

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, January 11, 2017**

**6:00 p.m.**

**District Board and Training Center**

**340 Fair Street (Door 36)**

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

- I. Roll Call: Mason Braunschweig      Melissa Hammann      Sandra Spanton Nelson  
                 Eric Busse                              Jane Oberdorf              HS Board Rep Emmeline Roth  
                 John Rasmussen                              Keith Hennig              HS Board Rep Ava Parker
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Evansville High School AP District Honor Roll Recipient
  - Wisconsin Association of School Board Convention (WASB) – January 17-20, 2017
  - Open Enrollment – February 6 – April 28, 2017
  - Crossing Guard Week - January 16 – January 20, 2017
- IV. Public Presentations.
- V. Information & Discussion:
- A. High School Student Board Representatives Report.
  - B. New High School Course Proposal – Treble/Mixed Choir.
  - C. School Board Election Update.
  - D. Certified Staff Compensation Committee Recommendation.
  - E. Hard to Fill Positions.
  - F. Wisconsin Association of School Boards Convention Resolutions.
  - G. Architectural Firms.
  - H. Sponsorship.
  - I. First Reading of Policies:
    - 1. #342-Programs for Students With Disabilities.
    - 2. #342.1-Local Agency Special Education Program.
    - 3. #342.11-IDEA (Individuals With Disabilities Education Act) Team Process Summary.
  - J. Second Reading of Policies:
    - 1. #343.3 Rule – Online Learning/Virtual School Program-Administrative Rule.
- VI. Public Presentations.
- VII. Business (Action Items):
- A. Approval of Staff Changes: Resignation of Teacher and Hiring of Food Service Worker.
  - B. Approval of New High School Course Proposal – Treble/Mixed Choir.
  - C. Approval of Certified Staff Compensation Committee Recommendation.
  - D. Approval of Architectural Firm.

- VIII. Consent (Action Items):
  - A. Approval of Policies:
    - 1. #330 – Curriculum Development.
    - 2. #330 Exhibit – Organization Chart.
    - 3. #331 – Curriculum Documents.
    - 4. #331.1 – K-12 Criteria for Curriculum Development.
    - 5. #333 – Student Privacy.
    - 6. #333.1 (333.2) – Student Surveys.
    - 7. #334 – Curriculum/Instructional Program Evaluation.
  - B. Approval of December 14, 2016, Regular Meeting Minutes.
  - C. Approval of December Bills.
  
- IX. Future Agenda – January 25, 2017, Regular Meeting Agenda.
  
- X. Adjourn.

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

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

Posted: 1/4/17

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

Wednesday, January 11, 2017

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

- |               |                    |                 |                            |
|---------------|--------------------|-----------------|----------------------------|
| I. Roll Call: | Mason Braunschweig | Melissa Hammann | Sandra Spanton Nelson      |
|               | Eric Busse         | Jane Oberdorf   | HS Board Rep Emmeline Roth |
|               | John Rasmussen     | Keith Hennig    | HS Board Rep Ava Parker    |

II. Approve Agenda.

Suggested Motion: I move we approve the agenda as presented.

III. Public Announcements/Recognition/Upcoming Events:

- Evansville High School AP District Honor Roll Recipient
- Wisconsin Association of School Board Convention (WASB) – January 17-20, 2017
- Open Enrollment – February 6 – April 28, 2017
- Crossing Guard Week - January 16 – January 20, 2017

IV. Public Presentations.

V. Information & Discussion:

- High School Student Board Representatives Report - HS Reps Ms. Roth and Ms. Parker will give a report.
- New High School Course Proposal – Treble/Mixed Choir – Enclosed is information on this proposal. Board action on this item will take place later in this meeting.
- School Board Election Update – Enclosed is an alphabetical listing of the three candidates for school board member seats. Drawing of the official ballot order will take place on Monday, January 9 at 4:00 pm in the District Office and candidates are welcome to attend.
- Certified Staff Compensation Committee Recommendation – Enclosed are the minutes of the Certified Staff Compensation Committee's last meeting, December 19, and the recommendation to the Board. Board action on this item will take place later in this meeting.
- Hard to Fill Positions – Enclosed is a document that the Policy Committee has put together. Discussion to take place on this subject.

- F. Wisconsin Association of School Boards Convention Resolutions – *Enclosed are the resolutions. Please give your input to Delegate, Mr. Busse, prior to the convention, as he will present at the January convention.*
- G. Architectural Firms – *Enclosed is information after District Administrator Mr. Roth, Business Manager Mr. Swanson, and Director of Buildings & Grounds Mr. Shulta, held second interviews with Bray Architects and Epstein Uhen Architects (EUA). Board action on this item will take place later in the meeting. Once the architect is approved, Mr. Roth, Mr. Swanson, and Mr. Shulta will negotiate the contract agreement and this agreement will come back to the Board for approval at the 1/25/17 meeting.*
- H. Sponsorship – *At the request of Board Member Ms. Hammann, she would like discussion on this agenda item. Mr. Roth had sent out approximately 180 letters to businesses on September 23, 2016. Two businesses called and inquired about the Sponsorship. To date, we have not heard from the two businesses nor any other business.*
- I. First Reading of Policies - *Enclosed are the minutes of December 13 and the following policies:*
  - 1. #342-Programs for Students With Disabilities.
  - 2. #342.1-Local Agency Special Education Program.
  - 3. #342.11-IDEA (Individuals With Disabilities Education Act) Team Process Summary.
- J. Second Reading of Policies:
  - 1. #343.3 Rule – Online Learning/Virtual School Program-Administrative Rule.

## **VI. Public Presentations.**

## **VII. Business (Action Items):**

- A. Approval of Staff Changes: Resignation of Teacher and Hiring of Food Service Worker –
  - 1. *Please accept the resignation of High School Teacher Robert DeMeuse, effective January 20, 2017.*

**Suggested Motion: I move we accept the resignation of High School Social Studies Teacher, Robert DeMeuse, effective January 20, 2017.**

- 2. *Hiring of Lindi Zettle, as a Cook 1 at Grove Campus. Lindi is a member of the Community looking to pick up part-time work within the District. While she does not have formal experience in Food Service, she is excited about learning a new job and getting the opportunity to work with children. She has previous experience working with children through summer reading programs as well as her position as a 4-H Leader working with children of all ages. Lindi will be paid \$12.50/hour.*

**Suggested Motion: I move we hire Lindi Zettle, Cook 1, at a rate of \$12.50/hour.**

B. Approval of New High School Course Proposal – Treble/Mixed Choir –

**Suggested Motion: I move we approve the new high school course proposal of Treble/Mixed Choir.**

C. Approval of Certified Staff Compensation Committee Recommendation –

**Suggested Motion: I move we approve the Certified Staff Compensation Model and costing as presented by the Compensation Committee.**

D. Approval of Architectural Firm –

**Suggested Motion: I move we approve Bray Architects, as the architectural firm to complete a facilities study and work with the District on a possible 2018 referendum.**

**VIII. Consent (Action Items): Do you want to remove any items?**

A. Approval of Policies:

1. #330 – Curriculum Development.
2. #330 Exhibit – Organization Chart.
3. #331 – Curriculum Documents.
4. #331.1 – K-12 Criteria for Curriculum Development.
5. #333 – Student Privacy.
6. #333.1 (333.2) – Student Surveys.
7. #334 – Curriculum/Instructional Program Evaluation.

B. Approval of December 14, 2016, Regular Meeting Minutes.

C. Approval of December Bills.

**Suggested Motion: I move we approve the consent agenda items: policies, #330-Curriculum Development, #330 Exhibit-Organization Chart, #331-Curriculum Documents, #331.1-K-12 Criteria for Curriculum Development, #333-Student Privacy, #333.1(333.2)-Student Surveys, and #334-Curriculum/Instructional Program Evaluation; December 14, 2016, Regular Meeting Minutes; and the December bills, as presented.**

**Roll Call Vote –**

**IX. Future Agenda – January 25, 2017, Regular Meeting Agenda – *Enclosed is the agenda.***

**X. Adjourn.**

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

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

*A Proclamation*

*Whereas* Wisconsin's adult school crossing guards provide an invaluable service in helping to ensure the safe passage of our youngest, most vulnerable pedestrians, children walking between home and school; and

*Whereas* adult school crossing guards typically serve with a dedication that discounts the rigors of harsh weather, split shifts, and heavy traffic; and

*Whereas* for more than five decades, adult school crossing guards have served communities across Wisconsin; and that service has helped to drive down the rates of young pedestrian deaths and injuries, despite increases in traffic volume; and

*Whereas* adult school crossing guards add to the effectiveness of the student safety patrol members with whom they often serve and whose activity they help direct; and

*Whereas* adult school crossing guards help reinforce in the minds of the young people they assist the importance of traffic-hazard identification and safe street-crossing behavior;

*Therefore, be it resolved that*

January 16-20, 2017, be declared Adult School Crossing Guard Recognition Week in the State of Wisconsin.

**ADULT SCHOOL CROSSING GUARD RECOGNITION WEEK**



*Tony Gu*  
\_\_\_\_\_  
State Superintendent of Public Instruction



Date: December 12, 2016

Department Chairperson/Building Coordinator: **Keri Krebsbach**

Department: **Choir/Music**

Building: **Evansville High School**

Proposed Course Title: **Treble/Mixed Choir**

Grade Level: **10<sup>th</sup>-12<sup>th</sup>**

Course Length: **1 Semester (A/B)**

Credits: **1 credit**

Requirement/Elective: **Elective**

Meeting Frequency: **Alternating Day (A/B)**

Anticipated Enrollment: **20-30 students**

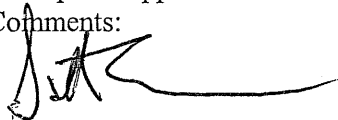
Prerequisites: **1 yr. Chamber Choir; Audition**

## APPROVAL

Principal's Approval:

Date:

Comments:



12/20/16

Review & Discuss Within the Building Between Departments

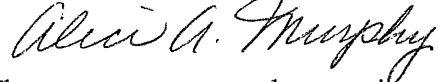
Date: 12/20/16

Comments:

*It was supported by the K-12 team.*

Director of Instruction/District Administrator's Approval:

Date: December 20, 2016



The new course proposal was reviewed and approved by the Administrative Team. With the proposed daily schedule change in 2017/18, Treble/Mixed Choir will be a great addition to the High School Music course options.

Board of Education Approval:

Date:

Comments:

## I. COURSE INFORMATION

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

By adding this extra choir to the Choir curricula it will allow for more differentiation in the classroom. We currently have 9<sup>th</sup>-12<sup>th</sup> grade students in the same choir which makes it difficult to challenge learners appropriately. The new choir will bridge the gap between the entry level choir and the advanced choir which in turn will make for stronger musicians. This will alleviate class sizes, especially in Chamber Choir which currently holds 73 students. This class size makes it difficult to access technology for student learning and to have more differentiation in the way we teach content and the way students learn.

- B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

(1 Credit: 4 Terms A/B Block) This an intermediate choir composed primarily of 10<sup>th</sup> and 11<sup>th</sup> grade treble range alto/soprano singers (typically females) with the possibility of converting to a Mixed Choir if there is enough tenor/bass (typically male) interest. This choir is for students who have demonstrated the musicianship needed to perform more advanced choral literature. Emphasis will be placed on intermediate singing techniques, and intermediate music theory and history. Literature performed may include madrigals, vocal jazz, popular, and traditional choral vocal repertoire.

