum Patterns

In the fall of 1994, Germantown was the first school district to hold a referendum to exceed state-imposed revenue limits. The district asked voters to permanently exceed the limits to pay operating costs of a new grade school and an expanded high school. A separate question asked voters to approve borrowing for construction of the buildings. Neither passed. Since then, school districts have held nearly 2,500 referenda: 1,593 for borrowing and 956 to exceed revenue limits. Circumstances surrounding the revenue-limit referenda have followed several patterns.

*Cyclical.* First, the number of referenda held each year seems cyclical. During 1994-97, districts averaged only nine referenda per year (see Table 1). Student populations in most districts rose during these years. More students meant more dollars to spend (see gray box), lessening the need for referendum.

Activity spiked to an average of 75 per year over the next four years. In 2001, about one quarter (99 of 425) of districts had fewer students than they did in 1994. Falling enrollments meant slow-growing or even declining revenue, which pressured district finances.

Referendum numbers then continued their cyclical pattern, falling for four years, rising to an annual average of 74 during 2006-08, and then retreating during 2009-13.

The relatively few referenda held over the past five years is somewhat unexpected. Falling enrollments continue to be a statewide issue. Moreover, since 2010, increases allowed by the state have been modest (see page two). Combined, these two factors have stressed school budgets and increased the likelihood of a referendum.

### Understanding Revenue Limits

Several features of Wisconsin’s school revenue limit law result in disparate impacts on districts.

*Dollars or Percents?* State officials determine the annual allowable dollar increase—the same per student amount for all districts. However, that amount is not the same percentage increase for everyone. For example, a \$200 increase is 2.2% for a district with a \$9,000 per student limit, but only 1.7% for one with a \$12,000 limit.

*Rising Floors.* Low-revenue districts benefit from rising “floors” (see page two). For example, during 2003-09, the revenue limit floor increased a total of \$2,100 per student (30.4%) from \$6,900 to \$9,000. During those same years, per student increases for districts above the floor totalled about \$1,500 per student. In other words, low-revenue districts received, on average, about \$100 per student more each year.

*Enrollment Trends.* While per student limits are adjusted each year, a district’s total revenue depends on its enrollment. If a district’s enrollment is falling, total revenue will be stagnant or even declining.

For example, a district with 1,000 students and a \$9,000 per student revenue limit would have total (limited) revenues of \$9 million. If, in the following year, per student revenues rose to \$9,200 but enrollment dropped to 950, total revenues would fall to \$8.7 million. The opposite happens in growing districts; total revenue gain is greater than the per student increase due to more students.

This is important because districts have many fixed (transportation, utilities, etc.) or semi-fixed (staffing) costs that do not change proportionally with enrollments. This can lead to situations where revenues are stagnant or declining while costs are rising.

*More Nonrecurring.* Another school referendum development is the increasing use of nonrecurring, rather than recurring, referenda. During 1994-97, few referenda were nonrecurring. Beginning in the early 2000s, however, nonrecurring referenda gained popularity. By 2005, more than half of all referenda were nonrecurring, a percentage that continued to climb, topping 80% during the past five years.

*Approval Rising.* A third development with school referenda is the increasing rate with which they are being approved (pass rates). During the first few years of revenue limits, only about 20% of referenda passed. That percentage increased to more than 40% during 1998-2005. Since then, more than half have passed. During the past three years, that share has approached two-thirds.

However, much of the increase in referendum success is due to greater use of nonrecurring referenda. Historically, voters have been more likely to approve nonrecurring than recurring referenda. For cautious

**Table 1: Referenda Patterns**  
Avg. Ref. Per Year, Pass Rate, and Pct.  
Nonrecurring, 1994-2013

Period	Ref./ Yr.	Pass Rate	% N.R.
1994-1997	9	20.6%	14.7%
1998-2001	75	42.2	34.6
2002-2005	49	40.0	51.3
2006-2008	74	51.8	67.1
2009-2013	41	55.9	80.9

**Table 2: Approval of Nonrecurring Referenda on the Rise**  
 Numbers and Amounts (Total for all Years, in \$ Millions) of Nonrecurring Referenda, 1995-2013

