

EVANSVILLE COMMUNITY SCHOOL DISTRICT

**Board of Education Regular Meeting Agenda
Wednesday, October 8, 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:
- Wisconsin School Board Appreciation Week, October 5-11, 2014
 - National School Lunch Week – October 13-17, 2014
 - November 4, Referendum Election
 - Introduction of 6-12 New Staff
- IV. Public Presentations.
- V. Information & Discussion:
- A. Presentation of Panama Trip, June 25 - July 6, 2014.
 - B. 4K Update.
 - C. Presentation on State Report Cards.
 - D. Continuous System Improvement Plan Update.
 - E. Second Reading 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.
 - F. Referendum Update.
 - G. 111 Liberty Street and 660 Hillside Properties.
 - H. 2014-2015 Budget Update.
 - I. Discussion of Employee Flex Benefit Plan.
- VI. Public Presentations.
- VII. Business (Action Items):
- A. Approval of Donation – Knights of Columbus.

- B. Approval of Staff Changes: Hiring of: Director of Buildings & Grounds, Food Service Worker, and Crossing Guard. Resignation of Custodial Staff.
- C. Approval of Consultant for High School Musical Director.

VIII. Consent (Action Items):

- A. Approval of 2015-2016 School Insurance & Risk Management Cooperative (SIRMC).
- B. Approval of September 24, 2014, Regular Meeting Minutes.
- C. Approval of Policies: #163-Opportunities for Development; #163.1-School Board Memberships; #447-Student Discipline: Detention, Suspension and Expulsion; #447.1-Use of Physical Restraint and Seclusion By Staff; #447.1 Form-Seclusion/Restraint Report; #751-Student Transportation Services; #751.1-Procedures for Student Transportation Services; #751.2-School Bus Safety Program; #751.3-Use of Video Cameras on School Buses; #751.4-Co- And Extra-Curricular Transportation; and #751.4 Form-Contest Travel Release.
- D. Approval of August Bills and Reconciliation.

IX. October 29, 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.

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

Posted: 10/3/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs
Wednesday, October 8, 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:**

- Wisconsin School Board Appreciation Week, October 5-11, 2014
- National School Lunch Week – October 13-17, 2014
- November 4, Referendum Election
- Introduction of 6-12 New Staff

IV. **Public Presentations.**

V. **Information & Discussion:**

- A. Presentation of Panama Trip, June 25 - July 6, 2014 – High School Science teacher, Betsy Stalder, and former teacher, Butch Beedle, will present. Information is enclosed.
- B. 4K Update - Ms. Landers, Director of Instruction, has enclosed information.
- C. Presentation on State Report Cards – Ms. Landers, Director of Instruction, has enclosed information.

D. Continuous System Improvement Plan Update – *Mr. Roth will give a verbal update.*

E. Second Reading 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.

F. Referendum Update – *Mr. Roth will give a verbal update.*

G. 111 Liberty Street and 660 Hillside Properties – *Mr. Roth talked with Steve Eager of UB&T; the plan in the coming weeks is to remove all building structures and leave as many trees as possible. Attorney Bill Fahey of Boardman & Clark will begin the process of the land swap.*

H. 2014-2015 Budget Update – *Ms. Treuden, Mr. Roth, and Ms. Dobbs, have enclosed information.*

I. Discussion of Employee Flex Benefit Plan – *Ms. Treuden has enclosed information.*

VI. Public Presentations.

VII. Business (Action Items):

A. Approval of Donation – Knights of Columbus – *Ms. Ashby, Director of Student Services, received a donation from Knights of Columbus, in the amount of \$2,625.63, for the use of technology for individual needs for students in the special education department.*

Suggested Motion: I move we accept the generous donation from the Knights of Columbus in the amount of \$2,625.63, to be used for the use of technology for individual needs for students in the special education department.

B. Approval of Staff Changes: Hiring of: Director of Buildings & Grounds, Food Service Worker, and Crossing Guard. Resignation of Custodial Staff – *Please approve the following:*

1. *Steve Shulta, Director of Buildings & Grounds. Steve has worked as a process engineer for Stoughton Trailers from 2013 to present, as a manufacturing*

engineer for Pentair Water in Delavan from 2009-2013, and as senior production supervisor, body dimensional control coordinator, project manufacturing engineer and industrial engineer for General Motors in Janesville from 1984-2008. Steve has a Bachelor of Science Degree from UW-Platteville. He will be paid a salary of \$70,000 (prorated from July 1 to October 9, 2014).

Suggested Motion: I move we hire Steve Shulta, Director of Building & Grounds, for an annual salary of \$70,000, prorated July 1, to October 9, 2014.

2. *Stacy Mauch, Cook 1. Stacy has been a substitute food service employee for the District for the past two years. She does well in the position of Cook 1 and her experience will benefit the food service department. Stacy is replacing Sue Smith and will be paid \$12.00/hour.*

Suggested Motion: I move we hire Stacy Mauch, as a Cook 1, at a rate of \$12.00/hour.

3. *Stacy Mauch, Crossing Guard, Stacy has subbed in each of the buildings within the District through food service. She has a fifth grader in our District. Stacy enjoys working with children and is conscientious about safety and responsibility. Stacy will be the crossing guard at 3rd and Lincoln in the morning and 2nd and Lincoln in the afternoon. Stacy will be paid \$18.00/day.*

Suggested Motion: I move we hire Stacy Mauch as a crossing guard, at a rate of \$18.00/day.

4. *Shawn Simmons, Cleaner, resigned on September 11, 2014.*

Suggested Motion: I move we accept the resignation of Shawn Simmons, cleaner, effective September 11, 2014.

- C. *Approval of Consultant for High School Musical Director – Peter Diedrich, Consultant for the High School Musical Director. Peter has successfully directed the EHS Musical for the past 25+ years. Peter has agreed to continue to do so despite his retirement from the ECSD. Peter will be an independent consultant and paid \$3,616.*

Suggested Motion: I move we hire Peter Diedrich, consultant for the High School Musical Director position, for \$3,616.

VIII. Consent (Action Items): Do you want to remove any item(s) from this consent?

- A. Approval of 2015-2016 School Insurance & Risk Management Cooperative (SIRMC).
- B. Approval of September 24, 2014, Regular Meeting Minutes.
- C. Approval of Policies: #163-Opportunities for Development; #163.1-School Board Memberships; #447-Student Discipline: Detention, Suspension and Expulsion; #447.1-

Use of Physical Restraint and Seclusion By Staff; #447.1 Form-Seclusion/Restraint Report; #751-Student Transportation Services; #751.1-Procedures for Student Transportation Services; #751.2-School Bus Safety Program; #751.3-Use of Video Cameras on School Buses; #751.4-Co- And Extra-Curricular Transportation; and #751.4 Form-Contest Travel Release.

D. Approval of August Bills and Reconciliation.

Suggested Motion: I move to approve the consent agenda items: 2015-2016 School Insurance & Risk Management Cooperative (SIRMC); September 24, 2014, Regular Meeting Minutes; policies: #163-Opportunities for Development; #163.1-School Board Memberships; #447-Student Discipline: Detention, Suspension and Expulsion; #447.1-Use of Physical Restraint and Seclusion By Staff; #447.1 Form-Seclusion/Restraint Report; #751-Student Transportation Services; #751.1-Procedures for Student Transportation Services; #751.2-School Bus Safety Program; #751.3-Use of Video Cameras on School Buses; #751.4-Co- And Extra-Curricular Transportation; and #751.4 Form-Contest Travel Release; and the August bills and reconciliation, as presented.

Roll Call Vote.

IX. October 29, 2014, Regular Meeting Agenda – *Enclosed is a draft of the October 29 Board meeting.*

X. Adjourn.

Suggested Motion: I move we adjourn the meeting.

FOR YOUR INFORMATION:

1. Upcoming Board Meetings:
 - October 13, 2014, Special Meeting
 - October 29, 2014, Regular Meeting
 - November 6, 2014, Special Meeting
 - November 12, 2014, Regular Meeting
 - December 10, 2014, Regular Meeting

2. The 2014 Annual Meeting minutes.

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

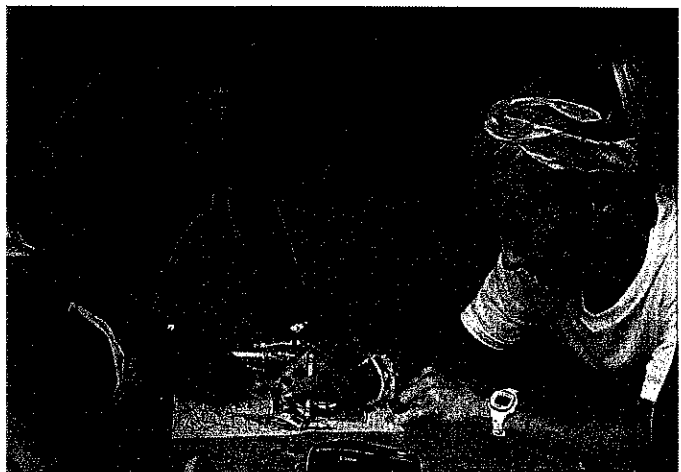
qualifications. The attention paid to our students by the Panamanian tour group, ANCON Expeditions, is fantastic. They provide the instructors, guides, lodging, transportation and food once we are there. Our guides are recognized as some of the best in Panama.

Betsy Stalder is going to chaperone the trip and Butch Beedle will co-coordinate 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



over a fortnight. I grew in the expansion of knowledge, fearlessness, and appreciation and humility.” Girl, 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

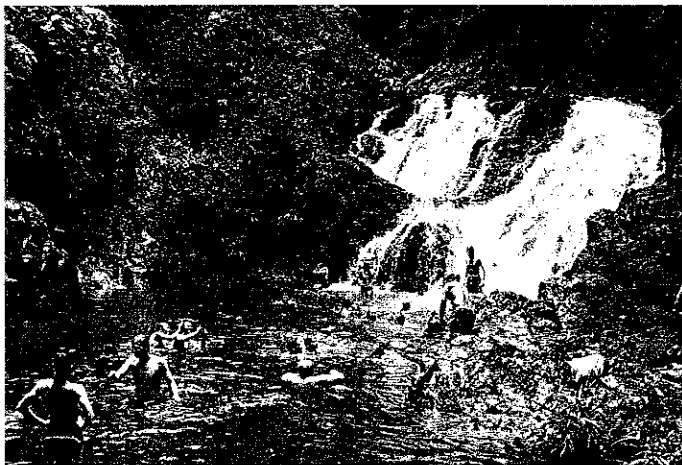
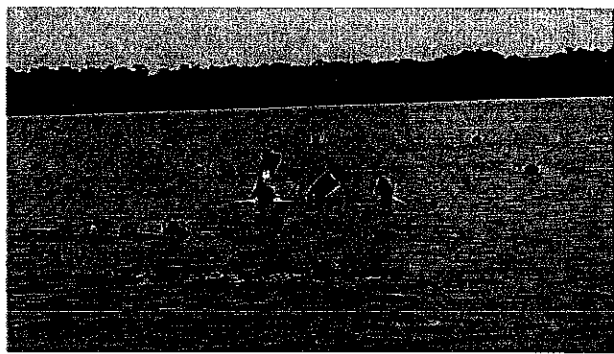
“It can become nearly impossible to explain what one personally gained from a trip when they are flooded with emotions that cannot be put into words. I left Panama having discovered more in two weeks than I felt I learned in the entire school year. I know have a broader knowledge of the incredible and 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 Bastiamentos 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 Bastiamentos 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

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

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

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

MEMORANDUM

To: Board of Education
From: Paula Landers, Director of Instruction
Re: 4K Steering Committee and Timeline for 2014-2015
Date: September 26, 2014

The 4K Steering Committee for the Evansville Community School District has formed, and is engaged in the work of bringing 4K to Evansville for 2015-2016.