- B. Course Outline: *(Attach course outline which includes the major topics and concepts.)*

- Music theory
- Sight singing/reading
- The study and performance of choral literature (this will match the level of students' music theory and sight reading abilities)
- The study of the music in its relation to culture and history

- D. Materials & Resources: *(Include text, computer/technology tools, and supplementary information.)*

- Choral Repertoire
- Sight at First Sight text book

- E. Instructional Methods: *(Check applicable ones and explain wherever necessary.)*  
Which of these are used: Check with "X"

X Lectures	X Demonstrations	X Field Trips
X Discussions	<input type="checkbox"/> Term Papers	X Check Quizzes
<input type="checkbox"/> Special Reports	<input type="checkbox"/> Extra Reading	<input type="checkbox"/> Individual Study Contracts
<input type="checkbox"/> Laboratory (Hands-On)	X AV Materials	<input type="checkbox"/> Other



F. Student Assessment Procedures:

- Students are assessed using rubrics for sight singing and singing exams
- Students are assessed on a music theory exam based on grade level appropriate material listed in the National Music Standards

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented. Cite funding sources for first and subsequent years.)

- There may be additional costs for purchasing choral music and sight reading books, approximately \$540.00

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many		Approx. Cost	Total Cost
Professional	_____		\$ _____	\$ <u> 0 </u>
Non-Professional (Assistants, etc.)	_____		\$ _____	\$ <u> 0 </u>

Added Materials

Textbooks	30	@	\$8.00	\$240
Supplies (music)	150	@	\$2.00	\$300

Added Equipment Needed:

NONE

List/Cost:	@	\$ _____	=	\$ <u> 0 </u>
_____	@	\$ _____	=	\$ <u> 0 </u>
_____	@	\$ _____	=	\$ <u> 0 </u>

Added Curriculum/Course Development Cost: (ex. Summer Curriculum Time)

**The music department K-12 will be re-writing the curriculum this summer**

Hours of time needed @ \$20/hour/teacher = \$  N/A

I. Explain how this new course will correlate with Wisconsin State Academic Standards, Common Core State Standards, Next Generation Science Standards and/or district remediation/acceleration plans.

- Should correlate with our literacy goals, students will continue to improve their Music literacy skills at an intermediate level

J. Provide a timeline for the completion of core and individual curriculum maps for this course. Who will complete the curriculum maps?

- Keri Krebsbach will complete the curriculum map by the end of 3<sup>rd</sup> term, 2017. The music department as a whole is re-writing their curriculum this summer as well.

## II. OTHER PERTINENT INFORMATION

A. This course will be: (*please check one*)

- an addition to the department's offering  
 a replacement for

B. This course will require (*please check the appropriate spaces*):

- The use of a text previously adopted and currently in use.

C. This course will require (*please check appropriate spaces*)

- specialized student grouping or sectioning (students will be grouped according to the appropriate music level)

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

- No additional planning time will be needed.

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

- It does not conflict content wise with other courses in the department. It will enhance student learning and allow for more differentiation for students that are more advanced than the entry level choir student. It will not change the availability of other courses in the department so long as it is not scheduled against other music course offerings.

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

- The AB block schedule does allow for more flexibility with class scheduling so we are hoping that this will not cause conflicts with other departments.

G. What course(s) would be deleted if this curriculum change is adopted?

- No courses will be deleted if this curriculum change is adopted, it will only enhance the music program offerings.

H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)

- Mrs. Schmidman, the HS Band Director, and our team has had conversations about the adding of the extra choir. We are both in agreement that this will benefit student learning greatly and would allow for more differentiation in the classroom.

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (*duplication, deletion, reinforcement, etc.*)

- It will reinforce skills and continue to teach new musicianship skills needed at the HS level.

J. If approved, this course will begin: Fall of 2017-2018

# EVANSVILLE COMMUNITY SCHOOL DISTRICT

**Tuesday, April 4, 2017, ELECTION**

## **SCHOOL BOARD MEMBER CANDIDATES**

**Three open seats for three year terms**

Alphabetical Order

Melissa M. Hammann 250 Eager Court Evansville, WI 53536 608/882-9993 hammannm@evansville.k12.wi.us
John Rasmussen 576 Garfield Avenue Evansville, WI 53536 608/882-6525 jarasmussen1@charter.net
Thomas Titus 520 East Main Street, Apt. A Evansville, WI 53536 608/490-1705 tthadt@yahoo.com

Voters will vote for three.

Any questions, feel free to contact Kelly Mosher, 608/882-3387. Elect.doc

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
CERTIFIED STAFF COMPENSATION COMMITTEE MINUTES

The Certified Staff Compensation Committee meeting was held on Monday, December 19, 2016, at 5:41 pm in the District Board and Training Center.

Committee Members:

Mason Braunschweig	Melissa Hammann	Dave Kopf	Christina Ross
Eric Busse	Katie Horgen	Rob Kostroun	Jerry Roth
Julie Creek-Hessler	Chrissy Humberg	Kyle McDonald	Mark Schwartz
Rich Fanning	Kim Katzenmeyer	JoAnn Mumm	Elizabeth Stalder
		Dee Jay Redders	Steve Swanson

Absent: Julie Creek-Hessler, Christina Ross, JoAnn Mumm, and Elizabeth Stalder.

**Review Compensation Model**

- Ms. Katzenmeyer commented the model includes CPI increase to all teaching staff, new staff included.
- Mr. Swanson presented the final compensation model.
- Mr. Swanson commented that this model is a model we can carry forward and is down to 22 steps.
- Model was discussed.
- Mr. Roth, Ms. Katzenmeyer and Mr. Redders will have to figure out a communication plan if this model is agreed upon. Katzenmeyer suggested that the whole committee be involved in the communication.
- Mr. Roth recommended that if we to take this to the Board then this committee get together and discuss talking points.
- Ms. Hammann presented her concerns about this model. She prefers to see more equivalent distributions.
- Ms. Hammann does not support this model.
- Mr. Roth said he appreciates Mr. Swanson and Ms. Katzenmeyer's work on this model. He also appreciates that this group understands the limits.
- Ms. Katzenmeyer told group to get questions out now. Ms. Humberg questioned if we do not have the money to move or migrate the people on, will they just get the same amount of money? Mr. Braunschweig said the bottom line is that everyone is in the model.
- More discussion was held on migration.
- Mr. Roth asked can we make a recommendation tonight?
- Mr. Swanson asked for a vote on model as presented and costing sheet.
- Mr. Kostroun added, with this model moving forward there are not automatic movements and that this model is only when money is available. Years when there is not money available, you will not be going backwards.
- Mr. Roth wants the understanding that this is a compensation committee not a negotiation committee.

Kostroun – yes

Busse – yes

Roth – yes

Braunschweig - yes

Humberg - yes

McDonald – yes  
Schwartz - yes  
Kopf - yes  
Horgen – yes  
Fanning - yes  
Swanson – yes  
Katzenmeyer – yes  
Redders – yes  
Hamman – No

Mr. Roth clarified this moves forward as a recommendation to the Board.

Mr. Redders asked moving forward are we going to deal with a contingency for hard to fill for all employee groups? Mr. Roth said that he does not think it is fair for this group to make that decision. He said that other employee groups should have a say in that too.

**Development of Recommendation to the Board**

Mr. Swanson will put this recommendation into a written document to present to the Board.

**Set Next Agenda**

To be determined.

**Set Next Meeting Date**

To be determined.

**Approve Minutes**

Minutes were reviewed. Motion by Ms. Katzenmeyer to approve the minutes, seconded by Mr. Roth. Approved 13/0.

**Approved to Adjourn**

Motion by Mr. Busse to adjourn the meeting, seconded by Mr. Roth. Approved 13/0. Meeting adjourned at 6:58.

Submitted by Note Taker, Mindy Larson

# Evansville Community School District

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## MEMORANDUM

To: Evansville Board of Education  
From: Steve Swanson, Business Manager *SSW*  
Re: Certified Staff Compensation Committee Recommendation  
Date: January 11, 2017

Attached, please find the final Certified Staff Compensation Model which was approved on December 19, 2016, by the Certified Staff Compensation Committee in a 13-1 vote. I have been tasked with bringing this model before you as recommended by the Committee.

While not perfect, this model does address several issues that the Committee worked very hard on during (five) separate meetings using multiple models and scenarios to achieve the following goals:

1. Create a model that is fair and equitable.
2. When moving from BA to MA – a step that provides not less than a \$1,500 increase.
3. Cell advancement based only on availability of money and satisfactory performance.
4. Assure that staff does not go backwards on the model when there is not money available.
5. Attract and retain teachers.
6. Reduce the number of “steps” in order to distribute more dollars to the lower end of the compensation model.
7. Complete the “migration” of teachers onto a model that was started with the 2015-16 Compensation Model.

Also attached, is the costing worksheet that the Committee recommended in order to distribute a 1.5% salary increase from the 2015-16 school year. .12% of the increase was the negotiated CPI, and the remainder was distributed based on the following assumptions:

1. In the 2015-16 Comp Model, in order to get each teacher “migrated” from the old “salary schedule” to the new model, some teachers received a large increase, some a small increase, and others received no increase at all. Those that exceeded the limits of the model were given a “stipend” for the difference.
2. The Committee collaboratively created the new 2016-2017 Compensation Model as recommended to you in order to address not only the above goals, but also, as indicated by the costing worksheet, a plan to get everyone onto the model, and at the same time address the issues from the prior year. Those that did not receive an increase previously will get one. Those that received the small increases, will receive proportionately more, and those that received the larger increases previously, will receive none, or a very small amount.

It is my recommendation therefore, in harmony with the Compensation Committee, that you approve the new Certified Staff Compensation Model.

**EVANSVILLE COMMUNITY SCHOOL DISTRICT  
CERTIFIED STAFF COMPENSATION MODEL**

	BA	MA	
A	\$38,072	\$44,072	A
B	\$39,274	\$45,274	B
C	\$40,548	\$46,548	C
D	\$41,822	\$47,822	D
E	\$43,096	\$49,096	E
F	\$44,370	\$50,370	F
G	\$45,644	\$51,644	G
H	\$46,918	\$52,918	H
I	\$48,192	\$54,192	I
J	\$49,466	\$55,466	J
K	\$50,740	\$56,740	K
L		\$58,014	L
M		\$59,288	M
N		\$60,562	N
O		\$61,836	O
P		\$63,110	P
Q		\$64,384	Q
R		\$65,384	R
S		\$66,384	S
T		\$67,384	T
U		\$68,384	U
V		\$69,134	V
W		\$69,984	W

