ELMBROOK SCHOOLS
School District of Elmbrook

To: Board of Education and Student Representatives
Fr: Matt Gibson
Re: **November 10, 2009 Agenda Item 2 - Student Representative Report and Discussion of Class Rank**

Presentation – Brief student reports followed by discussion on the topic of class rank.

Student Reports - Thanks to one of you for leading the pledge of allegiance at the beginning of the meeting. Thereafter, thanks for reporting on student activities at your schools.

Class Rank Question – Based on motivation to take rigorous classes in high school (for a broad range of students) and acceptance at colleges and universities of choice (for a broad range of graduates), which of the following directions would you advise the Board of Education to take in their projected December 8 (discussion) and January 12 (action) agenda items:

- To accept the majority recommendation of the study team and approve the elimination of class rank (with a phase in and communication plan to be determined),
- To not accept the recommendation of the study team, or
- To accept the recommendation with a condition(s) such concurrently adding a replacement provision (with a study process to be determined).

Schedule of 2009-2010 Student/Board Discussion Topics –

Topic	**East Prioritization**	**Central Prioritization**	**Topic Schedule**
Class rank	Middle	Low	November
High school schedule study	Middle	Low	February following educational reports to Curriculum Committee
Distance learning study	Low	Low	None given low priority
Process for budget reductions in extra curricular areas including understanding of district funds and school-based fundraising	High	Middle (#5 on prioritized list)	January prior to spring budget process and again during the April and May budget process
Amount of parking fees and how they are used	High	Middle (#4 on prioritized list)	January prior to spring budget process and again during the April and May budget process
Year end senior schedule decision	Middle	High (#2 on prioritized list)	None, provided that this decision has already been processed with students
Graduation venue	Low	Low	None given low priority
Exam exemption clarification, e.g. 92.5 vs. 93%, unintended two study halls, and timing of student decision of which class to exempt	Middle	High (#1 on prioritized list)	November to provide principal clarifications
Seniors and juniors in good standing being permitted to come late (one period) or leave early (one period) if they don't have classes during these periods	Not discussed	Middle (#3 on prioritized list)	None pending discussion with Central principal

Recommended Board Motion – None. MG/studentrepreport102209/updated110509

ELMBROOK SCHOOLS
School District of Elmbrook

TO: Board of Education
FROM: Cindy Frey, Communications Administrative Assistant
SUBJECT: **November 10, 2009 Agenda Item 3A3 – Commendations**

Executive Summary

It is recommended that the Elmbrook Board of Education record into the minutes a Resolution of Commendation publicly recognizing and extending congratulations to:

1. Board Member Bob Ziegler received Level II Board Recognition from the Wisconsin Association of School Boards during the Region 15 program on October 22. The Wisconsin Association of School Boards (WASB) Board Recognition Program encourages school board members to participate in activities that strengthen their skills as local educational leaders. Board members are awarded points for participating in WASB and NSBA (National School Boards Association) activities including attending conventions, workshops, seminars and in service sessions; serving on WASB committees; or serving as a delegate to the WASB Delegate Assembly.

2. The College Board recently recognized Brookfield Central and Brookfield East High School students as AP Scholars in recognition of their exceptional achievement on the AP exams. AP tests are given each May. More than 1.6 million students worldwide took more than 2.9 million AP Exams in 2009 and about 12 percent of those students performed at a sufficiently high level to merit the recognition of AP Scholar. The College Board recognizes several levels of achievement based on a student's performance.

   Twenty-one students qualified for the **National AP Scholar Award** by earning an average grade of 4 or higher on a 5-point scale on all exams taken, and grades of 4 or higher on eight or more of these exams. **BCHS** students are: Maanasa Bandla, Andrew Broenen, Ryan Denu, Emily Gerner, Que Kim, Frances Lobo, Sally Luo, Valerie McIntosh, Maxwell Palzewicz, Nicholas Porubsky, Darshan Shankar and Jessica Yi, all 2009 graduates and current seniors, Margaret Baxter and Akhil Patel. **BEHS** students are: Emily Abaroa, Kevin Burbach, Zachary Domach, Alexander Holiday, John Kreul, Benjamin Li and Brian Van Cleave, all from the Class of 2009.

   Ninety students qualified for an **AP Scholar with Distinction Award** by earning an average of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams. **BCHS** students: those recognized include graduates Rebecca Bagley, Maanasa Bandla, Mihnea Barboi, Phillip Bartel, Julie Behrend, Andrew Broenen, Alexander Carson, Flavia Costa, Alexander Cousland, Alexander Crain, Emily Davis, Ryan Denu, Catherine Gaggioli, Emily Gerner, Amanda Hallock, Spencer Kelley, Que Kim, Leslie Kirchhoff, Elizabeth Kream, Jacob Kream, Allison Kucek, Richard Lamb, Frances Lobo, Sally Luo, Elizabeth Lyon, Valerie McIntosh, Joseph Niemann, Brendan O'Connor, Kelsey O'Gorman, Maxwell Palzewicz, Kaitlin Peterson, Molly Peterson, Nicholas Porubsky, Michael Rossmiller, Benjamin Seese, Darshan Shankar, Evan Smith, Cameron Vafi, Katherine Warren, Theresa Wartman, Kareem William, Jessica Yi and Dhongik Yoon. Current seniors recognized include Michael Bauer, Margaret Baxter, Sara Benning, Bryan Dongre, Brian Earl, Justin Feng, Maria Fotsch, Lea Gulotta, Caroline Kuse, Theodore Leclere, Steven Nemcek, Akhil Patel, Di Sun and Caitlin Wolters. **BEHS** students: graduates recognized include Emily Abaroa, Daniel Benson, Kaitlyn Benz, Kelly Brandstaetter, Lauren Brzozowski, Kevin Burbach, Lauren Cierzan, Zachary Domach, Heba Elorbany, Andrew

Glaudell, Nathaniel Hoaglund, Alexander Holiday, Kevin Huang, Allison Johnson, Jasmine Jolitz, Mark Klamik, Tyler Klann, Matthew Klebenow, John Kreul, Julia Kreznar, Elizabeth Lemkuil, Benjamin Li, Ian Linsmeier, Lauren Maggiori, Courtney Nussbaumer, Megan Simons, Zachary Sines, Elizabeth Stanford, Christopher Trickle, Laura Turner, Brian Van Cleave, Theresa Vanderwoude, Christopher Vosters and Kaitlin Wollak. Current seniors recognized include Kevin Guo and Wei Jin.

Forty-six students qualified for the **AP Scholar with Honor Award** by earning an average grade of at least 3.25 on all AP exams taken and grades of 3 or higher on four or more of these exams. Twenty-seven of these are **BCHS** students: Jose Antony, Alexander Crain, Nadia Fasihi, Benjamin Freeman, Samantha Labrasca, Benjamin Luther, Madeline Morales, Peter Ostergaard, Ryne Puffer, Heather Reichert, Amanda Risch and Brendan Sheehy, all graduates. Current BC seniors who received the award are: Rebecca Berry, Madeline Bunke, David Glickstein, Alex Gunderson, David Horner-Ibler, Alexa Jones, Sarah Kogler, Patricia Mark, Christina Min, Miles Olson, Catherine Steffel and Nicole Wilken. Three current BC juniors, Michael Pan, Joshua Speagle and Sai Vangala, also received this award. Nineteen **BEHS** students were recognized: graduates Selena Boltik, Jamielyn Burke, Ishan Daya, Megan Farley, Christina Gartner, Jeff Groskopf, Morgan Mayer-Jochimsen, Mitchell McBride, Brian Moritz, Megan Moshe, Kevin Potter, Aaron Raasch, Tess Snodgrass and Megan Zander. Current seniors recognized include Hanzhe Gao, Wei Hu, Nicole Kalupa, Filip Wodnicki and Amber Zhou.