Included with this memorandum you will find:

- The 4K Steering Committee Welcome Letter from September 26, 2014.
- A list of respondents to the Steering Committee invitation sent last spring at the conclusion of the 4K Investigation Committee (4KIC). These individuals received the Welcome Letter and at this time are anticipated participants in the work of the 4K Steering Committee.
- A timeline and outline of the work that will be required of the 4K Steering Committee. The timeline is drafted on an anticipated April 1, 2015 registration date for students. Modifications to this timeline may occur after the Steering Committee and subcommittees have the opportunity to meet.

The 4K Steering Committee timeline and work plan focuses on the following big picture items for 4K implementation:

- Curriculum implementation, assessment, and reporting
- 4K Partner Site Criteria, Application, Approval, and Contract
- 4K Communication and Orientation Events for families and the community
- 4K Student Registration and Site Assignment Process
- 4K Handbook and Partner Site Inclusion in the Safety Plan

The Board will regularly receive updates on 4K Implementation progress and will have the opportunity to approve a variety of documents as noted on the timeline.

As always, Board members are welcome to attend any of the steering committee meetings or subcommittee meetings and observe the work of members.



Evansville Community School District
340 Fair Street
Evansville, Wisconsin 53536

Paula Landers
Director of Instruction
landersp@evansville.k12.wi.us
(608) 882-3382

September 26, 2014

Dear ,

Summer planning is done, teachers are here, students are here, and learning is in full-swing in the Evansville Community School District! What a great start to school we have had. With everything smoothly underway, it is time to turn our attention to planning for Four Year Old Kindergarten implementation in 2015-2016. You are receiving this letter because you expressed interest in serving on the ECSD 4K Steering Committee at the conclusion of the 4KIC work last year. It is wonderful to see so much enthusiasm and support for this program in our community, and I thank you for your interest to participate on this committee.

We will have our first 4K Steering Committee Meeting on October 6, 2014 from 5:00 – 6:30 pm in the ECSD Board Room connected to the District Office at 340 Fair Street, Evansville, WI. A light supper will be provided during the meeting.

Our Agenda for the October 6, 2014 4K Steering Committee meeting will be:

5:00 – 5:10	Welcome and Introductions
5:10 – 5:20	Structure of the Committees
5:20 – 5:40	Review 4KIC Work from 2013-2014
5:40 – 5:50	Review 4K Steering Committee work and timeline for 2014-2015
5:50 – 6:00	Review and Revise 4K Q& A for community distribution
6:00 – 6:15	Determine subcommittee membership for Operations and Curriculum Subcommittees
6:15 – 6:30	Subcommittee Planning Time
6:30	Adjourn

I look forward to working with each of you as we move forward in creating high quality learning opportunities for the four year olds in our community.

Sincerely,

Paula Landers

4K Steering Committee Members

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Paula Landers

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ECSD 4K Steering Committee Implementation Timeline - DRAFT
2014-2015

Assumed target registration date April 1, 2015

October 6, 2014	<p>Steering Committee</p> <ul style="list-style-type: none"> • Review 4KIC Work from 2013-2014 • Review and Revise 4K Q&A for community distribution • Determine subcommittee membership for Operations and Curriculum Subcommittees • Subcommittee Planning Time
October 8, 2014	<p>Board of Education</p> <ul style="list-style-type: none"> ○ Present Plan for 4K SC work in 2014-2015
October 13, 2014	<p>Operations Subcommittee</p> <ul style="list-style-type: none"> • Draft 4K Partner Site Criteria • Develop 4K Partner Site Application Form • Develop student registration form and delineate process/dates for registration • Draft 4K partner site contract with legal counsel input
October 13, 2014	<p>Curriculum Subcommittee</p> <ul style="list-style-type: none"> • Identify key stakeholder groups and communication avenues for each • Identify short bulleted 4K talking points list • Submit newspaper and/or district newsletter articles on 4K in general/ rationale & research
November 3, 2014	<p>Steering Committee</p> <ul style="list-style-type: none"> • Develop Mission, Vision, Values for ECSD4K • Develop name/logo for program • Determine Program Goals (high level) • Check-in from Subcommittees on work
November 10, 2014	<p>Operations Subcommittee</p> <ul style="list-style-type: none"> • Complete work begun in October
November 10, 2014	<p>Curriculum Subcommittee</p> <ul style="list-style-type: none"> • Complete work begun in October
November 12, 2014	<p>Board of Education</p> <ul style="list-style-type: none"> ○ Q&A Included in Board Packet ○ Informational Update presented by 4K Steering Committee
December 1, 2014	<p>Steering Committee</p> <ul style="list-style-type: none"> • Review and Approve Operations Subcommittee work (including 4K Partner Site Criteria,

	<p>Application Form, Registration Process and Dates, Draft Contract)</p> <ul style="list-style-type: none"> • Review and Approve Curriculum Subcommittee work (including stakeholders and communication channels, 4K talking points, and 4K articles) • Continue/complete mission, vision, goals, logo discussion • Discuss/reaffirm transportation options • Discuss open enrollment • Discuss/reaffirm reimbursement recommendation from 2013-2014
December 8, 2014	<p>Operations Subcommittee</p> <ul style="list-style-type: none"> • Formulate transportation recommendation for the BOE • Formulate open enrollment recommendation
December 8, 2014	<p>Curriculum Subcommittee</p> <ul style="list-style-type: none"> • Discuss approved curriculum options and determine which resources 4K partner sites will use • Discuss/Explore WMELS and connection to resources • Discuss and determine “non-negotiables” for all 4K partner sites (e.g. minutes of play-based activities, handwriting or no handwriting, etc.) • Discuss and determine the degree of individuality allowed at each 4K partner site (e.g. Spanish at one site OK? Swimming lessons at another site OK? etc.)
December 10, 2014	<p>Board of Education</p> <ul style="list-style-type: none"> ○ Approval of 4K Partner Site Criteria ○ Approval of 4K Partner Site Application Form ○ Review 4K Partner Site Contract
TARGET	<p>By January 2, 2015</p> <ul style="list-style-type: none"> • 4K Partner Site Application Forms Available at DO <p>By January 19, 2015</p> <ul style="list-style-type: none"> • 4K Partner Site Applications Due to ECSD • 4K Partner Site Criteria Visit and Checklist • 4K Partner background checks etc. by ECSD
January 5, 2014	<p>Steering Committee</p> <ul style="list-style-type: none"> • Discussion on potential questions/issues related to student registration and site assignment • Curriculum Subcommittee Report on work

	<ul style="list-style-type: none"> • Operations Subcommittee Report on transportation and open enrollment
January 12, 2015	<p>Operations Subcommittee</p> <ul style="list-style-type: none"> • Focus on Registration Process for Students • Identify students to receive registration information • Plan Informational Meeting for parents (ppt overview and 4K partner tables meet and greet) • Develop a parent brochure to be mailed with registration information • Develop a power point for community and parent meeting • Begin discussing policies and procedures as needed for the 4K parent handbook (e.g. attendance, transferring from one site to another, parent communication, pick-up/drop-off times, etc.)
January 12, 2015	<p>Curriculum Subcommittee</p> <ul style="list-style-type: none"> • Plan and organize site visits to centers that use the chosen curriculum resources • Discuss assessment and reporting options • Participate in the development of power point for parent informational meeting
January 28, 2015	<p>Board of Education</p> <ul style="list-style-type: none"> ○ Approve 4K Partner Sites ○ Take action on transportation and open enrollment recommendations
TARGET	<p>By February 2, 2015</p> <ul style="list-style-type: none"> • 4K Partner Site Contracts Issued, Signed, Returned • Brochure and registration materials mailed to known 4K parents; available at DO, Levi Leonard, and child care centers; parent informational meeting notices in school newsletters and newspaper, on District website <p>12-20 February 2015: Parent Information Meeting</p> <ul style="list-style-type: none"> • At Levi Leonard Elementary School • 4K Partner Sites have display tables and reps to talk with parents • Powerpoint presentation to parents • Time for Q&A and refreshments <p>23-27 February 2015: 4K Partner Site Open House</p>

	<ul style="list-style-type: none"> • Uniform date and hours on a Weekend for parent access • Registration forms available at open houses, online, at 4K partner sites • Additional information on wrap-around care, meals, etc. provided at open house
February 2, 2015	Operations Subcommittee <ul style="list-style-type: none"> • Review and finalize details of registration process • Organize and facilitate parent information meeting • Continue Parent Handbook Draft • Include rationale and program information, partner site information, applicable district policies and procedures
	<ul style="list-style-type: none"> • Set quarterly/semesterly site count dates and payment process for 2015-2016 • Begin budget and supplies purchasing/record-keeping process discussion
February 9, 2015	Curriculum Subcommittee <ul style="list-style-type: none"> • Identify 4K learning targets • Identify student assessment process • Identify student progress reporting tool and frequency • Discuss and identify process for student supports (e.g. RtI) and develop record-keeping procedures • Discuss "retention" of students in 4K
February 11, 2015	Board of Education <ul style="list-style-type: none"> ○ Update on February 4K Open House
TARGET	<p>By March 6, 2015</p> <ul style="list-style-type: none"> • Student registrations due at District Office – Time and date stamp <p>March 9-20, 2015</p> <ul style="list-style-type: none"> • Students are assigned to 4K Partner Sites <p>By April 3, 2015</p> <ul style="list-style-type: none"> • Parents are notified by letter of 4K site assignments; 4K Partner sites are copied.
March 9, 2015	Steering Committee <ul style="list-style-type: none"> • Review and discuss registration process for improvement next year • Approve Parent Handbook Draft

	<ul style="list-style-type: none"> • Discuss parent outreach ours (87.5) and how this will be tracked/recorded for auditing purposes • Discuss District Safety Plan and how it applies to 4K Partner Sites
March 16, 2015	<p>Operations Subcommittee</p> <ul style="list-style-type: none"> • Finalize Parent Handbook • Work on District Safety Plan to include 4K Partner Sites • Identify communication procedures between District and 4K Partner Sites and between 4K Partner Sites
March 16, 2015	<p>Curriculum Subcommittee</p> <ul style="list-style-type: none"> • Determine Order for curriculum materials for each 4K partner site • Identify and plan necessary professional development including resources, personnel, dates, and funding source/cost • Discuss and plan for parent involvement activities for the 2015-2016 year: identify required components, hours, and tracking/documentation logistics
TBD April, May, June	<p>Board of Education</p> <ul style="list-style-type: none"> ○ Approve 4K Partner Site Parent Student Handbook ○ Review District Safety Plan to include 4K Partner Sites ○ Update on curriculum implementation and parent involvement for 4K partner sites

MEMORANDUM

To: ECSD Board of Education
From: Paula Landers, Director of Instruction
Re: DPI State Report Cards
Date: October 8, 2014

On September 16, 2014, the Wisconsin Department of Public Instruction (DPI) released the annual state report card for Wisconsin public schools and school districts. According to the DPI press release, 88.3 percent of schools and 98.1 percent of districts with accountability scores had ratings of meets expectations or better.