	<i>All</i>						<i>Passed</i>					<i>Failed</i>				
	No.	# of Years		Amt.	% of Lim.	Pass Rate	No.	# of Years		Amt.	% of Lim.	No.	# of Years		Amt.	% of Lim.
		Tot.	Avg.					Tot.	Avg.				Tot.	Avg.		
1995	1	10	10.0	\$0.32	18.7%	100.0%	1	10	10.0	\$0.32	18.7%	0	0	0	\$0.00	na
1996	1	12	12.0	1.15	3.8	100.0	1	12	12.0	1.15	3.8	0	0	0	0.00	na
1997	3	13	4.3	1.99	3.7	33.3	1	8	8.0	0.50	1.2	2	5	2.5	1.49	5.0%
1998	14	38	2.7	7.97	3.6	50.0	7	12	1.7	1.67	4.4	7	26	3.7	6.30	2.9
1999	28	104	3.7	113.86	3.5	42.9	12	34	2.8	36.44	3.5	16	70	4.4	77.42	3.5
2000	33	33	1.0	16.59	4.5	51.5	17	17	1.0	6.76	5.2	16	16	1.0	9.83	3.7
2001	29	33	1.1	16.80	3.7	55.2	16	20	1.3	12.65	3.8	13	13	1.0	4.15	3.5
2002	24	32	1.3	13.96	5.8	45.8	11	15	1.4	7.89	5.6	13	17	1.3	6.07	6.0
2003	21	21	1.0	23.54	7.8	38.1	8	8	1.0	15.92	9.6	13	13	1.0	7.63	6.7
2004	25	95	3.8	69.67	5.7	64.0	16	70	4.4	42.77	5.7	9	25	2.8	26.90	5.7
2005	30	128	4.3	118.83	6.3	53.3	16	71	4.4	60.77	6.1	14	57	4.1	58.06	6.7
2006	54	205	3.8	164.88	7.8	59.3	32	118	3.7	100.51	8.6	22	87	4.0	64.37	6.5
2007	40	162	4.1	123.20	5.8	55.0	22	81	3.7	43.36	7.1	18	81	4.5	79.84	4.2
2008	55	240	4.4	165.40	8.5	58.2	32	134	4.2	97.86	8.4	23	106	4.6	67.54	8.6
2009	36	132	3.7	98.18	8.4	52.8	19	72	3.8	46.90	10.7	17	60	3.5	51.28	5.9
2010	37	131	3.5	93.21	8.7	51.4	19	66	3.5	52.52	10.5	18	65	3.6	40.69	6.7
2011	32	119	3.7	96.60	7.6	68.8	22	76	3.5	48.15	8.0	10	43	4.3	48.46	6.8
2012	28	97	3.5	61.15	8.3	67.9	19	60	3.2	38.52	9.8	9	37	4.1	22.64	5.2
2013	32	111	3.5	96.64	15.1	65.6	21	68	3.2	68.25	12.5	11	43	3.9	28.39	20.0

voters, that makes sense. Granting budget relief for a fixed time period offers taxpayers more certainty. The increasing use of nonrecurring referenda helps explain increased approval rates.

### NONRECURRING REFERENDA

In a nonrecurring referendum, a school district asks for a specific amount of money—or revenue-limit relief—for a set period of time. For example, it might ask permission to exceed the revenue cap by \$500,000 for each of the next five years. Or, it might ask for increasing amounts—\$500,000 in the first year, \$550,000 in the second, \$600,000 in the third, \$650,000 in the fourth, and \$700,000 in the fifth. In both cases, after the fifth year, extra money above the revenue limit is no longer authorized and the district's limit drops. These drops often require another referendum that is typically larger than the expiring one.

#### Number and Length of Referenda

*Number.* Of the two types of referenda, nonrecurring ones are now the most popular. Over the past 20 years, districts have held 523 and passed 292 (56%). Very few nonrecurring referenda were held in the first few years after the state enacted revenue limits. However, since 1998, districts have averaged about

33 per year (see column 2 in Table 2). The largest numbers were in 2006 (54) and 2008 (55). Since 2009, the numbers of nonrecurring referenda have been near the long-term average.

*Length.* The first three nonrecurring referenda occurred in 1995-97 and were for 10, 12, and eight years, respectively. Referenda for such long periods have become the exception rather than the rule. Since 1998, the average number of years authorized by nonrecurring referendum was 3.25; since 2004, the average has been closer to four years.

Particularly in recent years, referendum approval is somewhat related to the number of years a revenue limit may be exceeded (length). Since 1998, successful referenda have asked to exceed caps for about one-tenth of a year less than unsuccessful ones. However, over the past three years, that gap has grown to nearly a year. During 2012 and 2013, successful referenda asked to exceed caps for an average of 3.2 years; unsuccessful ones, 4.0 years.