One-hundred two students qualified for the **AP Scholar Award** by completing three or more AP exams with grades of 3 or higher. **BCHS:** the 64 AP Scholars are: Nicole Anderson, Joseph Arevalo, Chelsea Becker, Ashley Bohnert, Mary Borden, Peter Campagna, Rebekah Campbell, Kayley Carswell, Andrew Chiang, Aaron Cotton, Lauren Dickson, Leah Farchmin, Thomas Gruman, Dane Hocken, Erik Johansson, Kelly Keuper, Leslie Kirchhoff, Ryan Kolter, John Koremenos, John Korslin, Erik Larsen, Patrick Markey, Morgan Melka, Emily Mertens, Eshitha Mogallapalli, Sara Nordstrom, Kelsey O'Gorman, Stacey Park, Alyssa Porritt, Madalyn Redding, Hannah Reshel, Stephen Rossman, Amelia Rufer, Samuel Schaefer, Ashley Stewart, Anthony Ssturino, Jodee Wakefield, Monica Wayner, Sara Wellenstein, Alea Yentz, and Hope Zeckmeister, all graduates. Current seniors who received the award are: Neda Almassi, Karthik Ashokan, Zachary Burger, Yuhan Chen, Caroline Conley, Eric Eichelberger, Katherine Heil, Chehan Herath, Dilan Herath, Clayton Hollowell, Rauvin Johl, William Kiessling, Matthew Krogman, Hadley Nelson, Benjamin O'Halloran, Allison Rich, Nicole Riederer, Kyle Switalski, Paul Vang, Alexander Wells and Taylor Zastrow. Two current juniors, Justin Fu and John Peterson, also received the award. **BEHS:** the 38 AP Scholars are: Katherine Baker, Kelly Brecheisen, Jacqueline Bridge, Alexander Difonzo, Corey Donnell, Holly Fisher, Jonathan Gill, Michael Harland, Lane Konkel, John Lambert, Tara Martin, Meredith McVey, James Mirda, Blake Nussbaumer, Yuriy Onyskiv, Nina Powers, Willa Richards, Justin Riederer, Brian Schmitt, Karissa Secora and Margaret Springer, all graduates. Current seniors in this group include Greta Brecheisen, Michael Freitag, Gregory Gerlach, Kevin Haack, Chelsea Hansen, Katherine Hildebrand, Neira Hot, Olivia Jaeger, Caroline Klinker, Jessica Kosmider, Mark Lindquist, Emily Lingeman, David Luy, Ruhee Singh, Krzysztof Swinarski, Ryan Waal and Andrew Winghart.

CONGRATULATIONS

Recommended Motion: That the Board of Education recognizes and extends congratulations to the commendations as presented.

Elementary and Secondary
Welfare
Emergencies
Chemical Use and/or Abuse

It is in the best interests of students and the community for the District and schools to take proactive and decisive steps to promote ~~enhance~~ and maintain a drug-free student body.

The possession, use, and the actual or intended delivery, transfer, purchase, and/or sale of alcoholic beverages ~~look-alike products~~ and/or controlled substances ~~drug-like substances (if abused and/or actual or intended delivery, transfer, purchase, and/or sale), and/or look-alike substances~~ by students while on school premises, at school sponsored events, or in motor vehicles on campus are strictly forbidden. Parents/guardians of students involved in these chemical use and/or abuse violations shall be contacted and, if the conduct involves a violation of law such as abuse, possession, or being under the influence, the students shall be referred to the police.

Students who use, possess, or are under the influence of alcohol, unlawful drugs, controlled substances or hallucinogens during school time, on school premises or during school sponsored activities shall be referred to police and immediately suspended and are subject to expulsion for major or repeated violations. As determined by the District, such students are also subject to additional educational programs and obligations. One obligation is that parents/guardians of students who are suspended shall be notified of the following provisions and be requested to co-sign with their student and return the Chemical Use and/or Abuse Agreement in Practice Statement 5146.5 indicating that they have received and ~~understood~~ understand them:

1. A drug screening indicating that the student is free from drugs may be required no later than thirty-five (35) calendar days following the chemical use and/or abuse violation. The cost of such service shall be at the expense of the family. Failure to produce such a report may result in the student's suspension from school again pending its receipt.

2. A copy of an Alcohol and Other Drug Abuse (AODA) assessment may be required within thirty-five (35) calendar days following the chemical use and/or abuse violation. The cost of such service shall be at the expense of the family.

3. Should there be any further chemical use and/or abuse violations, the student shall be referred to the Superintendent/designee for consideration of expulsion.

Students who deliver, transact, purchase, or sell alcoholic beverages, ~~look-a-like products and/or~~ controlled substances, drug-like substances, and/or look-alike substances or intend to engage in any of these chemical use and/or abuse violations during school time, on school premises or during school sponsored activities shall be referred to police and immediately suspended and referred for expulsion.

No person shall use, or possess with the intent to use, drug paraphernalia ~~or look-alikes~~, drug-like substances, and/or look-alike substances for the purposes prohibited by the controlled substances law of the State of Wisconsin. Violators shall be referred to police and suspended and are subject to applicable Wis. Stats. and Municipal Ordinances.

The District recognizes that the use of alcohol and/or controlled substances and problems associated with such use can interfere with students' school performance and have serious, life-long consequences. Students identified as needing support because of their own use of chemicals or experiencing chemical-related problems in those they care about (e.g. family members or friends) are offered assistance through the student services staff.

Elementary and Secondary
Welfare
Emergencies
Chemical Use and/or Abuse

Employees of the District shall make reasonable efforts to prevent the possession, use, delivery, transaction, purchase, and/or sale of alcoholic beverages, ~~look-a-like products, and/or~~ controlled substances, drug-like substances, and/or look-alike substances by students while on school premises, at school sponsored events, or in motor vehicles on campus.

Drug-like substance shall mean any non-controlled and non-prescription substance capable of producing a change in behavior or an altered state of mind if abused. Some examples are ~~more than a daily dose for legitimate personal use only of~~ substances that contain ephedrine or pseudoephedrine, ~~(restricted to age 18+ with ID shown to pharmacist)~~ dextromethoran, or alcohol.

Look-alike substance shall mean any non-controlled substance, which is packaged so as to appear to be, or about which a student makes an expressed or implied representation that the substance is a drug, controlled substance or a non-controlled substance capable of producing a change in behavior or altering a state of mind.

Policy
Adopted: January 23, 1973
Reconfirmed: 12/76, 11/98
Revised: 11/79, 11/82, 11/85, 2/89, 12/91, 3/92, 3/95, 6/2002, 11/2002, 5/2006, 11/2007, 8/2008, 11/2009

Board of Education
School District of Elmbrook
Brookfield, WI 53005

Elementary and Secondary
Welfare
Emergencies
Chemical Use and/or Abuse

STAFF AND ADMINISTRATIVE PROCEDURE – CHEMICAL ABUSE

All staff should be mindful of potential problems in the area of chemical use and abuse by students such as:

1. A student is suspected of being under the influence of chemicals.
2. A student is suspected of having chemicals in his/her possession.
3. A student or other persons are suspected of selling chemicals.

1. If a student is suspected of being under the influence of chemicals, it is the responsibility of all staff members to abide by the following procedures:

   STAFF

   A. The principal/designee shall be notified of the suspicion as soon as possible in a strictly confidential manner.
   B. The student shall be escorted by a staff person to the principal/designee's office for observation.

   ADMINISTRATION

   A. The student shall be observed in the principal/designee's office to determine whether or not the student displays behavior indicative of being under the influence of drugs/alcohol.
   B. If it is determined that the student is suspected of being under the influence of drugs/alcohol, the parent/guardian shall be notified by the principal/designee by the end of the day or as soon as practicable.
   C. If the student appears to be suffering acutely, emergency medical support, as designated in policy 5146.7 – Emergency Nursing Services, shall be implemented.
   D. If the student does not appear to be impaired, and if the parent/guardian or other listed emergency contact cannot be reached, the student shall be allowed to return home in the usual manner at the end of the day. In all cases, a description of the incident shall be given to the parent/guardian.
   E. If the student does appear to be impaired, he/she shall remain at the school until a parent/guardian can be contacted. If the parent/guardian cannot be reached, alternate person(s) designated on the Student Emergency Information Card shall be notified to remove the student from school.

2. If a student is suspected of having chemicals in his/her possession, it is the responsibility of all staff members to abide by the following procedures:

   STAFF

   A. The staff member shall notify the principal/designee of the suspicion, in a confidential manner, as soon as possible.
   B. The staff member shall keep the student under surveillance until the principal/designee arrives.