The press release continues to state that school report cards are in their second year, and district report cards are in their third year. These accountability measures are designed to evaluate schools and districts in four priority areas:

- Student achievement in reading and mathematics on state mandated assessments
- Student growth in reading and mathematics as measured by state mandated assessments
- Closing gaps in achievement for reading and math, and graduation
- Post-secondary readiness

The DPI disclosed that there were some technical adjustments to calculations to improve fairness and accuracy on this year's report cards. Additionally, an alternate accountability process was added for schools that do not have the data necessary to calculate a standard report card. Last year there were 201 schools in this situation. *The DPI urges caution in making comparisons of report cards across years because changes in accountability scores and movement between accountability ratings may be a result of how scores were calculated rather than because of student performance.*

Students in grades three through eight will take the Smarter Balanced assessments in reading and mathematics this spring. High school students will take assessments from the ACT suite – ACT Aspire, ACT plus Writing, and WorkKeys – requiring further changes to the state report cards for the 2015-2016 school year.

Accountability scores are calculated on a scale of zero to 100, which is a score and not a percentage or a letter grade. District report cards are calculated for the district as a whole, as if the district were one large school. In the state overall, 9 districts and 116 schools significantly exceeded expectations (83-100 points), 159 districts and 752 schools exceeded expectations (73-82.9 points), 247 districts and 824 schools met expectations (63-72.9 points), 7 districts and 159 schools met few expectations (53-62.9 points), and 1 district and 66 schools failed to meet expectations (0-52.9 points).

The Evansville Community School District scores for 2013-2014 are as follows:

District	74.7 Exceeds Expectations
Levi Leonard Elementary School	72.7 Meets Expectations
Theodore Robinson Intermediate School	76.5 Exceeds Expectations
JC McKenna Middle School	69.7 Meets Expectations
Evansville High School	76.6 Exceeds Expectations

Report Cards can be found at: <http://reportcards.dpi.wi.gov/>

Approved: May 13, 2013

152

Revised:

1st Reading: 9/10/14' 2nd Reading: 10/8/14

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 Board, District Administrator, and one (1) representative from each employee group. The Committee will meet one time during each of the first three quarters of the school year, which will take place during the Board's second meeting of the month.

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

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

~~The Policy Committee will review all suggested Employee Handbook changes and forward the suggested changes to the Board of Education for review and approval.~~

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

Local Ref.: Policy #151- Board Policy Development

1st Reading: 9/10/14; 2nd Reading: 10/8/14

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 complete this form, and return to the District Administrator Administrative Assistant in the District Office. Each suggested change needs to be on a separate form. The Policy Committee will review and approve all suggested Employee Handbook changes and forward the suggested changes to the Board of Education for review and approval.~~

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups, at the second meeting of the month during each of the first three quarters of the school year. 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: _____

Approved: June 10, 1985

Revised: September 25, 1989

164

Revised: July 9, 2001

Revised:

1st Reading: 9/24/14; 2nd Reading: 10/8/14

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 ~~Evansville Community School District, Board of Education~~. An expense report must be completed and presented to the District business office along with appropriate receipts.

~~An expense report must be completed and presented to the District business office along with appropriate receipts. (consistent with Board policy #671.2, Reimbursement of Expenses) before the report will be submitted for Board approval and subsequent reimbursement.~~

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

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. ~~Items of business not on the agenda may be discussed and acted upon if such discussion and action may be legally undertaken.~~ 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)

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.

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
1st Reading: 9/10/14; 2nd Reading: 10/8/14

346.1

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.

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

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

SCHOOL ATTENDANCE

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

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

School Notification

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

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

Parent/Guardian Excused:

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

School Excused/Unexcused:

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

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

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

Medical Related Absences

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

Missed School Work

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

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

Unexcused Absences or Truancy

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

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

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

Habitual Truancy

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

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

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

Revised: May 9, 2005

430

Revised: August 11, 2008

Revised: September 13, 2010

1st Reading: 9/24/14; 2nd Reading: 10/8/14

SUGGESTIONS FROM MELISSA

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 **may** experience difficulty in achieving **their full potential**. ~~the maximum benefit of schooling.~~

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

School Notification

Unexpected Absences (for example, illness and emergencies)

Student attendance is monitored throughout each school day. Parent(s)/guardian(s) should **notify** call the school office prior to 9:00 a.m. the morning of an **unexpected** absence to report the absence. **There are three 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 a.m. 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) **who prefer using email or the District electronic student information system** may substitute email for a phone call or a note providing they have completed a **must annually submit Form 430** specifying their **this** preference for email. **Form 430** ~~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 such absences. It must be submitted at least the day prior to the expected absence and can be either a physical note from home or an electronic notification, as long as Form 430 is on file for the student in question.

Parent/Guardian Excused:

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

School Excused/Unexcused:

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

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

A note specifying the reason for the absence must be given to the school before the end of the second school day **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.

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

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Unexcused Absences or Truancy

School officials will proactively involve parent(s)/guardian(s) when a student's attendance is of concern due to frequency of absences and/or tardiness. The school attendance office will communicate with the parent(s)/guardian(s) to discuss the causes of the absences and to try to arrange for a solution. The Board does not distinguish between truant and unexcused. Thus, all absences not covered under the excused absence list above will be considered unexcused and

have the same meaning as “truancy” under Wisconsin Statutes. Consequences will vary depending on the age of the student. Each building is responsible for establishing age-appropriate consequences consistent with State Statute. Under State Statute and City Ordinance, a truancy citation may be issued, depending on age of the student and length of absence.

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

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

Habitual Truancy

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

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

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

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 and eighteen years of age must attend school full time until the end of the term, quarter or semester in which they become eighteen years of age, or unless they have a legal excuse, fall under one of the exceptions outlined in the state statutes, or have graduated from high school. Students enrolled in 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 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 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.

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: 2014-2015 Budget
Date: September 30, 2014

The most recent preliminary 2014-2015 Budget passed by the Board showed a deficit of \$94,938 for the General Fund 10. The preliminary Budget included the estimated cost of \$61,788 to hire an additional elementary teacher.

The official student enrollment count taken on September 19 indicates that there is not a need to hire a elementary teacher for SAGE Grant compliance. Removing the estimated expense of the elementary teacher from the preliminary Budget will reduce the deficit to \$33,150 for the General Fund 10.

The official student enrollment count taken on September 19 also finalized the “open enrollment in” count and the “open enrollment out” count. There is a positive impact of \$14,862.40 to the 2014-2015 preliminary Budget due to final open enrollment numbers. This will further reduce the preliminary General Fund 10 Budget deficit to \$18,287.60 for 2014-2015.

MEMORANDUM

To: Evansville Community School District School Board
From: Jerry Roth, District Administrator
Re: Elementary School Counselor
Date: 9-30-14

The third Friday enrollment count in September confirms that we do not need to hire an elementary teacher to be compliant with SAGE staffing requirements. Our current enrollment shows that we meet the 18-1 student to teacher ratio. The 2014-2015 budget, however, includes money for an additional elementary teacher. The Board may choose to reallocate all, part, or none of the money budgeted for the elementary teacher position, to decrease the projected budget deficit or to use the money to meet other District needs.

I would like the Board to consider reallocating some of the money budgeted for the elementary teacher position. The greatest area of need at this time is to increase the Levi Leonard Elementary School counseling position from .5 FTE to 1.0 FTE. The budget impact to increase this position to full-time would be a maximum of \$39,000. I have asked Principal Joanie Dobbs to write a memorandum to the Board to explain the need.

MEMORANDUM

401 South Third Street
Evansville, WI 53536

To: Evansville Board of Education

From: Joanie Dobbs

Re: School Counselor position to full time at Levi Leonard

Date: 9.25.14

As of the 2011-2012 school year the school guidance position has been a part time position. This resulted in having three different counselors within four years. Mark Simonson is on his second year as the school counselor and he is a counselor that we can't afford to lose due to the position being part time. Mark currently sees the kindergarten and first grade classrooms, totaling 225 students as a part time employee. Deb Arnold services second through fifth grade, totaling 539 students as a full time employee. The American School Counselor Association recommends an ideal counselor/student ratio of 1 to 250. The DPI resource and planning guide recommends a ratio of 1 to 400 for grades K-6. If Mark were full time at Levi his student load would be 377 students, K-2, and Deb's load would be 395 students, 3-5.

Students have life skills with Mark every other quarter with library skills being the opposite quarters. Levi Leonard staff are concerned about the lack of consistency by only having life skills on a quarterly basis. Additionally, there is concern with the inconsistency at TRIS and with second grade students due to the sharing of Deb Arnold. Deb is at Levi two afternoons a week which makes it impossible for her to do daily check-ins and check-outs with students as necessary. She is often not available during lunch hours because she is in other classrooms. Check-in and check-out offers opportunities to help monitor behavior, homework completion, etc. Mark is also unable to do check-ins and check-outs since he isn't at the school for an entire day. His limited time makes it extremely difficult to meet with students, help them problem solve and then to observe the students as a follow up.

