

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, November 12, 2014

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

Note, public notice of this meeting given by posting at the District Office, Levi Leonard Elementary School Office, Theodore Robinson Intermediate School Office, J.C. McKenna Middle School Office, High School Office, Evansville School District Web Site: Evansville.k12.wi.us, 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 Aliye Gallagher
 Eric Busse Melissa Hammann HS Rep Sydney Michael

- II. Approve Agenda.

- III. Public Announcements/Recognition/Upcoming Events:
 - American Education Week – November 17-21, 2014
 - 7th Grade Courage Retreat Grant Received
 - High School Board Representatives Report of Events

- IV. Public Presentations.

- V. Information & Discussion:
 - A. Referendum Results.
 - B. Presentation on High School Suggested Course Offerings for Art and English 11 and 12 Courses.
 - C. Open Enrollment Presentation.
 - D. 2015-2016 Budget Process and Calendar.
 - E. School Board Election Timeline.
 - F. Selection of Delegate and Alternate to WASB Convention in January.
 - G. Quarterly Nursing Report.
 - H. Seclusion/Restraint Report.
 - I. 4K Update.
 - J. Continuous System Improvement Plan Update.
 - K. Update on 111 Liberty Street and 660 Hillside Properties.
 - L. First Reading of Policy: #428-Full-Time Public School Open Enrollment.
 - M. Second Reading of Policies: #165-School Board Conduct/Ethics, #166-Conflict of Interest, and #342.4-Students At Risk Program.

- VI. Public Presentations.

- VII. Business (Action Items):
 - A. Approval of Panama Trip, June 25-July 6, 2015.
 - B. Approval of Staff Changes: Resignations of Middle School Boys Basketball Coach, Forensics Coach, JV Poms Coach, High School Forensics Coach, and High School

Counselor. Hiring of: Levi School Counselor From PT to FT; and Co-Curricular Coaches for Middle School Boys Basketball and JV Poms.

VIII. Consent (Action Items):

- A. Approval of 2015-2016 School Calendar.
- B. Approval of October 29, 2014, Regular and October 30 and November 6, 2014, Special Meeting Minutes.
- C. Approval of Policies: #152-Employee Handbook; Appendix A of the Employee Handbook-Proposed Change Form; #164-Board Member Compensation and Expenses; #171.2-Meeting Agendas; #346-Student Assessment System (Testing Programs); #346.1-Achievement Testing Program; #346.2-Testing and Counseling Services; #346.3-Assessment of Student Learning; #430-School Attendance; #430 Form-E-Mail Consent Form for Student Absence; #431-Compulsory Student Attendance & Alternative Programs; and #491-Students of Divorced/Separated Parents.
- D. Approval of September Bills and Reconciliation.

IX. December 10, 2014, Regular Meeting Agenda.

X. Adjourn.

Mission Statement:

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

Vision Statement:

Creating a culture of excellence in:

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

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

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

Posted: 11/6/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

**Board of Education Regular Meeting Agenda Briefs
Wednesday, November 12, 2014
6:00 p.m.
District Board and Training Center
340 Fair Street (Door 36)**

Note, public notice of this meeting given by posting at the District Office, Levi Leonard Elementary School Office, Theodore Robinson Intermediate School Office, J.C. McKenna Middle School Office, High School Office, Evansville School District Web Site: Evansville.k12.wi.us, 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 Aliye Gallagher
 Eric Busse Melissa Hammann HS Rep Sydney Michael

II. Approve Agenda.

Suggested Motion: I move we approve the agenda as presented (OR ADD – after moving items(s) _____).

III. Public Announcements/Recognition/Upcoming Events:

- American Education Week – November 17-21, 2014
- 7th Grade Courage Retreat Grant Received
- High School Board Representatives Report of Events

IV. Public Presentations.

V. Information & Discussion:

- A. Referendum Results – Enclosed are the unofficial results. Canvassing of the election will take place on Monday, November 10 at 4:15 pm in the District Office.
- B. Presentation on High School Suggested Course Offerings for Art and English 11 and 12 Courses – Mr. Everson has enclosed information. Staff will be attending to present the information.
- C. Open Enrollment Presentation – Ms. Hammann and Ms. Koenecke will present.
- D. 2015-2016 Budget Process and Calendar – Business Manager, Ms. Treuden, has enclosed information.

- E. School Board Election Timeline – Enclosed is a timeline for the 2015 School Board Election. Mr. Roth is planning on having an “informational meeting for potential candidates” on December 2nd at 6:00 pm. Seats that will be open: Tina Rossmiller and Amanda Koenecke.
- F. Selection of Delegate and Alternate to WASB Convention in January – Please start thinking about who you would like to be our delegate and alternate to the WASB Convention in January. You will need to make a decision in December. Also, please let Ms. Mosher know if you will be attending the convention so that she can register you. If we register by mid-December, we receive a discount.
- G. Quarterly Nursing Report – School Nurse, Abbey Tway, has enclosed the First Quarter Nurse’s Report.
- H. Seclusion/Restraint Report – Director of Student Services, Ms. Ashby, has enclosed information.
- I. 4K Update – Mr. Roth has enclosed general information about the 4K program and frequently asked questions.
- J. Continuous System Improvement Plan Update – The sub-committee meetings are scheduled for:
- Teaching and Learning - Ed O’Connor from CESA2 will be leading this committee in the future
 - Workforce Engagement and Development – 11/19/14
 - Communications and Community Engagement – 11/17/14 and 12/1/14
 - Technology – 11/12/14
 - Facilities and Operations – 11/18/14
 - Climate and Culture – 11/11/14
- K. Update on 111 Liberty Street and 660 Hillside Properties – Mr. Roth continues to work on the legal agreement with legal counsel, Bill Fahey, of Boardman and Clark.
- L. First Reading of Policy: #428-Full-Time Public School Open Enrollment – Enclosed is the policy with proposed changes.
- M. Second Reading of Policies: #165-School Board Conduct/Ethics, #166-Conflict of Interest, and #342.4-Students At Risk Program – Enclosed are updated policies.

VI. Public Presentations.

VII. Business (Action Items):

- A. Approval of Panama Trip, June 25-July 6, 2015 – Former teacher, Butch Beedle, and High School Science Teacher, Betsy Stalder, presented at the October 8 meeting.

Suggested Motion: I move we approve the Panama Trip, June 25-July 6, 2015, as presented.

- B. Approval of Staff Changes: Resignations of: Middle School Boys Basketball Coach; Forensics Coach; JV Poms Coach; High School Forensics Coach; and High School Counselor. Hiring of: Levi School Counselor From PT to FT; and Co-Curricular Coaches for Middle School Boys Basketball and JV Poms – Please approve the following:

1. Ron Grovesteen – Middle School, 8th Grade Basketball Coach resignation.
2. Angela Waidley – JV Poms Coach resignation.
3. Dee Jay Redders – High School Forensics Coach resignation.

Suggested Motion: I move we approve the resignations of Ron Grovesteen, Middle School 8th Grade Basketball Coach; Angela Waidley, JV Poms Coach; and Dee Jay Redders, High School Forensics Coach, effective immediately.

4. Janie Sutherland – High School Counselor, effective December 31, 2014.

Suggested Motion: I move we approve, with regrets, the resignation of Janie Sutherland, High School Counselor, effective December 31, 2014.

5. Levi School Counselor, Mark Simonson, from PT To FT - Please approve Mark Simonson, Levi School Counselor, from part-time to full-time, status for remainder of the 2014-2015 school year only.

Suggested Motion: I move we approve Levi School Counselor, Mark Simonson, from part-time to full-time status for the remainder of the 2014-2015 school year.

6. Garth Coats – 50% Middle School Boys Basketball Coach – Please approve Garth as the 50% coach, job sharing with Jordan Everson, for a stipend of \$738. Garth replaces Ron Grovesteen.
7. Jordan Everson – 50% Middle School Boys Basketball Coach – Please approve Jordan as the 50% coach, job sharing with Garth Coats, for a stipend of \$738. Jordan replaces Ron Grovesteen.
8. _____ - JV Poms – hopefully we will have information prior to the Board meeting.

Suggested Motion: I move we approve the 50% Middle School Boys Basketball Coaches, Garth Coats and Jordan Everson, for stipends of \$738 each and JV Poms to _____ for a stipend of _____.

VIII. Consent (Action Items): Do You Want Anything Removed From The Consent Agenda Items?

- A. Approval of 2015-2016 School Calendar.
- B. Approval of October 29, 2014, Regular and October 30 and November 6, 2014, Special Meeting Minutes.
- C. Approval of Policies: #152-Employee Handbook; Appendix A of the Employee Handbook-Proposed Change Form; #164-Board Member Compensation and Expenses; #171.2-Meeting Agendas; #346-Student Assessment System (Testing Programs); #346.1-Achievement Testing Program; #346.2-Testing and Counseling Services; #346.3-Assessment of Student Learning; #430-School Attendance; #430 Form-E-Mail Consent Form for Student Absence; #431-Compulsory Student Attendance & Alternative Programs; and #491-Students of Divorced/Separated Parents.
- D. Approval of September Bills and Reconciliation.

Suggested Motion: I move we approve the consent agenda items of: 2015-2016 School Calendar; October 29, 2014, regular and October 30 and November 6, 2014, special meeting minutes; policies: #152-Employee Handbook; Appendix A of the Employee Handbook-Proposed Change Form; #164-Board Member Compensation and Expenses; #171.2-Meeting Agendas; #346-Student Assessment System (Testing Programs); #346.1-Achievement Testing Program; #346.2-Testing and Counseling Services; #346.3-Assessment of Student Learning; #430-School Attendance; #430 Form-E-Mail Consent Form for Student Absence; #431-Compulsory Student Attendance & Alternative Programs; and #491-Students of Divorced/Separated Parents; and September bills and reconciliation, as presented.

Roll Call Vote.

- IX. **December 10, 2014, Regular Meeting Agenda** – *Enclosed is a draft of the December meeting. We need to set dates for Employee Handbook meetings – please bring your calendars. This is from Policy #152 – Employee Handbook.*

X. Adjourn.

Suggested Motion: I move we adjourn the meeting.

FOR YOUR INFORMATION:

- 1. Letter from Nurse, Abbey Tway, on EpiPen.
- 2. Upcoming Board Meetings:
 - December 10, 2014, Regular Meeting
 - January 14, 2015, Regular Meeting
 - January 28, 2015, Regular Meeting
 - February 11, 2015, Regular Meeting
 - February 25, 2015, Regular Meeting
- 3. **We need to set dates for Employee Handbook meetings – please bring your calendars. This is from Policy #152 – Employee Handbook.**

Aliye Gallagher
Sydney Michael

Evansville School Board Report

November 12, 2014

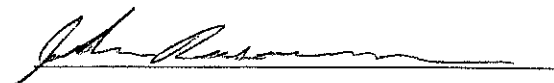
- FFA National Convention
- Student Council Red Cross Blood Drive
- Winter Sports Meeting
- Refuse 2 Bruise First Meeting
- High School Musical Announced
- First Quarter Finals
- Veterans Day Assembly
- SADD Operation Click
- A Delightful Quarantine


OFFICIAL
Tabular Statement of Votes Cast
EVANSVILLE COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD REFERENDUM TOTALS
November 4, 2014

	<u>Question 1 –</u> Curriculum Programming and Technology Initiatives		<u>Question 2 –</u> Building Safety/ Security and Facility Maintenance	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
Brooklyn	37	27	30	35
Center	155	231	161	225
Evansville	1,341	849	1,344	853
Janesville	87	107	88	104
Magnolia	117	136	124	131
Porter	107	133	113	128
Rutland	2	3	2	3
Union	477	400	485	392
Total	2,323	1886	2,347	1871

Certification

We certify that the above list contains the results of persons voting at the election held on **November 4, 2014**, and that it contains all the information about the electors required by law. We further certify that this list is true, correct, and complete.



 William D. Hartje


 Kelly Mosh

UNOFFICIAL
Tabular Statement of Votes Cast
EVANSVILLE COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD REFERENDUM TOTALS
November 4, 2014

	<u>Question 1 –</u> Curriculum Programming and Technology Initiatives		<u>Question 2 –</u> Building Safety/ Security and Facility Maintenance	
	<u>YES</u>	<u>NO</u>	<u>YES</u>	<u>NO</u>
Brooklyn	37	27	30	35
Center	155	231	161	225
Evansville	1,340	848	1,344	851
Janesville	87	107	88	104
Magnolia	117	136	124	131
Porter	107	133	113	128
Rutland	2	3	2	3
Union	474	400	483	391
Total	2,319	1,885	2,345	1,868



**Evansville Community School District
New Course Approval Form
2014-2015**

Date:
11/4/14

Department:
Art

Department Chairperson:
Tony Riel - High School
Michelle Klopp - K-12

School:
Evansville High School

Proposed Course Title:
Advanced Photography

Grade Level: 9-12

Course Length: 1 term

Credits: 0.5

Requirement or Elective
(Circle One) **OPTIONAL**
REQUIREMENT Elective

Course Meeting
Frequency: Every day (90)

Anticipated Enrollment:
25-75 Students

Prerequisites: Basic Photography

Anticipated Course Implementation/Start Date: 2015-2016

Principal's Approval: 11/4/14

Principal's Comments: I support this new course 100 percent.

School Departmental Team Discussion: The proposed course must be discussed with other members of the department prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date).

We meet several times through the fall but on Oct. 15th we discussed the plan in depth. Mrs. Marshall and I spoke of my plan to offer these new classes. This was our initial plan since being hired was to offer courses that are relevant to the current job market and getting students more college and career ready.

K-12 Vertical Team Discussion: The proposed course must be discussed with members of the K-12 Vertical Team prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date).

The idea of offering media based classes was briefly mentioned at one of our informal meetings and an email was sent on 11/3/14 to inform everyone that these courses were going to be proposed.

SILT Review Date: Since SILT was cancelled in October, another SILT conversation will take place during November's meeting.

EVANSVILLE HIGH SCHOOL

ENGLISH/LANGUAGE ARTS DEPARTMENT SEQUENCING

CURRENT COURE SEQUENCING (credits)			PROPOSED COURSE SEQUENCING (credits)		
9 th grade:	English 9	1.0	9 th grade:	English 9	1.0
	OR			OR	
	Pre-AP English 9	1.0		Pre-AP English 9	1.0
10 th grade:	English 10	1.0	10 th grade:	English 10	1.0
	OR			OR	
	Pre-AP English 10	1.0		Pre-AP English 10	1.0
11 th grade:	Intro to Communication	.5	11 th grade:	Oral Communication/Literature (BHT articulation)	1.0
	AND			OR	
	American Literature	.5		AP English Literature	1.0
	OR				
	World/British Literature	.5			
	OR				
	Modern Literature	.5			
OR					
	Advanced Lit Seminar	.5			
	OR				
	Writing Skills *	.5			
12 th grade:	Writing Skills	.5	12 th grade:	Written Communication (BHT articulation)	1.0
	OR			OR	
	Practical English	.5		AP English Language	1.0
	OR				
	Creative Writing	.5			
	OR				
	Writing Workshop	.5			
	AND				
English 12	.5				
OR					
AP English	.5				
OR					
	Seminar Composition*	.5			
Electives:	Communication II	.5	Electives:	Mass Communications	.5
	Drama Seminar	.5		Creative Writing	.5
	Mass Communications	.5		Advance Lit Seminar	.5

*Students taking Seminar Comp need pre-req
Writing Skills

EVANSVILLE HIGH SCHOOL
ART DEPARTMENT OFFERINGS

CURRENT ELECTIVES (all .5 credits):

Basic Design

Drawing & Painting I

Drawing & Painting II

Sculpture I

Ceramics I

Sculpture/Ceramics II

Jewelry & Metalwork I

Jewelry & Metalwork II

Crafts & Glass

Photography

Computer Graphics I

Computer Graphics II

Digital Publication/Yearbook

AP Studio Art (1.0 credit)

PROPOSED ELECTIVES (all .5 credits):

Art Fundamentals

Creative Drawing & Painting A

Basic Drawing & Painting B

Applied Sculpture & Ceramics A

Basic Sculpture & Ceramics B

Media Arts (Video & Animation)

Illustration

Basic Photography

Advanced Digital Photography

Applied Digital Art & Design A

Basic Visual Art & Design B

Digital Publication/Yearbook

AP Studio Art (1.0 credit)

NOTE: *Italics* indicates course title change
Bold indicates new proposed course

SILT Comments:

Director of Instruction/District Administrator Approval:
(Signature and Date)

Board of Education Presentation and Approval:
(Dates of Meetings)

COURSE INFORMATION

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

Students will not have to provide anything, my hope is that the school will provide the equipment and resources necessary for the student to succeed. The purpose and benefits of this class is to provide students with a college and career ready path into Photography. As well as provide them with different outlets to learn and explore the wide variety of genres in art. Photography is one of the most popular fields in art and can be a lifelong hobby. Students will grow upon the basic skills and knowledge they learned in Basic Photography to learn about more genres/styles of photography and to explore the more creative and technical side of photography. Students will create a final portfolio and will be able to know whether they may like to go to college for this or start their own business.

- B. Course Description: Include a short descriptive paragraph highlighting the major focus of the course. This paragraph is also to be used for the course catalogue.

Students are required to have successfully completed Basic Photography. This class will require that students have access to a digital camera, preferably a DSLR. School cameras will be available for use if a student does not own one. This class will grow on the concepts, techniques and technical skills developed in Basic Photography. Students will have the opportunity to better understand the advanced features on their cameras, be able to experiment with filters, lights and editing effects in Adobe Photoshop. Students will develop the required skills to become a successful photographer.

- C. Course Outline: Attach a course outline which includes the major topics, concepts, and standards addressed in the course.

- Understanding camera functions
- Be able to take photos in full manual mode
- Experimentation with filters and lighting.
- Experimentation with subjects and angles
- Editing effects in Photoshop
- Learning various software, cameras, and additional equipment
- Completing work
- Presentation of work

D. Standards Alignment: Explain how this course will correlate with the Common Core State Standards (CCSS) or other adopted Wisconsin state standards that are relevant to this course. To what effect does the proposed curriculum change affect the K-12 skills continuum? (e.g. duplication, reinforcement, extension, etc.)

This course will meet most if not all of the visual/media art standards.

It provides students with an area of art that students have had very little exposure to over their academic career. Students will have the opportunity strengthen their skills in photography and how to operate a digital camera. It also helps to broaden their overall knowledge and provides them with another area of self-expression.

Standards: VISUAL ARTS – Creating, VISUAL ARTS – Presenting, VISUAL ARTS – Responding, VISUAL ARTS - Connecting

E. Curriculum Documentation: Provide a timeline for completion of individual curriculum maps for this course, and identify who will complete this curriculum documentation.

The mapping will take place over the 2015-16 and 2016-17 school years. Mr. Riel will complete this documentation.

F. Materials and Resources: Include information about the instructional resources required to start up this new course (e.g. textbooks, computers, software, and supplementary resources).

-Approximately 10 to 20 DSLR-like cameras will need be purchased so that students have the opportunity to create their videos. These cameras and equipment will be shared with Yearbook, Basic Photography and Advanced Photography classes.

-5 large high- quality tripods

-11 SD card readers

-1 set of lights

G. Instructional Methods: List the instructional methods that will be used in this course (e.g. lectures, demonstrations, field trips, discussions, research papers, extra reading, individual study contracts, performance tasks, etc.).

Lectures, demonstrations, field trips, discussions, research papers, extra reading, historical films/videos/animations will be viewed, final projects, and presentations.

H. Student Assessment Procedures: List the type of formative and summative assessments that will be used to evaluate student learning and growth (e.g. multiple choice, performance assessment, essay, take home, portfolio, etc.) Indicate whether student assessments will be common to all teachers of the course.

- Student will be evaluated on technical skills such as the understanding of camera functions and computer software through reviews, tests, and completion of finish projects.
- Teacher will also evaluate student progress on a daily bases by assisting students in helping them create their projects.
- Students will be required to participate in class discussions, viewings and critiques of student work and professional work shared in class.
- A final compellation of each students work will be presented at the end of each project/unit and/or the end of the term.
- Each assessment will be common to all teachers of the course.

FINANCIAL IMPACT

Provide a detailed explanation of projected costs for personnel, specific instructional materials, and equipment for the first and subsequent years when the proposal is fully implemented. Cite funding sources for the first and subsequent years.

Financial Impact Overview – First year

Added Personnel:	How Many?	Approximate Cost	Total Cost
<i>Teachers</i>	0	\$ 0	\$ 0
<i>EAs/Other</i>	0	\$ 0	\$ 0
Added Materials:	How Many?	Cost Each	Total Cost
<i>Textbooks</i>	0	\$ 0	\$ 0
<i>Other Supplies</i>	0	\$ 0	\$ 0
Added Equipment:	How Many?	Cost Each	Total Cost
<i>DSLR Cameras (Shared with Yearbook, Basic & Advanced Photography)</i>	Could get by with 11 but would prefer each student have access to their own camera 22. The class could run without more cameras by students using their own cameras but student's skills on using a camera would be limited if they don't own a DSLR.	\$ 350 This would be a one time purchase.	\$ 3850 (11) to 7700 (22)
<i>Studio Lighting Kit Would be shared with Yearbook, Basic & Advanced Photography</i>	1	\$ 350	\$ 350

<i>Large High-Quality Tripod</i>	3 to 5	\$ 30	\$ 90 to 150
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Funding Sources for Personnel, Materials, and Equipment: My hope is that due to being a one-time purchase the district will provide the funding. Writing for grants and seeking other outside support could be an option.

SYSTEM PLANNING INFORMATION

A. This course will be: (Please select one)

- An addition to the department's offerings
- X A replacement for the following course(s): Crafts and Glass or Jewelry Making]

B. This course will require: (Please select one)

- The selection and adoption of a new textbook
- X The use of previously adopted text resources

C. This course will require: (Please select all applicable)

- Specialized organization of teacher time
- X Specialized room arrangement or equipment (explain below)
Just need software on the computers.
- Specialized Student Grouping or Sectioning
- X Curriculum planning time

D. To what extent will this curriculum change impact the need for teacher preparation (professional learning) each semester? Hopefully not much but teacher may like to take advantage of opportunities to keep learning new techniques, etc. that can be used to benefit the students in the classroom. (Explain)

E. To what extent does this course conflict with the content and/or student registration options for other courses in this department? Hopefully, none it actually will provide students with more opportunities to learn and grow as artists and photographers.

F. To what extent does this course conflict with courses offered in other departments?
No conflicts.

G. What course(s) will be eliminated if this course change is adopted? Crafts & Glass or Jewelry Making.



**Evansville Community School District
New Course Approval Form
2014-2015**

Date:
11/4/14

Department:
Art

Department Chairperson:
Tony Riel - High School
Michelle Klopp - K-12

School:
Evansville High School

Proposed Course Title:
Illustration

Grade Level: 9-12

Course Length: 1 term

Credits: 0.5

Requirement or Elective
(Circle One) **OPTIONAL**
REQUIREMENT Elective

Course Meeting
Frequency: Every day (90)

Anticipated Enrollment:
25-75 Students

Prerequisites: None

Anticipated Course Implementation/Start Date: 2015-2016

Principal's Approval: 11/4/14

Principal's Comments: I support this course 100 percent.

School Departmental Team Discussion: The proposed course must be discussed with other members of the department prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date).

We meet several times through the fall but on Oct. 15th we discussed the plan in depth. Mrs. Marshall and I spoke of my plan to offer these new classes. This was our initial plan since being hired was to offer courses that are relevant to the current job market and getting students more college and career ready.


K-12 Vertical Team Discussion: The proposed course must be discussed with members of the K-12 Vertical Team prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date).

The idea of offering an illustration based classes was briefly mentioned at one of our informal meetings and an email was sent on 11/3/14 to inform everyone that these courses were going to be proposed.

SILT Review Date: The October SILT meeting was cancelled. New courses will be discussed again formally in November.

SILT Comments:

Director of Instruction/District Administrator Approval:
(Signature and Date)



Board of Education Presentation and Approval:
(Dates of Meetings)

COURSE INFORMATION

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

Students will not have to provide anything, my hope is that the school will provide the equipment and resources necessary for the student to succeed. The purpose and benefits of this class is to provide students with a college and career ready path into Illustration. As well as provide them with different outlets to learn and explore the wide variety of genres in art. Illustration is a very commercial based art form which is used to communicate ideas and stories to others. It has been a long standing field in art. Students will learn the basic skills and knowledge to create their own illustrations and to be able to know whether they may like to go to college for this.

B. Course Description: Include a short descriptive paragraph highlighting the major focus of the course. This paragraph is also to be used for the course catalogue.

This class will focus on learning to create illustrations for both personal and commercial use. Students will explore various areas of illustration such as cartooning, comics, book art, scientific illustration, technical illustration, and conceptual art. Creative writing and storytelling will play an important role in this class as well. Students will improve on their drawing and painting skills by exploring various drawing and painting techniques and methods as related to illustration.

C. Course Outline: Attach a course outline which includes the major topics, concepts, and standards addressed in the course.

- History of Illustration
- Various genres
- Story Telling
- Book creation
- Air brushing
- Traditional drawing and painting techniques
- Digital drawing and painting techniques
- Exploration of various media
- Learning various software
- Completing work
- Presentation of work

D. Standards Alignment: Explain how this course will correlate with the Common Core State Standards (CCSS) or other adopted Wisconsin state standards that are relevant to this course. To what effect does the proposed

curriculum change affect the K-12 skills continuum? (e.g. duplication, reinforcement, extension, etc.)