#### Referendum Size

Since 1994, districts have asked voters via nonrecurring referenda for \$1.3 billion above what revenue limits allowed. Voters have approved \$693 million.

Since school districts range so much in size, characterizing referenda by their dollar amounts is not particularly telling. For individual districts, a better measure of referendum size is to compare the dollar amount asked for to the district's revenue limit. For example, a \$500,000 request for a district with a \$5 million revenue limit is a 10% increase. For a district with a \$10 million limit, it is only a 5% increase.

From 1995 through 2003, districts asked voters to exceed limits by an average of 7.3%, but that percentage has been rising. In 1998, the first year in which more than five nonrecurring referenda occurred, districts asked to exceed their limits by an average of 3.6%. Districts asked for more than 8% increases in 2008, 2009, 2010, and again in 2012. In 2013, that percentage had risen to more than 15%.

Contrary to what might be expected, voters tended to approve referenda asking for larger amounts of revenue. Over the entire period studied, the average size of a successful referendum equalled 8.0% of the asking district's revenue limit, while the average for a failed referendum was 6.4%. The gap between winning and losing referenda was even wider during 2009-12, when the size of the former averaged 9.7% of district caps, while the size of the latter averaged only 6.2%.

One possible explanation for the difference in size is that districts asking for relatively large amounts of extra revenue might have greater financial problems. Recognizing this, voters are more likely to support a referendum. In districts asking for smaller amounts, voters might believe "savings" can be found to alleviate any shortfall.

### Percent Passed

Since 1994, about 56% of all nonrecurring referenda have passed. In nearly all years, more than half passed; the exceptions were 1997, 1999, 2002, and 2003. Referenda were most successful over the past three years when more than two in three were approved.

### RECURRING REFERENDA

Unlike nonrecurring referenda, which are temporary, recurring referenda authorize permanent additions to a district's revenue limit. Many school district officials prefer them because they provide greater long-term stability in district finances. However, voters pass them at much lower rates (34% during 1994-2013) than nonrecurring ones (56%).

Due in part to low approval rates, recurring referenda are becoming less popular with districts.

During the early years of state-imposed revenue limits, referenda were few, but the vast majority were recurring (see Figure 1). In fact, there were more recurring than nonrecurring referenda in every year during 1994-2001.

That pattern then reversed itself. In each of the subsequent years (except 2003), the majority of referenda were nonrecurring. In 2013, only about one in ten referenda was recurring, a pattern that continues into early 2014. A total of 34 revenue-limit referenda are scheduled through April 2014, and only six (17.6%) are recurring.

### Number of Referenda

During 1994-2013, districts held a total of 433 recurring referenda. Use of this referenda type peaked during 1998-2001. Although this short period represented only four of the 20 years studied, nearly half (45.5%) of all recurring referenda occurred during these years (see Table 3 on page 6).

During 2002-08, the number of recurring questions held ranged from 20 to 29. However, since then, numbers have fallen dramatically. In the past three years, the annual number has ranged from four to seven.

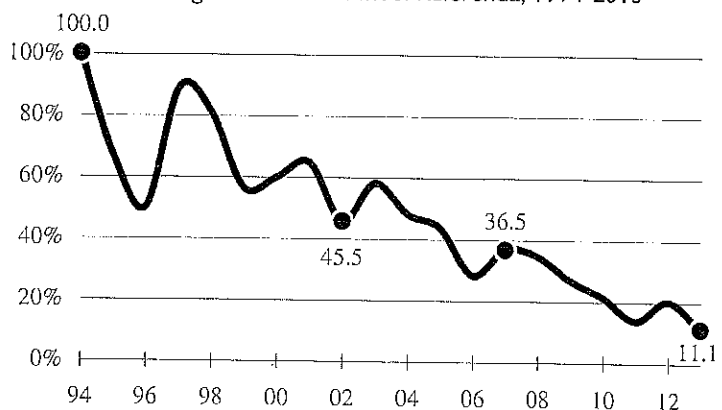
### Percent Passed

Over the past 20 years, districts passed about one-in-three (149 of 433) recurring referenda. Recently, recurring referenda have been even less successful. In three of the past five years, 25% or fewer passed.