According to the American School Counselor Association, the elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. School counselors have a pivotal role in the social-emotional, character and academic development of students. Counselors promote a positive school climate, encourage strong relationships with staff members, assist parents in providing proper guidance and support for their children, arrange and support programs to build students' social-emotional competencies, bring in community resources and provide direct services where possible or arrange for them from elsewhere when necessary.

A comprehensive developmental school counseling program provides education, prevention and intervention services, which are integrated into all aspects of children's lives. Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire during these elementary years serve as the foundation for future success.

Counselors meet with students individually, in small groups and as a classroom. Students must know that it is perfectly okay to meet with a counselor for a variety of reasons and that it is also okay to just want to talk about something. It is the school counselor's job to help people figure out what's going on. Group meetings can really help people who are dealing with similar issues, such as a divorce in the family. In this setting, people can share their feelings, learn coping skills and know that other students are going through the same thing and that they understand.

School counselors are all about helping to make a child's school experience the best that it can be. The role of the school counselor today is very different from what it was like when we were in school. Instead of just focusing on schoolwork, today's counselors help students handle almost any problem that might get in the way of learning, guide students to productive futures, and try to create a positive environment for everyone at school.

Elementary school counselors implement the counseling program by providing:

School Guidance Curriculum:

- Academic support
- Goal setting
- Peer relationships
- Conflict resolution
- Understanding self and others

Elementary school counselors collaborate with:

Parents

- Education for parents
- Communication
- Academic planning
- Interpreting test results

Teachers

- Classroom activities
- Academic support
- At-risk student identification
- Response to intervention
- Parent communication

Administrators

- School climate
- Behavior plans
- Needs assessments
- Data and results

In summary, Mark is an integral and imperative staff member that is needed full time at Levi Leonard. Mark's vision is to continue social skills with Levi students, further implement PBIS, help students make positive choices in all aspects of life. He would like to be a consistent member of the BIT (Building Intervention Team) meetings. His involvement in these meetings is essential and he often will rearrange his schedule to be able to make it work but this comes at the expense of other things not being addressed. Mark needs time to conference with teachers in order to be educated on student and staff

needs. Lastly, Mark would like to host parent/support groups once or twice a month for 90 minutes in the evening to educate parents on a variety of topics. A school counselor isn't a part time job.

Documented times that would have been helpful to have Mark Simonson here.

9.5.14 student not wanting to come to school

9.10.14 Classroom incident

9.11.14 Two classroom incidents with same student

9.11.14 Tardy student (made connection last year)

9.11.14 Classroom incident

9.11.14 Parent request (student incident)

9.15.14 Lunch incident

9.15.14 Classroom incident

9.18.14 Mark took his own time to attend Rachel's Challenge with Joanie Dobbs in Albany Schools

9.22.14 Classroom incident

9.23.14 Lunch room incident with student

9.24.14 Parent request to see Mr. Simonson

Student need at 8:05 am

Mark volunteered to attend a parent meeting from 5:20-6:00.

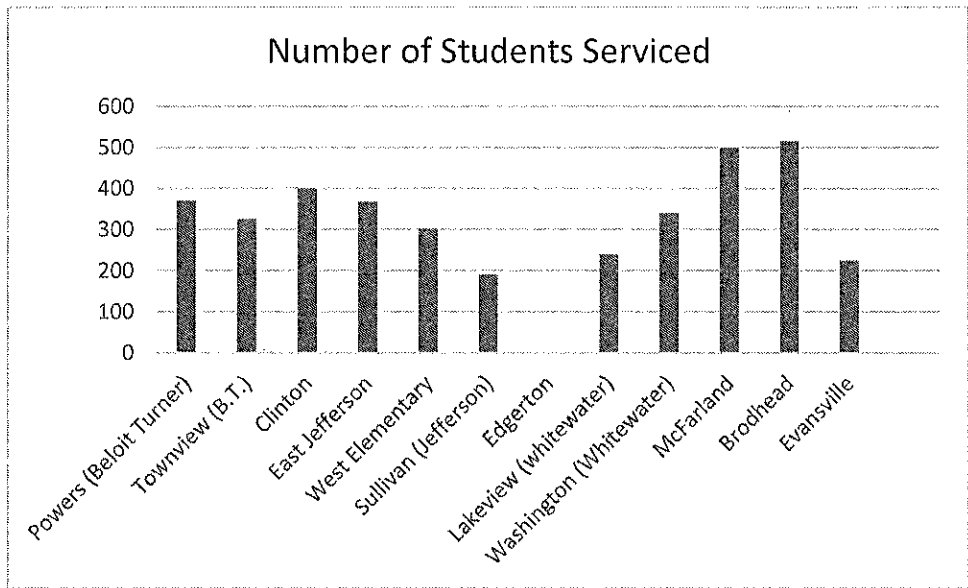
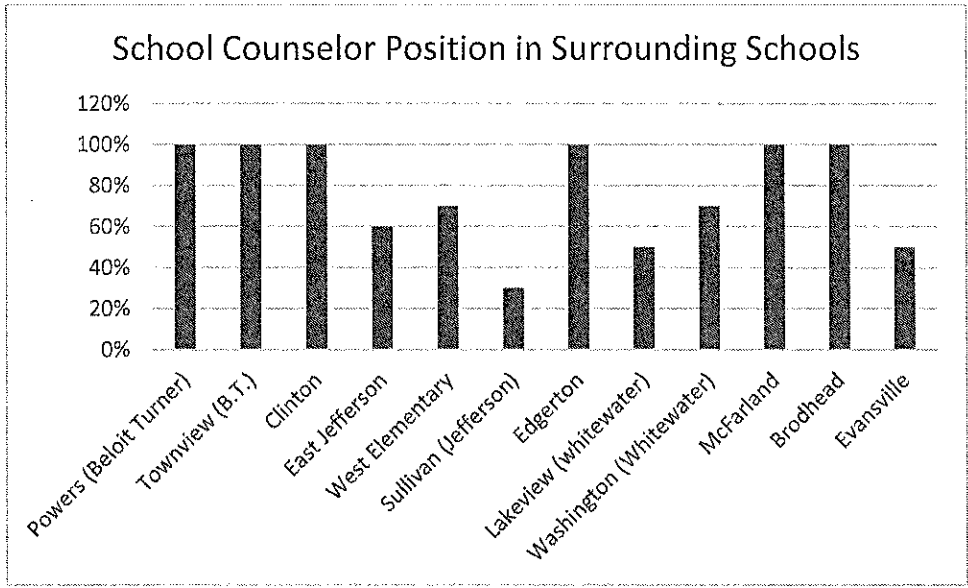
9.25.14 Student need at 2:30

9.26.14 Parent phone request at 2:00

10.1.14 Mark is rearranging his schedule in order to attend a BIT (building intervention team) meeting

Mark has gone above and beyond his part time status by making 48 contacts (parent, teacher, student) from 9.11.2014 through 9.29.2014.

School Comparisons



Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Flex Benefit Vendor
Date: October 2, 2014

The current Flex Benefit plan provider is Diversified Benefit Corporation. The 2-year contract with Diversified is expiring at this time. We have an opportunity to have this service provided by Employee Benefits Corporation (EBC). EBC currently services the District high-deductible HRA plan and the District COBRA plan. The benefits to moving the District Flex Benefit plan to EBC include:

- Employee mobile phone app available.
- Bridge option for employees that allows coordination of reimbursable health claims between the HRA account and the flex account.
- More regulatory compliance due to one vendor handling both the HRA and the Flex accounts.
- Less claims to submit for employees.
- Employees will have one point of contact for two services.
- The cost to the District is approximately the same (depending on # of participants).

The District Insurance Committee meets on October 15 and will discuss the option of switching the Flex plan to EBC and will bring forward a recommendation to the Board at the next meeting.

Please don't hesitate to contact me if you have questions.

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: SIRMC Contract Approval
Date: September 30, 2014

Evansville Community School District has contracted with SIRMC for property/liability and workers comp. insurance for the past several years. SIRMC (School Insurance and Risk Management Cooperative) is a consortium of 30+ school districts bound by a 66:0301 agreement to obtain district insurance coverage. SIRMC is organized by a board of five elected school officials from the group of member districts. The annual membership expense is \$2,246.27 for 2014-2015 (a decrease of \$42.72 from last year) and is based on district enrollment. The 66:0301 Agreement automatically renews annually on July 1st unless the District provides termination notification by December 1st of the preceding year. It would be my recommendation that the Board consider the continuation of this relationship for the following reasons:

- Independent Insurance Consultant service
 - SIRMC contracts with an insurance consultant to provide expert advice and direction for the members. The consultant is constantly looking for alternatives that may be more cost effective and/or provide more coverage for the districts involved in the cooperative. The District auditors approved of using a consultant for insurance coverage needs.

- Dedicated agent with great knowledge of school issues
 - SIRMC has a dedicated agent, Tim Patterson of Ansay & Assoc., who works with the schools and the insurance company to provide all necessary services. Tim attends all SIRMC meetings and provides valuable informational presentations.

- Value-Added of being in a cooperative
 - The SIRMC group meets three times per year throughout the state to discuss current issues, hold training sessions, and allow business managers to network with each other to see how other districts may be handling issues we are currently facing. I have been attending the meetings and the information I have received has ranged from transportation liability issues to student allergy issues. The information has been excellent and very helpful.

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, September 24, 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. Spanton Nelson, moved to approve the agenda as presented. Motion carried, 7-0 (voice vote).

BUDGET FINANCE

Business Manager, Ms. Treuden, had no update on the 2014-2015 budget and annual meeting materials since the last meeting. Discussion.

District Administrator, Mr. Roth, shared the work of the Employee Compensation Committees meetings.

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

Mr. Roth and Ms. Swanson presented a power point on the Continuous System Improvement process. Discussion.

RECESS

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to have a recess from this meeting to open the annual meeting. Motion carried, 7-0 (voice vote). Recess at 6:46 pm.

Back from recess at 7:30 pm.

BUDGET FINANCE CONT.

Mr. Roth and Ms. Treuden have been making community referendum presentations. Discussion.

Ms. Treuden had enclosed a memo indicating the Insurance Committee will start up again soon.

Mr. Roth will continue working on the land swap of 111 Liberty Street and 660 Hillside properties as the passing of a Resolution took place at the Annual Meeting earlier tonight. Discussion.

Budget Finance agenda items discussed for October 29 meeting.

BUSINESS (Action Item)

Motion by Ms. Hammann, seconded by Mr. Rasmussen, moved to approve the September 10, 2014, minutes as presented. Motion carried, 7-0 (voice vote).

COMMUNICATIONS COMMITTEE

Ms. Swanson shared that Committee will fold into the Continuous Systems Improvement.