This course will meet most if not all of the visual art standards.

It provides students with an area of art that students have had very little exposure to over their academic career. It also helps to broaden their over knowledge and provides them with another area of self-expression.

Standards: VISUAL ARTS – Creating, VISUAL ARTS – Presenting, VISUAL ARTS – Responding, VISUAL ARTS - Connecting

E. Curriculum Documentation: Provide a timeline for completion of individual curriculum maps for this course, and identify who will complete this curriculum documentation.

The mapping will take place over the 2015-16 and 2016-17 school years. Mr. Riel will complete this documentation.

F. Materials and Resources: Include information about the instructional resources required to start up this new course (e.g. textbooks, computers, software, supplementary resources).

-2 Airbrush painting kits (gun, compressor and paints)

G. Instructional Methods: List the instructional methods that will be used in this course (e.g. lectures, demonstrations, field trips, discussions, research papers, extra reading, individual study contracts, performance tasks, etc.).
Lectures, demonstrations, field trips, discussions, research papers, extra reading, historical films/videos/animations will be viewed, final projects, and presentations.

H. Student Assessment Procedures: List the type of formative and summative assessments that will be used to evaluate student learning and growth (e.g. multiple choice, performance assessment, essay, take home, portfolio, etc.)
Indicate whether student assessments will be common to all teachers of the course.

-Student will be evaluated on technical skills such as the understanding of computer software and traditional drawing & painting techniques through reviews, tests, and completion of finish projects.

-Teacher will also evaluate student progress on a daily bases by assisting students in helping them create their projects.

-Students will be required to participate in class discussions, viewings and critiques of student work and professional work shared in class.

-A final compellation of each students work will be presented at the end of each project/unit and/or the end of the term.

-Each assessment will be common to all teachers of the course.

FINANCIAL IMPACT

Provide a detailed explanation of projected costs for personnel, specific instructional materials, and equipment for the first and subsequent years when the proposal is fully implemented. Cite funding sources for the first and subsequent years.

Financial Impact Overview – First year

Added Personnel:	How Many?	Approximate Cost	Total Cost
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Teachers	0	\$ 0	\$ 0
EAs/Other	0	\$ 0	\$ 0
Added Materials:	How Many?	Cost Each	Total Cost
Textbooks	0	\$ 0	\$ 0
Other Supplies – Some art supplies as they relate to the illustration projects	Depends on enrollment	\$?	\$?
Added Equipment:	How Many?	Cost Each	Total Cost
Airbrush Kits	2	\$ 150	\$ 300

Funding Sources for Personnel, Materials, and Equipment:
My hope is that due to being a one-time purchase the district will provide the funding. Writing for grants and seeking other outside support could be an option.

SYSTEM PLANNING INFORMATION

A. This course will be: (Please select one)

- An addition to the department's offerings
- X A replacement for the following course(s): Crafts and Glass or Jewelry Making 1 or 2

B. This course will require: (Please select one)

- The selection and adoption of a new textbook
- X The use of previously adopted text resources

C. This course will require: (Please select all applicable)


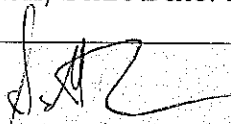
- Specialized organization of teacher time
 - X Specialized room arrangement or equipment (explain below)
- Just need software on the computers.
- Specialized Student Grouping or Sectioning
 - X Curriculum planning time

D. To what extent will this curriculum change impact the need for teacher preparation (professional learning) each semester? Hopefully not much but teacher may like to take advantage of opportunities to keep learning new techniques, etc. that can be used to benefit the students in the classroom. (Explain)

E. To what extent does this course conflict with the content and/or student registration options for other courses in this department? None it actually will provide students with more opportunities to learn because Basic Design (Art Fundamentals) is the only prerequisite class.

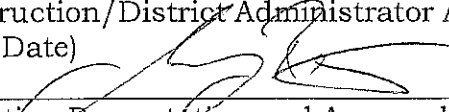
F. To what extent does this course conflict with courses offered in other departments?
No conflicts.

G. What course(s) will be eliminated if this course change is adopted? Crafts & Glass or Jewelry Making 1 or 2.

		Evansville Community School District New Course Approval Form 2014-2015	
Date: 11/4/14		Department: Art	Department Chairperson: Tony Riel - High School Michelle Klopp - K-12
School: Evansville High School			
Proposed Course Title: Media Arts			
Grade Level: 9-12		Course Length: 1 term	Credits: 0.5
Requirement or Elective (Circle One) OPTIONAL REQUIREMENT Elective		Course Meeting Frequency: Every day (90)	Anticipated Enrollment: 25-75 Students
Prerequisites: None			
Anticipated Course Implementation/Start Date: 2015-2016			
Principal's Approval: 11/4/14 			
Principal's Comments: I support this course 100 percent.			
<p>School Departmental Team Discussion: The proposed course must be discussed with other members of the department prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date).</p> <p>We meet several times through the fall but on Oct. 15th we discussed the plan in depth. Mrs. Marshall and I spoke of my plan to offer these new classes. This was our initial plan since being hired was to offer courses that are relevant to the current job market and getting students more college and career ready.</p>			
<p>K-12 Vertical Team Discussion: The proposed course must be discussed with members of the K-12 Vertical Team prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date).</p> <p>The idea of offering media based classes was briefly mentioned at one of our informal meetings and an email was sent on 11/3/14 to inform everyone that these courses were going to be proposed.</p>			
<p>SILT Review Date: The October SILT meeting was cancelled. This will be discussed formally during the November meeting.</p>			

SILT Comments:

Director of Instruction/District Administrator Approval:
(Signature and Date)

 11-5-14

Board of Education Presentation and Approval:
(Dates of Meetings)

COURSE INFORMATION

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

Students will not have to provide anything, my hope is that the school will provide the equipment and resources necessary for the student to succeed. The purpose and benefits of this class is to provide students with a college and career ready path into Media Arts. As well as provide them with different outlets to learn and explore the wide variety of genres in art. Media Arts is also one of the fastest growing fields in art. Students will learn the basic skills and knowledge to create their own films and to be able to know whether they may like to go to college for this.

- B. Course Description: Include a short descriptive paragraph highlighting the major focus of the course. This paragraph is also to be used for the course catalogue.

This course will introduce a variety of technical equipment, computer software and hardware, techniques, materials and mediums related to animation, video and photography. Students will use skills and knowledge they learn in class, to develop and improve their visual, creative and technical skills. Students will learn about historical films and animations. Students will also learn to create both 2 dimensional, 3 dimensional stop-motion based animations and live-action videos.

- C. Course Outline: Attach a course outline which includes the major topics, concepts, and standards addressed in the course.

- History of Film/Animation
- There will be specific assignments such as the creation of a zoetrope & flip books as they relate to the understanding of the historical aspect of film and animation.
- Film/Video/Animation genres
- Story Telling
- Camera Shots
- Learning various software, cameras, and additional equipment
- Lighting
- Editing
- Sound recording & editing
- Completing work
- Presentation of work

D. Standards Alignment: Explain how this course will correlate with the Common Core State Standards (CCSS) or other adopted Wisconsin state standards that are relevant to this course. To what effect does the proposed curriculum change affect the K-12 skills continuum? (e.g. duplication, reinforcement, extension, etc.)

This course will meet most if not all of the visual/media art standards. It provides students with an area of art that students have had very little exposure to over their academic career. It also helps to broaden their over knowledge and provides them with another area of self-expression.

Standards: VISUAL ARTS – Creating, VISUAL ARTS – Presenting, VISUAL ARTS – Responding, VISUAL ARTS - Connecting

E. Curriculum Documentation: Provide a timeline for completion of individual curriculum maps for this course, and identify who will complete this curriculum documentation.

The mapping will take place over the 2015-16 and 2016-17 school years. Mr. Riel will complete this documentation.

F. Materials and Resources: Include information about the instructional resources required to start up this new course (e.g. textbooks, computers, software, supplementary resources).

- Approximately 10 to 20 DSLR-like cameras will need be purchased so that students have the opportunity to create their videos. These cameras and equipment will be shared with Yearbook, Basic Photography and Advanced Photography classes. It would be one time purchase that would probably need to be upgraded at some point in the next 5-8 years as technology changes.
- We would need to purchase the video software Power Director and the animation software Anime Studio for 26-27 computers.
- 4 iPads or tablets with the iMotion HD or iStop-motion app.
- 4 tablet tripod holders
- 5 larger quality tripods
- 2 dolly tripods
- 11 SD card readers
- 1 set of lights

G. Instructional Methods: List the instructional methods that will be used in this course (e.g. lectures, demonstrations, field trips, discussions, research papers, extra reading, individual study contracts, performance tasks, etc.). Lectures, demonstrations, field trips, discussions, research papers, extra reading, historical films/videos/animations will be viewed, final projects, and presentations.

H. Student Assessment Procedures: List the type of formative and summative assessments that will be used to evaluate student learning and growth (e.g. multiple choice, performance assessment, essay, take home, portfolio, etc.) Indicate whether student assessments will be common to all teachers of the course.

- Student will be evaluated on technical skills such as the understanding of camera functions and computer software through reviews, tests, and completion of finish projects.
- Teacher will also evaluate student progress on a daily bases by assisting students in helping them create their projects.
- Students will be required to participate in class discussions, viewings and critiques of student work and professional work shared in class.
- A final compellation of each students work will be presented at the end of each project/unit and/or the end of the term.
- Each assessment will be common to all teachers of the course.

FINANCIAL IMPACT

Provide a detailed explanation of projected costs for personnel, specific instructional materials, and equipment for the first and subsequent years when the proposal is fully implemented. Cite funding sources for the first and subsequent years.

Financial Impact Overview – First year

Added Personnel:	How Many?	Approximate Cost	Total Cost
<i>Teachers</i>	0	\$ 0	\$ 0
<i>EAs/Other</i>	0	\$ 0	\$ 0
Added Materials:	How Many?	Cost Each	Total Cost
<i>Textbooks</i>	0	\$ 0	\$ 0
<i>Other Supplies – Some art supplies as they relate to the animation (Plastine Clay, paper, glue, cardboard, wire, sculpey, etc.)</i>	Depends on enrollment	\$ 200	\$ 200
Added Equipment:	How Many?	Cost Each	Total Cost
<i>DSLR Cameras (Again Shared with Yearbook, Basic & Advanced Photography)</i>	Could get by with 11 but would prefer each student have access to their own camera 22.	\$ 350	\$ 3850 (11) to 7700 (22)
<i>-Tablets</i>	3 to 5	\$ 250	\$ 750 to 1250
<i>- Dolly Tripod</i>	2	\$200	\$400
<i>-Tablet Tripod Holders</i>	3 to 5	\$ 50	\$ 150 to 250
<i>-Tripods</i>	3 to 5	\$30	\$ 90 to 150
<i>-Video Editing Software</i>	1 classroom license or 26 individual licenses	\$90-115	?
<i>-Animation Software</i>	1 classroom license or 26 individual ?licenses	\$50-\$249	?

Tablet Apps	3 to 5	\$ Free to 10	\$ Free to \$50
Card Readers (Will be shared with Yearbook & Photography classes)	11 (?)	\$25	\$275 (?)

Funding Sources for Personnel, Materials, and Equipment:
My hope is that due to being a one-time purchase the district will provide the funding. Writing for grants and seeking other outside support could be an option.

SYSTEM PLANNING INFORMATION

A. This course will be: (Please select one)

- An addition to the department's offerings
- X A replacement for the following course(s): Crafts and Glass or Jewelry Making

B. This course will require: (Please select one)

- The selection and adoption of a new textbook
- X The use of previously adopted text resources

C. This course will require: (Please select all applicable)

- Specialized organization of teacher time
- X Specialized room arrangement or equipment (explain below)

Just need software on the computers.

- Specialized Student Grouping or Sectioning
- X Curriculum planning time

D. To what extent will this curriculum change impact the need for teacher preparation (professional learning) each semester? Hopefully not much but teacher may like to take advantage of opportunities to keep learning new techniques, etc. that can be used to benefit the students in the classroom. (Explain)

E. To what extent does this course conflict with the content and/or student registration options for other courses in this department? None it actually will provide students with more opportunities to learn because there is not prerequisite.

F. To what extent does this course conflict with courses offered in other departments?
No conflicts.

G. What course(s) will be eliminated if this course change is adopted? Crafts & Glass or Jewelry Making.



**Evansville Community School District
New Course Approval Form
2014-2015**

Date:
11/3/14

Department:
English

Department Chairperson:
Cobb/Tyson

School: High School

Proposed Course Title: Oral Communications/Literature

Grade Level: 11

Course Length: 1
Semester

Credits: 1

Requirement or Elective
(Circle One): Requirement

Course Meeting
Frequency: Daily

Anticipated Enrollment:
75

Prerequisites: Completion of English 10

Anticipated Course Implementation/Start Date: Fall of 2015

Principal's Approval: 11/4/14
(Signature and Date)

Principal's Comments: I support this course 100 percent.

School Departmental Team Discussion: The proposed course must be discussed with other members of the department prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date). The English department is in complete support of these course additions and departmental changes.

K-12 Vertical Team Discussion: The proposed course must be discussed with members of the K-12 Vertical Team prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date). The October SILT meeting was cancelled; however, these courses will be discussed at the next available meeting.

SILT Review Date:
(Meeting Date)

SILT Comments:
(Discussion Minutes)

Director of Instruction/District Administrator Approval:
(Signature and Date)

11-5-14

Board of Education Presentation and Approval:

(Dates of Meetings)

COURSE INFORMATION

A. Rationale for Course: Re-aligning courses to meet standards and to provide all students with the opportunity for college credit.

Course Description: This course is designed to help students with all realms of oral communication. Students will learn concepts and analysis related to intrapersonal and interpersonal communication, participate in small and large group discussions, participate in listening exercises, engage in conflict and solution activities and discuss job interviews. In addition, students will learn to research different subjects and organize the research to write and deliver informative, persuasive, demonstrative and special occasion speeches. The content, organization and delivery of the speeches are critically evaluated by the teacher and their peers.

B. Course Outline: See attached syllabus.

C. Standards Alignment: Common Core standards English 11-12.

D. Curriculum Documentation: The syllabus and alignment to standards is done. Individual work will be done by fall.

E. Materials and Resources: See budget portion.

F. Instructional Methods: Writing workshop, modeling, lectures, demonstrations, field trips, discussions, research papers, extra reading, performance tasks, etc.

G. Student Assessment Procedures: Common assessments including: research, performance assessment, speeches, writing, portfolio, etc.

FINANCIAL IMPACT

Provide a detailed explanation of projected costs for personnel, specific instructional materials, and equipment for the first and subsequent years when the proposal is fully implemented. Cite funding sources for the first and subsequent years.

Financial Impact Overview – First year

Added Personnel:	How Many?	Approximate Cost	Total Cost
<i>Teachers</i>		\$	\$
<i>EAs/Other</i>		\$	\$
Added Materials:	How Many?	Cost Each	Total Cost
<i>Textbooks</i>		\$	\$
<i>Other Supplies</i>		\$	\$
Added Equipment:	How Many?	Cost Each	Total Cost
<i>List Items Below</i>		\$	\$
<i>Assorted texts</i>		\$ 1000	\$ 1000
		\$	\$
		\$	\$

Funding Sources for Personnel, Materials, and Equipment:

SYSTEM PLANNING INFORMATION

A. This course will be: (Please select one)
 An addition to the department's offerings
 A replacement for the following course(s): Writing Skills, English 12, Seminar Comp.

B. This course will require: (Please select one)
 The selection and adoption of a new textbook
 The use of previously adopted text resources

C. This course will require: (Please select all applicable)
Specialized organization of teacher time
Specialized room arrangement or equipment (explain below)
Specialized Student Grouping or Sectioning
 Curriculum planning time

D. To what extent will this curriculum change impact the need for teacher preparation (professional learning) each semester? (Explain): After initial implementation, no change.

E. To what extent does this course conflict with the content and/or student registration options for other courses in this department? No conflict.

F. To what extent does this course conflict with courses offered in other departments? No conflict.

G. What course(s) will be eliminated if this course change is adopted? Writing Skills, Seminar Composition, English 12.

Oral Communication

COURSE OVERVIEW & SYLLABUS

INTRODUCTION AND COURSE FOCUS

This course is designed to help students with all realms of oral communication. Students will learn concepts and analysis related to intrapersonal and interpersonal communication, participate in small and large group discussions, participate in listening exercises, engage in conflict and solution activities and discuss job interviews. In addition, students will learn to research different subjects and organize the research to write and deliver informative, persuasive, demonstrative and special occasion speeches. The content, organization and delivery of the speeches are critically evaluated by the teacher and their peers.

STUDENT OBJECTIVES

1. Provide oral communication experiences that increase self-esteem and establish better interpersonal relationships.
2. Enable students to better understand conflict/resolution and perception so they can handle difficult situations better.
3. Help students think creatively and express themselves passionately.
4. Increase the student's desire to search for answers to challenging questions.
5. Help students understand the importance of organization in speech writing, using graphic organizers or outlines to best suit their learning style.
6. Help students understand and deal with stage fright, anxiety, and challenging communication situations.
7. Allow students to understand how to give and take constructive criticism and use critical listening to dissect complicated discussions.
8. Introduce students to new vocabulary words to help them better understand the subject matter being discussed or studied and increase their vocabulary word bank.

MATERIALS

- Pen or pencil
- Spiral notebook and paper
- Folder
- Any required readings/materials

TOPICS

Large/Small Group Discussion
Intrapersonal Communication (self-concept, self-fulfilling prophecy etc...)
Interpersonal Communication (conflict/resolution, perception, relationships)
Listening
Job & Other Interviews
Stage Fright
Constructive Criticism/Speech Evaluations
Speech Preparation (research, organization/outlining, delivery techniques)
Informative Speech (reducing speech anxiety)
Persuasive Speech (logos, pathos, egos)
Tribute Speech (audience appeal)
Oral Interpretation and Reader's Theatre
Vocabulary (content terms, additional vocabulary lists)

COURSE EVALUATION

Students are expected

- to read and comprehend research articles and supplemental readings
- to communicate in writing and orally using standard grammar, sentence structure, and paragraph development
- to participate in class discussions in a reflective and intelligent manner
- to actively listen and respond appropriately as an audience member
- to take accurate and complete class notes
- to work effectively in groups
- to do research for speeches to inform, persuade, story tell and recognize/honor
- to become an effective speaker by organizing and presenting oral presentations that meet the expectations on the grading rubric relating to content, organization, and delivery as well as meet audience expectations
- to give and take constructive criticism

Assignments are separated into categories: formative and summative. What is the difference between **formative** and **summative**?

Formative grades are practice grades. (For example, most homework and classwork is formative.)

Summative grades reflect your learning and knowledge

Formative grades (outlines, communication activities, reflections, peer evaluations) = **10% of grade**
Summative grades (speeches, quizzes, tests, formal large group discussion, debate) = **90% of grade**

Grading Scale

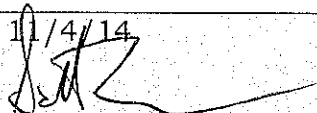

A	100-90
B	89-80
C	79-70
D	69-60
F	below 60

ABSENCE PROCEDURES

If you are absent you will have one day to complete all missed assignments for every one day that you are absent (excused). Ask other classmates for an explanation of the lesson, or make an appointment to see me. It is your responsibility to find and complete all missed work.

SPECIFIC CLASSROOM EXPECTATIONS

1. Be in your seat when the bell rings with necessary materials.
2. Do not bring unnecessary materials to class: no cell phones/electronic devices, coats, hats, or inappropriate dress.
3. Go out of your ways to help others, emphasizing inclusion instead of exclusion. Learning to form and maintain relationships is important in this class and in life.
4. Respect your classmates and your teacher by always thinking before you speak or act.
5. Participate in group discussion and always do your best to learn something new every day. Have the courage to take risks....
6. This is a performance class, so it is crucial that you attend on a regular basis. If you miss class, please see me for your missed work. However, keep in mind it is hard to authentically recreate speeches, live discussions, and learning activities.
7. All students will complete the work that is assigned to them. I will personally help students to complete all of their work with extra tutoring or help. I am happy to communicate with your parents or guardians what your needs are, so they can help you too.

ECSD		Evansville Community School District New Course Approval Form 2014-2015	
Date: 10/27/14	Department: English	Department Chairperson: Cobb/Tyson	
School: High School			
Proposed Course Title: Written Communications			
Grade Level: 12	Course Length: 1 Semester	Credits: 1	
Requirement or Elective (Circle One): Requirement	Course Meeting Frequency: Daily	Anticipated Enrollment: 75	
Prerequisites: Completion of Oral Communications and a literature elective			
Anticipated Course Implementation/Start Date: Fall of 2015			
Principal's Approval: 11/4/14 (Signature and Date) 			
Principal's Comments: I support this course 100 percent.			
School Departmental Team Discussion: The proposed course must be discussed with other members of the department prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date). The English department is in complete support of these course additions and departmental changes.			
K-12 Vertical Team Discussion: The proposed course must be discussed with members of the K-12 Vertical Team prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date). The October SILT meeting was cancelled; however, these courses will be discussed at the next available meeting.			
SILT Review Date: (Meeting Date)			
SILT Comments: (Discussion Minutes)			
Director of Instruction/District Administrator Approval: (Signature and Date)  11-5-14			
Board of Education Presentation and Approval:			

(Dates of Meetings)

COURSE INFORMATION

A. Rationale for Course: Re-aligning courses to meet standards and to provide all students with the opportunity for college credit.

B. Course Description: This course concentrates on developing the student's skills in research and expository writing. In the course, students will write at least four different styles of essays in MLA format. With each essay, students will be expected to participate in all steps of the writing process. The goal of the course is to prepare for college-level reading, writing, and thinking. Students have the potential to earn credit at Blackhawk Technical College upon completion.

C. Course Outline: See attached syllabus.

D. Standards Alignment: Common Core standards for writing and reading. This class will show mastery of the 11/12 standards.

E. Curriculum Documentation: The syllabus and alignment to standards is done. Individual work will be done by fall.

F. Materials and Resources: See budget portion.

G. Instructional Methods: Writing workshop, modeling, lectures, demonstrations, field trips, discussions, research papers, extra reading, performance tasks, etc.

H. Student Assessment Procedures: Common assessments including: research papers, multiple choice, performance assessment, essay, take home, portfolio, etc.

FINANCIAL IMPACT

Provide a detailed explanation of projected costs for personnel, specific instructional materials, and equipment for the first and subsequent years when the proposal is fully implemented. Cite funding sources for the first and subsequent years.

Financial Impact Overview – First year

Added Personnel:	How Many?	Approximate Cost	Total Cost
<i>Teachers</i>		\$ XXXXXXXX	\$ XXXXXXXX
<i>EAs/Other</i>		\$ XXXXXXXX	\$ XXXXXXXX
Added Materials:	How Many?	Cost Each	Total Cost
<i>Textbooks</i>		\$ XXXXXXXX	\$ XXXXXXXX
<i>Other Supplies</i>		\$ XXXXXXXX	\$ XXXXXXXX
Added Equipment:	How Many?	Cost Each	Total Cost
<i>List Items Below</i>		\$ XXXXXXXX	\$ XXXXXXXX
<i>Assorted novels and texts</i>		\$ 1000	\$ 1000
		\$ XXXXXXXX	\$ XXXXXXXX
		\$ XXXXXXXX	\$ XXXXXXXX

Funding Sources for Personnel, Materials, and Equipment:

SYSTEM PLANNING INFORMATION

A. This course will be: (Please select one)

An addition to the department's offerings

X A replacement for the following course(s): Writing Skills, English 12, Seminar Comp.

B. This course will require: (Please select one)

The selection and adoption of a new textbook

X The use of previously adopted text resources

C. This course will require: (Please select all applicable)

Specialized organization of teacher time

Specialized room arrangement or equipment (explain below)

Specialized Student Grouping or Sectioning

X Curriculum planning time

D. To what extent will this curriculum change impact the need for teacher preparation (professional learning) each semester? (Explain): After initial implementation, no change.

E. To what extent does this course conflict with the content and/or student registration options for other courses in this department? No conflict.

F. To what extent does this course conflict with courses offered in other departments? No conflict.

G. What course(s) will be eliminated if this course change is adopted? Writing Skills, Seminar Composition, English 12.

Written Communications

Course Description:

This course concentrates on developing the student's skills in research and expository writing. In the course, students will write at least four different styles of essays in MLA format. With each essay, students will be expected to participate in all steps of the writing process. The goal of the course is to prepare for college-level reading, writing, and thinking. Students have the potential to earn credit at Blackhawk Technical College upon completion.

Prerequisites: In order to enroll in the course, students must have successfully completed both Oral Communications and an elective literature class OR Advanced Placement Language and Composition.

Outcomes:

- ✓ Establish the purpose of your document
- ✓ Demonstrate awareness of audience
- ✓ Employ rhetorical strategies
- ✓ Participate in the writing process
- ✓ Conduct research from a variety of sources
- ✓ Synthesize information from sources
- ✓ Outline and organize information and sources
- ✓ Use MLA formatting
- ✓ Demonstrate the ability to reflect and revise essays

Grading:

A	100-90	D	69-60
B	89-80	F	below 60
C	79-70		

Grading Formula:

Formative	10%
Summative	80%
Final Exam	10%

Methods of Evaluation:

- Literary Analysis Paper
- Persuasive Paper
- Social Commentary Paper
- Narrative Paper
- Analytical Research Paper
- Final Timed Write

Cheating and Plagiarism:

Cheating in any form, including plagiarism, will not be condoned. Described below are the disciplinary measures that will be enforced in incidents involving the act of cheating: First Violation: The student meets with the teacher and the administrator. The parents will be notified and the student will be informed of the consequences as determined by the high school administration. Cheating penalties will be cumulative per year and the discipline measures will be carried out whether the student cheats in one class or several.