### Referendum Size

Measuring the size of some recurring referenda can be tricky. While many ask for a set dollar amount beginning in the following year, others phase in the increase over several years. For phased-in increases,

**Figure 1: Recurring Referenda Becoming Rare**  
Recurring as Pct. of All School Referenda, 1994-2013



**Table 3: Approval of Recurring Referenda Lag**  
Numbers and Amounts (\$ Millions) of Recurring Referenda, 1994-2013

	<i>All</i>					<i>Passed</i>				<i>Failed</i>			
	No.	Amt.		% of Lim.	Pass Rate	No.	Amt.		% of Lim.	No.	Amt.		% of Lim.
		Yr. 1	Perm.*				Yr. 1	Perm.*			Yr. 1	Perm.*	
1994	2	\$1.30	na	3.2%	0.0%	0	\$0.00	\$0.00	0.0%	2	\$1.30	\$1.30	3.2%
1995	2	1.75	na	3.9	0.0	0	0.00	0.00	0.0	2	1.75	1.75	3.9
1996	1	0.13	na	3.0	100.0	1	0.13	0.13	3.0	0	0.00	0.00	0.0
1997	24	8.73	na	3.7	12.5	3	0.57	0.57	3.5	21	8.16	8.16	3.8
1998	59	19.69	na	3.6	30.5	18	5.50	5.50	3.9	41	14.19	14.19	3.5
1999	36	17.68	na	4.0	30.6	11	2.68	2.68	3.5	25	15.00	27.33	4.2
2000	49	21.24	na	3.7	53.1	26	12.30	12.30	3.8	23	8.95	8.95	3.6
2001	53	26.72	na	4.8	37.7	20	14.72	14.72	5.6	33	12.00	12.00	4.4
2002	20	5.74	na	4.0	10.0	2	0.85	0.85	7.7	18	4.89	4.89	3.5
2003	29	16.16	na	3.8	17.2	5	1.97	1.97	3.4	24	14.19	14.19	3.9
2004	23	10.94	na	4.0	43.5	10	3.50	3.50	5.4	13	7.43	7.43	3.0
2005	23	28.50	29.20	7.0	43.5	10	7.84	7.94	5.3	13	20.66	21.26	8.4
2006	21	9.54	15.91	9.5	47.6	10	4.91	6.31	8.8	11	4.63	9.60	10.1
2007	23	11.93	20.24	8.4	39.1	9	4.73	9.37	7.7	14	7.20	10.87	8.8
2008	29	18.22	33.26	8.7	34.5	10	10.12	19.24	8.5	19	8.11	14.02	8.8
2009	13	9.29	15.39	10.6	23.1	3	1.47	2.59	18.6	10	7.82	12.80	8.2
2010	10	6.28	12.31	9.4	20.0	2	2.00	2.00	7.0	8	4.28	10.31	10.0
2011	5	1.44	1.44	5.6	80.0	4	1.35	1.35	6.8	1	0.09	0.09	0.9
2012	7	7.75	7.75	11.5	57.1	4	5.17	5.17	16.8	3	2.58	2.58	4.5
2013	4	1.42	1.77	12.3	25.0	1	0.65	0.65	35.5	3	0.77	1.12	4.5

\*For referenda that were phased in over several years, Wisconsin Department of Public Instruction (DPI) reports first-year amounts (column 3). Beginning in 2005, DPI also reports referenda wording, which allows reporting of the permanent increase (column 4). The percentages in column 5 are calculated on first-year amounts for 1994-2004 and on permanent amounts for 2005-13.

the referendum size is the total increase in the final year—i.e., the amount of the permanent increase.

Only information on first-year amounts are available for phased-in referenda occurring during 1994-2004. They are reported in column three in the table above. For referenda in 2005 and after, both beginning and permanent (column 4) increases are reported.

Since 2005, districts have asked to exceed their revenue limits permanently by a total of \$137.3 million (see Table 3, column 4). Most requests came during 2005-08. Requests averaged as low as 5.6% of revenue limits in 2011 and as high as 12.3% of limits in 2013.

While there is evidence that voters are more likely to approve large nonrecurring referenda compared to small ones, that does not appear to apply to recurring referenda. During 1994-96 and again in 2011-13, there were too few referenda to reach any conclusions. In six of the other 14 years, the average size of approved referenda was greater than the size of rejected ones.