   ADMINISTRATION

   A. The principal/designee shall determine whether the suspicion is based on adequate evidence before confronting the student.
   B. If the student is confronted and there appears to be strong evidence that the student does possess chemicals, the principal/designee shall notify the parent/guardian and the police by the end of the day or as soon as practicable. The principal/designee shall request that the student empty pockets/purse/backpack and open his/her locker for inspection.

3. If a student or other persons are suspected of selling drugs, it is the responsibility of all staff members to abide by the following procedures:

   STAFF

   A. The staff should be alert to the following:
      1. Unauthorized personnel in the building.
      2. Exchange of money between students.
      3. Students possessing unusually large amounts of money.
      4. Students having packages or other items that may be suspect.

   B. When it is suspected that a student is selling chemicals, the staff member shall contact the principal/designee immediately.

   ADMINISTRATION

   A. The principal/designee shall investigate the reported suspicion as soon as possible.
   B. If the evidence warrants further action, the student's parent/guardian and/or police shall be notified.

4. Chemical Use and/or Abuse Agreement
   A. Consistent with Policy 5146.5, the principal/designee will utilize the Chemical Use and/or Abuse Agreement form (Practice Statement 5146.5, page 3) with the parent/guardian and student.

Elementary and Secondary
Welfare
Emergencies
Chemical Use and/or Abuse

ELMBROOK SCHOOLS
School District of Elmbrook

Chemical Use and/or Abuse Agreement

Student:_____

Date of Violation:_____

Dear Parent/Guardian:

Students who use, possess, or are under the influence of alcohol, unlawful drugs, controlled substances, hallucinogens, drug-like substances, and/or look-alike substances during school time; on school premises or during school sponsored activities shall be immediately suspended and are subject to expulsion for major or repeated violations. As determined by the district, such students are also subject to additional educational programs and obligations. One such obligation is that parents/guardians of students who are suspended shall be notified of the following provisions and requested to co-sign with their student this form indicating that they have received and understood the following:

1. A drug screening indicating that the student is free from drugs is required no later than_____, thirty-five (35) calendar days following the chemical use and/or abuse violation. The cost of such service shall be at the expense of the family.

2. A copy of an Alcohol and Other Drug Abuse (AODA) assessment is to be required no later than _____ thirty-five (35) calendar days following the chemical use and/or abuse violation. The cost of such service shall be at the expense of the family.

3. Should there be any further chemical use and/or abuse violations, the student shall be referred to the Superintendent/designee for consideration of expulsion.

Failure to produce the drug screening and AODA assessment may result in the student's suspension from school again pending their receipt.

_____ _____
Principal/Designee Date

I acknowledge the receipt of this agreement:

_____ _____
Parent/Guardian Signature Date

_____ _____
Student Signature Date

Approved 11/2007
Revised 11/2009

ELMBROOK SCHOOLS
School District of Elmbrook

To: Board of Education

From: Keith Brightman (KB)

Re: **Agenda Item No. 3A5a** – Contingency Request – Brookfield Elementary Hot Water Heater Replacement

Date: November 10, 2009

Executive Summary

Presentation: None.

Topic and Context: The Brookfield Elementary School's hot water heater has failed and is leaking. It needs to be replaced immediately.

Alternatives and Recommendation/Rationale: The need for this replacement was not anticipated, nor was the cost included, when the 2009-10 budget was developed. Consequently, use of Contingency Funds for this replacement is warranted.

Budget: The cost to replace Brookfield Elementary's hot water heater will be $5,350. The 2009-10 Contingency Fund currently has a $75,000 budget. Therefore approval of the allocation needed to fund this replacement would leave $69,650 in the Contingency Fund.

Recommended Board Motion: Move that the Board of Education approve an allocation from the Contingency Fund to cover the $5,350 cost to replace the Brookfield Elementary School hot water heater.

Attachments: None.

KRB/pf500

ELMBROOK SCHOOLS
School District of Elmbrook

To: Board of Education

From: Keith Brightman (KB)

Re: **Agenda Item No. 3A5b** - Contingency Request - Swanson Elementary School Window Repair

Date: November 10, 2009

Executive Summary

Presentation: None.

Topic and Context: The vinyl material around approximately 90 windows on the west side of Swanson Elementary School has shrunk,causing the window glass to move and leaving gaps between the windows and the frames. This situation needs to be immediately remedied before colder weather by reseating and caulking the windows and installing new vinyl seals.

Alternatives and Recommendation/Rationale: The need for this repair was not anticipated, nor was the cost included, when the 2009-10 budget was developed. Consequently, use of Contingency Funds for this repair is warranted.

Budget: The cost to repair Swanson Elementary's windows will be $2,680. The previous item recommended for funding from the 2009-10 Contingency Fund, which has a $75,000 budget, totaled $5,350. Therefore approval of the allocation needed to fund the above repair will leave $66,970 in the Contingency Fund.

Recommended Board Motion: Move that the Board of Education approve an allocation from the Contingency Fund to cover the $2,680 cost to repair the Swanson Elementary School windows.

Attachments: None.

KRB/pf501

ELMBROOK SCHOOLS
School District of Elmbrook

To: Board of Education
From: Keith Brightman
Re: **Agenda Item No. 3B** – 2010-11 Budget-Development Calendar and Budget Parameters and Considerations
Date: November 10, 2009

Executive Summary

Presentation: These items were discussed at the last meeting. Five minutes have been allotted for any further discussion.

Topic and Context: On September 14 and October 19, the Finance and Operations Committee reviewed the 2010-11 budget-development calendar and its suggested parameters and considerations as part of the process of developing the 2010-11 budget. On October 27, the Board of Education discussed both of these items. The next step in the budget-development process is for the Board to approve the calendar and the parameters and considerations.

Alternatives and Recommendation/Rationale: It is necessary to have a calendar regarding budget development for the next school year to assist in the coordination of work to be done in preparing a budget. The parameters and considerations developed by the Board of Education guide the development of the budget.

Budget: None.

Recommended Board Motion: Move that the Board of Education approve both the proposed 2010-11 budget-development calendar and the 2010-11 budget parameters and considerations, as presented.

Attachments: The proposed 2010-11 budget-development calendar and the list of the recommended Board of Education 2010-11 budget parameters and considerations.

KRB/pf499

PROPOSED 2010-11 BUDGET DEVELOPMENT CALENDAR

9/14/09	F&O Comm.	Discuss the recommended process for developing the 2010-11 budget (including calendar/time line, process, teams, and data/assumptions). Discuss financial impacts of enrollment model for impacts on open enrollment and Chapter 220 non-resident enrollment. Apply PDSA to prior year budgeting process and recommend improvements for 2010-11.
9/18/09	Aux. Srvcs.	Compile third-Friday membership count date (student count that impacts revenue authority). Following verification of the student count, use current and historical count data to project enrollments for the 2010-11 budget and for the long-range financial plan.
Oct. - Feb.	Bud. Teams	October 1, 2009 to February 15, 2010 – Update and develop proposals to address the budgetary needs for the 2010-11 budget and long-term financial plan. Report to the Finance and Operations Committee on February 15.
10/15/09	Bus. Office Bud. Teams SAS	Send information on budget development and requests for capital outlay items to building administrators. Notify budget team leaders of team processes including time lines, process, reporting template, and membership requirements. Follow up with meetings of team leaders and the Superintendent and the Assistant Superintendents in mid-November.
10/19/09	F&O Comm. SAS	Adopt a recommended calendar for budget development and determine potential budget parameters/assumptions with the Superintendent, Assistant Superintendent and PMA. Review the five-year financial planning process and discuss the prior-year recommendations for 2010-11. Continue discussion on applying PDSA to prior year budgeting process and recommend improvements for 2010-11.
10/27/09	F&O Comm. BoE	Present recommended budget-development calendar and budget parameters to the Board of Education. Board of Education approves Chapter 220 seats for 2010-11.
11/3/09	Bus. Office	Send District budget data and updated District-level assumptions to PMA.
11/3/09	Principals	Send in Long Range Capital Outlay requests.
11/3/09	DAT	Meet to understand potential impact of the state budget situation on the District's budget and the implications of the District goal on sustaining and enhancing educational programs and services.
11/10/09	BoE	Approve recommended budget-development calendar and adopt parameters for 2010-11 budget development.
11/16/09	F&O Comm. Team Leaders PMA	Discuss updates on the progress of the five-year financial planning teams. Leaders should attend and distribute/discuss their time lines and member lists. PMA presents updated forecast model.