**Evansville Community School District
New Course Approval Form
2014-2015**

Date:
9/29/14

Department:
English

Department Chairperson:
Cobb/Tyson

School:
Evansville High School

Proposed Course Title: AP Language and Composition

Grade Level: 11 or 12

Course Length: 1 semester
block

Credits:
1

Requirement or Elective
(Circle One) **OPTIONAL**
REQUIREMENT

Course Meeting
Frequency: Every day (90)

Anticipated Enrollment:
35-40

Prerequisites: Suggested Pre-AP 9 and 10

Anticipated Course Implementation/Start Date: 2015-2016

Principal's Approval: 11/4/2014

Principal's Comments: I support this course 100 percent.

School Departmental Team Discussion: The proposed course must be discussed with other members of the department prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date). The English department is in complete support of these course additions and departmental changes.

K-12 Vertical Team Discussion: The proposed course must be discussed with members of the K-12 Vertical Team prior to submitting this form the Board of Education. (Briefly describe the outcome of this discussion and include the meeting date). The October SILT meeting was cancelled; however, these courses will be discussed at the next available meeting.

SILT Review Date:
(Meeting Date)

SILT Comments:
(Discussion Minutes)

Director of Instruction/District Administrator Approval:
(Signature and Date)

11-5-14

Board of Education Presentation and Approval:

(Dates of Meetings)

COURSE INFORMATION

A. Rationale for Course: AP Language and Composition prepares students for college-level reading, writing, and thinking.

B. Course Description: The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

C. Course Outline: See attached

D. Standards Alignment: This course will be aligned to college and career readiness standards as well as the common core standards for English 11-12.

E. Curriculum Documentation: The course would be planned out, mapped, and ready to implement for fall of 2015.

F. Materials and Resources: We would need nonfiction novel sets and possibly an AP language textbook.

G. Instructional Methods: List the instructional methods that will be used in this course (e.g. lectures, demonstrations, field trips, discussions, research papers, extra reading, individual study contracts, performance tasks, etc.).

- Discussion
- Essays
- Individual reading
- Close readings
- Reader's notebooks/reader response
- Debate
- Speeches

H. Student Assessment Procedures: List the type of formative and summative assessments that will be used to evaluate student learning and growth (e.g. multiple choice, performance assessment, essay, take home, portfolio, etc.)

Indicate whether student assessments will be common to all teachers of the course.

Formative:

- Sample AP practice tests
- Essay writing process
- Discussions
- Close reading
- Reader's notebooks

Summative:

- Final essays
- AP practice tests

FINANCIAL IMPACT

Provide a detailed explanation of projected costs for personnel, specific instructional materials, and equipment for the first and subsequent years when the proposal is fully implemented. Cite funding sources for the first and subsequent years.

Financial Impact Overview – First year

Added Personnel:	How Many?	Approximate Cost	Total Cost
<i>Teachers</i>		\$	\$
<i>EAs/Other</i>		\$	\$
Added Materials:	How Many?	Cost Each	Total Cost
<i>Textbooks</i>		\$	\$
<i>Other Supplies</i>	Novels x 100	\$10	\$1000
Added Equipment:	How Many?	Cost Each	Total Cost
<i>List Items Below</i>		\$	\$
		\$	\$
		\$	\$
		\$	\$

Funding Sources for Personnel, Materials, and Equipment: Building department resources will be utilized for any novels and materials needed.

SYSTEM PLANNING INFORMATION

A. This course will be: (Please select one)

- An addition to the department's offerings
- X A replacement for the following course(s): Revised 11-12 sequence

B. This course will require: (Please select one)

- The selection and adoption of a new textbook
- X The use of previously adopted text resources

C. This course will require: (Please select all applicable)

- Specialized organization of teacher time
- Specialized room arrangement or equipment (explain below)
- Specialized Student Grouping or Sectioning
- X Curriculum planning time

D. To what extent will this curriculum change impact the need for teacher preparation (professional learning) each semester? (Explain)

The course is not currently offered, so time would be needed for preparing an AP approved syllabus and selecting texts.

E. To what extent does this course conflict with the content and/or student registration options for other courses in this department?

It doesn't

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

It doesn't. It is a nice pairing with AP History.

G. What course(s) will be eliminated if this course change is adopted?

None—replacing current English course offerings.

The College Board English Language and Composition Course Description, Effective Fall 2014

Upon completing the AP English Language and Composition course, students should be able to:

- ▶ Analyze and interpret samples of purposeful writing, identifying and explaining an author's use of rhetorical strategies. This process includes students' understanding of what an author is saying, how an author is saying it, and why an author is saying it. Additionally, this process looks at how an author's rhetorical choices develop meaning or achieve a particular purpose or effect with a given audience.
- ▶ Analyze images and other multimodal texts for rhetorical features. This goal acknowledges the multiple modes of learning that help students acquire literacy, with attention to the power of visual literacy in understanding an author's purpose.
- ▶ Use effective rhetorical strategies and techniques when composing. Students apply their analytical skills to their own writing so that they are reading like writers and writing like readers.
- ▶ Write for a variety of purposes. Students' writing experiences in the course must exceed the timed writings that are assessed on the AP English Language and Composition Exam. For instance, students might undertake a lengthy and intensive inquiry into a problem or controversy, consulting and evaluating arguments and viewpoints presented in a variety of sources, and using those sources to provoke, complicate, and/or support their own responses to the problem or controversy. Students' writing in the course should also go through a process that includes feedback from other readers, revision, and proofreading. Finally, forms other than the essays featured in the exam have a place in the course, such as personal narrative, letters, advertisements, reviews, etc.
- ▶ Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing. Different contexts require different choices in creating and delivering texts. This goal addresses the importance of prewriting and planning in the writing process.
- ▶ Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience. Students learn to see argument as addressing a wide range of purposes in a variety of formats. They should be able to recognize general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions. Students' ability to create informed arguments depends largely upon their reading of primary and secondary sources. The more that students discern argument as entering into a conversation with others, the more credible and cogent their own arguments become.
- ▶ Evaluate and incorporate sources into researched arguments. When entering into a conversation with others, students must comprehend and evaluate (not just summarize or quote) others' positions. Such a process involves purposeful reading a wide range of reading, and the ability to credibly support an evaluation of a writer's position.
- ▶ Demonstrate understanding of the conventions of citing primary and secondary sources. Students must learn to use the conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), or the American Psychological Association (APA). Students need to understand that for academic writing, the

selection of documentation style depends upon the discipline the writing is intended for; students therefore need to learn how to find and follow style guides in various disciplines.

- ▶ Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review. This goal emphasizes the importance of the entire process of writing, including teacher intervention in providing useful feedback, along with peer review and publication.
- ▶ Converse and write reflectively about personal processes of composition. Metacognition, or reflection, is a key component of this course; the practice of describing their own processes helps students internalize standards — articulated by local, state, or national rubrics — of effective composition.
- ▶ Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing. This process clearly relates to the goals of reading rhetorically — the better that students understand how other writers create a particular effect or produce meaning, the more fully their own prose accomplishes such goals.
- ▶ Revise a work to make it suitable for a different audience. In addition to revision, this goal acknowledges the importance of recognizing a variety of audiences for a piece of writing.

Fall 2014 OE Committee Update

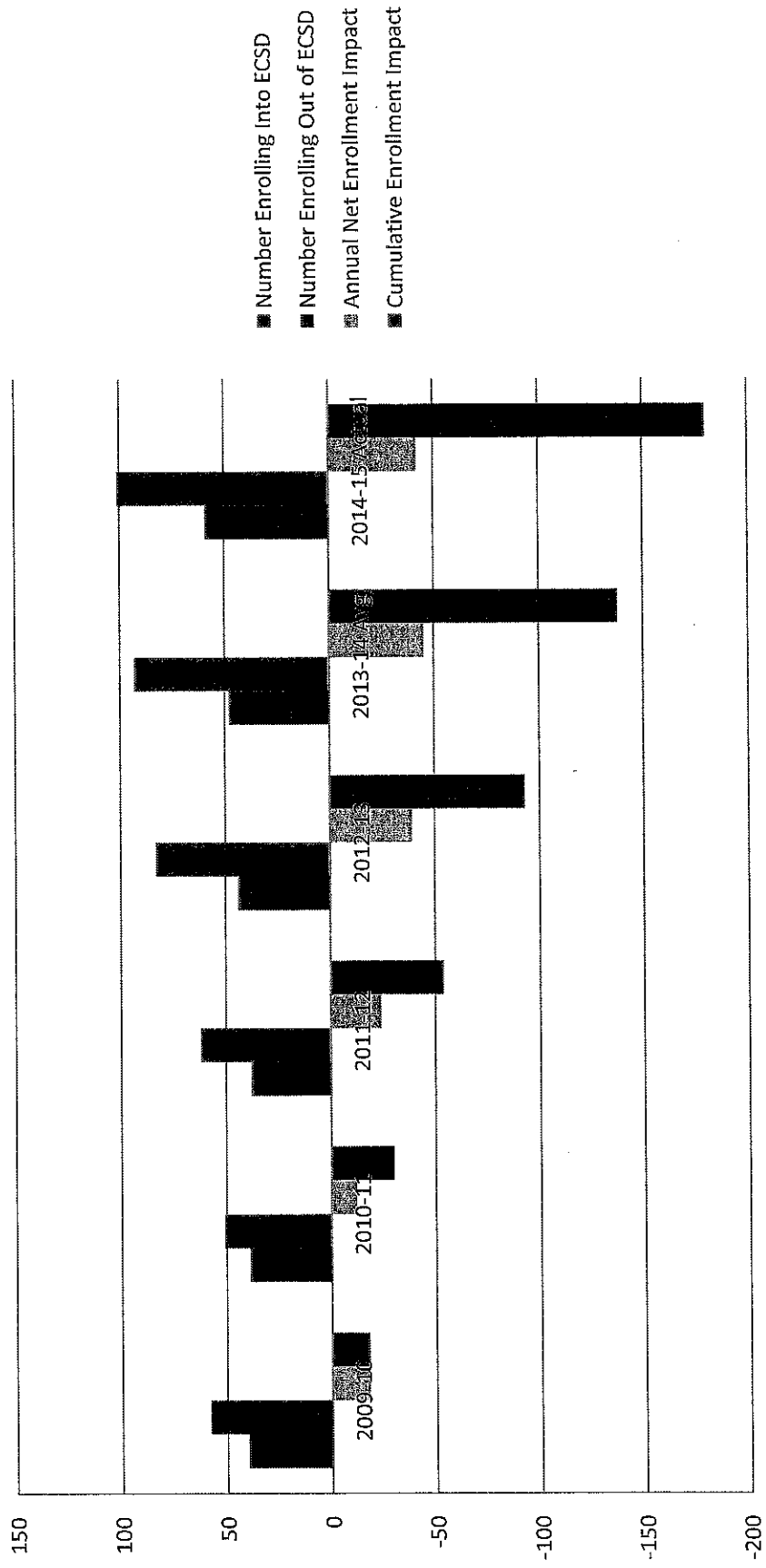
Amanda Koenecke

Melissa Hammann

11/11/2014

M Hammann OE Committee October 2014
Update

ECSD Open Enrollment Trends With September 19, 2014 Official Count

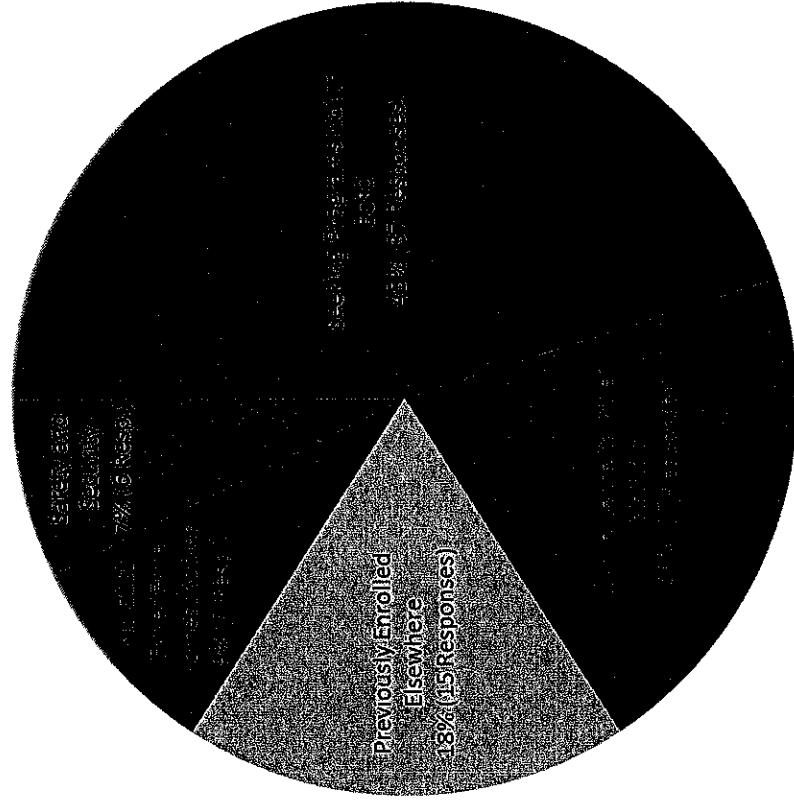


Putting the Data Into Perspective

- Five more resident students of the ECSD chose to enroll out of the district this year than the graduating class of 2014 (101 vs. 96).
- Since 2009, the cumulative loss of resident students is 180, about one and a third classes. While this figure includes repeat OEO students, the financial impact remains cumulative at \$1.27 Million in net lost revenue.

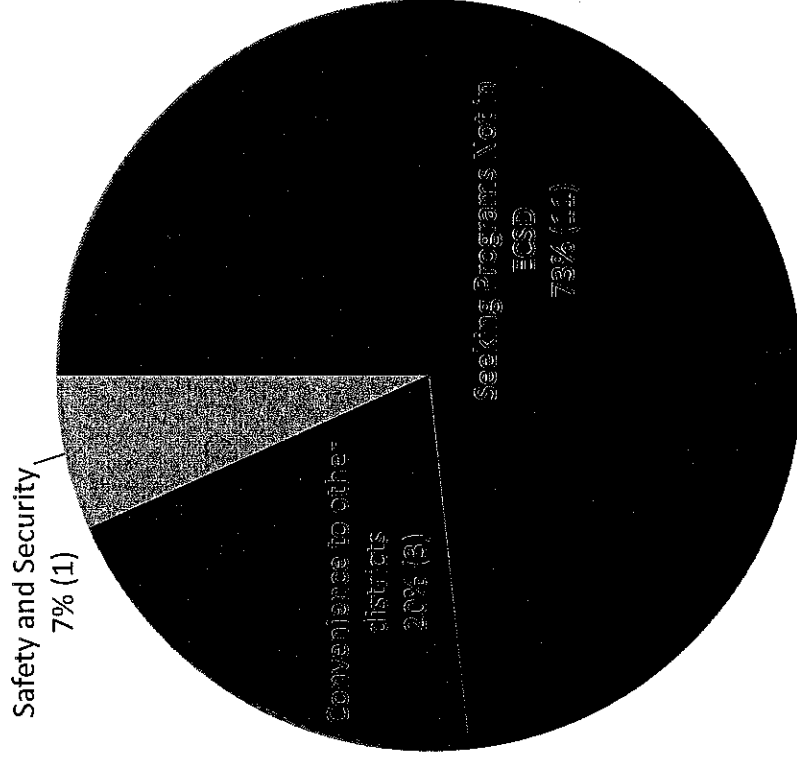
2013 OE Out Survey Results

Open Enrollment Out Survey Results All Years Combined
Refined to Show Areas ECSD Can Realistically Address (82 Responses)



2014 OE Out Survey Results

2014-15 New Open Enrollment Out Applications With Concerns the District Can Realistically Address (15 Responses)

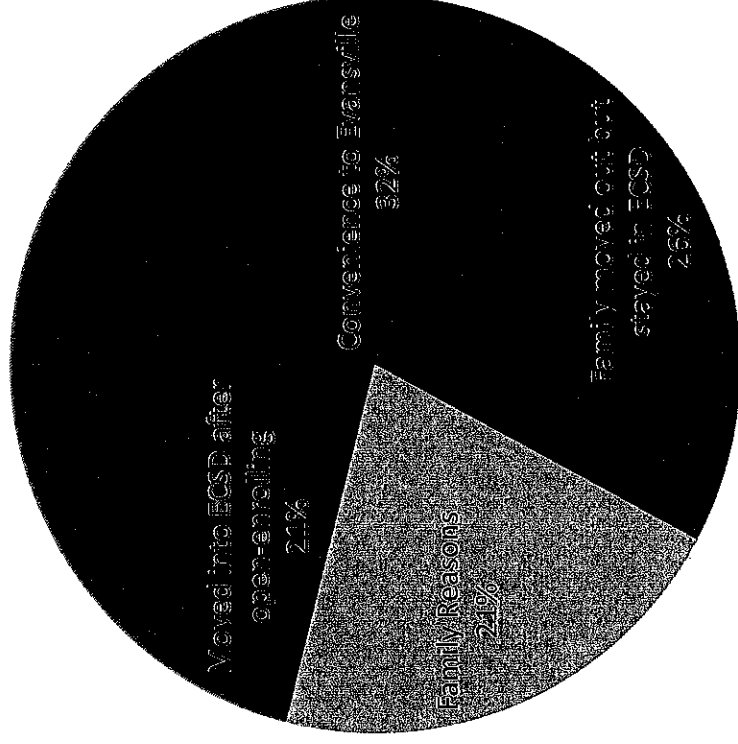


Families' Reactions to 2014 Survey

- Most Open Enrolled Out families were delighted to be contacted and to provide feedback.
- Those enrolling out last year provided useful data regarding the experience with their new district.
- Recommend that we do the survey annually for both OEO and OEI, focusing on quantifying OEI data by program.
- Recommend an annual mid-year check with our new OEI families to check progress, provide mentoring and make changes if needed.

2013 OE In Survey Results

ECSD Open Enrollment In 2013-14
38% Survey Response Based on 50 OEI at 3rd Friday Sept. Count



11/11/2014

M Hammann OE Committee October 2014
Update

Open Enrollment Family Survey
baseline 2013.xlsx

2014 Reasons Families Cited for Open Enrolling into ECSD (no metrics available)

- Have attended Evansville Schools and wanted to stay with friends.
- Opportunities are available here that are not in their home district.
- Convenience (parents live or work in our district)
- Geographically, Evansville is closer than the resident district.

Programs Implemented or Planned to Retain and Recapture District Enrollment

- GEDO2 (2013-14)
- Alternate Education Program (2014-15)
- JEDI (Second semester 2013-14)
- 4 Year Old Kindergarten (2015-16)

GEDO2/Alternate Education Update

- **GEDO2 :**
 - a. 2 Students Enrolled 2013-14
 - b. 4 Students Enrolled 2014-15
 - c. Full Funding in 2015-16
- **Alternate Education**
 - a. 8 Students Enrolled First Year
 - b. Full Funding 2016-17
- **Two students graduated last year that might not have. Twelve more kids are on track this year to stay in school that were at risk without the programs.**

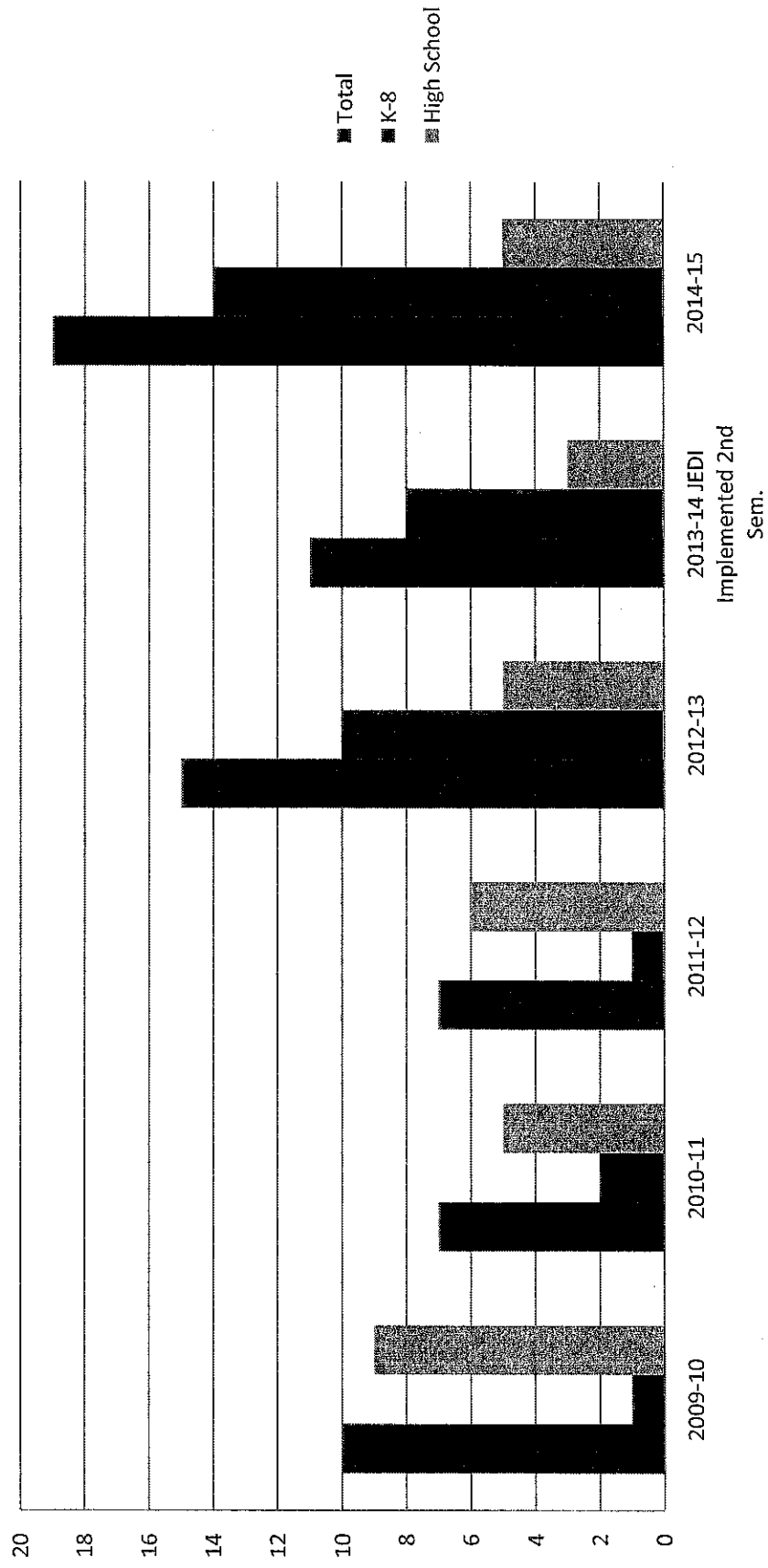
GEDO2 and Alt Ed Expenses

- GEDO2 Program Revenues 2013-2015:
\$32,265
- Alt Ed Projected 2014-15 Revenues: \$25,852
- Total Revenues both 2013-15: \$58,117
- Program Expenses 2013-2015: \$100,284

Recommendations for GEDO2 and Alternative Education Programs

- Continue to assess students for best fit to grow programs with the goal of cost neutrality. Once the programs are fully funded, cost neutrality or slight surplus would be achieved with 7 total students enrolled at the current staffing levels and revenue/expenditure distribution.
- Conduct post graduate surveys to help assess program successes and areas for improvement.