## DEBT REFERENDA

In addition to asking for voter permission to exceed state revenue limits, school districts also hold referenda for borrowing. Generally, school districts may borrow up to \$1 million without a referendum. Typically, districts borrow for major capital projects, e.g., new or remodeled buildings, but some have borrowed to pay off unfunded retirement liabilities.

Since 1994, Wisconsin school districts have held 1,593 debt referenda, asking to borrow a total of \$14.98 billion. Voters approved borrowing at about the same rate as they approved nonrecurring revenue-limit referenda, 54.2% during 1994-2013. However, voters tended to approve smaller rather than larger amounts. Over the 20 years studied, voters approved only 47.0% (\$7.04 billion) of the total dollar amount requested.

### Number of Referenda

In each year during 1994-2000, districts held more than 100 referenda to borrow money (see Table 4 on page 7). Activity peaked at 171 in 1998, the year after



the state began providing “two-thirds” of state-local school revenues, a practice that ended in 2003. After falling to 104 and 112, respectively, over the next two years, the number of debt referenda dropped to 84 in 2001 and has never since exceeded 62. Over the past five years, borrowing referenda have averaged 36 per year.

### Percent Passed

As mentioned, over the past 20 years, more than half of all borrowing referenda passed. However, there were several anomalous years. After approving nearly 60% of borrowing questions during 1994-2000, voters turned down 64% during recessionary 2001-03. More than half were also rejected in 2005, 2009, and 2011.

### Referendum Size

When putting a borrowing referendum to voters, district officials often weigh district “needs” with how much debt voters might approve. History shows that frugality tends to win out.

After adjusting for district enrollment, districts asked to borrow an average of \$4,044 per student during 1994-2003. For a 2,000 student district, that would be about \$8.1 million. Per student amounts ranged from \$2,385 in 1994 to \$8,409 in 2013 (see Table 4).

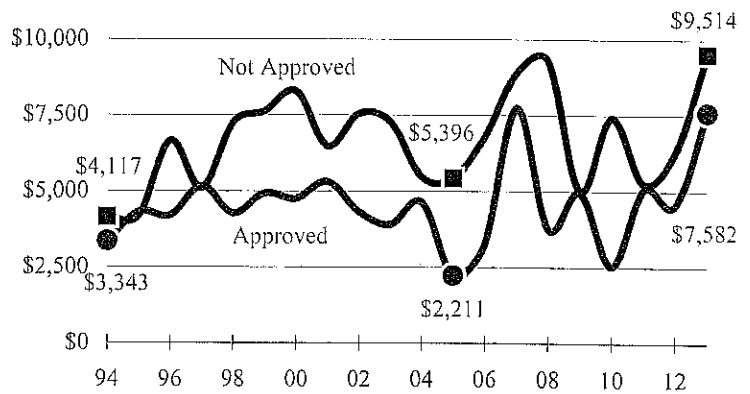
Like other costs, building costs have risen over time. Adjusting for inflation, the average amount of borrowing requested was \$5,278 per student (in 2013 dollars), or about \$10.6 million in total for the “typical” district. However, the gap between the average amount approved (\$4,470 per student) and rejected (\$6,520) was significant—more than 30%.

Figure 2 shows the gap between the average size of bonding referenda approved and not approved during 1994 through 2013. In only two years (1995 and 1997) was the average size of referenda approved larger than the size of those rejected. In four years (2005, 2006, 2008, and 2010), the average size of approved referenda was less than half the size of those turned down.

### PUTTING IT TOGETHER

Ultimately, the success of a school referendum depends on many factors.

**Figure 2: Smaller Building Referenda More Likely to Pass**  
Per Student Amounts Adjusted for Inflation, 1994-2013



Results from the past 20 years suggest several important trends. For districts looking to exceed their revenue limits, past results show that taxpayers prefer to do so for a limited period rather than permanently. It also appears that, more often than not, voters approved more money when need was greatest. Finally, for districts seeking to borrow, frugality was key. On average, debt referendum approved were 30% smaller than those rejected.