Evansville Community School District  
Comp Model Costing Worksheet

Name	FTE	2015-16 Salary	2016-17 Salary Base	Cost Increase	Degree	
AESCHLIMAN, NATALIE J (Formerly Loggins)	1.00	38,000.00	38,072.00	72.00	BA	✓
ALME, ANN L	1.00	59,852.00	60,562.18	710.18	MA	✓
ARDISSON, MEGAN	1.00	46,991.00	46,991.00	0.00	BA	✓
ARNOLD, DEBRA K	1.00	69,394.00	69,984.22	590.22	MA	✓
BAXTER, PAIGE E	1.00	38,000.00	38,000.00	0.00	BA	✓
BENSON, BRIAN	1.00	69,394.00	69,984.22	590.22	MA	✓
BETHKE, THOMAS R	1.00	69,394.00	69,984.22	590.22	MA	✓
BISGROVE, TRISTRAM C	0.50	19,000.00	19,036.00	36.00	BA	✓
BJUGSTAD, RENEE M	1.00	69,394.00	69,984.22	590.22	MA	✓
BONOW, MELISSA	1.00	43,176.00	44,370.07	1,194.07	BA	✓
BRUMMOND, NANCY L	1.00	46,191.00	46,263.00	72.00	BA	✓
BUTTCHEN, HEATHER J	1.00	54,532.00	55,466.12	934.12	MA	✓
BUTTCHEN, KENDALL RON	1.00	38,800.00	40,548.03	1,748.03	BA	✓
COBB, DANIEL G	1.00	55,332.00	56,740.14	1,408.14	MA	✓
COLLINS, GINA M	1.00	68,396.00	69,134.22	738.22	MA	✓
CREEK-HESSLER, JULIE	1.00	69,394.00	69,984.22	590.22	MA	✓
CURTIS, BRUCE H	1.00	69,394.00	69,984.22	590.22	MA	✓
CZERWONKA, MIKE R	1.00	59,052.00	60,562.18	1,510.18	MA	✓
DEEGAN, MOLLY D	1.00	38,400.00	39,274.01	874.01	BA	✓
DEMEUSE, ROBERT J	1.00	38,800.00	40,548.03	1,748.03	BA	✓
DEMMIN, DARREN J	1.00	58,652.00	58,724.00	72.00	MA	✓
DEMROW, KATELYN ELIZABETH	1.00	39,200.00	40,548.03	1,348.03	BA	✓
DOYLE-MEIDINGER, TERESA ANN	1.00	61,052.00	61,836.19	784.19	MA	✓
EILER, NICOLE K	1.00	38,400.00	39,274.01	874.01	BA	✓
FANNING, RICHARD G	1.00	69,394.00	69,984.22	590.22	MA	✓
FANTA STROIK, KELLY D	1.00	63,452.00	64,384.22	932.22	MA	✓
FEENEY, STEPHEN	1.00	69,394.00	69,984.22	590.22	MA	✓
FERRELL, LESLIE K	1.00	67,280.00	68,384.22	1,104.22	MA	✓
FETTIG, SHARI L	0.85	35,679.00	35,740.00	61.00	BA	✓
FIRGENS, AMANDA JOLENE	1.00	52,932.00	54,192.11	1,260.11	MA	✓
FORSTER, NICOLE D	1.00	58,652.00	58,724.00	72.00	MA	✓
FRITZ, DEBRA L	1.00	61,052.00	61,836.19	784.19	MA	✓
GALLMAN, DARLENE	1.00	67,280.00	68,384.22	1,104.22	MA	✓
GOMEZ, CARLA	1.00	63,452.00	64,384.22	932.22	MA	✓
GRANSEE, KELLEY A	1.00	69,394.00	69,984.22	590.22	MA	✓
GREVE, NANCY	0.80	50,761.00	51,644.08	883.08	MA	✓
GRIBBLE, AMY L	1.00	67,280.00	68,384.22	1,104.22	MA	✓
GROVESTEN, JO ANN	0.20	9,193.00	9,383.62	190.62	MA	✓
HAMMOND, JOLENE M	1.00	65,166.00	66,384.22	1,218.22	MA	✓
HANKE, PETER C	1.00	67,280.00	68,384.22	1,104.22	MA	✓
HANNIBAL, MEAGHAN K	1.00	67,280.00	68,384.22	1,104.22	MA	✓
HANSEN, MARISSA D	0.50	29,326.00	29,362.00	36.00	MA	✓
HANSON, JOHN J	1.00	69,394.00	69,984.22	590.22	MA	✓
HARSEVOORT, ROBERT E	1.00	69,394.00	69,984.22	590.22	MA	✓
HERBERS, DEBORAH L	1.00	58,652.00	58,724.00	72.00	MA	✓
HOLM, JENNIFER G	1.00	49,936.00	49,936.00	0.00	MA	✓
HOLMES, AMANDA A	1.00	41,976.00	42,048.00	72.00	BA	✓
HORGAN, KATHRYN MICHEL	1.00	59,852.00	60,562.18	710.18	MA	✓
HUMBERG, CHRISTINE M	1.00	53,332.00	54,192.11	860.11	MA	✓
HURDA, DANA R	1.00	54,932.00	55,466.12	534.12	MA	✓
JEREMIASON, BETH M	1.00	46,191.00	46,918.10	727.10	BA	✓
JOHNSON, JENNIFER RAE	1.00	41,976.00	41,976.00	0.00	BA	✓
JOHNSON, KATHERINE M	1.00	52,011.00	52,918.10	907.10	MA	✓
JOHNSON, MINDY O	1.00	69,394.00	69,984.22	590.22	MA	✓
JOHNSON, STEPHANIE L	1.00	61,052.00	61,124.00	72.00	MA	✓
KANGAS, ADRIENNE	1.00	52,932.00	54,192.11	1,260.11	MA	✓
KATZENMEYER, KIMBERLY R	1.00	65,166.00	66,384.22	1,218.22	MA	✓
KEYSER, SONYA	1.00	52,932.00	54,192.11	1,260.11	MA	✓
KNUDSON, LINDA J	1.00	53,332.00	54,192.11	860.11	MA	✓
KOPF, DAVID C	1.00	69,394.00	69,984.22	590.22	MA	✓
KOPF, GRETCHEN L	1.00	65,166.00	66,384.22	1,218.22	MA	✓
KOSTROUN, CHARITY A	1.00	67,280.00	68,384.22	1,104.22	MA	✓
KOSTROUN, ROBERT D	1.00	67,280.00	68,384.22	1,104.22	MA	✓
KREBSBACH, KERI L	1.00	40,376.00	41,822.04	1,446.04	BA	✓
KRUCKENBERG, CATHY	1.00	69,394.00	69,984.22	590.22	MA	✓
KRUPKE, STEVEN H	1.00	69,394.00	69,984.22	590.22	MA	✓
KUHN, NICHOLAS LEONARD	1.00	53,332.00	53,404.00	72.00	MA	✓
KUNDERT, LAURINDA K	1.00	61,052.00	61,836.19	784.19	MA	✓
KVALHEIM, JAMES AARON	1.00	42,776.00	44,370.07	1,594.07	BA	✓
LANGAN, COLIN L	1.00	41,976.00	43,096.06	1,120.06	BA	✓
LEHMAN, ANDREW R	1.00	69,394.00	69,984.22	590.22	MA	✓
LENTH, JOLENE A	1.00	63,452.00	64,384.22	932.22	MA	✓



Evansville Community School District  
Comp Model Costing Worksheet

Name	FTE	2015-16 Salary	2016-17 Salary Base	Cost Increase	Degree	
MARLIN, ALISON M	1.00	38,800.00	40,548.03	1,748.03	BA	✓
MARSHALL, KIMBERLY ANN	1.00	41,976.00	43,096.06	1,120.06	BA	✓
MARTIN, LAURA ERIN	1.00	40,376.00	41,822.04	1,446.04	BA	✓
MARTY JR, RODNEY H	1.00	69,394.00	69,984.22	590.22	phD	✓
MARTY, RACHEL B	1.00	65,166.00	66,384.22	1,218.22	MA	✓
MAVES, JENNIFER N	1.00	59,452.00	60,562.18	1,110.18	MA	(OT) ✓
MAVES, MICHAEL E	1.00	42,376.00	43,096.06	720.06	BA	✓
MCCLELLAN, SANDRA B	1.00	63,452.00	64,384.22	932.22	MA	✓
MCDANIEL, KATIE ELIZABETH	1.00	46,191.00	46,263.00	72.00	BA	✓
MCDONALD, KYLE H	1.00	63,452.00	64,384.22	932.22	MA	✓
MCKENNA, HEATHER B	1.00	52,932.00	54,192.11	1,260.11	MA	✓
MCKITTRICK, TRISTAN H	1.00	52,932.00	53,004.00	72.00	MA	✓
MESSLING, PENNY JO	1.00	69,394.00	69,984.22	590.22	MA	✓
MILLER, DEBORAH L	1.00	69,394.00	69,984.22	590.22	MA	✓
MILLER, KEITH R	1.00	69,394.00	69,984.22	590.22	MA	✓
MILLS, CAROLYN M	1.00	69,394.00	69,984.22	590.22	MA	✓
MOHNS, JENNIFER J	1.00	69,394.00	69,984.22	590.22	MA	✓
MOHRBACHER, JESSICA A	1.00	41,976.00	43,096.06	1,120.06	BA	✓
MUMM, JOANN M	1.00	46,191.00	46,918.10	727.10	BA	✓
NIMZ, PATRICIA	1.00	69,394.00	69,984.22	590.22	MA	✓
OAKESON, JOMARIE	1.00	69,394.00	69,984.22	590.22	MA	✓
OSWALD, BETH A	1.00	67,280.00	68,384.22	1,104.22	MA	✓
OURS, KELLI L	1.00	38,000.00	38,000.00	0.00	BA	✓
PAPENDIECK, SANDRA K	1.00	69,394.00	69,984.22	590.22	MA	✓
PICKERING, DEANNA D	1.00	53,332.00	53,404.00	72.00	MA	✓
PROPER, MEGHANN BROOKE	1.00	48,336.00	49,096.06	760.06	MA	✓
REDDERS, DEJAY R	1.00	58,652.00	58,724.00	72.00	MA	✓
REUTER, KARI L	1.00	41,976.00	43,096.06	1,120.06	BA	✓
RIEL, TONY DAVID	1.00	46,191.00	46,918.10	727.10	BA	✓
ROSS, CHRISTINA S	1.00	58,652.00	58,724.00	72.00	MA	✓
RUNKLE, JENNY	1.00	61,052.00	61,836.19	784.19	MA	✓
SCHIELDT, CORINE LYN	1.00	59,052.00	60,562.18	1,510.18	MA	✓
SCHMICK, TRENT D	1.00	59,852.00	60,562.18	710.18	MA	✓
SCHMIDMAN, AMANDA JAYE	1.00	49,536.00	50,370.07	834.07	MA	✓
SCHMOLDT, TERRIE	1.00	58,652.00	58,724.00	72.00	MA	✓
SCHULLO, CHRISTINE M	1.00	69,394.00	69,984.22	590.22	MA	✓
SCHULTZ, CONSTANCE J	1.00	67,280.00	68,384.22	1,104.22	MA	✓
SCHWAB, SABLE M	1.00	44,000.00	44,072.00	72.00	MA	✓
SCHWARTZ, MARK A	1.00	55,132.00	56,740.14	1,608.14	MA	✓
SCHWENGELS, KARI LYNN	1.00	53,000.00	54,192.11	1,192.11	MA	✓
SCHWENN, DOUGLAS	1.00	53,332.00	53,404.00	72.00	MA	✓
SENDELBACH, KARLA	1.00	65,166.00	66,384.22	1,218.22	MA	✓
SHOTLIFF, BRITTANY N.	1.00	38,000.00	38,072.00	72.00	BA	✓
SIMONSON, MARK T	1.00	44,000.00	44,072.00	72.00	MA	✓
SMITH, MATTHEW J	1.00	41,976.00	42,048.00	72.00	BA	✓
SMITH, RENAE J	1.00	67,280.00	68,384.22	1,104.22	MA	✓
SPERANDEO-WEHNER, KIM DANIELLE	1.00	48,736.00	48,808.00	72.00	MA	✓
STALDER, ELIZABETH S	1.00	39,200.00	44,072.00	4,872.00	MA	✓
STANDISH, LISA	1.00	67,280.00	68,384.22	1,104.22	MA	✓
STANO, MARK A	1.00	55,332.00	56,740.14	1,408.14	MA	✓
STASKAL, MELISSA ANN	1.00	63,452.00	64,384.22	932.22	MA	(PT) ✓
STATTON, KENDRA S	1.00	46,191.00	46,918.10	727.10	BA	✓
STRIEKER, JUDITH A	1.00	54,932.00	55,466.12	534.12	MA	✓
SWARTWOUT, AIMEE J	1.00	44,000.00	44,072.00	72.00	MA	✓
TEIGEN, LORI R	1.00	58,652.00	58,652.00	0.00	MA	✓
TESKE, DANA MARIE	1.00	41,976.00	43,096.06	1,120.06	BA	✓
THOMAS, CHERYL D	1.00	55,332.00	56,740.14	1,408.14	MA	✓
THORNTON, TESS J	1.00	38,000.00	38,000.00	0.00	BA	✓
TWAY, ABBEY C	1.00	43,176.00	44,370.07	1,194.07	BA	(Nurse) ✓
TYSON, COURTNEY RAE	1.00	54,932.00	55,004.00	72.00	MA	✓
<b>TYSON, MARCELA</b>	<b>1.00</b>	<b>48,336.00</b>	<b>63,052.00</b>	<b>14,716.00</b>	<b>MA</b>	✓
VELASQUEZ-KLOPP, MICHELLE M	1.00	52,932.00	54,192.11	1,260.11	MA	✓
VIKEN, PENNY A	1.00	69,394.00	69,984.22	590.22	MA	✓
VOSSEKUIL, GREGORY T	1.00	52,932.00	53,004.00	72.00	MA	✓
WALLISCH, TAMARA M	1.00	43,720.00	44,370.07	650.07	BA	✓
WHITE, SAMANTHA	1.00	49,936.00	49,936.00	0.00	MA	(OT) ✓
WICKERSHAM, KARLA J	1.00	55,332.00	56,740.14	1,408.14	MA	✓
WIEMILLER, ANTHONY J	1.00	52,932.00	54,192.11	1,260.11	MA	✓
WOLLINGER, KIMBERLY A	1.00	69,394.00	69,984.22	590.22	MA	✓
WOPAT, JONATHAN WILLIAM	1.00	48,336.00	49,096.06	760.06	MA	✓
YOERGER, RUTH ANN	1.00	69,394.00	69,984.22	590.22	MA	✓
ZBLEWSKI, CYNTHIA A	1.00	65,166.00	66,384.22	1,218.22	MA	✓