POLICY COMMITTEE

Ms. Rossmiller presented for a first reading, policies #342.4-Students-At-Risk Program and #431-Compulsory Student Attendance & Alternative Programs. Discussion. Mr. Everson to review and share policy #342.4 at next Policy Committee meeting, before it comes back to the Board for a second reading. Policy #431 to come back for a second reading with suggested changes.

Ms. Rossmiller presented for review, policies #430-School Attendance and #430 Form-E-Mail Consent Form for Student Absence. Policy #430 to come back for a second reading with suggested changes. #430 Form will be noted as reviewed and inserted into Policy Manual.

BOARD DEVELOPMENT

Mr. Busse presented for a first reading, policies #164-Board Member Compensation and Expenses and #171.2-Meeting Agendas. Discussion. Policies to come back for a second reading with suggested changes and further information.

Board Development agenda items discussed for October 29 meeting.

FUTURE AGENDA

October 8, 2014, regular meeting agenda discussed.

ADJOURN

Motion by Ms. Spanton Nelson, seconded by Ms. Koenecke, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 8:10 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved: 10/8/14
Kathi Swanson, President

Approved: June 10, 1985

163

Revised: July 9, 2001

Revised:

1st Reading: 8/27/14; 2nd Reading: 9/10/14; 3rd Reading: 10/8/14

OPPORTUNITIES FOR DEVELOPMENT

The Evansville Community School District Board of Education believes that inservice training for its members is vital in order for the Board to govern the District in the most informed manner. The continuing development of Board members with regard to the role, responsibility, and knowledge required to function effectively is an important component of the Board's overall activity.

In keeping with this position, the Board encourages the participation of its members at appropriate conferences, conventions, seminars and workshops. **The attendees at out-of-district meetings are encouraged to take notes and gather information, and report back to the Board at a subsequent meeting.** The Board shall offer financial support to attending Board members for fees and travel outside the District, including out-of state and other necessary expenses in accordance with District policy. The District shall pay no expenses for the spouse/guest of any Board member. An expense report must be completed and presented to the District business office along with appropriate receipts subsequent reimbursement.

~~A calendar of school board conferences, conventions, and workshops shall be maintained by the Board Vice President and District Administrator. The Board will decide which events suggest the most direct and indirect benefits to the District. The Board shall select representatives to these events from among the membership and funds shall be budgeted for on an annual basis.~~

~~The following factors will be considered for Board member attendance at out-of-district meetings:~~

- ~~1. A member must indicate his/her desire to attend an out-of-district meeting at a regular meeting of the Board.~~
- ~~2. A member must inform the Board at a regular meeting about the agenda items of the out-of-district meeting and how the items relate to the needs of the individual Board member of the District.~~
- ~~3. A majority vote of the members present at a regular board meeting is necessary for approval of the request.~~
- ~~4. The attendees at out-of-district meetings are encouraged to take notes and gather information, and report back to the Board at a subsequent meeting.~~

Legal Ref.: Sections 120.10(4) Wisconsin Statutes (Powers of Annual Meeting)
120.13(16)(32) (School Board Powers)

Local Policy #671.2 (Reimbursement of Expenses)

Approved: June 10, 1985

163.1

Revised: July 9, 2001

1st Reading: 8/27/14; 2nd Reading: 9/10/14; 3rd Reading: 10/8/14

SCHOOL BOARD MEMBERSHIPS

It shall be the policy of the Evansville Community School District Board of Education to maintain membership in the Wisconsin Association of School Boards (W.A.S.B.). Board members shall seek to be active participants in this organization.

Legal Ref.: Section 120.13(16) Wisconsin Statutes (School Board Powers)

TO REPLACE CURRENT POLICY # 447

STUDENT DISCIPLINE: DETENTION, SUSPENSION AND EXPULSION

Detention

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

Suspension

Suspension is defined as a disciplinary action that is issued by an Administrator or their designee as a consequence of a student's inappropriate behavior and requires that a student absent him/herself from the classroom, school activities, school grounds and/or school transportation services for a specified period of time.

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

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

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

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

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

The District will follow applicable state and federal law regarding student suspensions, and the discipline of students with disabilities.

Suspension Appeal

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

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

Suspension Review Meeting

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

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

The Administration will invite the student and the student's parent(s)/guardian(s) to the suspension review meeting, and the following administrators will attend: District Administrator and administrator(s) involved in the incident.

Expulsion

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

Grounds for Expulsion

Students may be expelled from school or school transportation services if the Board determines that the student's conduct constitutes one or more of the grounds for expulsion, below, and that the interest of the school demands the student's expulsion:

1. repeated refusal or neglect to obey the rules,
2. knowingly conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives,
3. conduct while at school, on school transportation services, or while under the supervision of a school authority which endangered the property, health or safety of others,
4. conduct while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school

or under the supervision of a school authority or endangered the property, health or safety of any employee or school board member of the District in which the student is enrolled,

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

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

The District will follow applicable state and federal law regarding student expulsions, and the discipline of students with disabilities.

Notice of Expulsion Hearing

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

- a. The specific statutory grounds for the expulsion and the particulars of the student's alleged conduct upon which the expulsion proceeding is based.
- b. The time and place of the hearing.
- c. That the hearing may result in the student's expulsion.
- d. That, upon request of the student and, if the student is a minor, the student's parent(s)/guardian(s), the hearing shall be closed.
- e. That the student and, if the student is a minor, the student's parent(s)/guardian(s) may be represented at the hearing by counsel.
- f. That the Board shall keep written minutes of the hearing.
- g. That if the Board orders the expulsion of the student the District clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent(s)/guardian(s).
- h. That if the student is expelled by the Board the expelled student or, if the student is a minor, the student's parent(s)/guardian(s) may appeal the Board's decision to the Department of Public Instruction (the Department.)
- i. That if the Board's decision is appealed to the Department, within 60 days after the date on which the Department receives the appeal, the Department shall review the decision and shall, upon review, approve, reverse or modify the decision.
- j. That the decision of the Board shall be enforced while the Department reviews the school Board's decision.
- k. That an appeal from the decision of the Department may be taken within 30 days to the circuit court for the county in which the school is located.
- l. The state statutes related to student expulsion.

Legal Ref.: Sections 115.787(3) Wisconsin Statutes (Individualized Education Programs)

118.13 (Pupil Discrimination Prohibited)
118.127 (Law Enforcement Agency)
118.31 (Corporal Punishment)
118.16(4) (School Attendance Enforcement)
119.25 (Expulsion of Pupils)
120.13(1) (School Board Powers)

PI 9.03(1) of the Wisconsin Administrative Code
Federal Laws: 18 U.S.C. 921 (a)(3)
Individuals With Disabilities Education Act (IDEA)

USE OF PHYSICAL RESTRAINT AND SECLUSION BY STAFF

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

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

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

1. In-school suspension;
2. Detention;
3. Student requested break;
4. The student is instructed to return to his/her desk and/or sit on the sidelines.

Physical restraint also called "manual restraint" as defined by the Wisconsin Department of Public Instruction (DPI) means:

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

1. Briefly holding a student in order to calm or comfort the student;
2. holding a student's hand or arm to escort the student safely from one area to another when the student is complying with the request to move;
3. intervening in a fight;
4. using protective or stabilizing devices, including adaptive equipment prescribed by a health care professional; using a weighted glove or wide arm cuff to hold one of the student's arms, allowing him/her to refrain from stereotypy (the constant repetition of certain meaningless gestures or movement) and work with the free arm/hand.

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

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

Decisions regarding the use of seclusion or physical restraint may be made on a case-by-case basis. The District shall not unlawfully discriminate in the use of seclusion or physical restraint between disabled and nondisabled students. If the behavior of a student with a disability interferes with the learning of others, it shall be the responsibility of the student's Individualized Educational Program (IEP) team to determine the appropriate plan to address the behavior. Behavior interventions and other supports and strategies shall be included in the student's IEP and revised as necessary based upon the functional behavior assessment.

No staff member may use physical restraint on a pupil at school unless he or she has received training in and demonstrated proficiency in the use of physical restraint that includes the component of non-violent crisis intervention techniques. All special education teachers, educational assistants and administrators will receive training in the use of non-violent crisis intervention techniques, including the use of seclusion/physical restraint, within one year of their hiring and refreshers on an annual basis.

Any employee who has not received training may use physical restraint of a student in an emergency and only if a covered individual who has received training is not immediately available due to the unforeseen nature of an emergency.

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

All employees of the District shall be apprised of this policy annually and reminded that violation will be deemed cause for disciplinary action. A completed Evansville Community School District restraint/seclusion policy 447.1-Form must be submitted to the principal whenever physical restraint or force is used against any student within one (1) business day and a copy of the report must be forwarded to the district administrator or designee and available for the student's parent/guardian to review within three (3) business days.

Annually, by September 1 the district administrator or their designee shall submit to the Board a report containing the number of incidents of seclusion and restraint, any injury to a student prior to or during the use of physical restraint and seclusion and/or any destruction of property prior to or during the use of physical restraint and seclusion.

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

Legal Ref.: Sections 118.31 Wisconsin Statutes (Corporal Punishment)
118.305 (Use of Seclusion and Physical Restraint)
939.48 (Self-Defense and Defense of Others)
2011 WI Act 125

Local Ref.: Policy #447.1 Form – Seclusion/Restraint Report

Approved: December 8, 1986 _____

Revised: June 14, 2004

447.1-Form

Revised: September 3, 2009

Revised:

1st Reading: 8/13/14; 2nd Reading: 9/10/14; 3rd Reading: 10/8/14 **TO REPLACE CURRENT FORM**

Evansville Community School District Seclusion/Restraint Report

Student Name: _____ Age/Grade: _____ Date of Report: _____

Teacher: _____ Date of seclusion/restraint (circle one or both): _____

Start time: _____ Stop time: _____ Location: _____

Person making report: _____ Signature _____

Name(s) of staff member(s) or others involved:

Name/Title _____

Name/Title _____

Name/Title _____

Description of activity in which the student was engaged in prior to use of seclusion/restraint:

Efforts made to de-escalate behavior, check all that apply:

- | | |
|--|--|
| <input type="checkbox"/> Provided Choices | <input type="checkbox"/> Verbal Redirection |
| <input type="checkbox"/> Calming technique | <input type="checkbox"/> Reduced Demands |
| <input type="checkbox"/> Changed staff involved | <input type="checkbox"/> Reduced verbal interactions |
| <input type="checkbox"/> Offered alternate place to work | <input type="checkbox"/> Processing/think time given |
| <input type="checkbox"/> Other: | <input type="checkbox"/> Other: |

Student behavior that prompted the seclusion/restraint, check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Imminent serious physical harm to themselves | <input type="checkbox"/> Imminent serious property destruction |
| <input type="checkbox"/> Imminent serious physical harm to others | <input type="checkbox"/> Other: |

Alternatives to seclusion/restraint that were attempted, check all that apply:

- | | |
|--|---|
| <input type="checkbox"/> Request for assistance | <input type="checkbox"/> Voluntary removal of student to another location |
| <input type="checkbox"/> Removal of other students | <input type="checkbox"/> Other: |

Behavior of student during seclusion/restraint:

Behavior of student after seclusion/restrain:

Follow-up with student after the seclusion/restraint:

Debriefing with staff including suspected triggers, and planning for future interventions or actions:

Parent communication on the same day.