11/24/09	BoE	Hear projections for revenue caps and General Fund expenditures for 2010-11 and for the long-term financial plan.
12/3/09	Bus. Off.	Send projected 2010-11 unit budget allocation amounts to unit managers.
12/4/09	Asst. Supt.	Update District Administrative Team on PMA projection outcomes and discuss potential budget adjustments (should they be needed to balance the budget).
12/7/09	F&O Comm.	Discuss updates on the progress of the five-year financial planning teams.
1/8/10	Aux. Srvcs.	Compile second Friday membership counts.
1/18/10	F&O Comm.	Discuss updates on the progress of the five-year financial planning teams, hear proposed Long Range Capital Outlay Budget and hear potential budget adjustments (including impact on staffing needs and requests).
1/26/10	BoE	Approve open enrollment seats for 2010-11.
1/27/10	Curr. Comm.	Receive reports from elementary, middle school and high school study teams on research and practices, followed by financial implications prior to March 1.
2/15/10	F&O Comm. Budget Teams	Hear potential budget reductions, including impact on staffing needs and requests. Budget team leaders report to the Finance and Operations Committee (elementary, middle school and high school teams report to the Board of Education in March). Review proposed Long Range Capital Outlay budget.
2/23/10	BoE	Receive the proposed Long Range Capital Outlay Budget.
2/23/10	BoE	Approve staff layoffs if needed and receive a summary of the budget process to date.
3/1/10	Supt. Asst. Supts.	Complete development of the final recommended changes to be included in the budget.
3/5/10	Communications Comm.	Communicate budget items.
March	Supt.	Conduct forums with community/staff regarding proposed potential budget reductions if needed.
3/9/10	BoE	Hear reports from financial plan study teams and hold work session to preview the 2010-11 budget.

3/15/10	F&O Comm.	Discuss updates on the progress of the five-year financial planning teams.
4/13/10	BoE Budget Teams	Receive presentation on the full budget as proposed for 2010-11 with team leaders in attendance to answer questions related to their recommendations.
4/19/10	F&O Comm.	Discuss updates on the progress of the five-year financial planning teams, review current-year budgeting process, apply PDSA, and recommend improvements.
4/27/10	BoE	Review/discuss the full budget as proposed for 2010-11.
5/11/10	BoE	Further discuss the full budget as proposed for 2010-11.
5/25/10	BoE	Adopt the 2010-11 budget for presentation at the Budget Hearing and Annual Meeting.
5/25/10	BoE	Review the updated long-range financial plan.
8/16/10	F&O Comm.	Discuss recommended adjustments to the budget (if any) for presentation at the Annual Meeting.
8/24/10	BoE	Adopt recommended budget adjustments (if any) for presentation at the Annual Meeting.
9/27/10	Electorate	Hold Budget Hearing and Annual Meeting and vote on the tax levy recommended by the Board of Education.
10/12/10	BoE	Review the final budget, with adjustments based on actual enrollments and revenue-cap totals.
10/26/10	BoE	Adopt the adjusted budget and set the tax levy.

September 14, 2009

2010-11 Board of Education

Budget Parameters and Considerations

1. Do not use reserves to balance the operational budget.

2. Explore and develop additional ways other than fees (e.g., grant development and private sector funding) to increase non-property tax revenues.

3. Continue to support technology through a 5-percent increase in MIS/IT funding.

4. Address facility needs, both short- and long-term, through:

   - continuing funding for regular preventive building maintenance; and
   - maintaining Long Range Capital Outlay expenditures with an emphasis on continuing to address the Long Range Facilities/Properties Planning Team's findings and recommendations that have been validated and ranked by the Board of Education.

5. Provide funding to support strategic targets for student improvement.

6. Develop a budget that adds $500,000 to General Fund reserves.

7. Provide $500,000 funding to support Fund 73 – OPEB Trust Fund.

Note: Numbers are for reference purposes only; they do not represent priority

To: Board of Education
From: Matt Gibson
Re: **November 10, 2009 Agenda Item 3C– National School Boards Association (NSBA) Conference Attendance**

Executive Summary

Background and Context: The 70th annual National School Boards Association (NSBA) Conference is scheduled from April 10-12, 2010 in Chicago, IL. Early registration ends December 30, 2009. Following the October 27 Board meeting, Bob Ziegler expressed interest in attending the conference.

Budget: The 2009-2010 Board of Education budget includes $3,200 for conference fees and travel. Reimbursement of expenses would be based on Board Policy and Practice Statement 9675.

Recommended Board Motion: That the Board of Education approves the attendance of Board member(s) _____ at the NSBA Conference in April, 2009.

ELMBROOK SCHOOLS
School District of Elmbrook

To: Board of Education
From: Eileen Depka, Assistant Superintendent for Educational Services and Dr. Melanie R. Stewart, Director of Assessment and Student Learning
Re: **November 10, 2009 Agenda Item 4A Middle School Human Growth and Development Update**

Executive Summary

Presentation: Eileen Depka and Melanie Stewart will update the board on the review of middle school packaged programs, recommendations, cost implications and suggested next steps. Costing was estimated based on 600 – 650 students per grade level and the number of faculty at a given grade level. The attached information will include:

- Recommendation after review of the materials compared to outcomes
- Rationale for choice
- Supplements Needed
- Suggested Time Frame
- Other Considerations
- Initial Costs
- Recurring Costs

The next steps will include:

- Scheduling a HG&D Advisory Committee meeting to review materials and gather input
- Scheduling a review session for parents and to gather input
- Taking the collated recommendations to Curriculum Planning Committee/Board Curriculum Committee
- Bring the final recommendation to the Board of Education for material purchase

Background/Context: At the May 12, 2009 Board of Education Meeting, the board requested a review of the presented packaged curriculums to be compared to the middle level HG&D outcomes. Middle level faculty were to review the materials compared to the grade level outcomes, appropriateness for middle school students, and costs, then make a recommendation to the board of education.

Alternatives/Recommendation: The recommendation of the review team is:

Sixth Grade: Holt Decisions for Health – Green Edition with a supplementary video

Seventh Grade: Holt Decisions for Health – Blue Edition with the following:

- Under abuse prevention the dist policy, practice statement, and WI statute information need to be covered because they won't be included in any textbook
- In search of Character Program 8 – Courage (DVD)
- Friendship with Michael Prichard Program 10 (DVD- Big Changes Big Choices Series)

Eighth Grade: Retain the Reproductive System section of the current Human Biology and Health, Prentice Hall Science Explorer in Science class (No additional materials)

All Grades: Remove the Abuse Prevention Outcomes (Bullying, district policies on harassment, etc.) from HG&D and put in the regular curriculum since these topics are not part of the state statute requirements or recommendations.

Budget: $24,000 one time purchase price

Recommended Board Motion: Discussion only

Attachments: Program review grid

Human Growth and Development Middle School Material Recommendation

	6th Grade	7th Grade	8th Grade
Recommendation	• Not one specific curriculum covers all outcomes • **Holt Decisions for Health Green level**- covers all of outcomes except for Birth, Conception (Outcome 2) , and Dating (Outcome 14), which could be covered with supplemental materials	• Not one specific curriculum covers all outcomes • All 7th grade materials had significant gaps. • **We reviewed the Holt Decisions for Health - Blue and Risks of Sexual Activity Booklet found that they cover both of the outcomes for 7th and 8th grade.** • Therefore, a consideration would be to offer HG&D in either 7th or in 8th grade.	• Not one specific program that covers all outcomes • **Holt Risks of Sexual Activity Booklet**- covers all of the outcomes except for life cycles outcomes (2-3), Self Esteem (12-13). • **Holt-Decision for Health Blue Level** covers Life Cycles (2-3) and Self Esteem (12-13)
Rationale	• This book covers most of outcomes set forth in sixth grade with an appropriate reading level and content for sixth grade students. • The areas that are not covered (birth and conception) in this curriculum could easily be added with the supplemental material listed below. • Chapters that would allow "Opt Out" are easily identifiable.	• The lessons needing to be covered in 7th grade would have to be so highly supplemented (due to missing outcomes in all of the7th grade materials reviewed) that there is no one "package" that would meet the needs of the 7th grade. • Chapters that would allow "Opt Out" are easily identifiable.	• There is not another specific curriculum series that covers all of the outcomes for eighth grade. • The series listed above covered the information in a developmentally appropriate manner. • Chapters that would allow "Opt Out" are easily identifiable.
Supplements Needed	United Streaming – "Dr. D's Birds and Bees: Countdown to Baby!" Approximately 20 minute video appropriate for 6-8 that covers conception to birth.	1. Under abuse prevention the district policy, practice statement, and WI statute information need to be covered because they won't be included in any textbook. 2. Other resources to include with the 7th and 8th grade: In search of Character Program 8 – Courage DVD, and Friendship with Michael Prichard Program 10 DVD (Big Changes Big Choices Series)	