Evansville Community School District  
Comp Model Costing Worksheet

Name	FTE	2015-16 Salary	2016-17 Salary Base	Cost Increase	Degree
ZBLEWSKI, DOUG E	1.00	55,332.00	56,740.14	1,408.14	MA ✓
<b>Totals</b>	142.85	\$ 8,048,425.00	\$ 8,172,656.00	\$124,231.00	

Total amount budgeted for a 1.5% Increase \$124,231.00

The Evansville Community School District Board of Education values all staff and their contributions to creating a positive learning environment. The Board also acknowledges the challenges brought by Labor Market Forces in the attraction and retention of high quality staff in shortage areas. Addressing the issues piecemeal can lead to unexpected expenditures and may increase staff anxiety regarding pay equity. Therefore, the board recommends ~~the following~~ **this policy** to create continuity in the area of hard-to-fill positions.

(Stolen from WASB policy July 2016)

The Board, in its sole discretion shall grant a salary adjustment to any teacher in a shortage area. Shortage areas are defined by the Board annually and shall be based on a combination of the DPI emergency license applications for the most recent year and the Administrative Team's experience in hiring for these positions.

The granting of the additional salary adjustment is only applicable during individual contract year(s) in which the staff member is certified and teaching in particular teaching assignment and certification area that was provided additional salary adjustment. If the staff member transfers or is reassigned outside of the area where additional salary adjustment was provided to an area where the above certification(s) or degree(s) are not required, or they no longer possess such required industry certification(s) or degree(s), they shall forfeit the salary adjustment. If such transfer or reassignment occurs during the course of an individual contract year, the employee's salary adjustment shall be pro-rated for the portion of the contract year where they possessed the certification(s)/industry degree(s) and were teaching in the area that received the additional salary adjustment.

The offer of the above additional salary adjustment is at the sole discretion of the District. The district may modify, amend or delete this additional salary adjustment without violating the non-renewal provisions set forth section 118.22, Wisconsin Statutes. Such modification, amendment or deletion shall not affect the other terms and conditions of the teacher's individual contract. Such modification, amendment or deletion of the salary adjustment is not subject to the District grievance procedure.

Process:

1. The Board shall annually prioritize shortage areas using **the most current** emergency DPI license data and district experience. **The Policy Committee shall provide the annual updates of DPI emergency license data and the Administrative Team shall provide the list to the Policy Committee. A spreadsheet indicating historical data shall be maintained going forward for both lists. Also need: data needed by the factor.**
2. Successful candidate for shortage area is offered a base salary commensurate with the compensation schedule.
3. Additional salary shall be offered depending on Board priority list.
4. Such supplemental salary is linked to the position and not the candidate/employee.
5. The district shall identify all employees in shortage areas.
6. The plan shall be phased in over multiple years, with the hardest to fill positions beginning in year 1, and descending in priority order in the following years.

7. The district shall create a budget line item for this purpose. **Note: From Certified Staff Compensation meetings, instead of taking from the Certified group only, pool all salaries and take a percentage of that salary pool necessary/based on data to implement into the budget process.**
8. Shortage areas may fluctuate over time and must be reviewed annually to remain market sensitive.
9. Supplemental salary offer shall be contingent on market forces, including but not limited to market averages for that position and the number and quality of applicants.

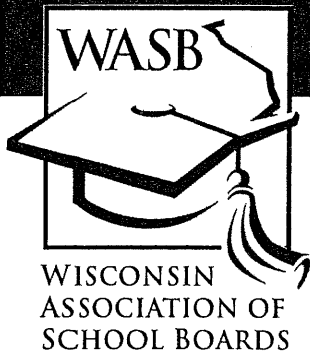
Data for first priority listing 2016-17

Administrative Team Priority List created 5/31/16 1 is hardest to fill

District Wide	% Emergency Licenses Granted 2015-16
1 Business Mgr	0.16%
1 Data Specialist	NA
1 School Psychologist	0.41%
2 Director of Buildings and Grounds	NA
2 Payroll	NA
2 Technology Director	NA
3 OT/PT/SPL	NA
EHS	
1 Agri-Science	0.65%
1 FACS	1.71%
1 Spanish	2.0%
1 Tech Ed	1.3%
2 Business Ed	2.4%
2 Math	2.59%
2 Science	6.31%
3 LMS	3.71%
3 Special Ed	27.12%
JCMMS	
1 FACS	1.71%
1 Tech Ed	1.3%
2 Business Ed	2.4%
3 LMS	3.7%
3 Special Ed	27.12%
TRIS and LLE Both	% Emergency Licenses Granted 2015-16
3 LMS	3.7%
3 Special Education	27.12%

Emergency Licenses Granted in 2015-16 in descending order

Area	% Emergency Licenses Granted (N=1695)
Special Ed	27.12%
Bilingual Ed	16.63%
Reading	7.08%
Science	6.31%
Early Childhood	5.72%
Administrators	5.66%
Instructional LMS	3.71%
Regular Ed	3.60%
Foreign Language	3.07%
Counseling	2.83%
Math	2.59%
Business	2.59%
Arts	2.42%
Alt Ed	1.95%
FACS	1.71%
Tech Ed	1.30%
Vocational Ed	1.18%
English	1.06%
Social Studies	0.94%
Driver's Ed	0.83%
Ag	0.65%
Health	0.59%
Phys Ed	0.41%



122 W. WASHINGTON AVENUE, MADISON, WI 53703  
PHONE: 608-257-2622-FAX: 608-257-8386

JOHN H. ASHLEY, EXECUTIVE DIRECTOR

**TO:** Official Delegates and District Administrators of WASB Member Boards

**FROM:** Stu Olson, President  
John Ashley, Executive Director

**DATE:** November, 2016

**RE:** **OFFICIAL NOTICE: 2017 WASB DELEGATE ASSEMBLY**

This is your notice of the Delegate Assembly, the annual meeting of the members of the Wisconsin Association of School Boards, Inc. (WASB). The Delegate Assembly will be held beginning at 1:30 p.m. on Wednesday, Jan. 18, 2017, in Ballroom AB on the first level at the Wisconsin Center, Milwaukee, Wisconsin.

The active members of the WASB are entitled to one vote at the Delegate Assembly. [Public school boards and boards of control of cooperative educational service agencies who have paid membership dues for the current fiscal year have the rights of active members, as does each member of the WASB Board of Directors.] The vote of each member public school board and CESA board of control shall be cast by a delegate or alternate who is qualified to serve under the WASB Bylaws. All delegates and alternates shall be certified in writing by the president, secretary or administrator of the active member board.

The Policy and Resolutions Committee received and discussed numerous resolution suggestions from member boards. Some of the suggestions have been recommended for Delegate Assembly consideration, while others are presently covered by WASB resolutions (see the WASB's continuing policy guide, *Resolutions Adopted by Delegate Assemblies*) or were turned down by the committee.

Each active member board should determine its position on each of the recommended resolutions so as to give direction to the board's official delegate. It is also suggested that official delegates be given discretionary latitude by their respective boards to vote on amendments or other resolutions. The WASB Policy and Resolutions Committee will hold a discussion session on Tuesday, Jan. 17, 2017, in the Crystal Ballroom at the Hilton Milwaukee City Center Hotel in Milwaukee beginning at 7 p.m. to afford active members an opportunity to seek any needed clarification of issues addressed in the recommended resolutions.

Terry McCloskey, Policy and Resolutions Committee Chair, will conduct the session. *This discussion of recommended resolutions will be an **informational session only**; no action will be taken nor debate allowed at this time.*

The WASB Policy & Resolutions Committee at the Tuesday night discussion session also may receive emergency resolution suggestions from active member boards or the Board of Directors. An emergency resolution is one that deals with a concern that arises between Nov. 1 and the time of the Delegate Assembly and could not have been presented earlier due to the emergency nature of the subject. The committee shall consider such resolutions for presentation and recommendation at the Delegate Assembly the next day. If reported to the Delegate Assembly by the committee, such emergency resolutions shall be considered pursuant to the procedure under the WASB a bylaw which requires a two-thirds vote for consideration. If consideration is approved, adoption of an emergency resolution requires a simple majority vote.

The WASB Bylaws provide for the introduction of other resolutions at the Delegate Assembly:

- The sponsor of any resolution which had been submitted to the Policy and Resolutions Committee on or prior to Sept. 15, but which had been turned down by the committee, may bring the resolution up for action from the Delegate Assembly floor with a two-thirds favorable vote. (Copies of all resolutions submitted to the Policy and Resolutions Committee on or prior to Sept. 15 are enclosed with this notice.) If consideration is approved, adoption of a resolution brought up for action by the Delegate Assembly requires a simple majority vote.
- After Sept. 15, a member board may bring a proposed resolution up for action on the Assembly floor with a two-thirds favorable vote as long as the district board provides each member board a copy of its proposed resolution with rationale three weeks before the Delegate Assembly. Boards planning to offer such resolutions may want to be prepared to present evidence of the timely distribution of copies to members. If consideration is approved, adoption of a resolution brought up for action by the Delegate Assembly requires a simple majority vote.

According to the WASB Bylaws, no written or other materials are allowed to be distributed without prior approval: “No delegate or other person, should hand out or disseminate any written or other material at any Association convention or meeting of Association members or delegates without prior approval of the Board of Directors or Executive Committee, or approval by a vote of the delegates at a Delegate Assembly meeting.” (WASB Bylaws, Article VIII, Section 6).

Only official delegates will be allowed on the delegate floor at the Delegate Assembly. Others are invited to be seated in the observers' section. Delegates may check in from 8:30-10:00 a.m. and from Noon-1:30 p.m. on the day of the Delegate Assembly immediately outside of Ballroom AB on the first floor of the Wisconsin Center. Convention registration badges may be picked up on the third floor of the Wisconsin Center on Tuesday, Jan. 17, from 8 a.m. to 5:00 p.m. and on Wednesday, Jan. 18 beginning at 8 a.m.