Phone: _____ Face to Face: _____ Date: _____ By whom: _____

This form will be sent to the student's guardian/parent.

Date mailed to student's guardian/parent: _____

Copy sent to district office: _____

Administrator signature/date: _____

STUDENT TRANSPORTATION SERVICES

A. Ridership Eligibility

The Evansville Community School District shall provide transportation services to all students attending school within the District who reside two (2) or more miles from the school they are to attend. Transportation may also be provided for students who reside less than two (2) miles from the school they are to attend if in the Board's judgment the health and safety of the student is at issue. In addition, all students with disabilities who physically or otherwise are unable to walk to their school will be offered transportation regardless of distance. The District shall provide transportation for the students attending private schools in accordance with the directives of Wisconsin Statutes.

B. Route and Schedules

The District Contracted Transportation Provider (Bus Contractor) shall conduct studies of bus routes to provide the safest, shortest routes which will get all eligible riders to school and back in the most economical way. Routes shall be arranged in such a way as to equalize, as nearly as possible, the length of routes and loads to provide for the efficient utilization of buses. Parent(s)/guardian(s) who would like their children either picked-up or dropped off at a point other than their residence along the established bus route, must make a written request to the Bus Contractor. The Bus Contractor will either approve or deny the request. If denied, the parents/guardians may appeal the decision to the District Administrator. Requests will be automatically denied if a bus is filled to capacity or if the request would cause the bus to deviate from the established route.

The Bus Contractor shall organize bus routes in such a manner as to realize maximum utilization of each vehicle subject to the approval of the Board. All questions or complaints shall be made directly to the Bus Contractor first. If the party is not satisfied, they should submit their complaint in writing, to the District Administrator with their preferred solution. Only the most exceptional circumstances are to involve the Board.

Transportation will not be provided to students living within the municipal limits and within two (2) miles of the school as measured door to door along the most direct route in which the school exists except for students with disabilities. Students outside the municipal limits will be transported if their residence is more than a half (.5) mile from school.

C. Location of Bus Stops, Pick-Up and Discharge Points

If a safe turn-around exists and the student lives half (.5) of a mile or more from the main road, the bus will make a pick-up. If a safe turn-around or drive is not available, or the student lives less than half of a mile from the main road, the student shall be expected to walk to the main road or a safe, designated pick-up point. The Bus Contractors will judge the relative safety of a turn-around area.

1. Where students' homes are located in near proximity (one block), a central stop area will be designated for all students involved. Safety will be the prime factor in choosing the central pick-up spot. Stops should be at least .1 mile apart.

2. Student(s) living in concentrated population areas will be required to assemble at a bus-loading point(s) unless a safety factor is involved. The bus will not pick up at individual homes in concentrated population areas.
3. Dead end lanes and roads will not be entered by any bus unless the lane or road is 1/4 mile long for students in grades 4K-4 and half mile long for students in grades 5-12. Such pick-ups must be examined and approved individually by the Bus Contractor. A condition of pick-ups on dead-end lanes or roads shall include the availability of a safe and adequate turn around for the bus and complete and timely snow removal.
4. Parent(s)/guardian(s) wanting a change in drop-off or pick-up points must file a signed permanent transportation change form/request with the Bus Contractor. Changes must be approved by the Bus Contractor and meet the following criteria:
 - a. Changes must be permanent in nature and for the duration of the school year, if possible.
 - b. Room must be available on the bus if the requested change requires a change in buses.
 - c. Temporary bus changes will be approved on a short-term basis for emergency situations. Requests of a social nature will not be approved without 24 hour prior approval and space availability. (Example: slumber parties, scout meetings, overnight stays.)

All students are expected and encouraged to walk reasonable distances to bus stops or to school. Riders may be required to board the bus up to and including one (1) mile of roadway from the point of intersection of their home driveway and the public road.

Legal Ref.: Sections 115.787 Wisconsin Statutes (Individualized Education Programs)
 118.51(14) (Full-Time Open Enrollment, Transportation)
 120.13(27m) (School Board Powers)
 121.51-121.56 (Transportation Aid)
 TRANS 300, PI 7, Wisconsin Administrative Code
 McKinney-Vento Homeless Assistance Act

Local Ref.: Policy #751.1 – Procedures for Student Transportation Services
 Policy # 751.2 – School Bus Safety Program
 Policy #751.3 – Use of Video Cameras on School Buses
 Policy #751.4 – Co-and Extra-Curricular Transportation
 Policy #751.4 Form – Contest Travel Release

PROCEDURES FOR STUDENT TRANSPORTATION SERVICES
(Alternative Pick-Up and Drop-Off Points)

1. Only students assigned to a bus may ride that bus.
2. Students may only be picked up and dropped off at their residence or designated pick-up and drop-off point, except those students who have satisfied the District policy for transportation to a day care provider. Approval for transportation to a day care provider must meet the following criteria:
 - a. All requests must be made by the parent/guardian to the District Contracted Transportation Provider (Bus Contractor). All requests must include the name, address and phone number of the day care provider.
 - b. There shall be no additional cost to the District.
 - c. There shall be no modification or change in any route to accommodate the request.
 - d. A change of bus assignment will be allowed only if seating is available on the bus.
 - e. The request should identify one (1) bus stop. Alternate schedules for alternate days or weeks will be considered provided they follow a routine, are in writing and include contact information for each destination.
3. A parent/guardian may request that a student be picked up or dropped off at a location other than the student's residence or day care provider only in an emergency. Such request must follow this procedure:
 - a. The parent/guardian must make the request by phone or in writing to the building principal. The building principal will contact the Bus Contractor to determine that the request meets the District's requirements that a seat is available and that the location is on an existing bus route.
 - b. A bus pass signed by the principal giving permission for the change is issued to the student for presentation to the bus driver. The following information must be on the pass:
 - i. bus number approved to ride on;
 - ii. place to be picked up or dropped off;
 - iii. day and date this will take place; and
 - iv. principal's signature.

If alternate schedules are problematic for the school or Bus Contractor to administer, alternative schedules may be denied or revoked.

Approved: September 12, 2005

751.2

Revised:

1st Reading: 8/13/14; 2nd Reading: 9/10/14; 3rd Reading: 10/8/14

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders shall be the first consideration in all matters pertaining to transportation.

The Evansville Community School District Board of Education supports the need for awareness of safety regulations pertaining to school buses. Emergency evacuation procedures will be reviewed annually and drills on buses will be conducted as needed or at least once every two years and documented and filed with the District. Students, parent(s)/guardian(s) and bus drivers will be acquainted with the rules and regulations concerning safety on school buses.

All vehicles used to transport students shall be maintained in such conditions so as to provide safe and efficient transportation services with a minimum of delays and disruption. Buses shall be replaced at such intervals so as to provide good equipment at all times.

Bus drivers will be trained to respond to basic medical emergencies and on the unique needs of their riders as appropriate. Training will be a joint responsibility of the Bus Contractor and District. Copies of bus transportation policies will be provided to the Bus Contractor.

Legal Ref.: Sections 115.76(5) Wisconsin Statutes (Children With Disabilities, Definitions)
121.54(9) (Transportation by School Districts)
PI 7, TRANS 300, Wisconsin Administrative Code

Local Ref.: School Safety Response Plan
Emergency Nursing Services

Approved: July 11, 2005

751.3

Revised:

1st Reading: 8/13/14; 2nd Reading: 9/10/14; 3rd Reading: 10/8/14

USE OF VIDEO CAMERAS ON SCHOOL BUSES

The Evansville Community School District approves the use of video cameras on the school buses for the primary purpose of reducing disciplinary problems and vandalism on the bus, thereby allowing the driver to focus on the driving of the bus, providing for safer transportation for students. The cameras and surveillance recording are the property of the District.

Parent(s)/guardian(s) shall be notified once a year that video cameras are being used on the buses.

The District Contracted Transportation Provider (Bus Contractor) shall determine the rotation as to which bus a video camera shall be located and maintain a log including the date, bus number and driver. Logs will be submitted quarterly to the District. Bus drivers do not need to be informed as to which bus has an operating video camera. Individual drivers and building principals may request that the video camera be used on a specific bus on designated dates. Parent(s)/guardian(s) may also contact the Bus Contractor and request that a video camera be used on a specific bus.

The Bus Contractor, bus driver, building principals, district administrator, and law enforcement personnel shall be authorized to view the surveillance recording for the purpose of documenting a problem and determining which student(s) may be involved. Disciplinary action may be taken based on the viewing. Students and/or their parent(s)/guardian(s) may view the relevant segment(s) of the recording that documents the incident for which they are being disciplined. The Bus Contractor or building principal(s) shall view the surveillance recording with the student and/or parent(s)/guardian(s) and document the date and the names of all individuals viewing the recording. Actions by students which are considered to be unlawful shall be reported to the appropriate law enforcement agency who will determine if further investigation is needed.

The surveillance recording shall not be available for viewing by the public in general, employees in general, the media or other individuals, except as required or authorized by law or the District Administrator. The building principal(s) or district administrator may authorize individuals, such as the guidance counselor or school psychologist, to view segments of a specific surveillance recording, if such individuals are working with the student on the surveillance recording because of a behavior, emotional or learning problem and viewing the surveillance recording is beneficial to their role in assisting the student. A log shall be kept of the date and names of the individuals viewing the surveillance recording.

If there are no bus problems pertaining to the date a video was recorded, the recording may be erased or reused after ten (10) school days.

Legal Ref.: Sections 120.13(27) Wisconsin Statutes (School Board Powers)
121.54(7) (Transportation by School Districts)

Local Ref.: Policy #347 – Student Records

Policy #443.21 – Student Discipline: Detention, Suspension, Expulsion From District
Contracted Transportation Provider

Policy #447 – Student Discipline

Approved: August 15, 2005

751.4

Revised:

1st Reading: 8/13/14; 2nd Reading: 9/10/14; 3rd Reading: 10/8/14

CO- AND EXTRA-CURRICULAR TRANSPORTATION

The Evansville Community School District may provide transportation for field trips, co- and extra-curricular trips and after-school activities in accordance with established procedures.