ECSD Students Enrolling out to Virtual Programs

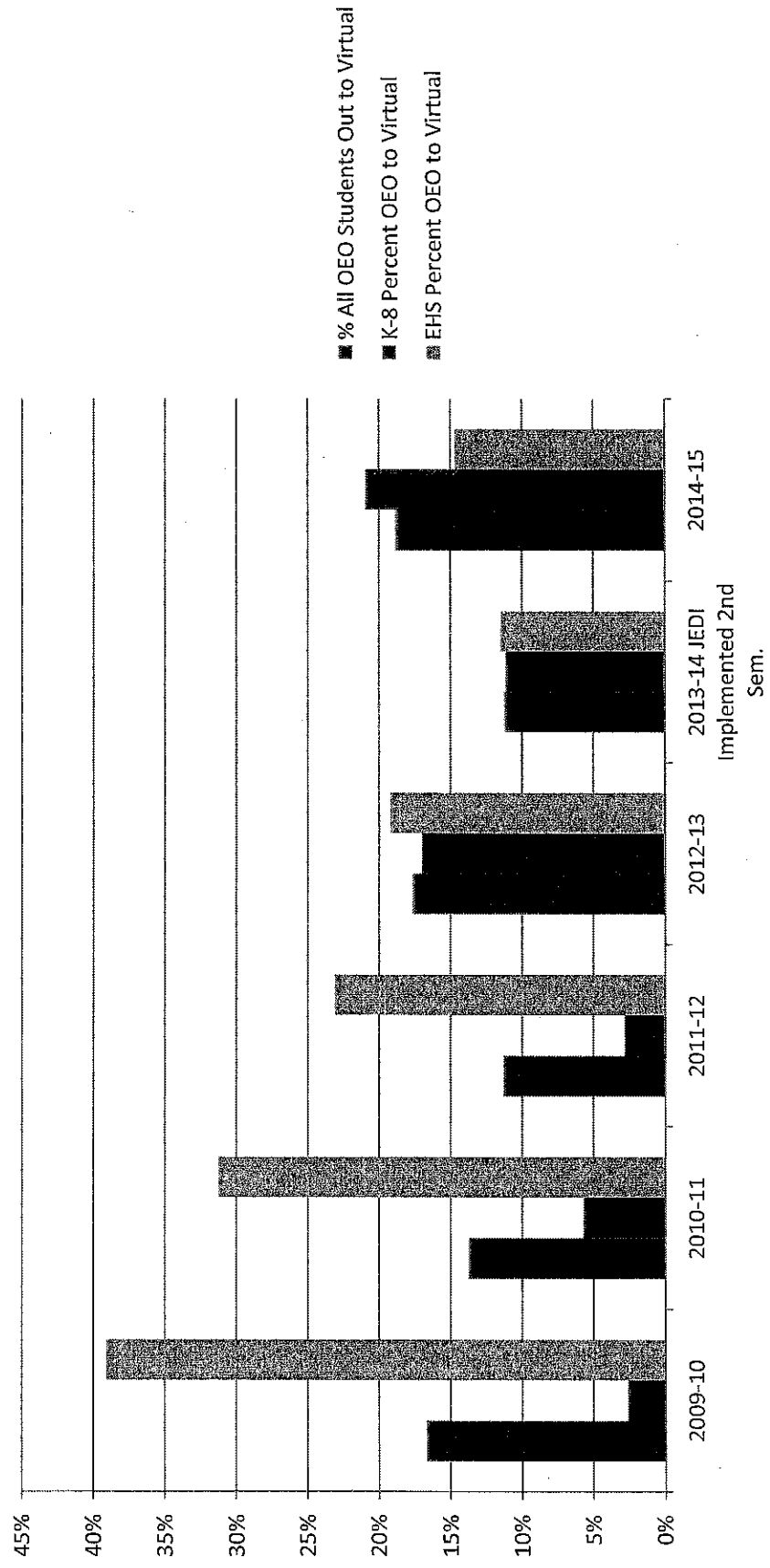


11/11/2014

M Hammann OE Committee October 2014 Update

JEDI Base Financial Projections.xlsx 13

Percent ECSD OEO Students Enrolling out to Virtual Programs



11/11/2014

M Hammann OE Committee October 2014
Update

JEDI Base Financial
Projections.xlsx 14

JEDI Overview

- Full Time Enrollment is the only revenue source for this program. At full funding, about half of the revenue per FT student is retained by the district.
- 2014-15 will continue with one-third funding. Full funding achieved in 2016-17.
- 6 FT JEDI students began January 2014.
- 5 FT JEDI students are enrolled 2014-15.
- Expenses for this program January 2014-June 2015: \$71,575
- Revenues for this program January 2014-June 2015: \$25,652

JEDI Singleton Class Summary

- 15 Singleton classes were taken last semester, costing \$4425.
- 19 students are enrolled in 20 singleton classes this semester, which extrapolates to 40 for the year with a projected expense of \$11,800.
- 40% (8) of the current singleton classes are offered by the district (Personal Finance, Spanish III, Spanish IV, Algebra II (4) and Civics).

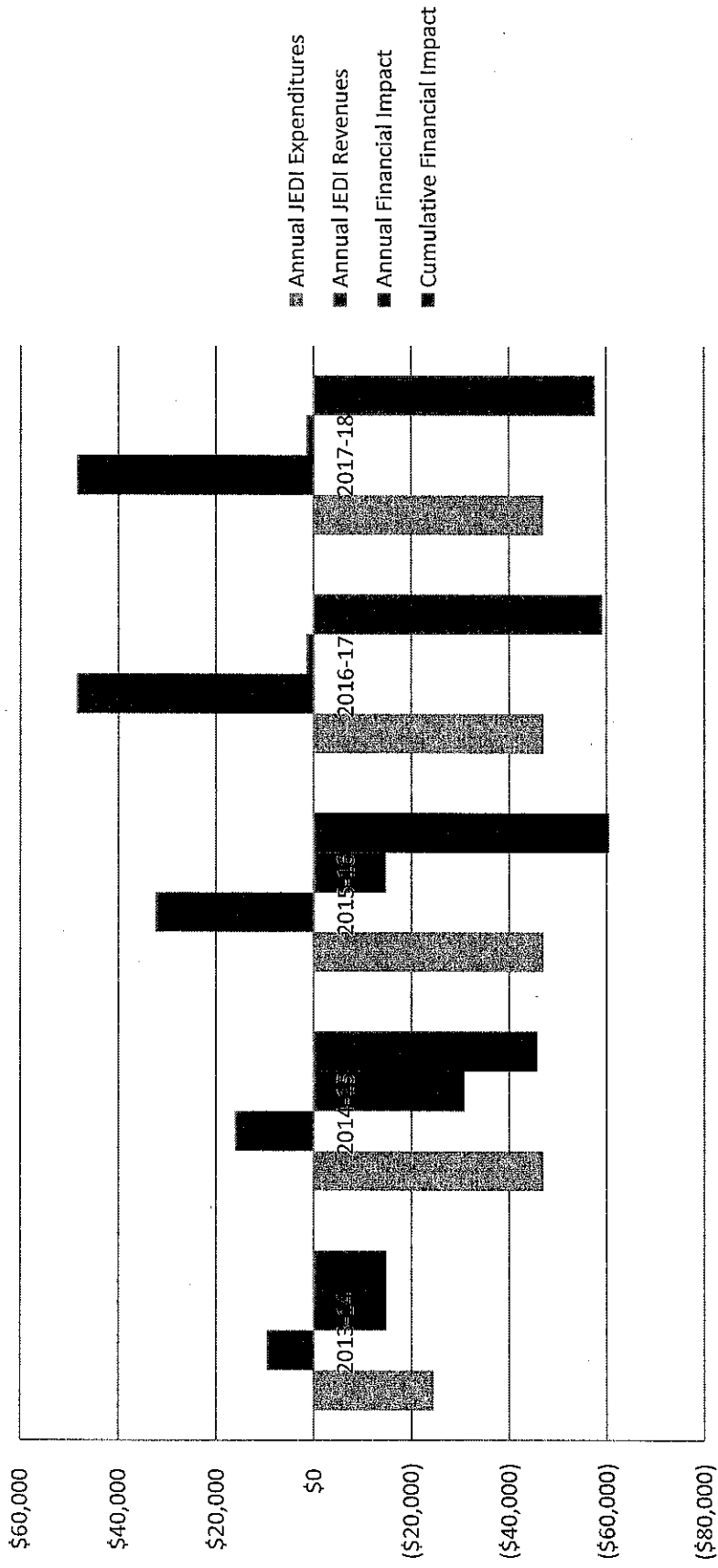
JEDI Financial Projection: Static Model Spreadsheet

STATIC MODEL	Annual Expenditure JEDI	Annual Revenue JEDI	Annual Financial Impact	Net Financial Impact	# Students Full Time	# Singleton Classes
No increase in FT Enrollment						
No increase in Singleton Class Enrollment						
2013-14 (one semester participation only)	(\$24,525)	\$9,619.55	(\$14,905.45)	(\$14,905.45)	6	15
2014-15 Still only 1/3 funding	(\$47,050)	\$16,157.58	(\$30,892.42)	(\$45,797.87)	5	40
2015-16 2/3 Funding	(\$47,050)	\$32,315.17	(\$14,734.83)	(\$60,532.70)	5	40
2016-17 Full Funding	(\$47,050)	\$48,472.75	\$1,422.75	(\$59,109.95)	5	40
2017-18	(\$47,050)	\$48,472.75	\$1,422.75	(\$57,687.20)	5	40

JEDI Financial Projection: Static Model

Bar Chart

Static Funding Model Using 2014-15 Enrollment Values: This Model
 Predicts the JEDI Program Break Even in 43 Years



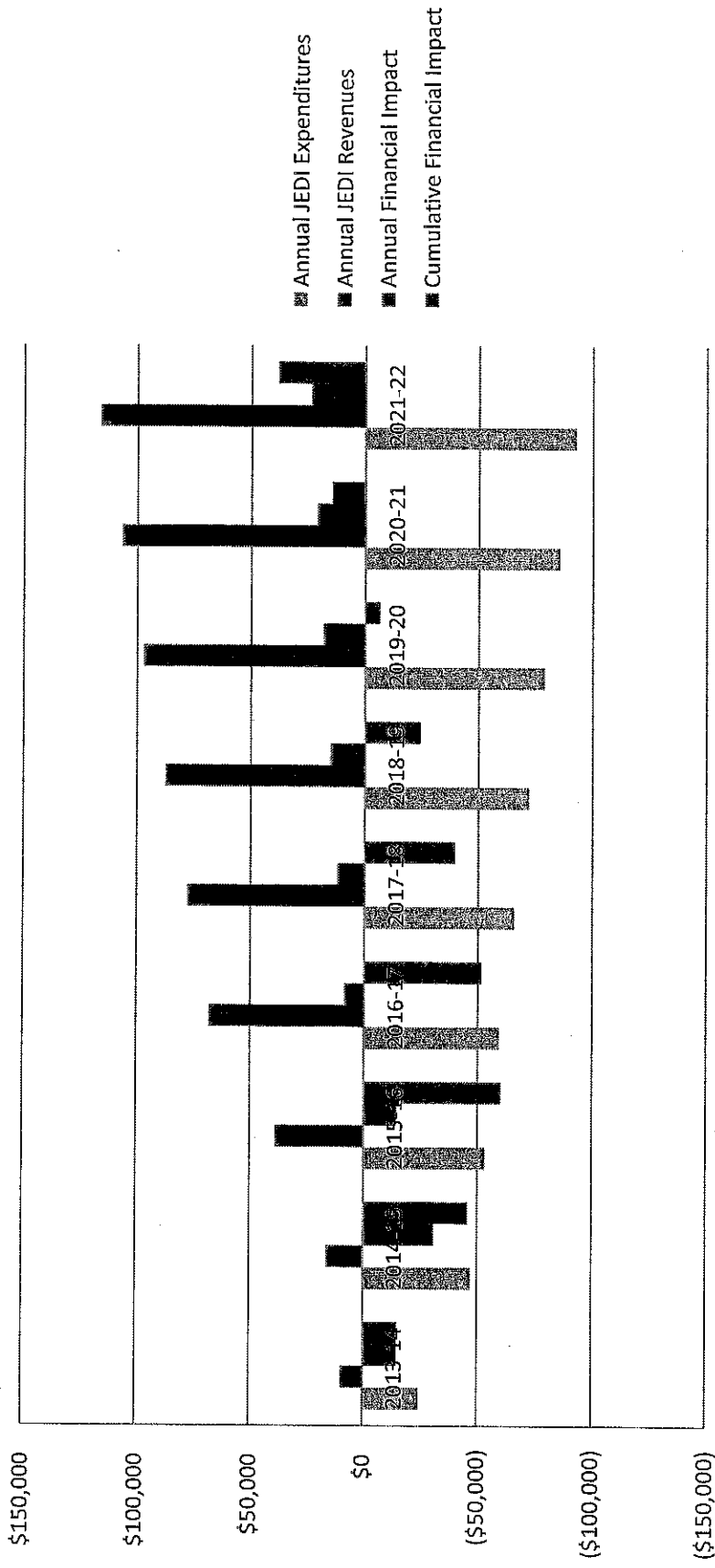
JEDI Financial Projection: 10% Annual Enrollment Increase Spreadsheet

MINIMUM GROWTH MODEL Annual 10% increase in FT Enrollment Annual 10% increase Singleton Class Enrollment Revenue and Expenses Remain the same	Annual	Annual	Annual	Annual	Cumulative	#	#
	Expenditure JEDI	Revenue JEDI	Financial Impact	Financial Impact	Financial Impact	Students Full Time	Singleton Classes
2013-14 (one semester participation only)	(\$24,525)	\$9,620	(\$14,905.45)	(\$14,905.45)	(\$14,905.45)	6	15
2014-15 one third funding	(\$47,050)	\$16,033	(\$30,892.42)	(\$45,797.87)	(\$45,797.87)	5	40
2015-16 two thirds funding	(\$53,180)	\$38,478	(\$14,401.80)	(\$60,199.67)	(\$60,199.67)	6	44
2016-17 full funding	(\$59,310)	\$67,337	\$8,551.85	(\$51,647.82)	(\$51,647.82)	7	48
2017-18	(\$65,735)	\$76,956	\$11,821.40	(\$39,826.42)	(\$39,826.42)	8	53
2018-19	(\$72,160)	\$86,576	\$15,090.95	(\$24,735.47)	(\$24,735.47)	9	58
2019-20	(\$78,880)	\$96,196	\$18,065.50	(\$6,669.97)	(\$6,669.97)	10	64
2020-21	(\$85,600)	\$105,815	\$21,040.05	\$14,370.08	\$14,370.08	11	70
2021-22	(\$92,615)	\$115,435	\$23,719.60	\$38,089.68	\$38,089.68	12	77

JEDI Financial Projection: 10% Annual Enrollment Increase Predicts the

Enrollment Increase Bar Chart

Baseline Model Plus Annual 10% Enrollment Increase Predicts the
 JEDI Program Will Break Even in 2020-21

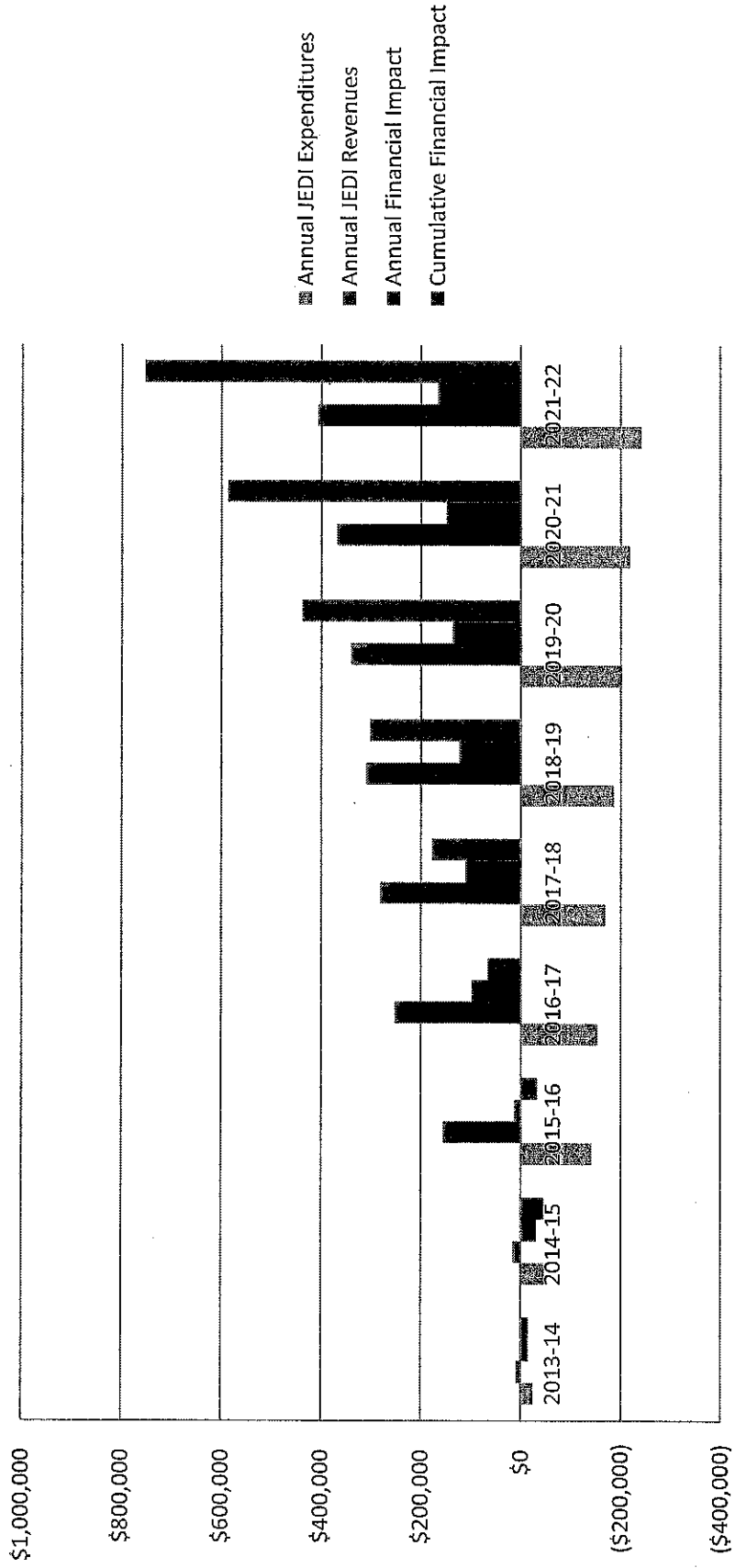


JEDI Financial Projection: Recapture All OEO Virtual Students Beginning in 2015-16

AGGRESSIVE ENROLLMENT GROWTH MODEL RECAPTURES ALL STUDENTS CURRENTLY OPEN ENROLLING OUT TO VIRTUAL PROGRAMS BEGINNING IN 2015-16 Adds 10% FT and Singleton Enrollment Annually Revenue and expenses remain the same	Annual Expenditure JEDI	Annual Revenue JEDI	Annual Financial Impact	Cumulative Financial Impact	# Students Full Time	# Singleton Classes
	2013-14 (one semester participation only)	(\$24,525.00)	\$9,619.55	(\$14,905.45)	(\$14,905.45)	6
2014-15 one third funding	(\$47,050.00)	\$16,032.58	(\$30,892.42)	(\$45,797.87)	5	40
2015-16 two thirds funding	(\$142,280.00)	\$153,912.80	\$12,832.80	(\$32,965.07)	24	44
2016-17 full funding	(\$153,360.00)	\$250,108.30	\$98,698.30	\$65,733.23	26	48
2017-18	(\$169,685.00)	\$278,966.95	\$111,456.95	\$177,190.18	29	53
2018-19	(\$186,010.00)	\$307,825.60	\$124,215.60	\$301,405.78	32	58
2019-20	(\$202,630.00)	\$336,684.25	\$136,679.25	\$438,085.03	35	64
2020-21	(\$219,250.00)	\$365,542.90	\$149,142.90	\$587,227.93	38	70
2021-22	(\$241,115.00)	\$404,021.10	\$166,056.10	\$753,284.03	42	77

JEDI Financial Projection: Recapture All OEO Virtual Students Beginning in 2015-16

Model that Recaptures all ECSD Students Currently Enrolling Out for Virtual Programs in 2015-16: Predicts JEDI Program Will Break Even in 2016-17



JEDI Program Recommendations

11/11/2014

M Hammann OE Committee October 2014
Update

Marketing

- Actively market the JEDI program. An average of 15% of OEO students went to virtual programs since 2009. At full funding, the annual program is cost neutral, even in the static model. Moderate to aggressive growth could provide revenue for other district programs.
- Actively recruit JEDI enrollment by engaging families enrolling out of ECSD to other Virtual Programs.

Singleton Classes

- Philosophically, the district may want to determine what criteria, if any, will be used to enable a student to take virtual classes offered in-house. Consideration of how the JEDI curriculum matches district curriculum is an important variable.
- Minimize singleton enrollment for in-house offerings until full funding is available in 2016-17. The district may also wish to consider retaining this policy until the program breaks even.
- Using four year plans in 8th grade to project course needs can help refine the HS scheduling process to minimize the necessity to enroll in singleton classes offered in house.

General Observations of ECSD

Enrichment Programs

- Youth Options, Course Options and JEDI are all enrichment programs that may provide overlapping services. Annually review the opportunities available from all and offer the most cost effective program. For example, this year UW has offered to pay for Course Options through any UW facility. Using Course options in lieu of Youth Options or even JEDI could be a cost savings for the district.

Home School Contribution to the Open Enrollment Picture

- Since 2008, families have elected to homeschool students at a rate of 2.4-3.6% of the overall enrollment (44-64 kids).
- No revenue, state or local, is earned from home schooled students.
- The number of homeschooled students in the district this year (27) is less than half of last year's value (58). The number of homeschooled K-5 students (13) is 1/3 of last year's value (35). This is a strong contributor to the increased September headcount (1735 vs 1696).

4K Program

- First year program enrollment projections should be available in April of 2015.
- More refined financial projections will be available by summer 2015.
- By year three, the program will reach full funding with the potential to create an annual budget surplus. Just like the JEDI program, it will take a few years for the program to break even on the initial investment. Grants are being sought to defray these costs. After the program breaks even, the surplus revenue will help support other programs or off-set potentially on-going enrollment declines.

Historical Observation and Caution

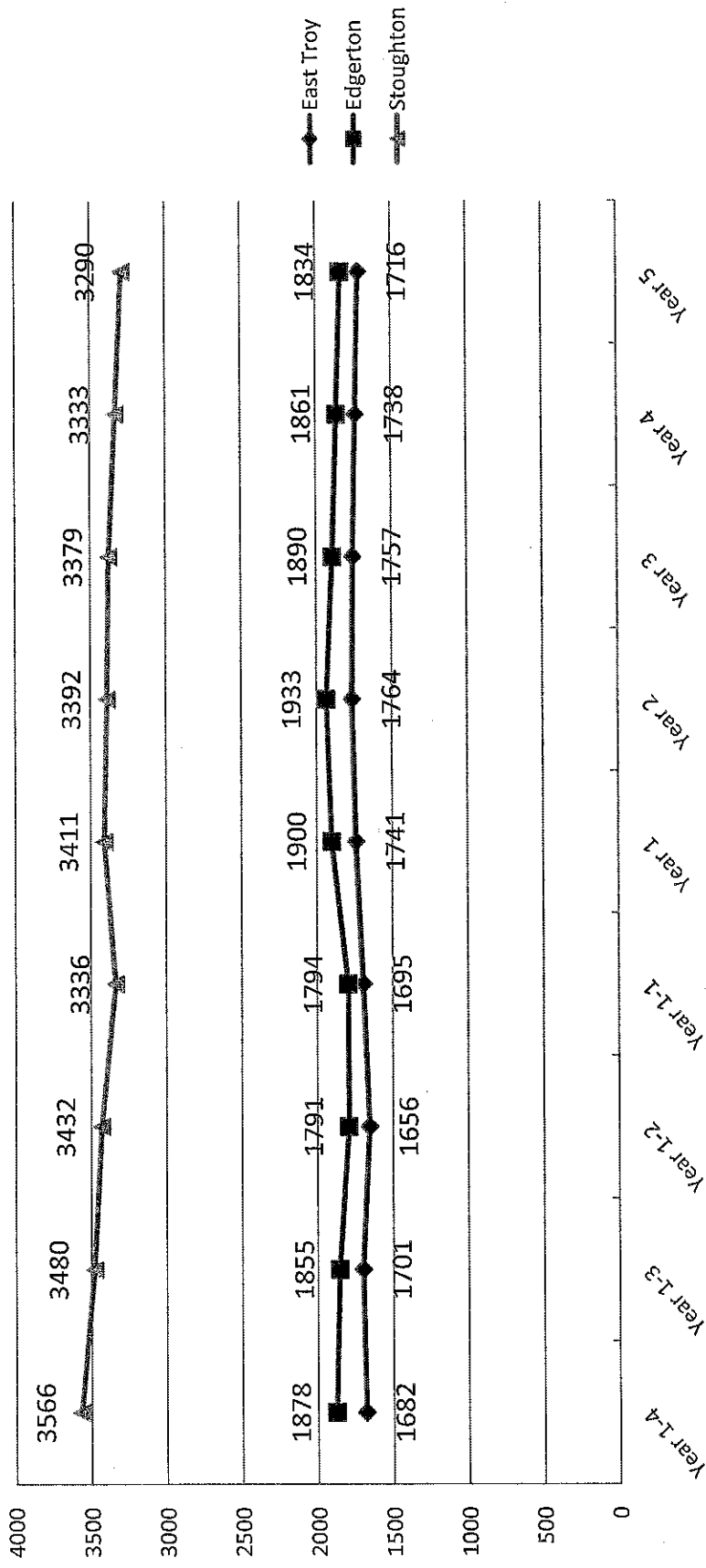
- When ECSD transitioned from half day kindergarten to full day kindergarten, the surge in enrollment numbers suggested a false growth model. Financial decisions were made at that time that relied on maintaining this enrollment growth. Subsequent declining enrollments have created the perfect storm of increasing debt payments and declining state aid.

Neighboring District Enrollment Trends

- Scrutiny of the historical enrollments of neighboring school districts in the five years after implementing 4K indicates an initial enrollment surge followed by a lull or continued decrease at the same previous pace.

4K Impact on Enrollment Trends

Local Medium District Enrollment Trends Before and After 4K Implementation



4K Recommendations

- Establish key baseline measurements that will assess program progress.
- Monitor these annually to guide program excellence.

System Recommendations

- Implement a compelling, comprehensive marketing strategy that promotes district advantages as a part of the Continuous System Improvement Communication Plan. The goal here is to continue district growth after the 4K enrollment surge wanes.
- Continue to appeal to diverse groups. The staggered multi-program implementation helps attract enrollment from diverse demographics and dampens the magnitude of potential enrollment fluctuations.

ECSD Budget Development Process 2015-2016

District 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.