A convention/delegate assembly orientation that is intended for new attendees will be held from 8:00 – 9:00 a.m. in Ballroom AB on Wednesday, Jan. 18, the morning of the Delegate Assembly. Delegates serving for the first time are invited to discuss their role as delegates and the procedures of the Delegate Assembly.

The WASB looks forward to a productive Delegate Assembly and to the active participation of our members in this important policy-making process.

SO/JA/imf

Enclosures:   Agenda for Pre-Delegate Assembly  
                  Agenda for Delegate Assembly  
                  Proposed Procedure Rules  
                  2017 Recommended Resolutions  
                  Resolutions submitted by member school boards  
                  Proposed amendments to the WASB bylaws submitted by member boards (if any)  
                  WASB Bylaws  
                  Status of 2016 Approved Resolutions  
                  Map of Downtown City of Milwaukee

## WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.

Madison, Wisconsin

November 30, 2016

### UPDATE ON 2016 RESOLUTIONS

*Note: Due to the Legislature's early adjournment last Spring, there was little time to take action on the 2016 resolutions or get bills or amendments drafted between the time of the Delegate Assembly and the end of the 2015-16 Legislative Session. The Legislature will reconvene on January 3, 2017, at which time bills for the 2017-18 Legislative Session can be introduced.*

#### ***Resolution 16-01: Revenue Limit Flexibility and Time to Adjust to State Law Changes***

*Create:* When changes are made in state law that significantly modify school operations or require changes in board policies, the WASB supports allowing school districts to increase their revenue limit by an amount needed to implement such law changes. The WASB also urges state lawmakers to provide for delayed effective dates or delayed implementation dates for those statutory changes.

The WASB GR staff has been in conversations with lawmakers about drafting legislation to implement this resolution for introduction in the 2017-18 legislative session.

The 2017 WASB Legislative Agenda makes seeking inflationary “catch-up” adjustments to school district resources a priority with the goal to provide an additional \$200 per student in each year of the 2017-19 biennium. Such adjustments could come through increases in revenue limits coupled with a corresponding increase in state general aid to mitigate the property tax impact and/or increases in per pupil aid. The WASB GR team successfully urged the DPI to include such an increase in its budget request to the governor. In its request, the DPI seeks a \$200 per pupil adjustment in revenue limits in the first year and an \$204 per pupil adjustment in the second year.

#### ***Resolution 16-02: Referendum Approval to Transfer Public Schools to Private School Operators***

*Create:* The WASB supports legislation to require that a school district's voters must give their approval at a referendum vote before the operation, management and/or control of any district school may be transferred to any entity other than by the locally elected school board of the district.

The WASB GR staff has been in conversations with lawmakers about drafting legislation to implement this resolution for introduction in the 2017-18 legislative session.

#### ***Resolution 16-03: Private Schools' Eligibility to Participate in the Statewide Voucher Program***

*Create 2.70 (j):* Private schools may only be eligible to participate in the statewide voucher program if they have been in existence for five years.

The WASB GR staff has been in conversations with lawmakers about drafting legislation to implement this resolution for introduction in the 2017-18 legislative session.



***Resolution 16-04: Maintenance of Effort***

*Create:* The WASB supports a change in the Individuals with Disabilities Education Act (IDEA) to allow a local school district to reduce spending attributable to maintenance of effort (MOE) without penalty when it reduces its spending on employment-related benefits provided to school personnel, including but not limited to pay, retirement contributions, annual and sick leave, and health and life insurance, so long as the district maintains the same level of services to students with disabilities.

This is a federal issue that threatened to penalize a number of Wisconsin school districts following the implementation of Act 10. The reduced levels of district spending on retirement contributions and health care benefits of special education personnel made it appear (inaccurately) that fewer services were being provided to students with disabilities. The WASB GR team worked with the office of Wisconsin Congressman Reid Ribble on language to address this issue. This language was included in H. R. 2965, a bill to amend the Individuals with Disabilities Education Act to provide certain exceptions to the maintenance of effort requirement for local educational agencies, and for other purposes. Through related WASB efforts, the NSBA adopted resolution language calling for allowing school districts flexibility to apply Maintenance of Effort (MOE) under IDEA.

***Resolution 16-05: Creation of a Statutory Mechanism to Allow Districts to Set Aside Funds in Trust for the Purchase of Long-Term Fixed Assets***

*Create:* The WASB supports creating a statutory mechanism to allow school districts to place into a trust for future use a portion of their general funds that would be counted as shared costs for state aid purposes in the year the funds are placed in trust. Such a trust would be used for the purchase of long-term fixed assets, including but not limited to, school busses, vans, snowplows, phone systems, or other technology items with a useful life of more than one year when purchased in bulk, and such trust funds must be spent pursuant to a long-range plan adopted by the school board of the district.

The WASB GR staff has been in conversations with several lawmakers from the Janesville area about drafting legislation to implement this resolution for introduction in the 2017-18 legislative session. (The Janesville School Board proposed this resolution.)

***Resolution 16-06: Increase Special Education Categorical Aid Reimbursement to 33 Percent***  
***Amend*** existing **Resolution 2.31** as follows:

The WASB supports increasing the special education categorical aid reimbursement level to not less than 33 percent of prior year eligible costs and maintaining funding at not less than this percentage each year thereafter. The WASB further supports the following provisions related to funding for children with disabilities:

The 2017 WASB Legislative Agenda includes increasing special education categorical aid to reimburse at least 30 percent of aidable costs or providing a special education-related revenue limit adjustment as a priority. The WASB GR team was successful in urging the DPI to include such an increase in its budget request to the governor. The DPI's request seeks funding to increase the state reimbursement for special education

services from 26 percent to 28 percent in the first year (2017-18) and to 30 percent in the second year (2018-19).

***Resolution 16-07: Restore Two-Thirds State Funding and Increase Primary Guarantee Value per Member***

*Create:* The WASB supports increasing the primary guaranteed value per member in the general aid funding formula to \$3 million each year and restoring a statutory commitment to fund two thirds of school costs each year.

The WASB GR staff has had conversations with lawmakers about drafting legislation to implement this resolution at least in part. It appears likely that a proposal to modify the distribution of general school aids to provide a \$1,000 per pupil minimum aid payment will be advanced by Assembly Republicans in the 2017-18 session. If so, such a proposal would have a similar effect as increasing the primary guaranteed value per member as described in the resolution.

***Resolution 16-08: Sparsity Aid***

*Create:* The WASB supports legislation creating a separate allotment, regardless of membership, within the sparsity aid program for districts with fewer than five members per square mile with per pupil aid amounts to be paid on a sliding scale such that lower enrollment districts would receive greater amounts per pupil than higher enrollment districts.

The WASB GR staff has been in conversations with several rural lawmakers about drafting legislation to implement this resolution by creating a sliding-scale sparsity aid program for districts with enrollments above 745, the current cut-off for the existing sparsity aid program. for introduction in the 207-18 legislative session.

The WASB GR team successfully urged the DPI to include a proposal that moves in the direction of what is called for in this resolution in its budget request to the governor. That request seeks funding to create a second tier of eligibility within the program to expand eligibility for Sparsity Aid to districts that have sparse pupil populations and a general aid membership between 746 and 1,000. Under the DPI's proposal, districts meeting the second tier criteria would be eligible to receive aid in the amount of \$100 per pupil.

***Resolution 16-09: Sliding Scale Funding Formula Adjustment***

*Create:* The WASB supports legislation to implement a sliding scale formula factor multiplier to increase the membership of districts for revenue limit purposes.

The WASB GR staff has been in conversations with the DPI about how such a formula factor multiplier might work. The 2017 WASB Legislative Agenda makes seeking inflationary "catch-up" adjustments to school district resources a priority with the goal to provide an additional \$200 per student in each year of the 2017-19 biennium. If adopted, this increase in resources would help all districts, whether small or large. (See also Resolution 16-01, above.)

***Resolution 16-10: Student Assessments***

*Create:* The WASB supports statewide implementation of a uniform, reliable statewide assessment that would not be modified for a period of years sufficient to effectively evaluate the performance of all publicly-funded students in the state, regardless of whether those students attend a public school, charter school or private voucher school.

The WASB GR staff has been in conversations with legislators about the need for stability in student assessments even before this resolution was adopted. This year's school and district report cards used results in grades 3-8 from the state's third different set of standardized tests or assessments in three years, causing the DPI to warn that, "using data from three different assessments in calculations, along with other changes, makes comparisons of school and district performance to prior report card ratings inaccurate and inadvisable." Under current law, charter school students and students in private schools who receive vouchers take the same assessments public school students are required to take. This was the first year that schools in the Milwaukee, Racine, and Wisconsin voucher programs submitted data to the DPI using a new data collection system.

***Resolution 16-11: State-Mandated Graduation Requirements***

*Create:* The WASB supports local school board control for determining high school graduation standards and the assessments that will be used to issue a high school diploma. If the state requires assessments for graduation, those assessments should be fully funded by the state.

The WASB GR staff will utilize this resolution to inform our position on legislation related to this issue going forward. So far, the only exam required for graduation in Wisconsin is the citizenship test and the associated costs to districts are difficult to determine.

***Resolution 16-12: Use of Electronic Communication to Notify Parent of Child's Truancy***

*Create:* The WASB supports legislation to allow school attendance officials to notify a parent or guardian of their child's truancy that does not qualify as habitual truancy using modern electronic communication mediums, including but not limited to email or text messages in lieu of existing notification requirements.

Last session, the WASB supported **2015 Senate Bill 122**, relating to allowing new methods for notifying a parent or guardian of a habitually truant pupil. Senate Bill 122 was signed into law as **2015 Wisconsin Act 52**. This Act allows a school attendance officer to provide notice to a parent or guardian by 1st class mail. Act 52 also allows an attendance officer to simultaneously notify the parent or guardian of a habitually truant student by an electronic communication.

The WASB GR staff has been in conversations with the lawmakers who authored the legislation described above about drafting legislation to implement this resolution that will be introduced in the 2017-18 legislative session.

***Resolution 16-13: Elimination/Reduction of Newspaper Notice/Publishing Requirements***

*Create:* The WASB supports legislation allowing school districts to publish statutorily-required notices electronically on the school district website and other social media maintained by the school district in lieu of publishing these notices in newspapers.

The WASB GR Team testified before the Legislative Council Special Committee on Government Documents and Legal Notices this summer and urged them to eliminate the requirement that school boards must publish their board proceedings in a newspaper published in the district and instead allow boards the option to post their proceedings on the district's website. Although the Study Committee declined to recommend this change, the WASB GR Team has been working with lawmakers and the Wisconsin League of Municipalities on legislation to accomplish this goal for school boards and municipal governing bodies. This legislation will be introduced in the 2017-18 session.

***Resolution 16-14: Mental Health Supports***

*Create:* The WASB supports the provision of state funding adequate to: address the shortage of mental health professionals in our state qualified to address the needs of school age children and young adults; provide adequate professional mental health supports in our schools and our communities; and permit schools to enter into effective partnerships with agencies that are involved with mental health to provide for school-based mental health programs, that could provide services, including but not limited to, the following:

- Comprehensive student screening in every school;
- Professional development for classroom teachers on recognition and appropriate classroom response to support affected students;
- Professional mental health counselors and or services;
- Professional education and training to expand availability of mental health professionals; and
- Public information programs related to mental health.