The building principal or athletic director and District Contracted Transportation Provider (Bus Contractor) shall arrange for all co-and extra-curricular transportation.

School bus rider rules and regulations shall apply for persons using co-and extra-curricular transportation.

The District may charge a fee for co-and extra-curricular transportation.

Rules:

1. At least one (1) adult chaperone must be on each bus on any co-and extra-curricular trip sponsored by a school.
2. Co-and extra-curricular trips shall start at the school and end at the school.
3. Participants must use school-provided transportation to and from all co-and extra-curricular events, unless prior written permission is obtained as follows:
 - a. The student's parent/guardian may transport their student home after providing a written request to the coach or advisor prior to leaving the contest.
 - b. Students may ride home with another adult/parent/guardian by obtaining a signed travel release form that must be filed in the school office prior to the dismissal of school on the day of the contest. This form, #751.4 Form, can be obtained in the office.

Legal Ref.: Sections 121.54(7) Wisconsin Statutes (Transportation by School Districts)

Approved: November 12, 2001

751.4 Form

Approved by Policy Committee: October 20, 2008

Revised: 1st Reading: 8/13/14; 2nd Reading: 9/10/14; 3rd Reading: 10/8/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT
CONTEST TRAVEL RELEASE

(Date)

This is to certify that _____ has my permission to
ride (to, or from, to and from) the _____ school contest on
(circle one)
_____ 20_____, at _____.
(month/day) (yr.) (location of contest)

I certify that I have arranged for transportation with _____ to
transport my student home. The reason for not riding the bus is _____
_____.

I understand that Evansville Community School District's policy requires that students
ride the District-provided transportation to and from all school contests, unless alternative
transportation arrangements have been approved by the school district on this form, and that this
form must be on file in the school office prior to the dismissal of school on the day of the
contest.

In consideration for the District's approval of this request, I hereby release the Evansville
Community School District and its employees and officers from all liability which may arise out
of the transportation I have arranged. I understand that the Evansville Community School
District is relying on my release in considering whether to grant this request.

Signature of Parent or Guardian

_____ Approved

Signature of Administrator

_____ Not Approved

Date: _____

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: August 2014 Reconciliation
Date: September 26, 2014

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

- Bank Reconciliation Statement for all Funds – nothing unusual to report
- Skyward Fund Balance Report to verify bank reconciliation statement
- Listing of all receipts – August \$2,567,302.47
- Check Register – August
Notes for check register:

Check total -	\$ 524,266.43
ACH total -	\$ 2,219.00
Manual check total -	<u>\$ 30,743.55</u>

Total	\$ 557,228.98
-------	---------------

Void checks – 76469
Payroll checks – 76564, 76565

EVANSVILLE COMMUNITY SCHOOL DISTRICT
 BANK RECONCILIATION

FOR THE MONTH OF	Aug-14		
BALANCE PER BANK:		96,000.00	
LESS OUTSTANDING CHECKS		-51,695.70	
LESS WRS POSTING		-24,804.20	
MMA ACCOUNT		5,479,131.85	
BALANCE PER BANK			5,498,631.95

BALANCE PER GENERAL LEDGER:	BEGINNING BAL.	ACTIVITY	ENDING BAL.	
FUND 10 General	211,461.43	(117,045.72)	94,415.71	
FUND 21 Donations	38,382.64	2,500.00	40,882.64	
FUND 27 Special Ed	(160,432.08)	65,009.88	(95,422.20)	
FUND 38 Debt	20,103.07	-	20,103.07	
FUND 39 Debt	(113,092.73)	-	(113,092.73)	
FUND 50 Food Service	40,841.76	27,559.02	68,400.78	
FUND 99 Voc Ed/ESL/Grants	4,212.83	-	4,212.83	
MMA ACCOUNT		-	5,479,131.85	
BALANCE PER GENERAL LEDGER				5,498,631.95
		-21,976.82		

DIFFERENCE 0.00

Fd	T	Loc	Obj	Func	Prj	Func	Beginning Balance	August 2014-15 Monthly Activity	Ending Balance
10	A	000	000	711100	---	CASH ON DEPOSIT	-418,003.93	-117,045.72	94,415.71
10	-	---	---	-----	---	GENERAL FUND	-418,003.93	-117,045.72	94,415.71
21	A	000	000	711100	---	CASH ON DEPOSIT	14,544.21	2,500.00	40,882.64
21	-	---	---	-----	---	GIFTS/DONATIONS	14,544.21	2,500.00	40,882.64
27	A	000	000	711100	---	CASH ON DEPOSIT	-100,255.98	65,009.88	-95,422.20
27	-	---	---	-----	---	SPECIAL EDUCATION FUND	-100,255.98	65,009.88	-95,422.20
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	27,559.02	68,400.78
50	-	---	---	-----	---	FOOD SERVICE	45,007.94	27,559.02	68,400.78
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	-21,976.82	19,500.10

Number of Accounts: 7

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

Post Date	Func	Description	Amount
08/31/2014	TAXES RECEIVABLE	COUNTY OF ROCK	2297417.83
08/31/2014	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	10.00
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	W HARTJE - ADD'L HEALTH INS AUGUST	155.09
08/31/2014	DISTRICT WIDE	REIMB-OF-MEDICAID COPIES	26.00
08/31/2014	DISTRICT WIDE	FACILITY USE - E CARGILL - HS	75.00
08/31/2014	SITE REPAIRS	SANIMAX USE INC	21.84
08/31/2014	DISTRICT ADMINISTRATION	D.O.-REIMB. FOR SODA	40.17
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	160.00
08/31/2014	DISTRICT WIDE	ROGER G ROTH CPA & ASSOCIATES STAFF BREAKFAST	150.00
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R COLE - SEPT	2329.62
08/31/2014	DISTRICT WIDE	DEPT OF CORRECTIONS - RESTITUTION	53.96
08/31/2014	DISTRICT WIDE	ALLEN REALTY INC - STAFF BREAKFAST	150.00
08/31/2014	DISTRICT WIDE	FOCUS ON ENERGY	612.40
08/31/2014	TERMINATION OF BENEFITS	EBC COBRA PAYMENT JULY HEALTH	1825.68
08/31/2014	DISTRICT WIDE	TOWN OF MAGNOLIA - MOBILE HOME FEES	263.14
08/31/2014	DISTRICT WIDE	UNION-PILT PAYMENTS	978.70
08/31/2014	DISTRICT WIDE	A WATSON TEACHER CONTACT RESIGNATION PENALTY	300.00
08/31/2014	DISTRICT WIDE	WI INTERSCHOLASTIC ATHLETIC ASSOCIATION	1489.50
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	2083.50
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	3610.00
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	2620.00
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	3025.00
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	3301.33
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	2728.07
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	R-COLE - ADD'L HEALTH INS AUGUST	155.09
08/31/2014	DISTRICT WIDE	UB&T TEACHER BREAKFAST SPONSOR	150.00
08/31/2014	DISTRICT WIDE	FACILITY USE - T LIPMAN - GRADUATION PARTY	15.00
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	J BRICKSON - ADD'L HEALTH INS AUGUST	155.09
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	3.00
08/31/2014	DISTRICT WIDE	DONATION FROM RON BUTTCHEN	100.00
08/31/2014	DISTRICT WIDE	KID'S CLUB - JUNE RENT	92.70
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R FLAHERTY - AUG	2639.80
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - L HAVLIK - AUG	1319.90
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - B BERG - AUG	2329.62
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - S ERICKSON - AUG	2329.62
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P HAESE - AUG	1123.32
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - W HARTJE - AUG	2329.62
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K VERKUILLEN - AUG	2639.80
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - C WAGNER - AUG	2329.62
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R DENNIS - AUG	929.28
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K CROCKER - AUG	2639.80
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - H BEEDLE - AUG	1123.32
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - C BEEDLE - AUG	1123.32
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V ZHE - AUG	1123.32
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	C WAGNER - ADD'L HEALTH INS AUGUST	155.09
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	R DENNIS - ADD'L HEALTH INS AUGUST	155.09
08/31/2014	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR AUGUST	284.05
08/31/2014	TECH. SERVICES	REIMB FOR DAMAGED LAPTOP	599.00
08/31/2014	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	3055.17
08/31/2014	DISTRICT WIDE	STUDENT FEES	18575.00
08/31/2014	REGULAR CURRICULUM	JEDI SUMMER SCHOOL COURSES - J FOUNTAINE	295.00
08/31/2014	REGULAR CURRICULUM	JEDI SUMMER SCHOOL COURSES - D WINTER	590.00
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P HASESE - SEPT	561.66

Post Date	Func	Description	Amount
08/31/2014	UNREIMBURSED MEDICAL EXP-FLEX	COBRA-FLEX - P DIEDRICH	505.20
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R FLAHERTY - SEPT	1319.90
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - L HAVLIK - SEPT	1319.90
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - B BERG - SEPT	1164.81
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - S ERICKSON - SEPT	1164.81
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R DENNIS - SEPT	1095.24
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K CROCKER - SEPT	1319.90
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V ZHE - SEPT	561.66
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V LECY-LUEBKE - SEPT	1146.16
08/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K VERKUILLEN - AUG	1319.90
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	332.01
08/31/2014	DISTRICT WIDE	STUDENT FEES	19435.25
08/31/2014	DISTRICT WIDE	FACILITY USE - RISING STAR DANCE - HS	787.83
08/31/2014	DISTRICT WIDE	EEF GRANT AWARD	1950.00
08/31/2014	DISTRICT WIDE	STUDENT FEES	328.00
08/31/2014	DISTRICT WIDE	FACILITY USE - T LIPMAN - GRADUATION PARTY	130.17
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	3.00
08/31/2014	DISTRICT WIDE	DEPT OF CORRECTIONS - RESTITUTION	67.45
08/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	105.00
08/31/2014	TAXES RECEIVABLE	TAX SETTLEMENT FROM DANE CO.	2420.05
08/31/2014	TAXES RECEIVABLE	TAX SETTLEMENT FROM GREEN CO.	38989.77
08/31/2014	DUE FROM FEDERAL GOVERNMENT	FLOW THROUGH RECEIVABLE	93058.93
08/31/2014	DEPOSITS PAYABLE	E-FUNDS - FOOD SERVICE	11256.00
08/31/2014	DISTRICT WIDE	E-FUNDS - FEES	13888.50
08/31/2014	DISTRICT WIDE	INTEREST FOR AUG.	1284.92
Total for Cash Receipts			2567302.47