	6th Grade	7th Grade	8th Grade
Suggested Time Frame	9 week unit during the ACE timeframe	9 weeks during the ACE timeframe	18 weeks (1 semester) during the ACE timeframe, due to the fact that 8th grade ACE meets every other day – Not Optimum
Other Considerations			If HG&D is an ACE course in 7th grade a brief review of the reproductive system would be covered in 8th grade science classes (Human Biology and Health, Prentice Hall Science Explorer)
Initial Costs	Student Textbook $12,000 (for 600 students, 200 total books needed since the course will be taught on a rotation to 1/3 of the students at a time)	Supplement and Text $12,000 (for 600 students, 150 total books needed since the course will be taught on a rotation to 1/4 of the students at a time)	Supplement and Text $24,000 (for 600 students) 300 books total. More texts would need to be purchased for 8th grade due to the every-other-day schedule of ACE classes.
Recurring Costs	None	None	None

Other materials reviewed:

Program	Comments
Glencoe Teen Health	• Across all grade levels, 16 outcomes were not met by this series (out of 51 outcomes total) • Information was not engaging for middle schooll students
FLASH	• Some information presented was too mature and technical for middle school students • High recurrence of costs for copies • Series includes many controversial issues that are not included in the outcomes, but are encouraged to be discussed at home
Just Say Yes, Game Plan, Unmasking Sexual Con Games	• Across all grade levels, 35 outcomes were not met by this series (out of 51 outcomes total) • Would require significant supplementary materials and lessons to cover missing outcomes • Audio visual material presented was too graphic for middle school students • Reoccurring costs for student workbook would be between $4,200 and $5,100 per school year

Program	Comments
Pacemaker Heath (Prentice Hall)	• Materials in this series were for 6 through 8th grade. Materials would need to be either shared or sections would have to be set aside for a particular grade level. • Across all grade levels, 22 outcomes were not met by this series (out of 51 outcomes total) • Most of the book overlapped information that is part of the 8th grade science curriculum (human body systems)
Human Relations Media & Marsh Media	• No further review since programs would cover only 1 to 3 outcomes per program.

Board of Education Bylaws
Self-Evaluation of the Board of Education

Guidelines for Evaluation of the School Board

Annually, the Board shall conduct an evaluation of its performance. The following guidelines shall be used in the evaluation process:

1. The evaluation shall be a constructive tool for improving the Board's performance.

2. The Board shall be evaluated as a whole, not as individuals.

3. The evaluation form shall contain places to rate each item as well as a space to write comments and suggestions.

4. The evaluation shall be a composite of the evaluations by individual Board members. The Board, as a whole, shall hold a special meeting to discuss the composite evaluation.

5. The Board shall not limit itself to those items that appear on the evaluation form since no form can encompass the totality of the Board's responsibilities.

6. The results of the evaluation shall be a composite picture of Board strengths and areas for improvement and may generate Board goal proposals.

Board of Education Bylaws
Self-Evaluation of the Board of Education

Instructions for the Board Self Evaluation

1. The Board Self-Evaluation should be completed by evaluating the Board of Education as a whole, not as individuals. (*In the specific committee evaluation area, only those members serving on the standing committee should evaluate their committee's work.*)

2. The evaluation form contains places to score each item as well as space to write comments and suggestions.

3. Each item should receive a score unless the item is not applicable or has not been observed during the evaluation time period.

4. Scores will range from 4 to 0 as described below:

   4 = A consistent and high quality practice of the vast majority of the Board members or the Board as a whole
   3 = Above Average - A consistent practice of the majority of the Board members or the Board as a whole
   2 = Average - A practice exhibited by members of the Board or the Board as a whole
   1 = Below Average - An inconsistent and low quality practice of the vast majority of the Board members or the Board as a whole
   0 = Failure - A practice rarely exhibited by the Board members or the Board as a whole
   NA= Not Applicable

Board Goals The Board has engaged in the necessary activities to accomplish the following goals for (year):	**Score**
OVERALL SCORE – Board Goals (Total Score ÷ total number of goals**)**	

Comments:

Board of Education Bylaws
Self-Evaluation of the Board of Education

Score:
4 = Excellent - A consistent and high quality practice of the vast majority of the Board members or the Board as a whole
3 = Above Average - A consistent practice of the majority of the Board members or the Board as a whole
2 = Average - A practice exhibited by members of the Board or the Board as a whole
1 = Below Average - An inconsistent and low quality practice of the vast majority of the Board members or the Board as a whole
0 = Failure - A practice rarely exhibited by the Board members or the Board as a whole
NA= Not Applicable

Board Meetings *The Board engages in effective Board Meetings by:*	**Score**
1. adhering to parliamentary procedures and ~~opening~~ open meetings laws.	
2. preparing for meetings by ensuring they are familiar with agendas and supplementary materials and by making courtesy calls to administrators or other Board members to avoid surprises.	
3. using its time on matters pertaining to policy, planning and evaluation and not needlessly using time on administrative matters.	
4. starting meetings on time and adhering to proposed timelines.	
5. making visitors feel welcome and providing information for them.	
6. engaging in honest, issue oriented debate.	
7. reaching closure on issues.	
8. understanding the roles of Board leadership and membership in conducting effective meetings.	
9. reviewing and approving minutes of each meeting.	
OVERALL SCORE – Board Meetings (Total Score ÷ 9)	

Comments:

Policy Development *The Board is involved in policy development through:*	**Score**
1. establishing a process for developing and evaluating District goals and objectives.	
2. following its role as a policy making body and not micro-managing the District.	
3. developing, adopting and regularly updating a philosophy of education and visible and meaningful mission and vision statements to guide the District.	
4. basing decisions on what is best for students within the parameters of the District mission and vision statements, Board Policy and the budget.	
OVERALL SCORE – Policy Development (Total Score ÷ 4)	

Comments:

Board of Education Bylaws
Self-Evaluation of the Board of Education

Relationships with Fellow Board Members *In accordance with Board Policy 9120-Code of Conduct and Ethics, provision 3, Board members promote positive relationships among fellow Board members by:*	**Score**
1. recognizing that authority rests only with the Board as a whole in official meetings.	
2. respecting the integrity of fellow Board members and predecessors and the merit of their work.	
3. making decisions after all relevant facts have been presented and discussed rather than basing votes on promises to each other, personalities or alliances with other Board members.	
4. respecting the opinion of others and accepting the principle of "majority rule" by supporting final Board decisions regardless of their own vote or opinion on the issue.	
5. maintaining confidentiality of privileged and confidential information.	
6. continuing to work through an issue when an impasse arises.	
OVERALL SCORE - Relationships with Fellow Board Members (Total Score ÷ 6)	

Comments:

Relationships with Superintendent and Staff *In accordance with Board Policy 9120-Code of Conduct and Ethics, provision 5, the Board promotes positive relationships with the Superintendent and staff by:*	**Score**
1. publicly supporting the Superintendent.	
2. maintaining a professional climate with the Superintendent and staff characterized by mutual respect and candor including areas of controversy.	
3. giving the Superintendent full administrative authority for properly discharging his/her professional duties.	
4. providing the Superintendent with a clear statement of expectations for performance against which he/she is assessed on a regular basis.	
5. providing feedback and evaluation to the Superintendent and holding the Superintendent accountable for his/her actions through regular communication and through the formal review process.	
6. considering the recommendations of the Superintendent in an unbiased and objective manner which includes refraining from allowing personal relationships with District personnel to affect Board decisions and/or policies.	
7. referring complaints and concerns to the proper administrator with the expectation that the Board will receive a report if Board action on an issue is necessary.	
8. requesting information and staff input when appropriate through the Superintendent/designee to keep apprised of issues and allowing the Superintendent sufficient time to gather this information.	
OVERALL SCORE - Relationships with Superintendent and Staff (Total ÷ 8)	