District Vision Statement

Creating a culture of excellence in:

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

Budget Development Vision

The budget is the financial framework supporting the District's educational and philosophical mission.

Budget Development Principles

The Board of Education and the Administration have established a set of guiding principles that will shape options available to the District to prudently manage an operating budget for next year.

Budget Development Principles:

1. Act in alignment with District Mission/Vision/Goals
2. Address sustainability: both financial and programmatic
3. Consider attrition and realignment in staff reductions rather than layoffs
4. Staff in alignment with enrollment
5. Focus college and career ready instruction over other instruction
6. Implement program delivery efficiencies vs. program elimination
7. Reduce or freeze non-instruction budget centers before instructional
8. Reduce where trends/data warrant in large budget centers (e.g. salaries, benefits)
9. Engage in good faith decision making based on multiple data sources (e.g. enrollment, class selection, budget listening sessions, online comments, survey responses)

Process for evaluating budget expenditures – The Administrative Team will review each expenditure using the principles from above for building the 2015-2016 Budget.

Approved:

2015-2016 Budget Calendar

Evansville Community School District

	V	Task	Responsibility
November		<ul style="list-style-type: none"> Create Budget Calendar for BOE approval Administrative Budget Retreat - November 25, 2014 	Business Manager District Administrator
December		<ul style="list-style-type: none"> State of the District Presentation to Staff – December 17, 2014 Principals gather budget input from staff at staff meetings Budget press release to public Open online web-site link for public input Review and revise budget process and philosophy Set date for BOE Budget Retreat 	District Administrator Principals Business Manager Business Manager Board of Education Board of Education
January		<ul style="list-style-type: none"> BOE Budget Retreat Approve administrative contracts 	Business Manager Board of Education
February		<ul style="list-style-type: none"> Staffing recommendation to Board Handbook changes related to budget presentation 	District Administrator Committee
March		<ul style="list-style-type: none"> Zero-based budget process begins at building level Zero-based budget process begins for Director budgets Insurance Committee recommendation to Board Staff compensation recommendations to Board Approve staffing recommendations (contracts) Approve Employee Handbook changes related to budget 	Principals Directors Business Manager Committees Board of Education Board of Education
April		<ul style="list-style-type: none"> Approve health insurance rates (committee) Approve compensation schedules Building and department budget presentations to JR, DT, PL Approve staff hiring (vacancy list) for 2015-16 <p>*Written notice of teacher layoff/non-renewal due by April 15</p>	Board of Education Board of Education Principals, Directors Board of Education
May		<ul style="list-style-type: none"> Review of open enrollment data <p>*Written notice of teacher contract renewal due on or before May 15</p>	District Administrator
June		<ul style="list-style-type: none"> First draft of 2015-16 budget presented to BOE 	Business Manager
August		<ul style="list-style-type: none"> Second draft of 2015-16 budget presented to BOE for approval Community Hearings on Proposed 2015-16 Budget 	Business Manager District Administrator
September		<ul style="list-style-type: none"> Annual meeting and budget hearing Third Friday pupil count 	Board of Education Business Manager
October		<ul style="list-style-type: none"> State aid and equalized property values are finalized Final budget is presented for approval Tax levy is certified 2016-17 budget process begins 	Business Manager Board of Education Board of Education

*Wis. Stats. 118.22

Board Approved:

SCHOOL BOARD ELECTION TIMELINE

Tuesday, November 25, 2014

Deadline for publication of Notice of Election. *Ss.10.01(2)(a)*

Monday, December 1, 2014

First day for circulation of Nomination Papers. *Ss.8.10(2)(a)*
(ECSD does not require nomination papers)

Friday, December 26, 2014, 5:00 p.m. – Incumbent Notice of Non-Candidacy

Deadline for incumbents to file written notice with the School District Clerk of decision that the incumbent is not a candidate for re-election to his or her office. Failure to do so extends the January deadline by 72 hours. *Ss120.06(6)(b)3*

Tuesday, January 6, 2015, 5:00 p.m.

Deadline for Declaration of Candidacy (Form GAB-162) and Campaign Registration Statement (Form GAB-1). Once filed, a declaration of candidacy may not be withdrawn. *Section 120.06(7)(a)*

Tuesday, February 17, 2015

Spring Primary. *Ss.5.02(22)*

On or Before Monday, April 6, 2015

School District Clerk shall choose two qualified electors to constitute the board of canvassers. *Section 7.53(3)*

Tuesday, April 7, 2015

Election Day. *Ss.5.02(21)*

Wednesday, April 8 to Tuesday, April 14, 2015

Canvass of Election Returns and Written Determination of Election Results. *Sections 7.53(3)(a), and 120.06(14)*

On or Before Monday, April 27, 2015

School Board Members Take and File Official Oath. *Sections 120.06(4), 120.06(10), 120.17(10), 120.42(2) and 887.01(1)*

Monday, April 27, 2015

School Board Members Take Office. *Sections 120.06(4) and 120.42(2)*

Monday, April 27 to Wednesday, May 27, 2015

Election of School Board Officials. *Sections 120.05(1)(c)*

First Quarter Nurse's Report

September, 2014-October 23, 2014

The start to the 2014-2015 school year has been very busy, which is great...I wouldn't want it any other way! I have really enjoyed being in the schools and getting to know the students, some of their families, and catching up with staff who once taught me. Everyone has been so welcoming, helpful, and patient with me as I transition to this new nursing role in the school district. It really is a completely different world and I'm loving it so far!

Here is an idea of what usually gets accomplished prior to the start of school. This year, most of this work was completed the week before school started into the start of the school year.

- At the end of July, current student health plans are mailed to parents to review, update and return. This year there were 53 health plans to mail. Thankfully Mindy was gracious enough to do this!
- Meet parents and answer questions at "Back to School Days". Health plans and medication forms are collected, vision/hearing screenings are done. Parents sign up for health plan meetings for the week before school starts. Again, Mindy was there to do this!
- Mid-August, parents are called to schedule health plan meetings. I called over 45 parents the week before school started.
- Prepare and complete the staff medication training that occurs the week before school starts.
- The week before school starts, I meet with parents about student health plans. I had 25 meetings this year.

After school starts, rewriting and updating student health plans are my main priority. There were 53 health plans to update and 12 students who required a new health plan. This takes many, many hours to accomplish. I also have to make sure all students with emergency or scheduled medications have them at school, along with both parent and physician consent. Staff training began with all EA's and office staff being trained on oral and emergency medications. I also trained most Middle School staff, who haven't been trained, to administer emergency medications. There are currently 49 students who require emergency medications this school year.

Currently, I am spending a day per week in each of the schools. It's been working out great! Of course, there are always situations that come up that require me to travel between schools, but usually try to stay in each health office for at least the busiest part of the day. And of course, the day to day tasks of making calls to parents, teachers, and doctors also takes time.

Below is a list of the many daily activities for the first quarter of this school year.

- | | |
|-------------------------------------|----|
| • Health Plans reviewed and updated | 53 |
| • New Health Plans written | 12 |
| • Health Summaries | 10 |
| • Health Plan meetings with parents | 25 |
| • Monthly student health meetings | 2 |

- IEPs attended 4
- 504's Attended 4
- Formal medication training sessions 7
- Number of staff trained 75
- Weekly Student checks 12
- Parent calls/emails 75
- Calls of doctors 30
- Office calls 30
- Urgent medical calls 10
- Emergency Calls 1
- Consults with teachers/staff 7
- Class Lice Head Checks 2
- Monthly Tasks
 - AED checks 1 in each building
 - Medication audits Monthly check

HEALTH REPORT FOR THE DISTRICT

- Total medication given 1337
 - Levi 307
 - TRIS 332
 - MS 531
 - HS 167
- Total number of office visits 627
- Total number of diabetic blood sugar tests 923
- Total number of injuries 19

EMERGENCY MEDICATIONS

- EpiPens 25
- Glucagon (for diabetics) 13
- Seizure medications 8
- Rescue inhalers 3

I hope this gives you an idea of the work of the school nurse at the start of a new school year! There is a lot more I'm looking to accomplish in the near future, such as getting in classrooms with kids, updating the Health Services Website, and contributing to each school monthly newsletter. I am hoping to start these projects soon, but the students are definitely keeping me busy!

Abbey Tway, RN, BSN

Evansville Community School District Restraint Report 2014-2015

Physical Restraint and seclusion

The state defines, "seclusion" as the involuntary confinement of a student apart from other students, in a room or area from which the student is physically prevented from leaving. "Physical restraint," also as defined pursuant to state law, means a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs or head. It does not include briefly touching or holding a student's hand, arm, shoulder, or back to calm, comfort or redirect the student, using supportive equipment to properly align a student's body, assist a student to maintain balance, or assist a student's mobility, under the direction and oversight of appropriate medical or therapeutic staff. Seclusion or physical restraint may be used on students at school only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others and it is the least restrictive intervention feasible.

A District employee or other individual may only use physical restraint on a student if he/she has received required training on the use of physical restraint. As an exception to this training requirement, physical restraint may be used by non-trained school personnel in an emergency situation where all other limitations and restrictions have been satisfied, but only if an individual who has received training on the use of physical restraint is not immediately available due to the unforeseen nature of the emergency.

Staff using physical restraint or seclusion shall complete 447.1-Form and shall submit this to his/her Building Principal (Principal) within two business days of the day the incident occurred. Parents will be notified no later than one business day after the incident occurred. A copy of the 447.1-Form will be made available for review by the student's parents within three business days of the incident.

Physical restraints during the 2013-14 school year:

Student	Building	How Many Incidents?	Physical Harm to Property, Self or Others	Special Education (SE)
1	Elementary	4	Others-Self-Property Self	Yes
2	Elementary	1		No
Totals		Elementary-5 Intermediate-0 Middle-0 High-0 Total-5	Property-4 Self-1 Others-0	SE-4 General Education-1

The logo for 'Strong Start 4K Kids' is centered at the top. It features the words 'Strong Start' in a bold, white, sans-serif font. Below this, '4K Kids' is written in a stylized, white, cursive font. Underneath that, 'EVANSVILLE COMMUNITY SCHOOL DISTRICT' is written in a smaller, white, sans-serif font. The entire logo is set against a black background with a white decorative border.

Strong Start

4K Kids

EVANSVILLE COMMUNITY SCHOOL DISTRICT


- * The 4K Program will be available starting in the 2015-2016 school year.
- * All children who are 4 years old by September 1st are eligible.
- * Kids Korner, Magic Moments, Pathway Preschool, and Wee Ones will be the host sites for the 4K program.
- * The program will run Monday - Thursday with an AM (8:00 - 11:00) and PM (12:00 - 3:00) session depending on each location.
- * The 4K program will be built on the Wisconsin Model Early Learning Standards (WMELS) and focus on hands on learning, language & pre-reading skills, social skills, and building self confidence.
- * A parent informational meeting will be held in February followed by an application deadline of March 1st. In late March, open houses will be held at each site.

Contact Information:

Jerry Roth, District Administrator

Email: rothj@evansville.k12.wi.us

Phone: 608.882.3386

A decorative flourish consisting of several black, swirling lines is positioned at the bottom center of the page.

4 Year-Old Kindergarten Frequently Asked Questions

1. What is the focus of 4K? Isn't this just "push down" from Kindergarten?

The focus of the 4K program is to offer every child in our community equal access to a consistent, high quality preschool education. 4K will provide a developmentally appropriate program to help children acquire social competence and the skills they need to succeed as a learner. The curriculum focuses on physical, cognitive, social/emotional, and language development in a nurturing environment. 4K early learning professionals provide:

- Active, exploratory learning
- Social interaction
- Opportunities for choice
- Independent as well as small and large group activities
- Activities that emphasize process, rather than product
- Foundational skills to literacy and math development within an activity-based social environment

2. What is the difference between Early Childhood programming and 4K?

In the Evansville Community School District (ECSD), Early Childhood serves students age 3-5 who have diagnosed disabilities. They must meet specific criteria determined by the Federal Government and State of Wisconsin to receive Early Childhood services. Our District is required by law to offer programming to children who meet the criteria. It is not based on parental economic need. Early Childhood serves, on average, less than 5% of our total student population.

Four Year old Kindergarten, or 4K, is an educational opportunity that is open to any child residing in a school district that offers it. Eligible students must turn 4 years of age before September 1. 4K programming, as described above, develops preschool skills to help each child become a successful learner. At this time, 93% of school districts in Wisconsin offer 4K programming.

3. What are the CCSS and WMELS? What role do they play in 4K?

The CCSS are the Common Core State Standards and the WMELS are the Wisconsin Model Early Learning Standards.

The CCSS have been adopted by over 40 states in the US, and Wisconsin adopted them in 2010. They focus on core conceptual understandings and procedures starting in the early grades and continuing through high school. Since they will be commonly followed in Wisconsin public school districts, they will provide a consistent, high quality education throughout the state. Students who move from one school to another will not lose ground because the new school teaches to the same standards as the one from which they came.

According to DPI, the WMELS provide "a framework for families, educators and policy makers to:

- Share a common language and the responsibility for the well-being of children from birth to first grade.
- Know and understand developmental expectations of young children.
- Understand the connection of early learning with the K-12 educational experiences and life-long learning.

Both the CCSS and the WMELS address what children should know and be able to do whether at the early learning stages or at the K-12 level. Therefore both of these sets of standards will have an impact on the curriculum and materials selected for a 4K program in the ECSD.

4. How does 4K benefit families?

In addition to student learning time, 4K programs provide 87.5 hours of parent outreach. These hours are opportunities for parents to understand how they can further support their child's learning at home. The outreach information is planned based on parent interest and need.

5. Is Kindergarten optional? Is 4K optional?

According to the DPI website, (http://ec.dpi.wi.gov/ec_ec-entr-admiss##6) "... Act 41, does not require parents to enroll their 5-year-old children in 5-year-old kindergarten. However, Act 41 does prohibit a school board from enrolling a child in first grade unless the child has completed 5-year-old kindergarten or has received an exemption." So in essence, a child must attend 5-year-old kindergarten before attending 1st grade in Wisconsin. To continue from the website, "The law does not make a distinction in the type of 5K program. Districts may still offer full-day, part-day, or both full and part-day 5K programs. Attendance is mandatory for whatever program the child is enrolled in."

4k is optional in all participating Wisconsin school districts.

6. Can a family open enroll to another district's 4K program if the Evansville Community School District does not offer 4K?

Open enrollment applies to four-year-old kindergarten, prekindergarten, early childhood education and school-operated day care **only if** the child's resident school district offers the same type of program the child wishes to attend and **only if** the child is eligible for the program in her or his resident school district.

7. What is Head Start? Why does Evansville no longer have Head Start?

Head Start is a free, federally funded preschool and family program. It helps all students to succeed and includes family involvement opportunities. Currently there are Head Start sites in Janesville, Beloit and Delavan. The program is open to families living in Rock and Walworth counties, with a child between the ages of 3-5, who meet the Federal Income Guidelines. A limited amount of funding is distributed to counties, and counties decide site location based on the number of students whose family income is at or below the Federal Poverty Guidelines.

8. Is there a cost to 4K?

No. 4K is an early learning opportunity. Participation is free to children who are residents of the District. Typically, 4K programs offer a structured instructional program of 10 hours per week as determined by the District. If a family wants childcare before or after 4K programming at a 4K site, they must pay the childcare center for this service.

This document was produced by the members of the Evansville Community School District 4K Investigation Committee. Please direct any questions to Jerry Roth, District Administrator, RothJ@Evansville.K12.WI.US.

Revised: July 9, 2012

Revised: January 14, 2013

Revised: November 13, 2013

Revised:

1st Reading: 11/12/14

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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 **complete and submit the required application using the Department of Public Instruction (DPI's) online system.** ~~submit the required application form to the Open Enrollment Coordinator, in the District Office during the Open Enrollment Application period.~~

Parent(s)/guardian(s) may contact the District Office if they need assistance.

A nonresident student may apply for **full-time open** 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. a. Application is submitted during the required time period.
2. b. Space in buildings is available.
3. c. Space in the class is available.
4. d. Impact on student-teacher ratios.
5. e. Projection for future school growth.
6. f. 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. g. Expulsion (current or prior two school years) or expulsion proceedings.
8. h. Habitual truancy (**current or prior two (2) school years**).
9. i. Ability to satisfy **a student with disabilities** individualized education program (IEP)/~~services needs of a student with disabilities.~~
10. j. Whether the student has been referred for a special education evaluation that has not been completed.
11. k. Undue financial burden due to special education program or related services.

1. Space Availability

If space available **availability** limits the District's ability to accept **nonresident Open Enrollment** students, the Board will set **the number of regular education spaces available for open enrollment by grade level and the number of special education spaces by program and/or related service** ~~limits by grade level~~ no later than the regular January board meeting. ~~if there are~~

substantial factors that limit our ~~the district's~~ ability to accept students. The Board will hear preliminary recommendations on enrollment limits at the December board meeting.

If the Board has taken action at the January board meeting to limit the number of spaces that will be available for applications that are submitted under the regular application period for the following school year, the District shall not approve any alternate applications in the grades or programs and/or related services with limited space that are submitted for the current school year after the date of the January school board meeting. Further, the District shall also deny any alternate applications for the current school year received on or before the date of the Board meeting in January seeking enrollment into grades or programs and/or related services that had been limited at the prior January board meeting due to space considerations for the current school year.

After setting the number of available spaces in January, the Board may not reduce the number of such spaces after the start of the regular application period; and except for any applications that are guaranteed space, may only increase the number of available spaces after the first Friday following the first Monday in June.

The District will create and administer waiting lists for applications received during the regular application period, but not for current-year open enrollment applications submitted under the alternative application procedure.

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

1. Continuing students (**included in the count of occupied spaces**).
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 **grades or programs and/or related services with limited space** 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.~~

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.

3. Students Referred for a Special Education Evaluation

An Open Enrollment application shall be denied if the nonresident student has been **referred** ~~reported~~ or identified as having a possible disability but **has not yet been** 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 **completed IEP (or a finding of no disability) is forwarded** ~~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.

4. **“Best Interests” Determinations Under the Alternate Open Enrollment Application Criteria and Procedures**

If a parent(s)/guardian(s) applies for open enrollment under the alternative open enrollment application criteria and procedures and relies on the “best interests of the student” criteria, the District shall review the information and rationale provided by the parent(s)/guardian(s) and make a determination as to whether the District agrees with the parent(s)/guardian(s) that attending school in the District pursuant to the application is in the student’s best interest. If the District determines that attendance would not be in the student’s best interest, the application shall be denied on that basis.

5. **Other Criteria**

A full-time open enrollment application can also be denied if the nonresident student is ineligible for open enrollment because the student does not meet the age requirements for school attendance or early admission, the resident district does not have a matching program as offered by the District, or the application is determined to be invalid or in excess of the number of allowable applications.

No criteria other than those outlined above may be considered by the District when acting on nonresident student full-time open enrollment applications.

Requests for Early Admission to Kindergarten

The District does not evaluate nonresident open enrollment applicants for early admission to 4 or 5 year old kindergarten.

No Reapplication Required

Once a nonresident student is accepted for open enrollment in the District and begins attending school in the District, no reapplication is required in order for the student to maintain continuous open enrollment.

Transportation

Student transportation and the costs thereof shall be the responsibility of the nonresident student’s parent(s)/guardian(s), subject to the following exceptions:

1. Low income parent(s)/guardian(s) may apply to the DPI for reimbursement of costs of transportation in accordance with DPI’s procedures.
2. The District shall provide transportation for nonresident students with disabilities attending school full-time in the District if it is required in the student’s IEP or otherwise required by law.

~~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.~~

Wisconsin Interscholastic Athletic Association (WIAA)

To the extent required by state law, nonresident open enrollment students attending school in the District shall have all of the rights and privileges of similarly-situated resident students and shall be subject to the same rules and regulations as resident students. An open enrollment student's eligibility to participate in interscholastic athletic activities is subject to the rules and regulations of the Wisconsin Interscholastic Athletic Association (WIAA).

Guidelines for Termination Due to Habitual Truancy

2009 WI Act 304 provides that a nonresident school board may notify the parent(s)/guardian(s) 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.~~

Resident Students Going Out of the District

Evansville resident students may apply for **full-time open** 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. **If a student with a disability has submitted an alternative application based upon a determination that the student has been a victim of a violent criminal offense, as further defined and addressed under state law, then the District may not deny the application based upon a finding of an undue financial burden.**
3. **If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District may also deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. Prior to denying an alternative application on the basis that the parent(s)/guardian(s) did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent(s)/guardian(s) an opportunity to provide additional information.**

~~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.

A full-time open enrollment application can also be denied if the resident student is ineligible for open enrollment because the student does not meet the age requirements for school attendance or early admission, the nonresident district does not have a matching program as offered by the District, or the application is determined to be invalid or in excess of the number of allowable applications.

Transportation

The parent(s)/guardian(s) of a resident open enrollment student shall be responsible for student transportation, except as otherwise provided by law. Requests from other school districts to provide optional transportation to resident open enrollment students to/from locations within the boundaries of the District shall be denied. ~~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 **full-time open** enrollment is rejected as outlined above, the student's parent(s)/guardian(s) may appeal the decision to the **DPI Department of Public Instruction following the deadlines and other procedures established by the DPI.** ~~within 30 days after the decision.~~

APPLICATIONS SUBMITTED UNDER ALTERNATIVE OPEN ENROLLMENT CRITERIA AND PROCEDURES

Eligibility Criteria

A parent(s)/guardian(s) 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(s)/guardian(s) 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(s)/guardian(s) 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(s)/guardian(s) 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(s)/guardian(s). 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(s)/guardian(s) 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 15th 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(s)/guardian(s), 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 (5) 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

SCHOOL BOARD CONDUCT/ETHICS

As representatives of all the citizens in the Evansville Community School District, the Board of Education is responsible for serving the best interests of the students and the community, utilizing all available resources toward that end. The oath of office requires that Board members uphold the laws and Constitutions of the United States and the State of Wisconsin.

Consequently, members of the Board subscribe to the following code:

1. A Board member should honor the high responsibility which his/her membership demands:
 - a. By thinking always in terms of children first;
 - b. By understanding that the basic function of the Board is policymaking and not administrative and by accepting the responsibility of learning to discriminate intelligently between these two functions;
 - c. By accepting the responsibility along with his/her fellow Board members of seeing that maximum of facilities and resources is provided for the proper functioning of schools;
 - d. By refusing to play politics in either the traditional partisan, or in any other sense;
 - e. By representing at all times the entire school community;
 - f. By accepting and recognizing the responsibility of a school district official to seek the improvement of education throughout the school district and the state.

2. A Board member should respect his/her relationships with other members of the Board:
 - a. By recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings, unless he/she is a Board officer carrying out duties authorized by law.
 - b. By recognizing the integrity of his/her predecessors and associates, and the merit of their work;
 - c. By refusing to make statements or promises as to how he/she will vote on any matter which should properly come before the Board as a whole;
 - d. By making decisions only after all facts bearing on a question have been presented and discussed;
 - e. By respecting the opinion of others and by graciously conforming to the principle of majority rule;
 - f. By refusing to participate in irregular meetings which are not official and which all members do not have the opportunity to attend.

3. A Board member should meet his/her responsibility to his/her community:
 - a. By attempting to appraise fairly both the present and future educational needs of the community;
 - b. By regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools to the community;
 - c. By insisting that all school business transactions be on an open, ethical, and above-board basis;
 - d. By vigorously seeking adequate financial support for the schools;

- e. By winning the community's confidence that all is being done in the best interest of school children;
 - f. By being **fiscally** responsible to the community.
4. A Board member should maintain a **positive relationship** ~~desirable relations~~ with the District Administrator and his/her staff:
- a. By acting upon the recommendation of the District Administrator in matters of employment or dismissal of school personnel;
 - b. By following proper Board policy and procedure when dealing with complaints and discussing them only at a regular meeting in accordance with Board policy;
 - c. By presenting personal criticisms of any employee directly to the District Administrator.
5. A Board member should strive to improve public education and to that end:
- a. Remember always that his/her first and greatest concern must be for the educational welfare of the students attending the public schools;
 - b. Work under state and federal laws and communicate with state and federal legislators concerning the problems and needs involved in providing a quality education;
 - c. Attend all regularly scheduled Board/Committee meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
 - d. Recognize that he/she should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
 - e. Render all decisions based on the available facts and their independent judgments, and refuse to surrender such judgments to individuals or special interest group;
 - f. Encourage the free expression of opinion by all Board members and seek systematic communications between the Board, students, staff and all members of the community;
 - g. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs;
 - h. Keep informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school boards associations;
 - i. Support the employment of those persons best qualified to serve as school staff and insist on a regular impartial evaluation of all staff;
 - j. Avoid being placed in a position of conflict of interest and refrain from using their Board positions for personal or partisan gain;
 - k. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable laws.

Legal Ref.: Chapter 19 Subchapter III Wisconsin Statutes (Code of Ethics for Public Officials and Employees)

- 120.12 (School Board Duties)
- 120.13 (School Board Powers)
- 946.10 (Bribery of Public Officers and Employees)
- 946.12 (Misconduct in Public Office)
- 946.13 (Private Interest in Public Contract Prohibited)

Approved: June 10, 1985

166

Revised: August 13, 2001

Revised:

1st Reading: 10/29/14; 2nd Reading: 11/12/14

CONFLICT OF INTEREST

The Evansville Community School District Board of Education shall avoid conflicts of interest related to their roles and responsibilities associated with the District. A conflict of interest is generally defined as a conflict between the private interests of a Board member and their official responsibilities or duties to the District.