The 2017 WASB Legislative Agenda makes support for coordinated efforts to secure state grant funding to support school site-based mental health programs, supports and services in districts that wish to allow third-party providers to provide such services on-site a priority. The WASB GR Team has urged the DPI to explore initiatives to expand access and improved services in the mental health area. The DPI's budget request to the governor includes the following requests for funding (beginning in 2018-19) to assist school districts that wish to partner with social service agencies to provide mental health services in school facilities:

- *Mental Health Categorical Aid:* \$3 million to support school districts in the provision and expansion of mental health services.
- *Mental Health Collaboration Grants:* \$2.5 million to create a competitive grant program to support school districts in connecting youth to needed mental health services.
- *Mental Health Training Support:* \$420,000 for training to boost school districts' capacity to provide mental health screening and intervention services to pupils.

The WASB is also working with a coalition of a groups seeking state funding to expand school-based mental health programs in districts that voluntarily opt to offer such programs services. This group, the Wisconsin Coalition for Expanding School-Based Mental Health, includes (among others) the Wisconsin Association of Family and Children's Agencies (WAFCA), Lutheran Social Services, Catholic Charities, Jewish Family Services, UW Hospital/American Family Children's Hospital, and the Children's Hospital of Wisconsin.

***Resolution 16-15: Transfer of Territory from One District to Another***

***Create:*** The WASB supports the following changes to statutes relating to and governing transfers of territory from one school district to another:

- Reduce the current threshold for a transfer of parcels to be considered a transfer of a large territory from seven percent to one percent so that any petitions that exceed a property value or student count of one percent of the donor district would require approval by public binding referendum held in both affected districts, assuming that one or both of the affected school boards deny the petition;
- Require that all the property values and student counts presented via petition(s) to transfer a small territory in a given annual petition period be aggregated, and that if the aggregated property values or student counts in those petitions exceed the threshold for a transfer of parcels to be considered a transfer of a large territory, treat them as a transfer of a large territory;
- Clarify the standards to be used to determine the asset transfer calculation in both the large and small parcel detachment-reattachment process.

The WASB GR staff will be in conversations with lawmakers about drafting legislation to implement this resolution for introduction in the 2017-18 legislative session.

1 WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.  
2 Madison, Wisconsin  
3 December 6, 2016  
4

5 REPORT TO THE MEMBERSHIP ON 2017 RESOLUTIONS  
6 WASB Policy & Resolutions Committee  
7 Terry McCloskey, Three Lakes School Board, Chair  
8  
9

10 **Resolution 17-01: Technical Resolution—Revisions to Repeal Outdated Resolutions**  
11

12 a) **Repeal Resolution 1.23 *School Calendar***  
13

14 Rationale: 2011 Wisconsin Act 10 made significant changes to the collective bargaining law  
15 affecting school district employees and prohibits the school calendar from being a subject of  
16 bargaining.  
17

18  
19 b) **Repeal Resolution 1.24 (b) *Days of Instruction***  
20

21 Rationale: 2011 Wisconsin Act 10 made significant changes to the collective bargaining law  
22 affecting school district employees and prohibits the school calendar from being a subject of  
23 bargaining.  
24

25  
26 c) **Repeal Resolution 3.116 *Administration of Certain Required State Assessments***  
27

28 Rationale: The requirement that the ACT Explore test must be administered twice in the 9th  
29 grade, once in the fall and once in the spring, which was enacted in 2013 Wisconsin Act 20,  
30 the 2013-15 biennial budget, was repealed by 2015 Wisconsin Act 55, the 2015-17 biennial  
31 budget.  
32

33 **Resolution 17-02: Technical Resolution—Revisions to Amend Outdated Language**  
34

35 a) **Amend Resolution 2.05 *Balanced Tax System*** as follows:  
36

37 **2.05 Balanced Tax System**

38 The WASB recommends developing a well-balanced tax system that lowers Wisconsin's  
39 heavy reliance on the income and property taxes while ~~maintaining the current two-thirds~~  
40 ~~funding commitment for schools and properly funding existing mandates. (2003-10)~~

41  
42 Rationale: The state's two-thirds funding commitment was repealed in the 2003-05 state  
43 biennial budget (2003 Wisconsin Act 33). From the 1996-97 school year through the 2002-  
44 03 school year, the state committed by state statutes to fund two-thirds of public school  
45 costs, calculated on a statewide basis.

1 b) Amend Resolution 2.12 (g) State Aid Reduction as follows:

2  
3 **g) Enhance Flexibility**

4 No reductions in state support for school districts should be enacted without concurrent  
5 relief in school district mandates, ~~including binding arbitration~~, and an increase in  
6 flexibility being granted to meet school district operational needs. **(1991-16)**

7  
8 Rationale: 2011 Wisconsin Act 10 made significant changes to the collective bargaining  
9 law affecting school district employees and eliminated binding arbitration.

10  
11  
12 c) Amend Resolution 3.18 State School Accountability System and ESEA Waiver as  
13 follows:

14  
15 **3.18 State School Accountability System and ESEA Waiver**

16 The WASB supports the state's efforts to develop a state school accountability system for  
17 all schools that receive public funds ~~as a necessary step to applying for a federal waiver~~  
18 ~~from the accountability provisions of the current version of the Elementary and~~  
19 ~~Secondary Education Act (ESEA) known as No Child Left Behind. The WASB further~~  
20 ~~supports the state's efforts to obtain a federal ESEA flexibility waiver. (2012-10)~~

21  
22 Rationale: Congress reauthorized the Elementary and Secondary Education Act (ESEA)  
23 in December 2015 as the Every Student Succeeds Act (ESSA), as a replacement for the  
24 No Child Left Behind Act. Under the ESSA, accountability waivers to states granted by  
25 the U.S. Department of Education expired on August 1, 2016.

26  
27  
28 d) Amend Resolution 6.13 State and Local Responsibility to update the language as  
29 follows:

30  
31 **6.13 State and Local Responsibility**

32 The WASB recognizes that the Wisconsin Department of ~~Workforce Development~~ Safety  
33 and Professional Services is responsible for monitoring school districts to ensure safe and  
34 healthful school facilities. The WASB supports state statutes that recognize the state and  
35 local responsibility to maintain modern, safe and healthful school buildings. **(1994-1)**  
36 **(1997-1)**

37  
38 Rationale: This change updates the name of the state agency responsible for administering and  
39 enforcing laws to ensure safe and sanitary conditions in public and private buildings. 2011  
40 Wisconsin Act 32, the 2011-13 biennial budget, created the Department of Safety and  
41 Professional Services by combining the Department of Regulation and Licensing and the  
42 Divisions of Safety and Buildings and Environmental and Regulatory Services from the  
43 Department of Commerce.

1 ***Resolution 17-03: Commencement of the School Term***

2  
3 **Create:** The WASB supports legislation to allow PreK-8 school districts to begin their school  
4 term before September 1.

5  
6 **Rationale:** School districts have supported, without success, attempts to repeal the school start date  
7 mandate law (s. 118.045, Stats.) since that law was enacted in 1999. Over the years, one argument  
8 that the tourism industry has used to justify its support for the current mandate law is that starting  
9 school prior to September 1 deprives that industry of seasonal workers needed to meet demand.  
10 However, students in PreK-8 districts are not typically part of the teenage workforce that is employed  
11 in the summer tourism industry. As a result, the impact of making this change on tourism and the  
12 tourism workforce would be small, given the small number of PreK-8 districts (46) in the state.

13  
14 An existing WASB resolution—Resolution 1.22 *Authority to Establish the School Calendar*—calls for  
15 repealing the existing start date statute. This proposed resolution would amend the existing statute to  
16 create a limited exception without affecting existing Resolution 1.22.

17  
18  
19 ***Resolution 17-04: Increase Resources for Summer Learning***

20  
21 **Amend** existing **Resolution 2.41(h)** as follows:

22  
23 **h) Include 100 percent of full-time equivalent (FTE) summer school membership for**  
24 **each of the years used in the computation of the revenue cap. (1995-17)**

25  
26 **Rationale:** Research indicates that high-quality summer school programs can positively impact  
27 student achievement, leading to demonstrable growth in learning and social skills while reducing the  
28 summer learning slide. This proposed resolution supports a mechanism to provide additional resources  
29 to districts to support summer school learning.

30  
31 Summer school has long been aided by the state through the general aid formula, which allows  
32 100 percent of the full-time equivalent (FTE) enrollment of summer school students to be fully  
33 counted for aid purposes. Under current law, for revenue limit purposes, districts can include in  
34 their membership counts 40 percent of the full-time equivalent (FTE) summer enrollment in  
35 academic summer classes or laboratory periods that are for necessary academic purposes, as  
36 defined in administrative rule by DPI. This proposed resolution, if adopted, would clarify that the  
37 WASB supports allowing districts to count 100 percent of their full-time equivalent (FTE)  
38 summer enrollment for revenue limit purposes.

39  
40  
41 ***Resolution 17-05: Transportation Aid to Address Student Mobility***

42  
43 **Create:** The WASB supports creating a state categorical aid targeted to assist districts with the  
44 costs of transporting mobile or transient students to the school in which they were originally  
45 enrolled when, within a given school year, such students move to another school within the  
46 district.



1 Rationale: Keeping students in stable learning environments is important to student learning growth  
2 and achievement. Changing schools multiple times during a year significantly impedes a student’s  
3 academic and social growth. The research on highly mobile students, including homeless students,  
4 indicates that a student can lose academic progress with each school change. Highly mobile students  
5 have also been found to have lower test scores and worse overall academic performance than peers  
6 who do not change schools frequently. High student mobility also creates a challenge for districts  
7 because when students move from one school to another during the school year, the district must  
8 revisit staffing and resources to ensure that all students’ needs are met.

9  
10 Federal law—through the McKinney-Vento Act and Every Student Succeeds Act (ESSA)—  
11 imposes requirements on school districts to keep homeless children and youths—those who lack  
12 a fixed, regular, and adequate nighttime residence—and children in foster care in their school of  
13 origin to promote school stability and greater educational outcomes overall, unless it is not in the  
14 student’s best interest. In the interest of maintaining educational stability and improving student  
15 achievement, school districts may choose to keep transient or mobile students who are not  
16 “homeless” under federal law definitions in the same school even if they are not legally required  
17 to do so.

18  
19 In addition to state and local funds that may be available for providing transportation, limited  
20 amounts of federal funds may be available to cover additional transportation costs to maintain  
21 students in their schools of origin as required by law; however, these funds, even if available, are  
22 unlikely to cover the full costs of such transportation.

23  
24  
25 ***Resolution 17-06: Annual Revenue Limit Adjustments***

26  
27 **Substitute the following language for the language of current Resolution 2.41 (u):**

28  
29 The WASB supports legislation to annually increase per pupil revenue limits statewide  
30 by a dollar amount equal to the percentage increase, if any, in the consumer price index  
31 (CPI-U) on a fiscal year basis applied to the statewide average revenue limit authority per  
32 pupil.

33  
34 Rationale: Revenue limits were implemented in 1993-94 by state lawmakers, as a means of  
35 controlling increases in school property tax levies. Throughout most of the history of revenue limits,  
36 lawmakers provided annual per pupil adjustments in the amount school districts could raise. These  
37 adjustments helped school district budgets keep pace with inflation in school costs. Since 2009,  
38 however, per pupil adjustments to revenue limits have not kept pace with inflation and in the 2015-16  
39 and 2016-17 school years and thereafter no per pupil adjustment is provided.

40  
41 This proposed resolution updates Resolution 2.41 (u) to clarify that it calls for a restoration of the  
42 annual per pupil adjustments aligned to CPI-U of the type that were customarily provided by  
43 lawmakers prior to 2009.