Comments:

Board of Education Bylaws
Self-Evaluation of the Board of Education

Community Relations *In accordance with Board Policy 9120-Code of Conduct and Ethics, provision 4, the Board promotes positive community relations through:*	**Score**
1. establishing policies and procedures for soliciting and encouraging public input and citizen participation and involvement in the schools and District.	
2. participating and communicating with citizens at public functions and activities in order to provide information about the District and schools to the community.	
3. ~~reacting to~~ engaging with citizens in a respectful, positive way and making citizens feel their opinion is welcome.	
4. representing the entire community and not just special interest groups.	
5. engaging in positive contact with the media.	
OVERALL SCORE - Community Relations (Total Score ÷ 5)	

Comments:

Continuous Learning and Improvement *The Board is involved in continuous learning and improvement by:*	**Score**
1. encouraging reports and presentations by administrators, staff and community members.	
2. making periodic visitations in the schools or responding to invitations from the school communities to participate in activities, special events or committee work.	
3. utilizing and providing reports on pertinent literature, seminars, conferences, and contracts with personnel available through the WASB, NSBA and other professional organizations.	
4. providing newly-elected or appointed Board members with an orientation program.	
OVERALL SCORE - Continuous Learning and Improvement (Total Score ÷ 4)	

Comments:

Committee System *The Board is involved in effective use of a committee system by:*	**Score**
1. demonstrating a willingness to annually review, establish and assign members to standing committees, ad hoc committees as needed and liaison positions to other District and community committees.	
2. communicating effectively the work of committees and liaison positions to all Board members and community members in a timely manner.	
3. utilizing staff and community expertise by encouraging their membership and input where appropriate.	
4. equipping ad-hoc committees with Board requirements, charge, parameters, and due diligence expectations.	
5. demonstrating trust in the work of committees and using committee work to streamline Board meetings.	
6. communicating status of ad-hoc committee recommendations.	
OVERALL SCORE - Committee System (Total Score ÷ 6)	

Comments:

Board of Education Bylaws
Self-Evaluation of the Board of Education

Evaluate each standing committee on which you serve

Assessment and Continuous Improvement Committee *The Assessment and Continuous Improvement Committee performs its role by:*	**Score**
a. becoming knowledgeable about the issues, responsibilities and ongoing work of the committee as defined by policy.	
b. researching, deliberating and providing advisory recommendations for consideration by the whole Board.	
c. making Board presentations and providing updates on the work of the committee.	
d. meeting Committee goal(s) (each goal listed separately)	
OVERALL SCORE – Assessment and Continuous Improvement Committee (Total Score ÷ 4)	
Communications Committee *The Communications Committee performs its role by:*	
a. becoming knowledgeable about the issues, responsibilities and ongoing work of the committee as defined by policy.	
b. researching, deliberating and providing advisory recommendations for consideration by the whole Board.	
c. making Board presentations and providing updates on the work of the committee.	
d. meeting Committee goal(s) (each goal listed separately)	
OVERALL SCORE – Communications Committee (Total Score ÷ 4)	
Curriculum Committee *The Curriculum Committee performs its role by:*	
a. becoming knowledgeable about the issues, responsibilities and ongoing work of the committee as defined by policy.	
b. researching, deliberating and providing advisory recommendations for consideration by the whole Board.	
c. making Board presentations and providing updates on the work of the committee.	
d. meeting Committee goal(s) (each goal listed separately)	
OVERALL SCORE - Curriculum Committee (Total Score ÷ 4)	
Finance and Operations Committee *The Finance and Operations Committee performs its role by:*	
a. becoming knowledgeable about the issues, responsibilities and ongoing work of the committee as defined by policy.	
b. researching, deliberating and providing advisory recommendations for consideration by the whole Board.	
c. making Board presentations and providing updates on the work of the committee.	
d. meeting Committee goal(s) (each goal listed separately)	
OVERALL SCORE – Finance and Operations Committee (Total Score ÷ 4)	

Board of Education Bylaws
Self-Evaluation of the Board of Education

Evaluate each standing committee on which you serve

High School Building Committee *The High School Building Committee performs its role by:*	**Score**
a. becoming knowledgeable about the issues, responsibilities and ongoing work of the committee as defined by policy.	
b. researching, deliberating and providing advisory recommendations for consideration by the whole Board.	
c. making Board presentations and providing updates on the work of the committee.	
d. meeting Committee goal(s) (each goal listed separately)	
OVERALL SCORE – High School Building Committee (Total Score ÷ 4)	
Personnel Committee *The Personnel Committee performs its role by:*	
a. becoming knowledgeable about the issues, responsibilities and ongoing work of the committee as defined by policy.	
b. researching, deliberating and providing advisory recommendations for consideration by the whole Board.	
c. making Board presentations and providing updates on the work of the committee.	
d. meeting Committee goal(s) (each goal listed separately)	
OVERALL SCORE – Personnel Committee (Total Score ÷ 4)	
Policy and Legislative Committee *The Policy and Legislative Committee performs its role by:*	
a. becoming knowledgeable about the issues, responsibilities and ongoing work of the committee as defined by policy.	
b. researching, deliberating and providing advisory recommendations for consideration by the whole Board.	
c. making Board presentations and providing updates on the work of the committee.	
d. meeting Committee goal(s) (each goal listed separately)	
OVERALL SCORE – Policy and Legislative Committee (Total Score ÷ 4)	

Committee Comments:

Board of Education Bylaws
Self-Evaluation of the Board of Education

1. List significant accomplishments made by the Board of Education during the past year.

2a. List any areas that need improvement in the operation of the Board of Education.

2b. List any suggestions for making improvement in the operation of the Board of Education.

2c. List any suggestions for making improvements in the Committee system.

3a. List what the Board has done to improve student achievement.

3b. List further suggestions to improve student achievement.

4. List suggestions for Board goals.

5. Additional Comments:

Board Member's Name: _____

The Board of Education recognizes the value of participation and attendance at educational meetings. The following procedures must be used to request reimbursement for approved expenses incurred while attending conferences, conventions, and other educational meetings:

I. Budgeting

Funding for conferences and travel expenses shall be budgeted through the unit budget by appropriating allocations to various accounts to include expenses for members of the Board of Education, administrative staff, professional staff, classified and non-professional employees.

Adjustments to budgetary allocations for conference and travel expenses may be made when the entire budget is reviewed by the administration and Board.

II. Request Approval

Requests to attend national conferences, conventions, and other educational meetings must be approved in advance of the event. Members of the Board shall receive approval from the Board of Education for attendance at national conferences, seminars or conventions. Other meetings, conferences, seminars, or conventions shall be coordinated by the President of the Board.

III. Reimbursable Expenses

Appropriate expenses for transportation, lodging, meals, registration, and other miscellaneous costs shall be reimbursed to representatives of the District who have received authorization to attend conferences, conventions, and other educational meetings.

IV. Transportation

Reimbursement shall be made for appropriate cost of transportation incurred while representing the District at approved conferences, conventions, and other educational meetings. Air, rail and bus reservations should be made as soon as attendance reservations are processed to ensure the best fares.

A. Air

1. Attempts should be made to assure that the most appropriate air fare available is obtained.
2. Flight insurance is not a reimbursable item.
3. Flight tickets may be purchased directly by the District representative by purchase order, or by receiving advancement for all expenses by purchase order.
4. The passenger copy of the airline ticket shall be attached to the Expense/Advance Statement.

B. Rail

1. Attempts should be made to assure that the most appropriate rail fare available is obtained.
2. Receipts are required and shall be attached to the Expense/Advance Statement.
3. The District shall reimburse rail expenses (including meals) in an amount up to the most appropriate airfare available at the time reservations are made.

C. Bus

1. Attempts should be made to assure that the most appropriate bus fare available is obtained.
2. Receipts are required and shall be attached to the Expense/Advance Statement.
3. The District shall reimburse bus expenses (including meals) in an amount up to the most appropriate airfare available at the time reservations are made.