Therefore, in the event a Board member is employed by a corporation or business, or has a secondary interest in a corporation or business, which furnishes goods or services to the District, the Board member shall declare that interest and refrain from debating/discussing or voting upon the question of contracting with the company.

Further, a Board member may not use the public position or office to obtain financial gain or anything of substantial value for the private benefit of self or immediate family, or for an organization with which s/he is associated.

Each individual Board member shall be responsible for identifying and taking appropriate action with respect to his/her own conflicts of interest. However, the presiding officer of any Board or committee meeting, or the Board or committee by motion, may request that an individual Board member avoid participating in a matter due to a belief that a conflict of interest exists that, either under applicable law or Board policy, requires the Board member to abstain from participation. If the Board member refuses to avoid participating in the matter notwithstanding the request, the request and the refusal shall be expressly identified and recorded in the minutes of the meeting.

Legal Reference: Sections 19.42 Wisconsin Statutes (Definitions)

19.59 (Codes of Ethics for Local Government Officials, Employees and Candidates)

946.12 (Misconduct in Public Office)

946.13 (Private Interest in Public Contract Prohibited)

Approved: January 11, 1988

342.4

Revised:

1st Reading: 9/24/14; Policy Committee: 11/6/14; 2nd Reading: 11/12/14

~~STUDENTS AT RISK PROGRAM~~ CHILDREN AT RISK OF NOT GRADUATING

It is the ~~desire~~ **expectation** of the Evansville Community School District Board of Education to offer assistance to school children who experience problems that seriously interfere with their learning, school attendance, preparation for employment, or satisfactory progress toward graduation. **Children at risk” is defined by the state statute.** ~~If their problems are not addressed effectively, these students behave disruptively, face suspension or expulsion and drop out of school. They face a bleak future, one that will bear enormous costs for both the individual and the community.~~

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

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

~~Therefore, the Board directs the district’s administrative team to **Annually by August 15th, the High School Principal will** develop and implement a plan of action, to identify the “children at risk”. ~~who are enrolled in the District and describe how the schools will meet the needs of such children through curriculum modifications and alternative programs that meet the high school graduation requirements under state statutes. This plan must also describe how remedial instruction, parental involvement and student and community support services will be used to meet the needs of the “children at risk.”~~~~

Legal Ref.: Sections 118.33 of the Wisconsin Statutes (High School Graduation Standards)
118.153 (Children At Risk of Not Graduating From High School)

Proposal for a trip to Panama

June 25- July 6, 2015

Evansville Board of Education

Since 2000, the Evansville School Board has approved a student trip to Panama. Over 120 students have participated so far. The trip proved to be the journey of a lifetime for our students as well as an exceptional educational experience. We would like to propose that the District again offer a trip to Panama for June, 2015. Students will have a first hand learning experience that will teach them the complexities of the rain forest, marine biodiversity and the cultures of the surrounding people. For our last international field experience we had 16 students and 3 school personal.



The Board has authorized to offer the trip for 1/4 social studies credit. This may change to a science credit due to the licensure of High Science teacher Betsy Stalder. From past



experience, this makes the trip even better for the students because of the preparation they must put in and it gives the students a unique opportunity to use this class as a sounding board for college admissions. Previously during the school year, at least one evening a month was spent preparing the students with a seminar. Besides the required readings, each student will be required to write three papers, attend seminars, participate in the learning opportunities in Panama, and keep a journal for their 1/4 credit. Our Panamanian guides have informed us that our students are the best prepared and behaved

of any group they have.

In 2012, we left from Chicago and flew to Panama City where we spent one week at an eco-lodge exploring the rainforest in the Panama Canal Zone at Soberania National Park. The wildlife was abundant and the forest was excellent. We spent one very exciting evening staying with an Embera Indian village in a traditional hut in the Chagres National Park. We took a boat tour of the Panama Canal and visited the locks. We also explored historic colonial Panama City and World Heritage forts of Porto Bello. The second week was spent on the tropical island of Bocas del Toro. Here, the students were able to snorkel the coral reefs, hike the forests, and learn about Caribbean culture. We were able to visit to two Ngobe Indian villages and an organic chocolate plantation run as a community cooperative.



Save The Rainforest, Inc., a non-profit rainforest education organization, organizes the trip and has taken thousands of students on educational rainforest trips in the past two decades. Butch Beedle has spent years volunteering on their Board of Directors and can vouch for their

qualifications. The attention paid to our students by the Panamanian tour group, ANCON Expeditions, is fantastic. They provide the instructors, guides, lodging, transportation and food once we are there. Our guides are recognized as some of the best in Panama.

Betsy Stalder is going to chaperone the trip and Butch Beedle will co-ordinate here with the classes and ground work to transition her into a leadership role for the trip. A High School presence in the program will be an asset.

Our schools are considered a national leader in rainforest education. Because our students have already had unique experiences with the topic, a program like this becomes an opportunity for them to enrich their academic and personal horizons in a way that many others will never be able to do. Thank you.

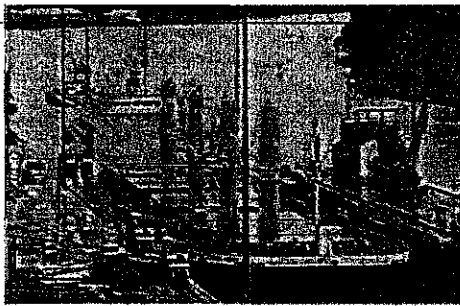
Sincerely,

Butch Beedle



Some quotes from Evansville student participants

“When people think of top travel destinations, or the best tourist spots, Panama is not usually on the top of the list, or anywhere on the list, for that matter. It just is not a very popular tourist destination. However, that does not make it any less desirable. On this trip, I learned that the road less traveled is actually the much more exciting road to take. Taking the road less traveled allows a traveler to have a more unique experience that only that traveler can understand, people and places can be seen more in their natural states, and it can teach a traveler to have an open mind, and a new outlook on life.” Boy, grade 11



“Granted the opportunity of a lifetime, I ventured deep within the rainforest of Panama; eyes open, eager, and willing to take on any challenge before me. This attitude aided in achieving the upmost fulfilling experience, attributed to words by John Steinbeck, “A journey is a person in itself; no two are alike. And all plans, safeguards, policies, and coercion are fruitless. We find after years of struggle that we do not take a trip; a trip takes us.” My adventure shaped who I am today, an evolution over a fortnight. I grew in the expansion of knowledge, fearlessness, and appreciation and humility.” Girl, grade 11

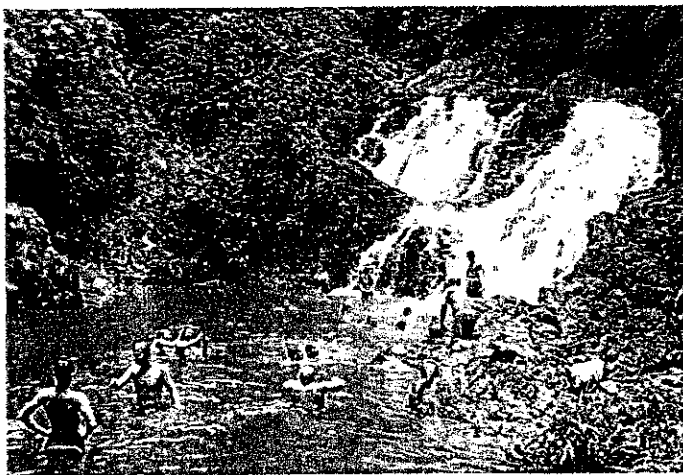
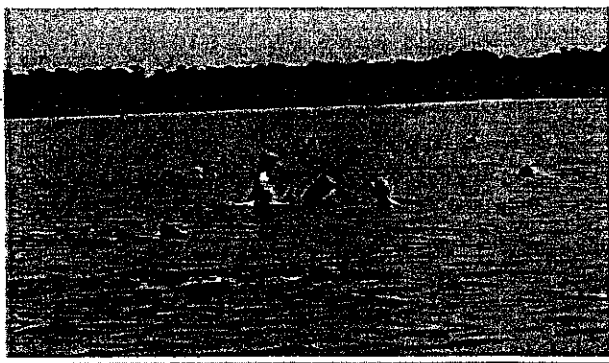
“It can become nearly impossible to explain what one personally gained from a trip when they are flooded with emotions that cannot be put into words. I left Panama having discovered more in two weeks than I felt I learned in the entire school year. I now have a broader knowledge of the incredible and fragile biodiversity of the world. I understand implications of pollution and invasive species. I have more confidence in my Spanish.” Girl, grade 11

“Interacting with the Embera people changed my outlook on life and profoundly affected me. I have always been fascinated by other cultures and so the chance to live amongst these natives, even for just one day, was a highlight of the trip. I gained even more respect for the culture and heritage I had been reading about after seeing it first hand. Their extensive knowledge of the plants and animals astounded me. It was almost as if there was a separate forest reserved for those that understood it best. This was best illustrated by the local medicine man. We ventured into the forest to see their botanical gardens. I could not tell one plant from another, but the man before us explained the plants that cured stomach aches, the roots for stopping tooth pain and the leaves that, when



brewed, relieved cramps. The way the Embera managed to get everything they needed from the forest was amazing.” Girl, grade 11

“Panama was no mere trip. It was a journey for each and everyone of us. Each individual joined for his or her own reasons, but as a whole we shared the desire for an adventure. Before we could open ourselves up to the world, we had to look deep inside and find the courage to take the road less traveled and leave the safety of Evansville. We indeed all went on the same trip, but for everyone the experience and memories will be different. Each memory is as unique and fantastic as the person who beholds it, and their experience is different from what any other person will undergo. The trip is what you make it, but in the end you benefit from what the trip makes you.” Girl, grade 10



Panama Trip (To keep costs down the trip is 12 days now instead of 14)

Objective: The Panama trip through Save The Rainforest, Inc. is not only a study of the rainforest, but an opportunity to learn about marine biology on a Caribbean Island, undergo cultural studies by staying in an Embera Indian village and a chance to see conservation at work with ANCON (National Association for the Conservation of Nature). During this trip, the students will be able to enhance their knowledge about the dynamics of an entire ecosystem, experience biodiversity up close and enhance their knowledge about various plant/animal structures and their adaptations necessary for survival in this particular biome. By staying with the Embera Indians and seeing the villages of other tribes, like the Ngobe, the trip will offer a multicultural learning experience in a country that speaks mainly Spanish. The students will



be able to see the economic climate and learn about what potential solutions are being attempted to ease the economic pressures and deforestation of the rainforest.

Possible Itinerary of the trip:

Day 1: Arrive Panama City. Transfer by bus to Gamboa Research Station

Day 2: Pipeline Trail in Soberania National Park

Day 3: Jungle Boat Adventure -- Chagres River and Panama Canal

Day 4: Portobelo-Spanish Forts to protect Inca Gold. (World Heritage Site) Zipline adventure.

Day 5: Embera Drua Indian Village -- Overnight (Chagres National Park)

Day 6: Depart Indian Village
Visit Summit Gardens to see Harpy Eagle and Tapir Exhibit
Jungle Night Hike

Day 7: Visit Miraflores Locks
Flight to Bocas Del Toro
Walking Tour Bocas

Day 8: Snorkel in Bastiementos Marine National Park

Day 9: Visit Salt Creek Ngobe Indian Village

Red Frog Beach

Day 10: Bus ride Bocas del Drago to look for wildlife

Day 11: Snorkel in Bastiementos Marine National Park
Red Frog Beach

Day 12: Visit Silico Creek Ngobe Indian Village and organic chocolate plantation

Day 13: Flight to Panama City

Tour colonial city and shop.

Stay night at Country Inn Hotel

Day 14: Travel to airport to depart for U.S

*Itinerary can change due to weather, availability, guide's expertise, or for reasons not known to man.



Costs and Financing:

•**Cost is \$1850 plus airfare** for the 12 day Panama trip.

The costs include everything except spending money. All the food, transportation, guides and lodging is included in this cost.

•**Financial support:** We will write to local businesses and civic groups to ask for donations to assist all students.

•**Fundraising:** We will look at options with the participants. Any funds raised would be credited directly to the individual earning them.

The students wanting to attend this trip are responsible for covering the cost required for the trip that is not covered through fundraising.

Chaperoning arrangements: Betsy Stalder will go and on every trip another position has been paid for by the District. On every trip we split the cost of one chaperone between 2 people and took three chaperones.

Costs to the District:

•**Instructor cost to the District:** The instructor's travel expenses are paid for by Save The Rainforest. In the past, the instructor has been compensated for teaching a seminar class pre and post trip. It was paid for as a summer school teacher. This would come to \$1680 plus \$320 in benefits for a total of \$2000.

•**Extra Chaperone:** An extra chaperone's position would be paid for at an approximate cost of \$1850 plus airfare.

Eligibility:

Anyone interested will be allowed to attend unless: 1) There are more that want to go than would make the group a manageable size. 2) Through the process of reviewing the letter of recommendation, essay and school record with a team of teachers and administrators, it is decided that going on a trip would not be in the best interest of the individual or the group.

Review team: Will include myself, a high school principal, and possibly a guidance counselor. This team will be responsible for the final decision on who can participate. They will be considering: 1) Age/grade. If there are too many applicants, upper classmen would get first priority. 2) The strength of the letter of recommendation from a staff member. 3) The student's essay. The team will be looking for appropriate interest, future plans, and enthusiasm. 4) Student school record/history shows that the student is advancing appropriate with class, their academic status in good standing, and they have no history of inappropriate behavior (criminal/community or school).

Student Conduct:

Students must **abstain** from alcohol, drugs, tobacco and promiscuity or *they will be returned to the United States at the student's expense*. Student must be a model citizen. That means being cooperative and flexible as part of the team. Student must have a positive mental attitude during the duration of the trip.

Credit:

Students will earn 1/4 social studies or science credit called Environmental Ecology: A case study in the rainforests of Panama, for their participation in the trip by meeting the requirements. Graduated seniors will not have to meet the same academic requirements if they chose not too.

Environmental Ecology: A case study in the rainforests of Panama

Course Description:

This course is intended as a broad overview of both ecological and social aspects related to tropical rainforests. The class will be seminar discussion class based on the assigned readings and will combine classroom preparation and a two week field study trip to the tropical rainforests of Panama. Much of the discussions will center on the ecology of rain forests, causes and effects of their destruction, and possible management options to facilitate their conservation as well as orientation to Latin America, Panama, and to foreign travel. Specific case studies will be presented showing conservation efforts. The field study in Panama will consist of one week in and around the Canal Zone watershed and a second week exploring the rainforest covered islands and coral reefs of Bocas del Toro. Students will study the dynamics of tropical rainforest ecology by observing the structure of rainforests, comparing different forest types, identifying plants and animals and discovering their role in the natural system. Students will have a rare opportunity to stay and learn from some of the few remaining indigenous people of the world and explore their role in protecting the rainforest. Students will see environmental problems facing the ecosystems in Panama and potential solutions to the crisis.

Goal:

The primary goal of the course is to introduce participants to rainforest ecology, reasons for its demise and ways people are attempting to conserve the remaining forest by combining class work and actual field experiences in Panama to create a powerful and educationally motivating learning experience that will change the way they think about rainforests and global conservation issues.

Learning Objectives:

1. To gain an understanding of the ecology of rainforests and coral reefs.
2. To develop an understanding for the consequences of the rapid depletion of tropical rainforest
3. To develop an appreciation of the factors in the conservation and management of rainforests and reefs.
4. To observe human interaction and impacts on tropical ecosystems, including tourism.

Rainforest Ecology Topics include:

1. Introduction to geography, history, economics and politics of Panama
2. Basic Principles of Tropical Ecology
 - Definition of Tropical Rainforest
 - Types of Tropical Forests and Locations
 - Tropical Forest Dynamics
 - Community Structure and Competition
 - Biodiversity - why the tropics are so special
 - Components of Diversity
 - Threats to Biodiversity
 - Tropical Botany: plant morphology and forest characteristics
 - Introduction to selected Neotropical Fauna
 - Evolutionary Patterns
 - Survival Skills
 - Pollination Ecology
 - Seed Dispersal
 - Principles of Predation and Anti-Predator Behavior
 - Comparison of temperate versus tropical forests
 - Animals Influencing Plant Communities

3. Marine and Coral Biology
4. Deforestation and its Impact
5. Introduction to Conservation
6. Theories and Examples of Rainforest Conservation Strategies
7. Indigenous People
 - General characteristics of Indigenous life
 - Enculturation
 - People of Panama
 - Embera
 - Guaymi-Ngobe
 - Kuna
8. Panama Canal
9. Rainforests and the Global Connection
10. Preparation to Travel-Culture Shock

Main Texts:

- *A Neotropical Companion*, John Kircher
- *Tropical Nature*, Adrian Forsyth and Ken Miyata

Reference material:

- *Tropical Rainforest: A world survey of our most valuable and endangered habitat with a blueprint for its survival*, Arnold Newman
- *The Primary Source: Tropical Forests and Our Future*, Norman Myers
- *Diversity and the Tropical Rain Forest*, John Terborgh
- *Conditions not of their Choosing- The Guaymi Indians and the Mining Multinationals in Panama*, Chris Gjording
- *The Phantom Gringo Boat-Shamanic Discourse and Development in Panama*, Stephanie Kane
- *A Belizean Rain Forest*, Robert Horwich and Jonathan Lyon
- *Amazon Crude*, Judy Kimerling
- *Tropical Forest Ecology-A View from Barro Colorado Island*, Egbert Giles Leigh
- *Monteverde: Ecology and Conservation of a Tropical Cloud Forest*, Nalini M. Nadkarni, Nathaniel T. Wheelwright
- *Costa Rican Natural History*, Daniel H. Janzen
- *Tales of a Shamans' Apprentice*, Mark Plotkin
- *Jungles*, edited by Edward Ayensu

- *Sustainable Harvest and Marketing of Rain Forest Products*, edited by Mark Plotkin and Lisa Famolare
 - *Savages*, Joe Kane
 - *Portraits of the Rainforest*, Adrain Forsyth, Michael Fogden and Patricia Fogden
 - *Lessons of the Rainforest*, essays edited by Suzanne Head and Robert Heinzman (Sierra Book Club)
 - *Medicine Quest: In Search of Nature's Healing Secrets*, Mark J. Plotkin
 - *Earthly Goods: Medicine-Hunting in the Rainforest*, Christopher Joyce
 - *Panama*, Lonely Planet
-
- *Adventures in Nature: Panama*, William Friar
-
- *Neotropical Rainforest Mammals-A field guide*, Louise H. Emmons
 - *A Guide to the Birds of Panama*, Robert Ridgely and John Gwynne, Jr
 - *A Primer of Conservation Biology*, Richard Primack
 - *Race to Save the Tropics-Ecology and Economics for a Sustainable Future*
 - *The Last Rainforests*, Edited by Collins
 - *The Diversity of Life*, Edward O. Wilson
 - *Tropical Rainforests*, Chris Parks
 - *A Magic Web: The Tropical Forest of Barro Colorado Island*, Egbert Giles Leigh, Christian Ziegler

Website Resources:

Forest Conservation Portal (<http://forests.org/>) -Ecological Science Based Forest Conservation Advocacy Providing Vast Rainforest, Forest and Biodiversity Conservation News and Information

An Internet Hotlist on the Panama Trip (<http://www.kn.sbc.com/wired/fil/pages/listpanamatmr.html>)
-Collects all the best websites I've found to help research and prepare for a trip to the rainforests of Panama.

Academic and Travel Misconduct:

Students are expected to do their own work. Cheating or plagiarism will not be tolerated and will be dealt with according to the policies established by the Evansville Community School District. Students are expected to abide by the rules set forth by the instructor, Save the Rainforest and ANCON for the educational benefit and safety of all. Not doing so could cause the dismissal from the course and being returned to the United States at your own expense. Other sanctions may follow.

Assigned Papers:

There will be two position papers that are required. Students will state a position and support their argument with factual and documented information. A final essay will be required after the completion of the trip. Several possible essay questions will be offered before departure.

(Examples of position papers may include: How do humans balance their needs with protecting the environment? Should modern society expect indigenous people to be "the protectors" of the rainforest?)

Journal:

All participants will be required to keep a journal/notebook recording (1) personal observations, commentary, and conclusions, (2) natural history, cultural and conservation observations, and (3) notes documenting evidence for their chosen essay question. Sketches and diagrams may be part of this journal in addition to the facts, trip highlights, thoughts and observations. Rainforests are full of interesting and wonderful things, but they are quickly forgotten if not recorded. Students will be expected to devote some time each day to journal entries. Each journal entry will be titled with the date. A portion of the student's grade will be based on the daily journal kept during the two-week period in Panama. The journal thoroughness, detail, and depth of conclusions drawn will account for the journal grade.

Grading:

Position papers	
@100 points each	200
Post trip essay	200
Journal	200
Seminar participation and class preparedness	200
Trip participation	200

Total 1000

Standards

*Instead of writing out each standard, please refer to the number in the Wisconsin's Model Academic Standards booklet. These standards have since changed and will have to be adjusted.

English Language Arts

Reading
 A.12.4

Writing
 B.12.1

Oral Language
 C. 12.2
 C. 12.3

Media and Technology
 E.12.1

Research and Inquiry
 F. 12.1

Science

Science Connections
 A.12.1

Nature of Science
 B.12.1
 B.12.5

Science Inquiry
 C.12.1
 C.12.2

Physical Science
 D.12.11

Earth and Space Science
 E.12.1

Life and Environmental Science

- F.12.5
- F.12.6
- F.12.7
- F.12.8
- F.12.9
- F.12.10
- F.12.11
- F.12.12

Science Applications

- G.12.1
- G.12.2
- G.12.5

Science in Social and Personal Perspectives

- H.12.3
- H.12.4
- H.12.5
- H.12.6
- H.12.7

Economics

- D.12.1
- D.12.4
- D.12.10
- D.12.13

Behavioral Sciences

- E.12.3
- E.12.5
- E.12.9
- E.12.14

Environmental Education (a non-assessed area)

Questioning and Analysis

- A.12.1
- A.12.2
- A.12.5

Knowledge of Environmental Processes and Systems

- B.12.1
- B.12.2
- B.12.3
- B.12.4
- B.12.5
- B.12.6
- B.12.7
- B.12.8
- B.12.9
- B.12.10
- B.12.11
- B.12.12
- B.12.14
- B.12.15
- B.12.16
- B.12.19
- B.12.21
- B.12.22

Social Studies

Geography

- A.12.1
- A.12.4
- A.12.5
- A.12.6
- A.12.7
- A.12.8
- A.12.9
- A.12.10
- A.12.11
- A.12.12

History

- B.12.1
- B.12.2
- B.12.9
- B.12.16
- B.12.17

Political Science and Citizenship

- C.12.1
- C.12.8
- C.12.12

Environmental Issue Investigation Skills

- C.12.1
- C.12.3

Decision and Action Skills

- D.12.1
- D.12.4
- D.12.6
- D.12.7

October 23, 2014

Dear Mr. Roth and Evansville Community School Board:

It is with great regret that I write this letter of resignation. Last year, I was given the opportunity to be a school counselor at Evansville High School. It has been a great experience and I have thoroughly enjoyed my time with staff, students, and community members. However, with the ever increasing demands of my husband's career and my position, I have made the difficult decision to stay at home with my children. I hope for my last day of employment to be December 31, 2014.

I want to thank Scott Everson and the Evansville Community School District for allowing me to be a part of such a great community.

Sincerely,

A handwritten signature in cursive script that reads "Janie Sutherland".