1 **Resolution 17-07: Narrowing Disparities in Allowable Revenue Under the Revenue Limits**  
2

3 **Create:** The WASB supports legislation to require the Department of Public Instruction (DPI)  
4 each year to identify in dollar terms a per-pupil revenue limit that approximates 95 percent of the  
5 statewide average per-pupil revenue limit and to allow any district with a per-pupil revenue limit  
6 that falls below that dollar amount identified by the DPI to increase its revenue limit each year  
7 by up to \$100 per-pupil more than the dollar amount of the per-pupil adjustment generally  
8 allowed by law without the need for referendum approval up to the dollar amount identified by  
9 the DPI.

10  
11 Rationale: Revenue limits were imposed on school districts by the state, beginning in 1993-94, and  
12 have been in place for 24 years. Districts that were frugal and low-spending back in 1992-93 often  
13 argue they have been unfairly locked-in to their per-pupil spending levels/patterns at that time by these  
14 limits and can only break free if they can pass a referendum to increase their revenue limit. For some  
15 districts, this may be difficult or unlikely.

16  
17 Early on, lawmakers recognized that disparities in the ability of districts to pass referendums  
18 could lead to widening of the gaps in budgetary resources between low-revenue-limit and high-  
19 revenue-limit districts. They enacted the low revenue ceiling in the 1995-97 biennial budget act  
20 (the same act that made revenue limits permanent). The low revenue ceiling allows school  
21 boards of the lowest spending districts in the state to increase their per-pupil revenues up to the  
22 dollar amount of this ceiling (set by the Legislature) without having to go to a referendum vote.

23  
24 No school board is required to raise its per-pupil revenues to up to the dollar amount of the low-  
25 revenue ceiling; rather, it is an option that gives the lowest-spending districts an opportunity—if  
26 they choose to use it—to narrow their revenue disparity with the highest-spending districts.

27  
28 The proposed resolution uses an approach similar in concept to the low-revenue ceiling but  
29 distinguishable as different. Rather than allowing a district to increase its per pupil revenue limit  
30 to a set figure in one fell swoop, it takes an incremental approach that allows a series of increases  
31 over a several year period. The proposed resolution expresses support for an approach that would  
32 allow districts with per-pupil revenue limits below a certain defined dollar amount to  
33 incrementally increase their revenue limits each year by up to \$100 more per year than districts  
34 above that certain defined dollar amount until they reach or “catch up” to that defined dollar  
35 amount. No board would be required to raise its per-pupil revenues under this approach, the use  
36 of which would be optional.

37  
38  
39 **Resolution 17-08: Impact Aid**  
40

41 **Create:** The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking  
42 Congress to fully fund Impact Aid as it did from the creation of the program in 1950 until 1969,  
43 and will also work with the NSBA to try to secure greater funding of Impact Aid, including by  
44 offering a proposed resolution to the NSBA urging NSBA to lobby Congress for a similar  
45 increase in federal Impact Aid.

1 Rationale: Impact Aid is a federal program created in 1950 to provide financial assistance to  
2 school districts financially "impacted" by federal activities. For example, when a school district  
3 has federal land within its boundaries (e.g., Indian land or a military installation), such land is  
4 exempt from taxation. The school district cannot receive property taxes for that land, even if  
5 children who attend schools in the district reside there. Impact Aid compensates school districts  
6 for this loss of local tax revenue.

7  
8 Between 1950 and 1969 Congress fully funded the Impact Aid program; but with the creation of  
9 numerous new programs within the discretionary side of the federal budget, Impact Aid began  
10 competing for discretionary dollars, a situation which has continued for the past 45 years. If all  
11 1,300 school districts in the country that receive Impact Aid were fully funded, the total cost of  
12 the program would be slightly over \$2 billion. However, the program is currently funded at about  
13 \$1.1 billion—or approximately 55 percent of the amount necessary to fund all districts at the  
14 level that was intended they should receive. This proposed resolution supports full funding of the  
15 Impact Aid program.

16  
17  
18 ***Resolution 17-09: Educational Goals and Objectives***

19  
20 **Substitute the following language for the language of current resolution 3.01(c):**

21  
22 (c) recognition that a “well-rounded education” includes courses, activities, and programming  
23 in subjects such as English, reading or language arts, writing, science, technology, engineering,  
24 mathematics, foreign languages, civics and government, economics, arts, history, geography,  
25 computer science, music, career and technical education, health, physical education, and any  
26 other subject, as determined by the State or local school district, with the purpose of providing  
27 all students access to an enriched curriculum and educational experience.

28  
29 Rationale: A frequent criticism of No Child Left Behind (NCLB), the version of the federal  
30 Elementary and Secondary Education Act (ESEA) in effect from 2001 to December 2015, was its  
31 overemphasis on English language arts and mathematics as the only measures of student success. The  
32 result, said critics, was a national trend of narrowing K-12 curricula and instruction toward those two  
33 subjects and “teaching to the test.”

34  
35 With this criticism in mind, Congress reauthorized the ESEA in late 2015, replacing NCLB with the  
36 Every Student Succeeds Act (ESSA) in a way that encourages states and districts to embrace an  
37 educational model that offers a comprehensive educational program to meet each student’s unique  
38 academic needs, learning styles and interests. The ESSA encourages states to re-establish a “well-  
39 rounded education” for all students, which covers a wide selection of academic subjects, including the  
40 arts, humanities, sciences and social sciences, in addition to English language arts and mathematics.

1 The ESSA opens up opportunities for states and districts to invest in activities that support a “well-  
2 rounded education” by authorizing Student Support and Academic Enrichment Grants under Title IV,  
3 Part A meant to increase state and local capacity to provide, among other things, students access to a  
4 “well-rounded education.” This grant program is a consolidation of several smaller, targeted NCLB  
5 grants into a single formula-funded flexible block grant program. This frees school districts from  
6 having to select a specific subject area or type of program and allows them room to create their own  
7 unique program.

8  
9 Beyond authorizing Student Support and Achievement Grants, ESSA also clearly opens up a well-  
10 rounded education to include both in-school and out-of-school learning opportunities in Titles I, II and  
11 IV. For example:

- 12
- 13 ○ Title I includes a requirement that all districts provide a “well-rounded program of instruction  
14 that meets the needs of all students.”
- 15 ○ Title II allows funds to be used to help teachers “integrate comprehensive literacy instruction  
16 into a well-rounded education.”
- 17 ○ Title IV encourages districts and local partners to provide “well-rounded education activities,  
18 including activities that enable students to be eligible for credit recovery or retainment.”
- 19

20 This proposed resolution supports a strategy to meet these educational goals by recognizing the  
21 elements of a “well rounded education,” which are more consistent with the language of the  
22 ESSA than the reference to “comprehensive education” in the current language of Resolution  
23 3.01 (c).

#### 24

#### 25

#### 26 ***Resolution 17-10: Measuring College- and Career-Readiness***

27  
28 **Create:** The WASB supports the use of a framework of multiple valid and reliable readiness  
29 indicators to more accurately assess students' college- and career-readiness to succeed in life.

30  
31 Rationale: Under the state’s current accountability framework, students’ readiness for college or  
32 careers is determined largely on the basis of standardized test scores, particularly scores in the  
33 domains of English language arts and mathematics. Some argue that this framework is too narrow and  
34 that multiple measures of college-and career-readiness should be utilized to recognize students who  
35 have demonstrated the knowledge, skills and dispositions that indicate a readiness for life (and  
36 success) after high school. Under the federal Every Student Succeeds Act (ESSA), states must  
37 develop robust, multi-measure statewide accountability systems and are able to identify new indicators  
38 of Academic Progress and School Quality or Student Success, as long as the *indicators are proven to*  
39 *increase student academic achievement or, at the high school level, graduation rates.*

40  
41 This proposal would support the use of a framework of multiple research-based readiness  
42 indicators to more accurately assess students' readiness to succeed in college, career and life.  
43 One example of such a framework is the *Redefining Ready!* Campaign developed by the  
44 American Association of School Administrators (AASA), the national school superintendents’  
45 association.

1 **Resolution 17-11: Medicaid Direct Certification**

2  
3 **Create:** The WASB supports the Department of Public Instruction initiative to create a  
4 demonstration project which would enable participating school districts to test the use of Medicaid  
5 enrollment to qualify children for free or reduced-price meals.  
6

7 **Rationale:** In January 2016, the U.S. Department of Agriculture (USDA), which administers the  
8 federal school meals program, published a policy memorandum titled *Request for Applications to*  
9 *Participate in New Demonstrations to Evaluate Direct Certification with Medicaid*. Because direct  
10 certification has the potential to improve student access to school meals, reduce administrative burden  
11 for schools and local educational agencies, and improve certification accuracy, the new  
12 demonstrations will evaluate the impact of using Medicaid data to directly certify students for both  
13 free and reduced price meal eligibility.  
14

15 The DPI School Nutrition Team (SNT) is submitting an application to USDA to participate in  
16 these new demonstration projects for the 2017-2018 school year. This proposed resolution  
17 expresses support for this demonstration project.  
18

19  
20 **Resolution 17-12: Mental Health Supports**

21  
22 **Amend** Resolution 6.06 *Mental Health Supports* as follows:  
23

24 **Mental Health Supports**

25 The WASB supports the provision of state funding adequate to: address the shortage of mental  
26 health professionals in our state qualified to address the needs of school-age children and  
27 young adults; provide adequate professional mental health supports in our schools and our  
28 communities that wish to provide such supports; and permit schools to enter into effective  
29 partnerships with agencies that are involved with mental health to provide for school-based  
30 mental health programs, that could provide services, including but not limited to, the  
31 following:  
32

- 33 • Comprehensive student screening in every school;
- 34 • Professional development for ~~classroom teachers~~ all staff on recognition and  
35 appropriate classroom response to support affected students;
- 36 • Professional mental health counselors and/ or services;
- 37 • Professional education and training to expand availability of mental health  
38 professionals; and
- 39 • Public information programs related to mental health.  
40

41 **Rationale:** This proposed amendment would clarify that the provision of mental health supports  
42 to students by school districts is voluntary and that the objective of securing state funding to  
43 address student mental health needs should allow for professional development for all licensed  
44 professional staff and not solely for classroom teachers.

1 **Resolution 17-13: Sparsity Aid**

2  
3 Amend Resolution 2.16 (a) *Sparsity Aid* as follows:

4  
5 **(a) Sparsity Aid**

6 The WASB supports providing sparsity aid based on enrollment size and population density  
7 (students per square mile), without regard to the percentage of the district’s enrollment that is  
8 eligible for free- and reduced-price lunch, ~~provided that, if any formula changes are made, if~~  
9 sparsity aid eligibility is expanded, additional funding should be provided to maintain sparsity  
10 aid payments to districts that are currently eligible. (2012-2)

11  
12 Rationale: This proposed resolution would clarify the intent that if changes are made to sparsity aid  
13 that would allow more districts to qualify for this aid, funding should be increased so that payments to  
14 previously eligible recipient districts do not have to be decreased or prorated.

15  
16  
17 **Resolution 17-14: Recovery School Districts**

18  
19 Substitute the following language for the language of current Resolution 1.01 (b) *Recovery School*  
20 *Districts* as follows:

21  
22 **(b) Recovery School Districts**

23 The WASB opposes the creation in Wisconsin of a recovery school district or a similar state-  
24 created authority designed to take over public schools or school buildings.

25  
26 Rationale: This proposed resolution would reiterate the WASB’s support for the governance of public  
27 schools by locally elected boards and restate the WASB’s opposition to proposals or programs to  
28 remove governance from local school boards in unambiguous language. (2015 Wisconsin Act 55, the  
29 2015-17 biennial state budget, created a program under which certain of the lowest performing,  
30 vacant, or underutilized schools in Milwaukee County are to be transferred from management and  
31 control of the locally elected school board to an Opportunity Schools and Partnership Program under  
32 the management and control of a Commissioner supervised by the Milwaukee County Executive.