CHECK DATE	CHECK NUMBER	CHE TYP	VENDOR	AMOUNT
08/11/2014	76469	V	CASH	-1,444.25
08/01/2014	76517	P	DEAN HEALTH PLANS	176,783.32
08/01/2014	76518	P	DELTA DENTAL OF WISC	29,259.13
08/01/2014	76519	P	DELTAVISION	545.32
08/01/2014	76520	P	SUN LIFE FINANCIAL	3,064.73
08/01/2014	76521	P	WEA INSURANCE TRUST	4,374.82
08/11/2014	76522	R	AT&T LONG DISTANCE	453.04
08/11/2014	76523	R	AUL HEALTH/MIDAMERIC	1,390.24
08/11/2014	76524	R	BLACKBOARD CONNECT I	5,151.01
08/11/2014	76525	R	BUTTCHEN ELECTRIC	1,354.66
08/11/2014	76526	R	CASH	1,444.25
08/11/2014	76527	R	COMMUNITY INSURANCE	25.00
08/11/2014	76528	R	DELL MARKETING LP	38,935.00
08/11/2014	76529	R	DIVERSIFIED BENEFIT	252.80
08/11/2014	76530	R	E-RATE EXCHANGE, LLC	730.00
08/11/2014	76531	R	ENVIRONMENTAL CONSTR	354.10
08/11/2014	76532	R	EQUAL RIGHTS DIVISIO	7.50
08/11/2014	76533	R	EVANSVILLE BLOOMS	39.45
08/11/2014	76534	R	EVANSVILLE REVIEW	416.50
08/11/2014	76535	R	FIDELITEC LLC	144.00
08/11/2014	76536	R	GREAT AMERICAN PARKI	259.99
08/11/2014	76537	R	HEARTLAND BUSINESS S	7,701.15
08/11/2014	76538	R	HELLENBRAND INC	299.00
08/11/2014	76539	R	INSIGHT INVESTMENTS	38,099.70
08/11/2014	76540	R	INTEGRATED BUILDING	1,735.00
08/11/2014	76541	R	KLEENMARK	620.64
08/11/2014	76542	R	KOSTROUN CONSTRUCTIO	9,201.00
08/11/2014	76543	R	MJ LAVERY & SONS MAS	48,900.00
08/11/2014	76544	R	PARAGON DEVELOPMENT	15,576.00
08/11/2014	76545	R	PETTERSON PLUMBING	273.45
08/11/2014	76546	R	PIONEER MANUFACTURIN	1,046.00
08/11/2014	76547	R	RENAISSANCE LEARNING	3,196.00
08/11/2014	76548	R	RHYME BUSINESS PRODU	373.41
08/11/2014	76549	R	SANIMAX USA INC	300.00
08/11/2014	76550	R	SCHILLING SUPPLY COM	4,270.77
08/11/2014	76551	R	SKYWARD	200.00
08/11/2014	76552	R	SUPERIOR CHEMICAL CO	2,745.05
08/11/2014	76553	R	TECHNOLOGY RESOURCE	25,080.00
08/11/2014	76554	R	THE OMNI GROUP	7.50
08/11/2014	76555	R	TRUGREEN	2,400.00
08/11/2014	76556	R	WASDA	1,450.00
08/11/2014	76557	R	WE ENERGIES	1,522.35
08/11/2014	76558	R	WISCONSIN TAXPAYERS	32.94
08/12/2014	76559	R	DOUBLE D BUILDERS	10,525.50
08/08/2014	76560	R	AMERICOLLECT INC.	75.00
08/08/2014	76561	R	FRANKLIN TEMPLETON B	100.00
08/08/2014	76562	R	KOHN LAW FIRM S.C.	201.46
08/08/2014	76563	R	METLIFE	75.00
08/25/2014	76566	R	ADVANCED DISPOSAL	1,566.52
08/25/2014	76567	R	ALLEN CUSTOM FLATWOR	1,300.00
08/25/2014	76568	R	AT & T	211.15
08/25/2014	76569	R	BLOCK IRON & SUPPLY	1,090.89
08/25/2014	76570	R	BRUCE COMPANY	102.50
08/25/2014	76571	R	CAPITAL LOCK INC	70.28
08/25/2014	76572	R	CHARTER COMMUNICATIO	2,623.32
08/25/2014	76573	R	CUMMINS NPOWER LLC	509.00

CHECK	CHECK CHE			
DATE	NUMBER	TYP	VENDOR	AMOUNT
08/25/2014	76574	R	ELECTRO-GLO	4,100.00
08/25/2014	76575	R	EVANSVILLE REVIEW	1,227.00
08/25/2014	76576	R	IDEAL PRINTING WI LL	708.69
08/25/2014	76577	R	LOCAL GOVERNMENT PRO	36,224.00
08/25/2014	76578	R	MJ CARE, INC.	297.00
08/25/2014	76579	R	O'BRIEN TRUCKING INC	434.00
08/25/2014	76580	R	OFFICE DEPOT	133.01
08/25/2014	76581	R	POSTAL CONNECTIONS	292.50
08/25/2014	76582	R	R.A. HEATING & AIR C	6,993.00
08/25/2014	76583	R	RIVERFRONT ACTIVITY	450.00
08/25/2014	76584	R	SCHOOL SPECIALTY	3,989.40
08/25/2014	76585	R	TEWGYZE SUPPLY INC	20,057.00
08/25/2014	76586	R	WIAA	875.00
08/25/2014	76587	R	AMERICOLLECT INC.	75.00
08/25/2014	76588	R	FRANKLIN TEMPLETON B	100.00
08/25/2014	76589	R	KOHN LAW FIRM S.C.	214.64
08/25/2014	76590	R	METLIFE	75.00
08/28/2014	76591	R	CASH	1,000.00
08/27/2014	2015001	M	EVANSVILLE WATER & L	30,493.08
08/27/2014	2015002	M	U.S. CELLULAR	250.47
08/11/2014	141500014	A	ASCI	1,665.00
08/11/2014	141500015	A	BOARDMAN & CLARK LLP	418.00
08/11/2014	141500016	A	WIL-KIL PEST CONTROL	136.00
			Totals for checks	557,228.98

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, October 29, 2014

6:00 p.m.

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

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

- I. Roll Call: Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson
 Eric Busse Melissa Hammann
- II. Approve Agenda.
- III. TRIS Go Math Presentation.
- IV. Budget Finance – Chair, Tina Rossmiller
- A. Discussion Items:
- 1) Employee Compensation Committees Update.
 - 2) Evansville Education Foundation Update.
 - 3) Continuous System Improvement Update.
 - 4) Referendum Update.
 - 5) Insurance Committee Update.
 - 6) 111 Liberty Street and 660 Hillside Properties.
 - 7) Third Friday Attendance/Open Enrollment/Home-Schooled Student Reports.
 - 8) 2015-2016 Budget Process/Calendar.
- B. Develop Budget Finance Agenda Items for October 29 Meeting.
- V. Business (Action Items):
- A. Approval of October 8, 2014, Regular Meeting Minutes.
 - B. Approval of the 2014-2015 Tax Levy Amount and Revised Budgets.
- VI. Policy Committee – Chair, Tina Rossmiller
- A. First Reading of Policies:
1. #428-Full-Time Public School Open Enrollment.
- VII. Board Development – Chair, Kathi Swanson
- A. First Reading of Policies:
1. #165-School Board Code of Ethics.
 2. #166-Conflict of Interest
 3. Develop Board Development Agenda for January 28 Regular Meeting.
- VIII. Future Agenda – Chair, Kathi Swanson
- A. Develop November 12, 2014, Regular Board Meeting Agenda.
- IX. Executive Session – Under Wisconsin State Statute 19.85(1)(c) to Discuss District Administrator Evaluation.

Evansville Community School District
Annual Meeting Minutes for September 24, 2014

The Annual Meeting of the Evansville Community School District was held in the District Board and Training Center on September 24, 2014, at 7:00 pm pursuant to the notice in the Evansville Review and posted throughout the District as required by law.

There were 14 resident voters in attendance at the meeting.

The meeting was called to order by Board President Kathi Swanson.

Ms. Swanson asked for nominations from the floor to elect a chairman. Mr. Brian Cashore nominated Mr. Mason Braunschweig. No further nominations. Nominations closed. Mr. Mason Braunschweig ran the meeting.

Motion by Mr. John Rasmussen, seconded by Mr. Eric Busse, moved to grant the Board of Education the flexibility to set the date of the 2015 annual meeting between May 15, 2015, and October 31, 2015, at 7:00 pm under the requirements of WIS STAT. 117.08, 117.09 or 117.27. Motion carried, unanimously.

Motion by Mr. Todd Campbell, seconded by Mr. Mason Braunschweig, that the Board of Education officers be paid \$1,600 and members \$1,500 in salary for the 2014-2015 term of office. Discussion. Motion carried, unanimously.

Treasurer Tina Rossmiller presented the Debt Service Schedule and referred questions to Ms. Doreen Treuden, Business Manager.

Ms. Doreen Treuden, Business Manager, presented a supplemental budget hearing document.

Ms. Doreen Treuden presented the 2014-2015 preliminary budget, and reviewed the General Fund 10, Special Project Funds 21, 23, 27, and 29, Debt Service Funds 38 and 39, Capital Projects Funds 41, 48, and 49, Food Service Fund 50, Community Service Fund 80, and Package & Cooperative Program Funds 91, 93, and 99 Budgets. She presented the 2014-2015 Budget Adoption draft including proposed referendum.

Motion by Mr. Brian Cashore, seconded by Ms. Kelly Mosher, moved, be it resolved, that the School Board of the Evansville Community School District be authorized to exchange land belonging to and not needed by the School District, to-wit a parcel of vacant land consisting of approximately .304 acre in area situated at 660 Hillside Court (Parcel No. 6-27-293.1049) in the City of Evansville, Wisconsin, in return for a parcel of land to be acquired by the School District consisting of approximately .275 acre in area situated at 111 W. Liberty Street (Parcel No. 6-27-245) in the City of Evansville, Wisconsin. The School Board shall have the authority to determine the terms and conditions of such exchange, and to take all other appropriate action to accomplish the exchange of such properties. Motion carried, unanimously.

Motion by Ms. Tina Rossmiller, seconded by Mr. Eric Busse, moved that there be and hereby is levied and assessed against the taxable property both real and personal, within the confines of the Evansville Community School District, to be raised during the coming year taxes in the amount of \$8,389,315 including \$3,084,892 for debt service. Motion carried, unanimously.

There being no other business, motion by Mr. Todd Campbell, seconded by Ms. Kathi Swanson, moved to adjourn the meeting. Motion carried, unanimously.

Meeting adjourned at 7:28 pm.

Respectfully submitted, Clerk John Rasmussen

Kathi Swanson, President

Dated