Janie Sutherland

Rec'd 10/24/14
KM

EVANSVILLE COMMUNITY SCHOOL DISTRICT 2015-2016 CALENDAR

AUGUST - 2015 - 3#, 1W						
S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	NT	NT	#	#	#	29
30	W					

SEPTEMBER - 1H; 20T; ½ col						
S	M	T	W	R	F	S
		1	2	3	X	5
6	H	8	9	10	11	12
13	14	15	16/col	17	18	19
20	21	22	23	24	25	26
27	28 ls	29	30			

OCTOBER - 22T; ½ col						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 pt	15 pt	16	17
18	19 pt	20	21/col	22	23	24
25	26 ls	27	28	29	30	31

NOVEMBER - 18T; 1 H; 1cc; ½ col						
S	M	T	W	R	F	S
1	2	3	4	5	6*	7
8	9	10 pt	11	12pt	13	14
15	16	17	18/col	19	20	21
22	23 ls	24	X	H	cc	28
29	30					

DECEMBER - 16T, ½ #						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16/#	17	18	19
20	21	22	X	X	X	26
27	X	X	X	X		

JANUARY - 2016 - 19T, 1#, ½ col						
S	M	T	W	R	F	S
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	#	19	20	21	22*	23
24	25 ls	26	27/col	28	29	30
31						

CODE:

*/	End of Quarter
NT	New Teachers
X	Non Paid Day

Aug	24, 25	New Teachers
	26-28	Staff Development
	31	Work Day
Sept	1	First Day of School
	4	NO SCHOOL
	7	Labor Day- NO SCHOOL
	16	Early Release/PM Collaboration
Oct	14	HS Parent/Teacher Conferences
	15, 19	K-8 Parent/Teacher Conferences
	21	Early Release/PM Collaboration
Nov	6	End of 1 st Quarter; ½ day K-8 Grading
	18	Early Release/PM Collaboration
	25	NO SCHOOL
	26-27	Thanksgiving-No School
Dec.	16	Early Release-PM Staff Dev.
	23-3	Winter Break-NO SCHOOL
Jan	4	Students Return
	18	Staff Development-NO SCHOOL
	22	End of 2 nd Quarter; ½ Day K-8 Grading
	27	Early Release/PM Collaboration
Feb	17	Early Release/PM Collaboration
	26	Conference Comp NO SCHOOL
Mar	16	Early Release/PM Collaboration
	16	HS Parent/Teacher Conferences
	17, 21	K-8 Parent/Teacher Conferences
	25	End of 3 rd Quarter; ½ Day K-8 Grading
	27	Easter
	28-31	Spring Break-NO SCHOOL
Apr	1-3	Spring Break-NO SCHOOL
	20	Early Release/PM Collaboration
	29	Staff Development-NO SCHOOL
May	18	Early Release/PM Collaboration
	30	Memorial Day-NO SCHOOL
June	9	End of 4 th Quarter; ½ Day K-8 Students
	10	½ Workday for Staff
	12	High School Commencement

DPI Days of Instruction (T)

Q1	- 47 days
Q2	- 43 days
Q3	- 44 days
Q4	- 47 days
181 Days	

Contract Days

174.5	Student Contact Days
4	8-½ Collaboration Days (col)
2	4-½ Grading Days
1.5	Work Days (W)
3	Paid Holidays (H)
5.5	Staff Development Days (#)
190.5	

pt	Parent/Teacher Conferences
ls	HS Late Start
cc	Comp Day

FEBRUARY - 20T; ½ col; 1cc						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17/col	18	19	20
21	22 ls	23	24	25	cc	27
28	29					

MARCH - 19T; ½ col						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16/col pt	17 pt	18	19
20	21 pt	22	23	24	25*	26
27	X	X	X	X		

APRIL - 19T; 1#; ½ col						
S	M	T	W	R	F	S
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20/col	21	22	23
24	25 ls	26	27	28	#	30

MAY - 21T; 1H; ½ col						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18/col	19	20	21
22	23	24	25	26	27	28
29	H	31				

JUNE - 7T; ½W						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9*		11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 2013-2014-Added minutes to school days
- 4 Snow Days Built In

Board Approved:

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 on Wednesday, October 29, 2014, at 6:00 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.

APPROVE AGENDA

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

Theodore Robinson Intermediate School third grade teachers, Jolene Hammond and Katie Horgen, presented Go Math that is taught in grades K-6. Discussion.

District Administrator, Mr. Roth, presented a proposed 2015-2016 School Calendar, that the Teachers and Administrative Team agreed on. Discussion.

BUDGET FINANCE

Ms. Rossmiller shared the minutes of the Teachers and Support Staff Compensation Committees. Discussion.

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

Mr. Roth shared the Continuous System Improvement sub-committees meeting dates. Discussion.

Mr. Roth gave an update on the referendum: community presentation meetings are finished, he and Business Manager, Ms. Treuden, were on the WCLO Radio Talk Show, and the second post card was in the mail this week. Discussion.

Ms. Rossmiller gave an update on the Insurance Committee. Committee had agreed to change the employee flex benefit companies.

Mr. Roth gave an update on the 111 Liberty Street and 660 Hillside properties. Discussion.

Ms. Rossmiller asked for questions on the third Friday student count, open enrollment, home-schooled, JEDI, and Alternative Education student numbers. Discussion.

Ms. Rossmiller asked for questions on the summary of the final press box budget numbers. Discussion.

Budget Finance agenda items discussed for January 28 meeting.

BUSINESS (Action Items)

Motion by Ms. Rossmiller, seconded by Ms. Spanton Nelson, moved to approve the October 8, 2014, regular and the October 13, 2014, special meeting minutes, as presented. Motion carried, 7-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved the District approve the exchange of the property we currently own at 660 Hillside, with the Union Bank & Trust Company property at 111 Liberty Street, and allow District Administrator Jerry Roth to manage the details and sign all legal documents related to the Property Simultaneous Exchange Agreement. Discussion. Motion carried, 7-0 (roll call vote).

Motion by Ms. Spanton Nelson, seconded by Ms. Rossmiller, moved we approve the revised budgets as presented and the total tax levy including debt of \$8,387,913. Discussion. Motion carried, 7-0 (roll call vote).

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the use of Fund Balance not to exceed \$95,651 for the 2014-2015 budget cycle. Discussion. Motion carried, 7-0 (roll call vote).

Motion by Mr. Busse, seconded by Ms. Rossmiller, moved to approve policies: #163- Opportunities for Development; #447.1-Use of Physical Restraint and Seclusion by Staff; and #751-Student Transportation Services, as presented. Discussion. Motion carried, 6-1 (Koenecke)(voice vote).

Motion by Ms. Rossmiller, seconded by Ms. Spanton Nelson, moved to approve the resignation of Hillary Peterson, effective October 29, 2014. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Koenecke, moved to approve the hiring of Mark Stano, EHS Math Team Advisor, for a stipend of \$1,640, and Betsy Stalder, EHS Robotics Team Advisor, for a stipend of \$1,640. Discussion. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Ms. Hammann, moved to hire Pete Diedrich, consultant for the High School Drama Assistant position, for \$2,009. Discussion. Motion carried, 7-0 (voice vote).

BOARD DEVELOPMENT

Ms. Swanson presented for a first reading, suggested changes to policies #165-School Board Code of Ethics and #166-Conflict of Interest. Discussion. Policies to come back for a second reading.

Board Development agenda items discussed for January 28 meeting.

FUTURE AGENDA

November 12, 2014, regular meeting agenda discussed.

BREAK

A five minute break was taken.

EXECUTIVE SESSION

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

ADJOURN

Meeting adjourned from executive session at 8:47 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved:
Kathi Swanson, President

Unapproved minutes

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF SPECIAL MEETING

A special meeting of the Board of Education of the Evansville Community School District was held Thursday, October 30, 2014, at 6:04 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, Rasmussen, Spanton Nelson, Hammann, and Koenecke. Absent: Busse.

Motion by Ms. Spanton Nelson, seconded by Ms. Hammann, moved to move into executive session, under Wisconsin Statute Sections 19.85 (1)(a), (f), and (g) and Wisconsin Statute Section 118.125 (2) to conduct a pupil expulsion hearing, review pupil records, and deliberate and decide the case. Motion carried, 6-0 (roll call vote).

Reconvened in open session at 8:09 pm.

Motion by Ms. Spanton Nelson, seconded by Mr. Rasmussen, moved to adjourn the meeting. Motion carried, 6-0 (voice vote). Meeting adjourned at 8:09 pm.

Submitted by John Rasmussen, Clerk

Approved: _____ Dated: _____ Approved:
Kathi Swanson, President

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF SPECIAL MEETING

A special meeting of the Board of Education of the Evansville Community School District was held Thursday, November 6, 2014, at 6:00 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.

Motion by Ms. Hammann, seconded by Ms. Koenecke, moved to approve the 2014-2015 revised budgets as presented and the total tax levy including debt of \$9,067,471. Discussion. Motion carried, 7-0 (roll call vote).

Motion by Ms. Hammann, seconded by Mr. Rasmussen, moved to approve the use of Fund Balance not to exceed \$95,650.76, for the 2014-2015 budget cycle. Motion carried, 7-0 (roll call vote).

District Administrator, Mr. Roth, shared thoughts on staffing for the curriculum instruction duties, in Ms. Landers absence. Discussion.

Motion by Mr. Busse, seconded by Ms. Hammann, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 6:12 pm.

Submitted by John Rasmussen, Clerk

Approved: _____ Dated: _____ Approved: 11/12/14
Kathi Swanson, President

Approved: May 13, 2013

152

Revised:

1st Reading: 9/10/14' 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

EMPLOYEE HANDBOOK

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

An Employee Handbook Committee shall be established consisting of the full **three (3) Board members**, District Administrator, and one (1) **employee** representative from each employee group. The Committee will meet one time during each of the first three quarters of the school year, **and the Committee Chair will forward recommendations to the entire Board which will take place during the Board's second meeting of the month. The Board will approve suggested changes quarterly, after three readings, with implementation of approved changes effective July 1 of each year.**

The Committee will discuss and review all proposals regarding the Employee Handbook and forward recommendations to the Board for review and approval. Proposals may originate from administration, the Board and/or employees. In all cases, proposed new or revised Employee Handbook sections shall state their potential contribution in furthering the mission of the District. An Employee Handbook section shall be adopted or amended after the Board has had three opportunities to read and discuss the proposals at successive Board meetings. Where implementation of a new or revised Employee Handbook section needs to occur prior to the next board meeting, the Board may approve the section of the Employee Handbook at the meeting where the first or second readings occur.

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

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

Local Ref.: Policy #151- Board Policy Development

Employee Handbook, Appendix A

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

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

Employee/School Board Member Name: _____

Employee Handbook Part: _____

Employee Handbook Page/Section/Section #: _____

Suggested Revision:

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

DISTRICT OFFICE USE ONLY

Form received: _____

Form reviewed by Policy Committee: _____

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

Cost Impact and Amount: _____

Legal Impact: _____

Revised: September 25, 1989

164

Revised: July 9, 2001

Revised:

1st Reading: 9/24/14; 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

BOARD MEMBER COMPENSATION AND EXPENSES

All Evansville Community School District board members receive an annual salary that is reviewed and acted on at the Annual District Business Meeting, where a quorum is present. The vote shall determine the annual salaries for board members or an amount for attendance at each school board or committee meeting.

All board members may claim actual and allowable expenses at the regular district rates for meals, travel and lodging when traveling outside the District in performance of their duties as a member of the Board. An expense report must be completed and presented to the District business office along with appropriate receipts.

Legal Ref.: Section 120.10(3)(4) Wisconsin Statutes (Powers of Annual Meeting)
120.13(16)(32) (School Board Powers)
120.43 (3) (School Board Meetings)

Local Ref.: Policy #671.2, Reimbursement of Expenses

Approved: June 10, 1985

171.2

Revised: August 13, 2001

Revised:

1st Reading: 9/24/14; 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

MEETING AGENDAS

The District Administrator, under the direction of the Board President, shall prepare all agendas for meetings of the Board. In doing so, the District Administrator shall consult as appropriate with other Board members and with members of the Administrative Team.

Items of business may be suggested by any Board member, staff member, or citizen of the district. The inclusion of these items shall be at the discretion of the District Administrator based upon time restrictions and the interests of the district. If a citizen's request is received prior to agenda dissemination, the Board shall include on the agenda an opportunity for the citizen, or a group of citizens, to address the Board at the meeting.

The Board shall follow the order of business set up by the agenda unless altered by a majority vote of the members present. The Board, however, may not revise policies or adopt new ones unless such action has been taken in accordance with the Board's policy adoption procedures.

The agenda, together with supporting materials, shall be distributed to Board members no later than on the Friday prior to the meeting of the Board, so they can give items of business careful consideration.

In accordance with the open meetings law notice, the agenda shall be made available to the media and to any other person upon request.

Legal Ref.: Section 19.83 Wisconsin Statutes (Meetings of Governmental Bodies)

19.84 (Public Notice)

120.11 (School Board Meetings and Reports)

120.43 (2) (School Board Meetings)

Approved: January 11, 1988

346

Revised: January 11, 1993

Revised:

1st Reading: 9/10/14; 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

TO REPLACE CURRENT POLICY – NEW LANGUAGE

STUDENT ASSESSMENT SYSTEM

The establishment of a balanced assessment system is central to the District's duty to provide effective instruction that supports student learning and achievement.

The primary purpose of the Evansville Community School District student assessment system is to improve student learning through assessments that inform instruction, diagnose student learning needs, and measure academic growth of students. Data gathered from student assessments are used to:

- Develop continuous system improvement goals at all levels of the system
- Evaluate and improve curriculum, instruction, programming, learning, and behavior
- Make instructional and placement decisions for students
- Guide professional learning for the system
- Communicate student achievement results to stakeholders

The assessment system will consist of a range of assessments including:

- standardized assessments required by the state
- benchmark assessments
- diagnostic assessments
- formative and summative classroom assessments
- assessments common to a grade level or course
- other assessments clearly aligning to articulated standards or expectations.

Assessments will serve an instructionally relevant purpose, utilize proper methodology, sample student achievement in an appropriate manner, and control for relevant sources of bias and distortion that lead to inaccurate measures of student performance.

Assessment data will be accessible to applicable parties as allowed by law. Individual student scores derived from any component of the District's assessment system shall remain confidential and only be provided to relevant school personnel for educational purposes, to the individual student, and the student's parent(s)/guardian(s).

For students with disabilities, the Individualized Educational Program (IEP) process is the vehicle for making decisions about the inclusion or exclusion of a student in testing and any accommodations or modifications required during test administration. The IEP team must indicate in the IEP whether or not the child will be administered District and state mandated tests and if accommodations or modifications will be made in the testing procedure.

Students with a Section 504 Plan are entitled to accommodations and services in the general school setting. Appropriate accommodations and services must be documented in a Section 504 Plan and may include test accommodations and other adaptations. Student participation in state mandated assessments, and other District assessments, will be determined by the planning team and documented in the plan in accordance with the law.

Decisions regarding the assessment of English Language Learners (ELLs), including any necessary recommendations, shall be made on an individual basis and in accordance with state and federal law and established District policies and procedures.

The Evansville Community School District shall not discriminate in the methods, practices, or materials used for testing and evaluating students in accordance with the District's non-discrimination policy.

Legal Ref.: Sections 115.77(1m)(bg) Wisconsin State Statutes (Local Educational Agency Duties)

118.13 (Pupil Discrimination Prohibited)

118.30 (Pupil Assessment)

118.33(6) (High School Graduation Standards)

121.02(1)(r)(s) (School District Standards)

PI 8.01(2)(r)(s) (Definitions)

PI 13 (Limited-English Proficient Pupils)

Elementary and Secondary Education Act (Part A-Subpart 1)

Local Ref.: Policy #411 - Equal Educational Opportunities

Approved: January 11, 1988

346.1

1st Reading: 9/10/14; 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

FOR REMOVAL

ACHIEVEMENT TESTING PROGRAM

Students in kindergarten through grade 8, and high school students in their freshmen and junior years are required to complete a Stanford Achievement Test Instrument.

This standardized testing program is intended to provide for continuous, comprehensive assessment of the achievement status of students in the major skill areas. The test results provide coordinated reports of individual academic growth and development for students and their parents, data to facilitate teacher and administrator decision making and information necessary for ongoing instructional and curriculum planning.

Approved: January 11, 1988
1st Reading: 9/10/14; 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

346.2

FOR REMOVAL

TESTING AND COUNSELING SERVICES

Testing, counseling and guidance services shall be provided for all students in the Evansville School District through programs that allow for both individualized and group testing and counseling opportunities.

The district's counselors should work closely with teachers, administrators, parents and community members to investigate and respond to the problems, concerns and needs of our students.

The school counselors through the program they develop and implement shall provide informational services to students designed to meet their needs for vocational, educational and social activity; provide test interpretation information to students and their parents; conduct individual and group counseling sessions to clarify needs and expectations; participate in multidisciplinary team staffings and contribute by implementing the M-team recommendations.

Counseling is a primary guidance activity. It seeks to help students assume responsibility for making plans and decisions. At all levels, school counselors shall:

1. Assist Students to:
 - develop learning skills and values
 - develop self-understanding and identities
 - develop personal relationships
 - select and enter appropriate courses and activities
 - progress toward productive and rewarding careers
2. Assist teachers to:
 - understand the students for whom they are responsible
 - understand and utilize the services of the guidance program
 - participate in helping students with personal and social development
3. Assist parents to:
 - understand the opportunities available to their children
 - understand their children's educational progress
 - participate in helping their children attain learning goals
4. Assist administrators to:
 - understand and characteristics of the student population
 - understand the role and objectives of the guidance program

Guidance, counseling and testing services are an integral part of the total educational program in the Evansville district. They provide focus and continuous assistance to each student in knowing themselves as a learner, an individual, a family member, and a member of the Evansville community.

Approved: May 11, 1987

346.3

Revised: June 9, 2003

1ST Reading: 9/10/14; 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

FOR REMOVAL

ASSESSMENT OF STUDENT LEARNING

Ongoing assessment is essential to meet the District's goal of outstanding student achievement. The primary purpose of student assessment is to ensure instructional programs are meeting all students' learning needs. Its purpose, also, is to measure progress on state and district academic standards. Assessment shall provide reliable and accurate information in order to communicate individual student progress, and effective district educational quality.

As part of a balanced assessment system, a variety of high-quality assessments will be used. These include classroom assessments administered by individual teachers, common assessments that are given to all in a grade level or a course, and state or national standardized tests. Assessment shall provide evidence of student progress on state and district learning standards and curricular objectives. The District shall administer all standardized tests required by state and federal law or regulations. The District Administrator or designee is responsible for establishing a district testing schedule and guidelines pertaining to the purposes and scope of the testing program and the levels at which specific tests are to be administered.

All assessments should measure what is valued in student learning and provide valid information for making educational decisions. Teachers and students, with parents, shall use this information to make decisions about how to improve each student's achievement.

Additional assessments appropriately designed to meet additional purposes may also be used. Some purposes are:

- Modify instructional strategies and curriculum for improved student learning
- Communicate achievement to parents and students
- Evaluate the need for special education programming
- Report district-wide student achievement results to the Board and public
- Contribute to program evaluations

Revised: ~~May 9, 2005~~

Revised: August 11, 2008

430

Revised: September 13, 2010

Revised:

1st Reading: 9/24/14; 2nd Reading: 10/8/14; 3rd Reading: 11/12/14

SCHOOL ATTENDANCE

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

In accordance with state law, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter or semester in which they become eighteen years of age, or unless they have a legal excuse, fall under one of the exceptions outlined in the state statutes, or have graduated from high school.

School Notification

Unexpected Absences (for example, illness and emergencies)

Student attendance is monitored throughout each school day. Parent(s)/guardian(s) should call **notify** the school office prior to 9:00 a.m. the morning of an **unexpected** absence to report the absence. **There are three (3) ways to excuse a student the morning of an unexpected absence. The parent(s)/guardian(s) may call the attendance clerk of the pertinent building, email the attendance clerk or use the District electronic student information system to excuse their child(ren).** If it is not possible to **notify the District prior to 9:00 am the day of the absence** call, a note explaining the student's absence should be presented to the school attendance clerk immediately upon return to school. All absences must be cleared before the end of the second school day **after the absence** or the student may be considered unexcused and truant.

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

Pre-Arranged Absences (for example, college visits and doctor appointments)

Parent(s)/guardian(s) must submit **prior written approval** to excuse their child for each absence.

Parent(s)/Guardian(s) Excused:

Parent(s)/guardian(s) may excuse their child(ren) for up to ten (10) days per year for any purpose, ~~providing the parent/guardian submits prior written approval to excuse their students.~~ If

the principal/attendance officer determines that the student will exceed the ten (10) day limit, days beyond **ten (10)** will be considered unexcused unless they are documented by the parent(s)/guardian(s) as meeting one of the “School Excused” exceptions and have approval of the principal. Policies for obtaining and completing work for pre-arranged absences will be set by each building and provided annually in the school handbook.

School Excused/Unexcused:

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

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

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

Medical Related Absences

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

Missed School Work

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

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

Unexcused Absences or Truancy

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

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

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

Habitual Truancy

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

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

Local Ref.: **Policy #428, Full-Time Public School Open Enrollment**
Policy #431, Compulsory Student Attendance & Alternative Programs

E-MAIL CONSENT FORM FOR STUDENT ABSENCE
Evansville Community School District

I, _____, parent/guardian of student(s):

(Student Name) Grade _____ School _____

(Student Name) Grade _____ School _____

(Student Name) Grade _____ School _____

(Student Name) Grade _____ School _____

(Student Name) Grade _____ School _____

(Student Name) Grade _____ School _____

I prefer to use Family Access e-mail absent notification to the school(s) to report absences for my child(ren) for the 2014-2015 school year.

I understand that my child(ren) may have access to my Family Access account and am taking full responsibility for all action on their behalf. If there are false excuses submitted through Family Access email absent notification, my child may be subject to school discipline.

Parent/Guardian Signature _____ Dated _____

Please return this form to the school building office of the oldest child listed prior to using Family Access email absent notification. Once this form has been turned into a school office, you may submit absences by going to our web page: www.evansville.k12.wi.us – Families – Family Access – Attendance – Absent Notification.

COMPULSORY STUDENT ATTENDANCE & ALTERNATIVE PROGRAMS

In accordance with state law, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter or semester in which they become eighteen years of age, or unless they have a legal excuse, fall under one of the exceptions outlined in the state statutes, or have graduated from high school. Students enrolled in five (5)-year old kindergarten in the District shall also be expected to attend school regularly during the full period and hours that kindergarten is in session during the school year.

Upon request to the School Board, or its designee, and with the written approval of the student's parent/guardian, any student who is **sixteen (16)** years of age or over and a student At Risk, as defined in state statute, may attend, in lieu of high school or on a part-time basis, a technical college if the student and his/her parent(s)/guardian(s) agree, in writing, that the student will participate in a program leading to the student's high school graduation.

The Board of Education, through its designee, may excuse a student who is **sixteen (16)** years of age or older from regular school attendance in favor of a program or curriculum modification which leads to high school graduation or an equivalency diploma. The Board will consider the request of a parent/guardian provided the conditions are allowed by state statute.

A written agreement is required among the student, his/her parent(s)/guardian(s), and a representative of the high school equivalency program or other school program leading to the student's high school graduation prior to admission to such program(s). The agreement must state the services to be provided, the time period needed to complete the high school equivalency program or program leading to high school graduation and how the performance of the student will be monitored.

The High School Principal, Director of Student Services, or designee is responsible for monitoring the written agreement on a regular basis. In no case, however, can the agreement be monitored less frequently than once per semester. If the High School Principal, Director of Student Services, or designee determines that a student is not complying with the agreement, that person is expected to notify the student, his/her parent(s)/guardian(s) and the high school equivalency program or program leading to high school graduation that the agreement may be modified or suspended in 30 days.

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

STUDENTS OF DIVORCED/SEPARATED PARENTS

The District shall maintain strict neutrality between parents who are involved in a legal action affecting the family, unless otherwise directed by court order. It is the responsibility of the parent(s) to notify the District of any such court order.

The parent(s)/guardian(s) who enrolls a student shall be considered to be the custodial parent and that parent's residence shall be considered the student's residence for school purposes, unless a court order or other satisfactory documentation is presented which specifies otherwise. The parents of the child are responsible for informing the school of names and mailing addresses of the custodial parent(s) and parents who have periods of physical placement.

The parents who have periods of physical placement of any student enrolled in a school of the District may be provided all report cards, notices of school activities, disciplinary reports, conference appointment or summaries, or other student records which are provided to the custodial parent, unless otherwise expressly curtailed or restricted by a provision of a court order which had been provided to the principal. The parents who have periods of physical placement may also participate in all activities, including conferences. The school generally will conduct only one meeting for parents at appropriate times in which both parents will be permitted to participate.

The building principals shall develop specific, positive procedures for sharing information with parents who have periods of physical placement. The schools' principals shall be responsible for developing procedures for use in the individual schools. ~~The building principals' shall inform classroom teachers of those students for whom the parents who have periods of physical placement access to information has been restricted by court order.~~ **If parent(s)/guardian(s) with periods of physical placement have had access to their child(ren)'s school records restricted by court order, the building principals shall inform the classroom teacher(s) of their students in these circumstances.**

All schools in the District shall mail materials given to custodial parent(s) to the parents who have periods of physical placement when the parent who has periods of physical placement requests such mailings and provides current demographic information.

A student enrolled in the District may be released from school to either the custodial parent(s) or parent who has periods of physical placement, unless the custodial parent has presented a court order or other legally binding document which prohibits such a release.

At the beginning of each school year, or upon enrollment of a student in the Evansville Community School District, custodial parents shall be asked to provide "Emergency Record Card" information regarding the status of the parents who have periods of physical placement. Where a court order is in effect, the building principal shall send a letter and "Confidential Questionnaire for Separated/Divorced Parents" to the custodial and parents who have periods of physical placement. The completed questionnaires(s) shall be kept in the Principal's Office for future reference.