Success of school referenda, regardless of type, goes beyond statistics and timing, however. Relationships among the public, the school district board, and the administration can make or break a school referendum. The accumulation of public trust over a number of years can be pivotal. Voters who trust local school officials are more likely to vote to raise their property taxes. But, in districts where trust has eroded or been betrayed, it is more likely that residents will organize to oppose a referendum. □

**Table 4: More Than Half of All Debt Referenda Pass**  
Numbers and Amounts (Total in \$ Millions) of Recurring Referenda, 1994-2013

Yr.	No.	Amount			Yr.	No.	Amount		
		Total	Per Student	Pass Rate			Total	Per Student	Pass Rate
1994	124	\$715.3	\$2,385	52.4%	2004	49	505.9	\$4,003	65.3%
1995	123	864.8	2,768	56.1	2005	42	555.2	3,115	40.5
1996	164	1,246.9	3,405	62.8	2006	62	709.6	3,558	64.5
1997	148	1,196.9	3,525	57.4	2007	56	1,025.1	7,428	55.4
1998	171	1,376.1	3,785	55.0	2008	57	756.6	5,522	52.6
1999	104	1,008.0	4,176	53.8	2009	27	357.2	4,569	48.1
2000	112	1,058.3	4,259	59.8	2010	44	373.8	3,602	61.4
2001	84	736.0	4,508	41.7	2011	33	432.0	4,981	39.4
2002	59	458.7	4,533	40.7	2012	42	477.3	4,857	71.4
2003	57	638.4	5,241	22.8	2013	35	488.6	8,409	54.3



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**WISTAX NOTES**

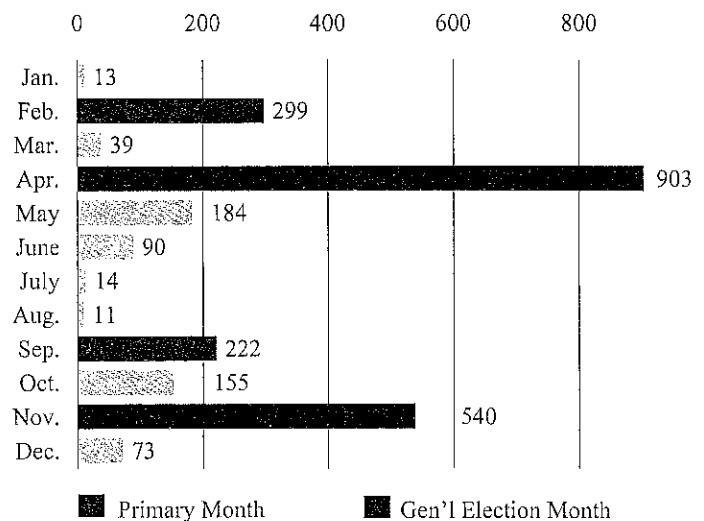
■ **School Referenda by Month.** From 1994 through 2013, 57% (1,443 of 2,543) of all school referenda were held in either April or November, the months during which spring and fall general elections are held (see chart). Another 21% were held in the months containing spring or fall primary elections.

The remaining 577 (23%) were held in months without other elections. Was there an advantage to holding a referendum in these months? For recurring and debt referenda, the percentage that passed in “off” months was only slightly higher than in election months. For recurring referenda, 36% passed in off months compared to 29% during primaries and 36% during general elections. For debt referenda, 55% passed during off months compared to 53% during primaries and 54% during general elections.

However, for nonrecurring referenda, there appears to be an advantage in non-election months: 52% passed during primary months and 56% during general election months. However, 62% passed during other months. Of the 155 held in October, 71% were approved. Approval was also high in both May (62%) and June (60%).

■ **Home Internet Access.** In 2012, 80.7% of Wisconsin residents ages three and older had Internet access at home. The percentage was above the U.S. average (79.3%) and 26th highest among the states, according to a new report from the U.S. Census Bureau. Oregon (87.9%), New Hampshire (87.7%), and Minnesota (87.4%) had the highest rates of access, while Mississippi (64.8%), Louisiana (67.7%), and West Virginia (70.6%) had the lowest. In addition to Minnesota, neighboring Illinois (82.7%, 19th) and Michigan (80.8%, 24th) ranked ahead of Wisconsin. Nationally, the

**School Referenda Held Throughout the Year**  
Number of Referenda by Month, 1994-2013



Beginning in 2012, the fall primary was moved to August. Two referenda were held in August 2012.

two main reasons for not having home Internet were “don’t want it” and “too expensive.”

Many states have passed Wisconsin in home Internet access over the past three years. In 2009, 78.8% of Badger State residents had home Internet access. That percentage was 10th nationally and higher than all states in the region. □

**In FOCUS . . . recently in our biweekly newsletter**

- Raise the sales tax—or give it a holiday? (#1-14)
- Money makes the (political) world go round (#2-14)

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