D. Taxis and Airline Limousines

1. Appropriate charges for taxis and airline limousines, including gratuities at a maximum rate of 15% of the charge, are reimbursable.
2. Receipts are not required for reasonable amounts. Excessive and extensive costs shall require an explanation justifying the destination(s) and purpose(s) which shall be noted on the Expense/Advance Statement.

E. Automobile

1. Use of District owned vehicles:

   a. Representatives of the District should consider using District owned vehicles for transportation when appropriate.
   b. If District supply of gasoline is used to operate District owned vehicles, the purpose for using the gasoline should be indicated on the internal account charge slip completed when receiving the gasoline.
   c. If gasoline is purchased from private vendors to operate District owned vehicles, receipts should be attached to the expense statement.
   d. Charges for emergency repairs and tow service when operating a District owned vehicle should be paid by credit card or cash. Receipts for these repairs should be attached to a memo of explanation and returned to the Business Office for reimbursement from a designated account other than travel reimbursement.
   e. If an accident should occur while using a District vehicle, a full report of the details should be submitted to the Business Office as soon as possible.

2. Use of privately owned vehicles:

   a. If a private automobile is used, a mileage allowance equal to the previous year's rate established by the Internal Revenue Service shall be reimbursed.
   b. The reimbursable mileage shall not exceed the lesser of two distances:
      (1) Place of employment to destination and return.
      (2) Residence to destination and return.
   c. Reimbursable mileage should be recorded on either the Mileage & Miscellaneous Expense Reimbursement Claim or on the Expense/Advance Statement.
      (1) If out of District mileage is the only reimbursable expense claimed, a log of the reimbursable mileage should be recorded on the Mileage & Miscellaneous Expense Reimbursement Claim. Reimbursement requests for mileage only may be made monthly, quarterly, or at the end of each semester.
      (2) If lodging, meals, or other reimbursable expenses are claimed in addition to out of District mileage expenses, the total mileage reimbursement claim should be made on the Expense/Advance Statement and the individual log of the mileage should also be recorded on Mileage & Miscellaneous Expense Reimbursement Claim. Reimbursement requests of this type should be made within one month after the event.

d. Charges for repairs and tow services are not reimbursable.
e. If an accident should occur while using a personal automobile for District business, the expenses not covered by the representative's personal insurance should be attached to a memo of explanation and returned to the Business Office for consideration of reimbursement from a designated account other than travel reimbursement.
f. In any situations where a privately owned vehicle is used where travel time requires overnight accommodations beyond that which would have occurred had air transportation been used, reimbursement shall be made for the lesser of:
   (1) Mileage allowance plus meal and lodging expenses while traveling.
   (2) The most appropriate airfare available at the time reservations are made.

3. Use of rental vehicles:

   a. Representatives of the District should not normally rent vehicles. Exceptions require documentation and approval for reimbursement.
   b. Attempts should be made to obtain the most reasonable costs when renting vehicles.
   c. The collision damage waiver insurance is not reimbursable. If an accident should occur resulting from business usage of a rented vehicle, the expenses not covered by the representative's personal insurance should be attached to a memo of explanation and returned to the Business Office for consideration of reimbursement from a designated account other than travel reimbursement.
   d. Receipts for the vehicle rental should be attached to Expense/Advance Statement.

4. Other considerations regarding usage of District-owned vehicles, privately owned vehicles, and rental vehicles:

   a. When a number of District representatives are traveling to the same destination at the same time, it is their responsibility to arrange to travel together when practical and appropriate.
   b. Personal mileage accumulated in route is not reimbursable:
      (1) If District vehicle is used, an appropriate amount of gasoline equated to number of personal miles traveled should be replaced at the expense of the District representative.
      (2) If privately owned vehicle is used, the number of miles traveled for personal usage should be deducted before submitting the reimbursable mileage.
      (3) If rental vehicle is used, the number of miles traveled for personal usage should be deducted from the charges submitted for reimbursement.
   c. Parking and toll fees are reimbursable and should be included on Expense/Advance Statement.
   d. Expenses for parking tickets and/or traffic tickets are not reimbursable.

F. Meals

Reimbursement shall be made for the cost of reasonable meals incurred while representing the District at approved conferences, conventions, and other educational meetings.

1. Receipts are recommended, but not required, provided that the reimbursable cost of the meals, including sales taxes and gratuities, do not exceed the following guidelines:

   a. Maximum of $6.00 for breakfast
   b. Maximum of $8.00 for lunch
   c. Maximum of $16.00 for dinner

2. When claims for meal expenses are greater than the recommended guidelines, receipts are required. Reasonable and justified variances from the guidelines shall be considered for approval and reimbursement.
3. Reimbursement shall not be made for the cost of alcoholic beverages.
4. When meal costs are included in registration or banquet fees, receipts are required.
5. If meals are included in the cost of transportation or conference registration, additional expenses shall not be submitted for meals purchased for the same time period.
6. If a District representative claims reimbursement for meals for other people, receipts shall be required with a notation of the name of the individual(s) and the reason for paying the cost of the meal(s).
7. The cost of meals, sales taxes, and gratuities shall be included as one amount on the Expense/Advance Statement.

G. Lodging

Reimbursement shall be made for costs of reasonable lodging incurred while representing the District at approved conferences, conventions, and other educational meetings.

1. The choice of lodging shall be based upon cost, with consideration given to accessibility in conducting District business. District representatives should choose hotel or motel rooms which charge a reasonable rate for the community.
2. District representatives of the same sex are encouraged to share lodging accommodations.
3. Expenses for lodging at homes of relatives or friends are not reimbursable.
4. If family members or friends are sharing the room, the maximum reimbursement is limited to the rate for a single room, which should be noted by the cashier on the lodging receipt.
5. If lodging expenses are included in the cost of registration, this should be noted on the Expense/Advance Statement.
6. Receipts for lodging expenses, including sales taxes, should be attached to Expense/Advance Statement.

H. Registration Fees

Reimbursement shall be made for cost of registration fees while representing the District at approved conferences, conventions, and other educational meetings.

1. Registration fees may be paid directly by the employee, by purchase order, or by receiving advancement for all expenses by purchase order.
2. Registration fees for family members or friends are not reimbursable.
3. Expenses for special sightseeing tours and other social activities associated with the conference are not reimbursable.
4. If registration fees include charges for meals, lodging, and other expenses, a specific breakdown of the subtotaled costs should be included on the Expense/Advance Statement.
5. Receipts for registration fees shall be attached to the Expense/Advance Statement.

I. Miscellaneous Expenses

Reimbursement shall be made for approved miscellaneous expenses while representing the District at approved conferences, conventions, and other educational meetings.

1. Miscellaneous expenses may include telephone calls, gratuities not included for food service, and other approved costs incurred while traveling as a representative of the District.
2. Payments made for materials available for sale at conferences should be charged to petty cash or by processing a separate purchase order to pay for these supplies. These charges shall not be included on the Expense/Advance Statement.
3. A description of the miscellaneous expenses should be provided on the Expense/Advance Statement. Receipts are required for excessive amounts of miscellaneous expenses.

V. Advancement of Funds

Advancement of funds to District representatives for attendance at approved conferences, conventions, and other educational meetings may be arranged through the Business Office.

A. Estimated advances for travel expenses may be obtained by processing a purchase order made payable to the District representative, along with appropriate information related to name of conference, date of conference, and account number to be charged. A Breakdown of estimated expenses (registration, lodging, meals, and transportation) must be included on the purchase order. Advances should be requested at least fifteen (15) days before funds are expected to be used. Advance checks shall be issued five working days prior to departure.
B. Advances shall be noted on the Expense/Advance Statement, along with an itemization of all expenses submitted for reimbursement. The amount due the District representative shall be reduced by the amount of advancement received at a prior date. A check shall be issued for the net amount due. If the advance exceeds the approved expenses, a check payable to School District of Elmbrook shall accompany Expense/Advance Statement.
C. When advancement of funds are received, Expense/Advance Statement should be submitted no later than one month following the scheduled travel.
D. Request for advances must be approved by the Board President. Request for advances of the Board President and Treasurer must be approved by the Clerk of the Board of Education.