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: September 2014 Reconciliation
Date: October 29, 2014

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

- Bank Reconciliation Statement for all Funds – nothing unusual to report
- Skyward Fund Balance Report to verify bank reconciliation statement
- Listing of all receipts – September \$1,871,582.97
- Check Register – September
Notes for check register:

Check total -	\$ 496,800.97
ACH total -	\$ 18,533.97
Manual check total -	\$ <u>0.00</u>
Total	\$ 515,334.94

Void checks –
Payroll checks –

EVANSVILLE COMMUNITY SCHOOL DISTRICT
 BANK RECONCILIATION

FOR THE MONTH OF	Sep-14		
BALANCE PER BANK:		96,000.00	
ACH CHECKS NOT POSTED		33,483.67	
LESS OUTSTANDING CHECKS		-61,363.41	
LESS WRS POSTING		-128,090.74	
MMA ACCOUNT		4,314,426.34	
BALANCE PER BANK			4,254,455.86

BALANCE PER GENERAL LEDGER:	BEGINNING BAL.	ACTIVITY	ENDING BAL.	
FUND 10 General	94,415.71	175,569.52	269,985.23	
FUND 21 Donations	40,882.64	(13,472.98)	27,409.66	
FUND 27 Special Ed	(95,422.20)	(256,092.76)	(351,514.96)	
FUND 38 Debt	20,103.07	-	20,103.07	
FUND 39 Debt	(113,092.73)	-	(113,092.73)	
FUND 50 Food Service	68,400.78	14,525.64	82,926.42	
FUND 99 Voc Ed/ESL/Grants	4,212.83	-	4,212.83	
MMA ACCOUNT		-	4,314,426.34	
BALANCE PER GENERAL LEDGER				4,254,455.86
		-79,470.58		

DIFFERENCE **0.00**

Fd	T	Loc	Obj	Func	Prj	Func	Beginning Balance	September 2014-15 Monthly Activity	Ending Balance
10	A	000	000	711100	---	CASH ON DEPOSIT	-418,003.93	175,569.52	269,985.23
10	-	---	---	-----	---	GENERAL FUND	-418,003.93	175,569.52	269,985.23
21	A	000	000	711100	---	CASH ON DEPOSIT	14,544.21	-13,472.98	27,409.66
21	-	---	---	-----	---	GIFTS/DONATIONS	14,544.21	-13,472.98	27,409.66
27	A	000	000	711100	---	CASH ON DEPOSIT	-100,255.98	-256,092.76	-351,514.96
27	-	---	---	-----	---	SPECIAL EDUCATION FUND	-100,255.98	-256,092.76	-351,514.96
38	A	000	000	711100	---	CASH ON DEPOSIT	20,103.07		20,103.07
38	-	---	---	-----	---	NON-REFERENDUM DEBT	20,103.07		20,103.07
39	A	000	000	711100	---	CASH ON DEPOSIT	-113,092.73		-113,092.73
39	-	---	---	-----	---	REFERENDUM APPROVED DEBT SERVI	-113,092.73		-113,092.73
50	A	000	000	711100	---	CASH ON DEPOSIT	45,007.94	14,525.64	82,926.42
50	-	---	---	-----	---	FOOD SERVICE	45,007.94	14,525.64	82,926.42
99	A	000	000	711100	---	CASH ON DEPOSIT	4,212.83		4,212.83
99	-	---	---	-----	---	COOP. PROGRAM FUNDS-66:03	4,212.83		4,212.83
Grand Asset Totals							-547,484.59	-79,470.58	-59,970.48

Number of Accounts: 7

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

Post Date	Func	Description	Amount
09/30/2014	DISTRICT WIDE	STUDENT FEES	1616.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	3363.50
09/30/2014	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR SEPT	321.20
09/30/2014	DISTRICT WIDE	STUDENT FEES	4225.50
09/30/2014	ACCOUNTS RECEIVABLE	HS - REIMB FOR WORK PERMITS	20.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1495.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1243.75
09/30/2014	DISTRICT WIDE	STUDENT FEES	3769.50
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS SEPT	155.09
09/30/2014	DUE FROM FEDERAL GOVERNMENT	FORWARD HEALTH - MEDICAID	60.29
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R COLE - ADD'L HEALTH INS SEPT	155.09
09/30/2014	DISTRICT WIDE	FACILITY USE - ECCA ED - HS	5.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1003.35
09/30/2014	DISTRICT WIDE	WPPI ENERGY	289.96
09/30/2014	DISTRICT WIDE	NELSON-YOUNG LUMBER	1160.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	3754.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	672.20
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1042.30
09/30/2014	DISTRICT WIDE	STUDENT FEES	1820.00
09/30/2014	DISTRICT WIDE	JEDI COMPUTER - GAY	50.00
09/30/2014	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	10.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	-1616.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	-3363.50
09/30/2014	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR SEPT	-321.20
09/30/2014	DISTRICT WIDE	STUDENT FEES	-4225.50
09/30/2014	ACCOUNTS RECEIVABLE	HS - REIMB FOR WORK PERMITS	-20.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	-1495.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	-1243.75
09/30/2014	DISTRICT WIDE	STUDENT FEES	-3769.50
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS SEPT	-155.09
09/30/2014	DUE FROM FEDERAL GOVERNMENT	FORWARD HEALTH - MEDICAID	-60.29
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R COLE - ADD'L HEALTH INS SEPT	-155.09
09/30/2014	DISTRICT WIDE	FACILITY USE - ECCA ED - HS	-5.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	-1003.35
09/30/2014	DISTRICT WIDE	WPPI ENERGY	-289.96
09/30/2014	DISTRICT WIDE	NELSON-YOUNG LUMBER	-1160.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	-3754.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	-672.20
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	-1042.30
09/30/2014	DISTRICT WIDE	STUDENT FEES	-1820.00
09/30/2014	DISTRICT WIDE	JEDI COMPUTER - GAY	-50.00
09/30/2014	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	-10.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	1616.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	3363.50
09/30/2014	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR SEPT	321.20
09/30/2014	DISTRICT WIDE	STUDENT FEES	4225.50
09/30/2014	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	20.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1495.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1243.75
09/30/2014	DISTRICT WIDE	STUDENT FEES	3769.50
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS SEPT	155.09
09/30/2014	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	60.29
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R COLE - ADD'L HEALTH INS SEPT	155.09

Post Date	Func	Description	Amount
09/30/2014	DISTRICT WIDE	FACILITY USE - ECCA ED - HS	5.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1003.35
09/30/2014	DISTRICT WIDE	WPPI ENERGY	289.96
09/30/2014	DISTRICT WIDE	NELSON-YOUNG LUMBER	1160.00
09/30/2014	DISTRICT ADMINISTRATION	OPEN RECORDS	20.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	3754.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	672.20
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1042.30
09/30/2014	DISTRICT WIDE	STUDENT FEES	1820.00
09/30/2014	DISTRICT WIDE	JEDI COMPUTER - GAY	50.00
09/30/2014	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	10.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	513.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	991.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1210.50
09/30/2014	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	1672.30
09/30/2014	DISTRICT WIDE	STUDENT FEES	649.50
09/30/2014	SCHOOL BUILDING ADMINISTRATION	MS REIMB FOR CHARGE CARD	8.25
09/30/2014	DISTRICT WIDE	REIMB INVOICE# HS2013-2014 - YOUTH OPTIONS RE	638.58
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	845.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	1131.00
09/30/2014	DISTRICT WIDE	ERATE EXCHANGE - FUNDING #2404238	5776.50
09/30/2014	DISTRICT WIDE	ERATE EXCHANGE - FUNDING #2404246	3101.16
09/30/2014	TERMINATION OF BENEFITS	EBC COBRA PAYMENT JULY HEALTH	2276.16
09/30/2014	DISTRICT WIDE	TOWN OF MAGNOLIA - MOBILE HOME FEES	263.14
09/30/2014	DISTRICT WIDE	DAVE MOSHER & ASSOCIATES TEACHER BREAKFAST SP	150.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	473.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	2969.00
09/30/2014	DISTRICT WIDE	DONATION FROM ROGER ROTH	62.00
09/30/2014	PETTY CASH	PETTY CASH DEPOSIT	822.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	2106.25
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1077.25
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K CROCKER - OCT	1319.90
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R FLAHERTY - OCT	1319.90
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V ZHE - OCT	561.66
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - B BERG - OCT	1164.81
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - S ERICKSON - OCT	1164.81
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R DENNIS - OCT	1095.24
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - L HAVLIK - OCT	1319.90
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K VERKUILLEN - OCT	1319.90
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P HAESE - OCT	561.66
09/30/2014	GIFTED AND TALENTED	REGISTRATION FOR AP EXAMS	5292.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	851.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	654.50
09/30/2014	DISTRICT WIDE	STUDENT FEES	725.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	724.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	612.60
09/30/2014	DISTRICT WIDE	STUDENT FEES	827.65
09/30/2014	DISTRICT WIDE	STUDENT FEES	817.50
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	517.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	599.50
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	835.00
09/30/2014	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS SEPT	155.09
09/30/2014	DISTRICT WIDE	VOLLYBALL VS WHITEWATER	244.00

Post Date	Func	Description	Amount
09/30/2014	DISTRICT WIDE	FOOTBALL VS. JEFFERSON	3664.00
09/30/2014	DISTRICT ADMINISTRATION	GARNISHEE FEE	15.00
09/30/2014	HOME ECONOMICS	STUDENT FEES	410.00
09/30/2014	DISTRICT WIDE	STUDENT FEES	156.00
09/30/2014	DISTRICT WIDE	ERATE EXCHANGE - FUNDING #2404245	1381.47
09/30/2014	DISTRICT WIDE	DONATION COMMUNITY FOUNDATION OF SOUTHERN WI	470.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	975.96
09/30/2014	DISTRICT WIDE	VOLLEYBALL VS. MCFARLAND	192.00
09/30/2014	COMBINED COST REPORTING	WI STATE COUNCIL	1345.63
09/30/2014	COMBINED COST REPORTING	KNIGHTS OF COLUMBUS	1280.00
09/30/2014	INDUSTRIAL ARTS	G SENDELBACH - PAYMENT FOR CAR REPAIR	153.00
09/30/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	383.00
09/30/2014	DISTRICT ADMINISTRATION	OPEN RECORD'S REQUEST - MARINES	20.00
09/30/2014	DISTRICT WIDE	ERATE EXCHANGE - FUNDING #2404224	4470.00
09/30/2014	DISTRICT WIDE	KENWOOD REBATES	240.00
09/30/2014	PUPIL TRANSPORTATION	RINGHAN BROTHERS - FUEL ADJUSTMENT	73.63
09/30/2014	DISTRICT WIDE	STUDENT FEES	826.50
09/30/2014	DISTRICT WIDE	VENDING	391.45
09/30/2014	DISTRICT WIDE	VENDING	186.20
09/30/2014	DEPOSITS PAYABLE	NSF CHECK DEPOSIT	50.00
09/30/2014	DISTRICT WIDE	NSF CHECK DEPOSIT	15.50
09/30/2014	DISTRICT WIDE	NSF CHECK DEPOSIT	62.00
09/30/2014	DEPOSITS PAYABLE	E-FUNDS FOOD SERVICE	9260.50
09/30/2014	DISTRICT WIDE	E-FUNDS STUDENT FEES	2702.00
09/30/2014	DISTRICT WIDE	INTEREST	1208.19
09/30/2014	DISTRICT WIDE	STATE AID PAYMENT	1765981.00
09/30/2014	DISTRICT ADMINISTRATION	OPEN RECORDS	20.00
09/30/2014	DISTRICT ADMINISTRATION	OPEN RECORDS	-20.00
		Total for Cash Receipts	1871582.97

CHECK	CHECK CHE			
DATE	NUMBER	TYP	VENDOR	AMOUNT
09/08/2014	76592	R	ACTION FENCE UNLIMITED	4,664.98
09/08/2014	76593	R	ASSOCIATED FINANCIAL GROUP	694.00
09/08/2014	76594	R	AT&T LONG DISTANCE	50.74
09/08/2014	76595	R	AWSA-WFEA	415.00
09/08/2014	76596	R	BALGORD, GARY	90.00
09/08/2014	76597	R	BASEMAN BROS INC	15,642.00
09/08/2014	76598	R	BIER, THOMAS	60.00
09/08/2014	76599	R	BLOCK IRON & SUPPLY CO. INC	687.40
09/08/2014	76600	R	DANIEL BOTHUN	60.00
09/08/2014	76601	R	BUSSE, ERIC	96.00
09/08/2014	76602	R	BUTTCHEN ELECTRIC	3,206.24
09/08/2014	76603	R	COUNTRY DOORS INC	1,050.00
09/08/2014	76604	R	DIVERSIFIED BENEFIT SERVICES	253.28
09/08/2014	76605	R	DOLLHAUSEN, BENJEMIN	13.95
09/08/2014	76606	R	DOUBLE D BUILDERS	2,750.00
09/08/2014	76607	R	DUANE SEVERSON AUDIO VISUAL	2,025.00
09/08/2014	76608	R	EDGERTON SCHOOL DISTRICT	50,180.00
09/08/2014	76609	R	FOLLETT SCHOOL SOLUTIONS, INC.	7,004.24
09/08/2014	76610	R	FULL COMPASS SYSTEMS LTD	3,826.33
09/08/2014	76611	R	GENERAL COMMUNICATIONS	1,992.00
09/08/2014	76612	R	GORDON STOWE & ASSOC. INC.	65.00
09/08/2014	76613	R	HALLMAN LINDSAY	228.90
09/08/2014	76614	R	IMPACT APPLICATIONS INC	600.00
09/08/2014	76615	R	J.W. PEPPER & SON INC	60.99
09/08/2014	76616	R	JW INDUSTRIES, INC.	8,500.00
09/08/2014	76617	R	KONOPACKI, JANET	16.95
09/08/2014	76618	R	KOSTROUN CONSTRUCTION LLC	3,850.00
09/08/2014	76619	R	LARSON, DARRELL	96.00
09/08/2014	76620	R	LEGGETT, JAMES	49.90
09/08/2014	76621	R	MALY ROOFING CO INC	10,732.00
09/08/2014	76622	R	MENARDS	107.70
09/08/2014	76623	R	MOREHOUSE, JON	5.05
09/08/2014	76624	R	CHRIS NICHOLSON	156.00
09/08/2014	76625	R	NORTH AMERICAN MECHANICAL INC	278.71
09/08/2014	76626	R	OPPORTUNITIES PRINT SERVICES	170.00
09/08/2014	76627	R	PAOLI CLAY COMPANY	1,085.00
09/08/2014	76628	R	PATRICK JACOBS	90.00
09/08/2014	76629	R	PETTERSON PLUMBING INC	770.75
09/08/2014	76630	R	REDDY, NAVNEET	60.00
09/08/2014	76631	R	REILLY, KAITLYN	25.35
09/08/2014	76632	R	RHYME BUSINESS PRODUCTS	757.12
09/08/2014	76633	R	RHYME BUSINESS PRODUCTS LLC	3,076.71
09/08/2014	76634	R	RIDDELL INC	3,321.54
09/08/2014	76635	R	ROCK VALLEY CONFERENCE	2,900.00
09/08/2014	76636	R	BOB SCHENCK	96.00
09/08/2014	76637	R	SCHOLASTIC INC	244.20
09/08/2014	76638	R	SCOTT HUFFMAN	60.00
09/08/2014	76639	R	SHEEN, DAVID	60.00
09/08/2014	76640	R	STALEY PLUMBING & HEATING CO	990.00
09/08/2014	76641	R	THE O'BRIEN AGENCY, LLC	6,432.00
09/08/2014	76642	R	TRUGREEN	1,175.00
09/08/2014	76643	R	WASDA	221.00
09/08/2014	76644	R	WAUNAKEE COMM SCHOOL DISTRICT	295.00
09/08/2014	76645	R	WE ENERGIES	1,490.06
09/08/2014	76646	R	WRGNER CPA'S LLP	10,800.00
09/08/2014	76647	R	WISCONSIN TAXPAYERS ALLIANCE	190.00

CHECK	CHECK CHE			
DATE	NUMBER	TYP	VENDOR	AMOUNT
09/08/2014	76648	R	WISCONSIN SCHOOL MUSIC ASSOCIA	365.00
09/08/2014	76649	R	XPERT FIT CUSTOMIZED LIGHTING	297.66
09/09/2014	76655	R	DEAN HEALTH PLANS	170,735.81
09/09/2014	76656	R	DELTA DENTAL OF WISCONSIN	28,824.98
09/09/2014	76657	R	DELTAVISION	308.63
09/09/2014	76658	R	SUN LIFE FINANCIAL	2,805.32
09/09/2014	76659	R	WEA INSURANCE TRUST	4,436.22
09/10/2014	76662	R	RINGHAND BROTHERS INC	57,760.37
09/10/2014	76663	R	AMERICOLLECT INC.	75.00
09/10/2014	76664	R	AMERIPRISE FINANCIAL SERVICES	370.00
09/10/2014	76665	R	FRANKLIN TEMPLETON BANK &TRUST	1,035.00
09/10/2014	76666	R	KOHN LAW FIRM S.C.	203.74
09/10/2014	76667	R	METLIFE	75.00
09/10/2014	76668	R	MG TRUST COMPANY	750.00
09/10/2014	76669	R	SBC-VAA	30.00
09/19/2014	76670	R	JHAYSON ANDERSON	90.00
09/19/2014	76671	R	AT & T	2,808.87
09/19/2014	76672	R	BUSSE, ERIC	128.00
09/19/2014	76673	R	CONNERY, DANIEL	60.00
09/19/2014	76674	R	DAVE CONWAY	90.00
09/19/2014	76675	R	LEE DAMMEN	50.00
09/19/2014	76676	R	DARRELL HESSENTHALER	90.00
09/19/2014	76677	R	DUDDLESTON, LUKAS	60.00
09/19/2014	76678	R	FULL COMPASS SYSTEMS LTD	210.62
09/19/2014	76679	R	JANKE JR, GENE	60.00
09/19/2014	76680	R	JUEN, JOHN	325.00
09/19/2014	76681	R	KING, TERRY	60.00
09/19/2014	76682	R	KJELLAND, RON	140.00
09/19/2014	76683	R	DAN KOPP	90.00
09/19/2014	76684	R	LARSEN, STEVE	48.00
09/19/2014	76685	R	LARSON, DARRELL	128.00
09/19/2014	76686	R	BRIAN MCKAY	60.00
09/19/2014	76687	R	WAYNE MIXDORF	90.00
09/19/2014	76688	R	NEDS, NICHOLAS	60.00
09/19/2014	76689	R	CHRIS NICHOLSON	80.00
09/19/2014	76690	R	BOB SCHENCK	48.00
09/19/2014	76691	R	TAYLOR, GLEN	60.00
09/19/2014	76692	R	GLENN TESCHENDORF	90.00
09/19/2014	76693	R	WIAA	317.63
09/25/2014	76694	R	AMERICAN CHEMICAL SOCIETY	96.00
09/25/2014	76695	R	BANKSUPPLIES	48.39
09/25/2014	76696	R	CAROLINA BIOLOGICAL SUPPLY CO.	917.05
09/25/2014	76697	R	CENGAGE LEARNING	2,739.00
09/25/2014	76698	R	CONSTRUCTIVE PLAYTHINGS	60.77
09/25/2014	76699	R	DELTA EDUCATION	55.10
09/25/2014	76700	R	DEMCO	262.75
09/25/2014	76701	R	DISCOUNT MAGAZINE SUB SERVICE	2,026.66
09/25/2014	76702	R	EPS/SCHOOL SPEC INTERVENTION	1,694.55
09/25/2014	76703	R	FLINN SCIENTIFIC INC	9,277.55
09/25/2014	76704	R	HANDWRITING WITHOUT TEARS	475.36
09/25/2014	76705	R	HEINEMANN	16,704.26
09/25/2014	76706	R	HOUGHTON MIFFLIN HARCOURT PUB	544.87
09/25/2014	76707	R	KNOVATION, INC	995.00
09/25/2014	76708	R	LAKE SHORE LEARNING MATERIALS	74.70
09/25/2014	76709	R	LINGUI SYSTEMS, INC.	88.85
09/25/2014	76710	R	MAYER-JOHNSON LLC	409.95

CHECK	CHECK CHE			
DATE	NUMBER	TYP	VENDOR	AMOUNT
09/25/2014	76711	R	MCGRAW HILL EDUCATION	17,901.45
09/25/2014	76712	R	N2Y	159.00
09/25/2014	76713	R	NATIONAL GEOGRAPHIC SCHOOL PUB	445.50
09/25/2014	76714	R	NATIONAL GEOGRAPHIC ELPORER	321.75
09/25/2014	76715	R	ORIENTAL TRADING COMPANY	76.23
09/25/2014	76716	R	PEARSON, CLINICAL ASSESSMENT	509.86
09/25/2014	76717	R	PROQUEST LLC	1,215.00
09/25/2014	76718	R	READ IT ONCE AGAIN	508.42
09/25/2014	76719	R	REALLY GOOD STUFF	2,334.49
09/25/2014	76720	R	RIFTON EQUIPMENT	165.00
09/25/2014	76721	R	SCHOLASTIC INC	1,020.58
09/25/2014	76722	R	SCHOLASTIC BOOK FAIRS	287.38
09/25/2014	76723	R	SCHOLASTIC INC.	339.63
09/25/2014	76724	R	SCHOOL MATE	1,233.00
09/25/2014	76725	R	SCOTT, FORESMAN & COMPANY	925.89
09/25/2014	76726	R	SOCIAL THINKING	119.45
09/25/2014	76727	R	SOUTHPAW ENTERPRISES INC.	733.02
09/25/2014	76728	R	STEPS TO LITERACY	44.80
09/25/2014	76729	R	SUPREME SCHOOL	465.54
09/25/2014	76730	R	TEACHER DIRECT	527.68
09/25/2014	76731	R	THE PHONICS DANCE	394.00
09/25/2014	76732	R	TIME FOR KIDS	44.60
09/25/2014	76733	R	WARD-BRODT MUSIC MALL	483.15
09/25/2014	76734	R	WEST MUSIC	121.88
09/25/2014	76735	R	WISCONSIN STATE JOURNAL	107.25
09/25/2014	76736	R	AMERICOLLECT INC.	75.00
09/25/2014	76737	R	AMERIPRISE FINANCIAL SERVICES	370.00
09/25/2014	76738	R	FRANKLIN TEMPLETON BANK &TRUST	1,210.00
09/25/2014	76739	R	KOHN LAW FIRM S.C.	200.67
09/25/2014	76740	R	METLIFE	75.00
09/25/2014	76741	R	MG TRUST COMPANY	750.00
09/25/2014	76742	R	SBG-VAA	30.00
09/08/2014	141500017	A	BADGER SPORTING GOODS CO., INC	3,499.64
09/08/2014	141500018	A	CITY GLASS COMPANY	8,230.00
09/08/2014	141500019	A	DOBBS, JOANIE	19.55
09/08/2014	141500020	A	EMPATHIA INC	476.00
09/08/2014	141500021	A	FETTIG, SHARI	176.03
09/08/2014	141500022	A	GALLMAN, DARLENE	137.86
09/08/2014	141500023	A	GRIBBLE, AMY	137.86
09/08/2014	141500024	A	HUMBERG, CHRISTINE	150.00
09/08/2014	141500025	A	JANES, CHERYL	17.76
09/08/2014	141500026	A	LANDERS, PAULA	153.73
09/08/2014	141500027	A	LARSON, MELINDA	34.63
09/08/2014	141500028	A	PETERSON, HILLARY	133.98
09/08/2014	141500029	A	SCOTFIELD, MARCIA	6.66
09/08/2014	141500030	A	TYSON, MARCELA	133.58
09/19/2014	141500031	A	AUL HEALTH/MIDAMERICA ADMIN	1,146.16
09/19/2014	141500032	A	KATZENMEYER, JENNY	50.00
09/25/2014	141500033	A	EBSCO	885.92
09/25/2014	141500034	A	NASCO	3,144.61
Totals for checks				515,334.94

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Board of Education Regular Meeting Agenda
Wednesday, December 10, 2014
6:00 p.m.

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

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

- I. Roll Call: Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson HS Rep Aliye Gallagher
 Eric Busse Melissa Hammann HS Rep Sydney Michael
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
 - Adult School Crossing Guard Recognition Week – January 12 – 16, 2015
 - Wisconsin Association of School Board Convention (WASB) – January 20-22, 2015
 - Open Enrollment – February 3 – April 30, 2015
 - High School Board Representatives Report of Events
- IV. Public Presentations.
- V. Information & Discussion:
 - A. 2013-2014 Audited Financial Statements.
 - B. Set Date for 2015-2016 Budget Retreat.
 - C. Open Enrollment Class Limits.
 - D. Wisconsin Association of School Boards Convention Resolutions/Delegate and Alternate.
 - E. 4K Update.
 - F. Continuous System Improvement Plan Update.
 - G. Update on 111 Liberty Street and 660 Hillside Properties.
 - H. Insurance Committee Update.
 - I. School Board Election Update.
 - J. Referendum Update.
 - K. First Reading of Policies:
 - L. Second Reading of Policy: #428-Full-Time Public Open Enrollment.
- VI. Public Presentations.
- VII. Business (Action Items):
 - A. Approval of High School English 11 and 12 Courses.
 - B. Approval of 2015-2016 Budget Process and Calendar.
 - C. Approval of Staff Changes:
 - D. Approval of Rolling Contract Extension, 2015-2016 to 2016-2017, For District Administrator.
- VIII. Consent (Action Items):
 - A. Approval of November 6, 2014, Special and November 12, 2014, Regular Meeting Minutes.
 - B. Approval of Policies: #165-School Board Conduct/Ethics, #166-Conflict of Interest, and #342.4-Students At Risk Program.
 - C. Approval of October Bills and Reconciliation.
- IX. January 14, 2015, Regular Meeting Agenda.
- X. Adjourn.



Evansville Community School District

340 Fair Street
Evansville, WI, 53536
Phone: (608) 882-5224
Fax: (608) 882-6564

Vaunce Ashby
Director of Student Services
ashbyv@evansville.k12.wi.us

Tammy Heissner
Administrative Assistant
heissnert@evansville.k12.wi.us

October 30, 2014

Dear School Board Members,

Thank you for your concern regarding EpiPen use within our school district. Our current Emergency Nursing Manual provides specific policy guidelines regarding how to handle an anaphylactic reaction, but does not give details on prescribed and stock EpiPen administration and use.

In order to efficiently and safely care for all students who require EpiPens, we will be reviewing and updating the Emergency Nursing Manual and providing a dedicated area within the manual for guidance on EpiPen use.

We plan to hold a meeting in November to review current guidelines and will bring information to the school board by February.

Please contact me with any questions or concerns.

Sincerely,

Abbey Tway, RN, BSN
Vaunce Ashby, Director of Student Services