VI. Reimbursement Approval

Reimbursement for expenses incurred while representing the District at approved conferences, conventions, and other educational meetings shall be made in a timely manner after Expense/Advance Statement and/or Mileage & Miscellaneous Expense Reimbursement Claim are completed, approved, and sent to the Business Office.

A. The Expense/Advance Statement should be submitted no later than one month following the scheduled travel. The Mileage & Miscellaneous Expense Reimbursement Claim may be submitted monthly, quarterly, or at the end of each semester.
B. All information related to the dates and location of the event and account number to be charged must be completed.
C. All reimbursable expenses shall be documented.
D. Supporting receipts, when necessary, must accompany the Expense/Advance Statement.

E. The amount due the District representative must be accurately computed.
F. If an advancement of funds has been issued that exceeds the approved expenses, a check payable to School District of Elmbrook shall accompany the Expense/Advance Statement.
G. Signature of the District representative being reimbursed certifies the truth and accuracy of the expenses claimed.

VII. Signature of approval must be included before payment will be processed for District representatives claiming expense reimbursement. Staff members who have authority to approve expense reimbursement claims include:

1. President and Treasurer of the Board of Education	Approves expenses of Superintendent and other members of the Board of Education
2. Board of Education	Approves expenses of President and Treasurer of Board of Education.

A. Upon completion and approval of the Expense/Advance Statement, payment shall be processed by the Business Office, and a check shall be issued to the District representative completing expense statement.
B. A copy of the Mileage & Miscellaneous Expense Reimbursement Claim and Expense/Advancement Statement are included in this practice statement.

VIII. Exceptions

No expenses may be reimbursed when an employee is receiving remuneration from another source for participation or attendance at an educational meeting. Honorariums received by District representatives must be submitted to the School District of Elmbrook unless the representative has requested vacation for the day(s) of participation.

ELMBROOK SCHOOLS
School District of Elmbrook

EXPENSE/ADVANCE STATEMENT

Employee's Name _____ School _____

Title of Conf./Conv.
or Nature of Activity _____

X				
Please Complete	Conference	Convention	Mileage	Others

Place of Activity _____

Dates of Activity _____

Names of Employees Covered by Expense Statement Claim, if more than one person: _____

LODGING (attach receipts) _____

MEALS

Dates	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Breakfast								$
Lunch								$
Dinner								$

TRANSPORTATION

Number of Miles _____ x $ 0.550 per mile $

Airline, Bus, Train or Other (specify and attach receipts)

_____ _____

MISCELLANEOUS **(list receipts below, if more than two, please list on reverse side of form)**

_____ _____

_____ _____

TOTAL EXPENSES $

If advance received, list amount of advance: _____ PO # _____

If expenses exceeded advance, balance due from District $

If advance received was more than expenses, amount due District. This amount accompanies Expense Statement when being returned to business office. $

I certify that this is a true statement of the expenses incurred.

Date _____ Signature _____

(Check will be made payable to this person)

Approved by: _____ Acct. Code: _____

(Must have signature of approval to be processed)

ELMBROOK SCHOOLS
School District of Elmbrook

Mileage & Miscellaneous Expense Reimbursement Claim
With and Without Students

Employee's Name _____ Month of Job _____ 20 _____

School _____ Class _____

Substitute For (Teachers Name) _____

				Without Students			With Students		
				$0.550	Per Mile		$0.650	Per Mile	
Date	From	To	Purpose	Miles Traveled	Net Mileage Expense	Misc Expense *(All receipts must be attached)*	Miles Traveled	Net Mileage Expense	Misc Expense *(All receipts must be attached)*
TOTAL MILEAGE AND MISCELLANEOUS EXPENSES									
			TOTAL						

Acct # _____ $ _____-

Acct # _____ $ _____-

Acct # _____ $ _____-

Acct # _____ $ _____-

I have filed the appropriate practice statement 3541.32 Request for Motor Vehicle Usage to Transport Student with my school/department office.	

I certify that this is a true statement of mileage and miscellaneous expenses incurred.

_____ Signature _____ Date _____ Authorizing Signature _____ Date

ELMBROOK SCHOOLS
School District of Elmbrook

To: Board of Education
Fr: Matt Gibson and Eileen Depka
Re: **November 10, 2010 Agenda Item 4.C. Class Rank Process Update**

Presentation – Discussion item.

Background and Context – The question of the elimination of high school class rank as researched and majority recommended by an ad hoc study team last year, and as recently reviewed by the Assessment and Continuous Improvement Committee along with updated school profiles for each high school, was discussed by the Board of Education at the last regular meeting on October 27 for the purpose of providing direction.

Possible directions discussed, to be scheduled in a discussion/action sequence of the Board were:

- To accept the majority recommendation of the study team and approve the elimination of class rank (with a phase in and communication plan to be determined),
- To not accept the recommendation of the study team, or
- To accept the recommendation with a condition(s) such concurrently adding a replacement provision (with a study process to be determined)

While there appeared to be some level of support for each of these directions from individual board members, there was consensus to schedule a discussion/action sequence of the Board on the question before proceeding further with information gathering or study teams. Background materials from prior processing, to include the two power point presentations from the board work session on this topic last spring, have been provided to all board members.

Given that not all board members and assistant superintendents will be present on November 24 this discussion/action sequence is proposed for December 8 (discussion) and January 12 (action). Further steps, which would vary with each of the three directions considered, would be proposed following the January 12 action.

Recommended Board Motion – None.

MG/EP/November 5, 2009

ELMBROOK SCHOOLS
School District of Elmbrook

To: Board of Education
Fr: Matt Gibson
Re: **November 10, 2009 Agenda Item 4G – November 24, 2009 Agenda Items and Process**

Action Items:
- Deputy Clerks and Timeline for 2010 Board Election Process
- Board Policy: Second Reading

Discussion Items:
- Five-Year Financial Projections
- Grade Weighting Clarification
- Next Steps in 2009-2010 Board goals from November 16 Work Session
- December 8, 2009 Agenda Items and Processes

Attachments:
November & December Board, Committee and Other Meeting Event Reminders

November, 2009

**All meeting locations at Central Administrative Offices (CAO) unless indicated

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	**2**	**3** • **9:15 am**: Parent Network	**4**	**5** • **3:30 pm**: Assessment & Continuous Improvement Committee	**6** • **10:00 am**: Personnel Committee	**7**
8	**9**	**10** • **6:00 pm**: Board Meeting	**11** • **9:00 am**: Communications Committee • **4:30 pm**: Teacher Negotiations	**12**	**13**	**14**
15	**16** • **4:30 pm**: Board Work Session • **6:30 pm**: Finance & Operations Committee	**17** • **4:30 pm**: Teacher Negotiations	**18** • **4:30 pm**: Curriculum Planning Committee	**19**	**20**	**21**
22	**23**	**24** • **6:00 pm**: Board Meeting	**25**	**26** Thanksgiving	**27** Break	**28**
29	**30**					

ELMBROOK SCHOOLS
School District of Elmbrook

December, 2009

**All meeting locations at Central Administrative Offices (CAO) unless indicated

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 • **7:15 am**: Technology Steering Team • **9:00 am**: Special Education Parent Advisory Board • **9:15 am**: Parent Network	**2** • **9:00 am**: Communications Committee • **5:30 pm**: Policy & Legislative Committee	**3**	**4**	**5**
6	**7** **4:00 pm**: Finance & Operations Committee	**8** • **6:00 pm**: Board Meeting	**9** • **4:30 pm**: Teacher Negotiations	**10** • **3:30 pm**: Assessment & Continuous Improvement Committee • **7:00 pm**: Tentative Prospective Board Candidate Informational Meeting	**11** **9:00 am**: Tentative Prospective Board Candidate Informational Meeting	**12**
13	**14**	**15**	**16** • **4:30 pm**: Teacher Negotiations	**17**	**18**	**19**
20	**21**	**22**	**23**	**24** • Winter Recess – Central Offices Closed	**25** • Winter Recess – Central Offices Closed	**26**
27			**30** • Winter Recess - Central Offices Closed	**31** • Winter Recess - Central Offices Closed	**January 1** • Winter Recess - • Central Offices Closed	

ELMBROOK SCHOOLS
School District of Elmbrook