33  
34  
35 **Resolution 17-15: Weapons Possession**

36 Amend Resolution 6.11 (b) *Weapons Possession* as follows:

37  
38 (b) The WASB supports safe learning environments for all children, free of guns and other  
39 weapons. Further, the WASB opposes any initiatives at the state or federal level that would  
40 legalize any further ability for anyone, with the exception of sworn law enforcement officers,  
41 to bring a weapon or possess a weapon, including a facsimile or “look-alike” weapon,  
42 concealed or otherwise, in school zones or lessen the consequences for violation of existing  
43 safe school policies relating to guns and other weapons. Decisions about whether CCW  
44 licensees may possess weapons in school buildings must remain exclusively in the hands of the  
45 locally elected school board which governs the school.

1 Rationale: This proposed amendment would update the existing WASB resolution to reflect recent  
2 changes in state law, as well as anticipated proposals to change state law with respect to individuals  
3 possessing firearms in or on school grounds.

4  
5 2011 Wisconsin Act 35, commonly referred to as the Carrying Concealed Weapon (CCW) law,  
6 effectively allows those with training and registration to carry concealed weapons in most settings  
7 unless specially prohibited by law. Act 35 became effective November 1, 2011, and changed the state  
8 law governing firearms in or on school grounds or in school zones (i.e., within 1,000 feet of school  
9 grounds). Under the amended law, there is a general prohibition on individuals, including students,  
10 knowingly possessing firearms in or on school grounds. There is no exception provided for CCW  
11 licensees. However, some exceptions make it lawful to possess a firearm:

- 12
- 13 (1) on private property that is not part of school grounds;
- 14 (2) for use in a program approved by a school in the school zone;
- 15 (3) in accordance with a contract entered into between a school in the school zone and the  
16 individual or employer of the individual;
- 17 (4) by a law enforcement officer acting in his or her official capacity;
- 18 (5) when the firearm is unloaded and is possessed by an individual while traversing school  
19 premises for the purpose of gaining access to public or private lands open to hunting, if the  
20 entry on the school premises is authorized by school authorities;
- 21 (6) when the firearm is not loaded and is encased or in a locked firearms rack that is on a  
22 motor vehicle;
- 23 (7) by a state-certified commission warden acting in his or her official capacity; or
- 24 (8) by a person legally hunting in a school forest if the school board has decided that hunting  
25 may be allowed in the school forest.

26  
27 In general, absent an exception in the law, firearms are not allowed on school grounds, regardless of  
28 any rights afforded under Act 35 for carrying concealed weapons. Further, although a CCW licensee  
29 may possess a firearm within 1,000 feet of school grounds, other individuals, including students, are  
30 generally prohibited from such possession.

31  
32 Legislation that was proposed last session and will be reintroduced in January would allow an  
33 individual who has a CCW license to possess a firearm on the grounds of a school, but would prohibit  
34 a CCW licensee from possessing a firearm in a building on the grounds of a school if instruction is  
35 provided to students in the building and if the building has signs posted at all entrances that notify the  
36 licensee not to enter or remain in the building while possessing a firearm.

### 37 38 39 ***Resolution 17-16: Education Savings Accounts***

40  
41 **Create:** The WASB opposes the creation of Education Savings Accounts.

42  
43 Rationale: The WASB has not taken a position with respect to Education Savings Accounts (ESAs).  
44 This proposed resolution would establish a WASB position on ESAs.

45  
46 Education Savings Account (ESA) programs (as known as “Vouchers 2.0”) are a type of private  
47 school choice program that provides eligible students with public funding toward a private education.

1 They are a mechanism that enables a parent to direct their education funding to the schools, courses,  
2 programs, and services of their choice. ESAs typically may be used fund private school tuition, online  
3 education and other educational expenses. Assembly Republicans who hold a substantial majority  
4 have proposed advancing ESAs in their 2017-18 Legislative Agenda, which they have labeled the  
5 “Forward Agenda.”  
6

7 Education Savings Accounts (ESAs) can be distinguished from voucher programs in that vouchers are  
8 a *school choice* program. Vouchers generally provide interested parents with funding for *tuition* at a  
9 religious or secular private school. ESAs, on the other hand, are an *educational* choice program.  
10 ESAs are typically designed to fund *a broader set of educational expenses*, such as private school  
11 tuition and fees, online learning programs, private tutoring, education therapies for students with  
12 special needs, textbooks, or dual enrollment or higher education expenses. ESA programs also lay out  
13 which expenses are allowed and what to do with any unused funds. In some cases, ESAs allow funds  
14 to be used for college savings plans or for a student to enroll in college courses  
15

16 ESAs are a new but rapidly expanding private school choice option. While the first voucher program  
17 began in 1990, the first ESA program began more recently in 2011 in Arizona. Since then, ESA  
18 programs have been adopted in Florida (in 2014), and Mississippi, Tennessee and Nevada. Eligibility  
19 for ESAs can be limited to special populations (e.g., Florida or Tennessee, which limit participation to  
20 special populations) or can be available to nearly all students (e.g., Nevada). The Nevada program  
21 extends eligibility to all 450,000+ public school students in the state, making it the country’s most  
22 expansive K-12 choice program ever enacted. In all five states that have enacted ESA programs,  
23 students must leave or withdraw from public education in order for their family to access ESA funds.  
24

25 Advocates for ESAs argue that they give parents greater control and ability to “unbundle” educational  
26 services or access a wider range of services than vouchers do. They also argue that by allowing parents  
27 to plan for their child’s unique needs, ESAs create a personal approach to education that can maximize  
28 each child’s natural learning abilities.  
29

30 Critics question whether educational providers who accept ESA funds will offer uniformly high-  
31 quality services and, if not, whether parents will be able to differentiate between high-quality  
32 providers and low quality providers. At their worst, ESA programs might simply enable low-  
33 performing private schools of other providers to access millions of dollars of government  
34 revenue.  
35

36 It is an open question whether or how ESAs could be used in any in public schools given that the  
37 Wisconsin Constitution requires public education to be “free and without charge for tuition to all  
38 children.” Wisconsin statutes provide a number of pathways for non-public school students to  
39 access public school courses at the high school level free of charge in their district of residence.  
40 Under s. 118.145(4), Stats., pupils enrolled in private schools or tribal schools may take up to  
41 two public high school courses each semester in the school district in which they reside if space  
42 is available. Under s. 118.53, Stats., pupils who are home-schooled may take up to two public  
43 high school courses each semester in the school district in which they reside if the school board  
44 determines that they qualify for admission to those courses and space is available.



1 *Resolution 17-17: Gender Identity*

2  
3 **Create:** The WASB encourages each member school board to take the initiative to assess  
4 whether its policies and/or practices deny equal opportunities for students and/or school district  
5 employees as a result of the person’s sex, including transgender status, change of gender, gender  
6 identity, gender expression or gender nonconformity.

7  
8 **Rationale:** While federal non-discrimination law—Title IX—has been the basis for conflicting  
9 court rulings related to transgender individuals, as well as guidance from the Office for Civil  
10 Rights and the U.S. Department of Justice over the past several years, school districts generally  
11 have an obligation to support all students by providing a safe, positive environment. In this  
12 period of unsettled law, school districts may be well advised to address the needs of  
13 transgendered students to ensure their transgender status does not interfere with their ability to  
14 access educational programs. This proposed resolution suggests that while the legal battles swirl,  
15 a review of district policies and a thoughtful, case-by-case approach to addressing these needs is  
16 advisable.

17  
18 While school leaders await further resolution of their legal obligations to students from the courts  
19 and, potentially, from Congress, applicable state legislatures, and administrative agencies, they  
20 will continue to face policy challenges as they attempt to balance student rights and personal  
21 privacy, provide safe learning environments for all students, and ensure that no student is  
22 unnecessarily marginalized.

23  
24 While federal circuit courts are currently divided on the issue of whether a different federal non-  
25 discriminations law—Title VII—may be used by transgender employees as a basis to sue a  
26 public employer for discrimination, the federal Equal Employment Opportunity Commission  
27 (EEOC) has, since 2012, held that discrimination against transgender employees because of their  
28 gender identity is prohibited by Title VII as discrimination because of sex. Although EEOC  
29 rulings are not directly binding on employers, federal courts give deference to EEOC substantive  
30 guidance and regulations to the extent the court finds them persuasive.

31  
32 This proposed resolution suggests that with respect to both students and employees, school  
33 leaders should continue to monitor further developments in this area and, in the absence of  
34 binding court precedents, consider that it may be a best practice for boards to review their  
35 board’s policies in this area.

## Architectural Firms Second Interview – 12/22/16

### Bray -

#### Scope of Referendum Services/Communications –

- Facility study is \$8,500 as seen on original proposal, page 81.
- As initially proposed, referendum services of \$4,500 includes comprehensive referendum support. An overview of services is found in Tab 1 of the Interview Follow-Up document from 12/22/16. Bray's services meets or exceeds EUAs revised proposal.
- No additional fees for the comprehensive referendum services as presented in the follow-up interview.

#### Construction Fee Structure –

- Agreed to be competitive with the other firms; details will be outlined in the architectural agreement.
- At this time Bray's original fee structure currently exists as the cheapest fee structure, including EUAs reduced fee structure.

### EUA –

#### Reduced Fee Structure –

- Reduced the original costing of \$57,500, which encompasses facility study, referendum services, and reimbursable expenses, to \$47,000 *if referendum passes*; a 30% savings *if referendum passes*.

**Please see the comparative data table on page two.**

Bray is willing to negotiate further upon their current information.

Architect Firm	<u>BRAY</u>	<u>EPSTEIN UHEN (EUA)</u>
Cover Letter	Yes	Yes
Firm Profile	Yes	Yes
Project Team	Yes	Yes
K-12 Experience	Yes	Yes
Proposal Response	Yes	Yes
Fee Proposal	Facility Study \$8,500 Ref. Services \$4,500  <u>New Construction:</u> Under \$1 million 7.50% \$1 - \$3 million 7.00% \$3 - \$5 million 6.50% \$5 - \$10 million 5.50% \$10 - \$20 million 5.25% Over \$20 million 5.00%  <u>Addition/Renovation:</u> Under \$1 million 8.00% \$1 - \$3 million 7.50% \$3 - \$5 million 7.00% \$5 - \$10 million 6.00% \$10 - \$20 million 5.50% Over \$20 million 5.25%	Facility Study \$35,000* Ref Services \$15,000 Reimb. Exp. \$7,500  *Reduced Facility Study cost by \$10,500 if referendum passes  <u>New Construction:</u> Under \$4 million Negotiated \$4 - \$5.99 million 6.70% \$6 - \$9.99 million 5.95% \$10 - \$15.99 million 5.70% \$16 - \$29.99 million 5.45% \$30 million plus 5.20%  <u>Addition/Renovation:</u> Under \$4 million Negotiated \$4 - \$5.99 million 7.20% \$6 - \$9.99 million 6.45% \$10 - \$15.99 million 6.20% \$16 - \$29.99 million 5.95% \$30 million plus 5.70%
Estimated Construction Costs	<u>New Construction:</u> \$10 million \$ 550,000 \$20 million \$1,050,000 \$30 million \$1,500,000 \$40 million \$2,000,000  <u>Addition/Renovation:</u> \$5 million \$ 350,000 \$10 million \$ 550,000 \$15 million \$ 825,000	<u>New Construction:</u> \$10 million \$ 570,000 \$20 million \$1,090,000 \$30 million \$1,560,000 \$40 million \$2,080,000  <u>Addition/Renovation:</u> \$5 million \$ 360,000 \$10 million \$ 620,000 \$15 million \$ 930,000

At this time, Jerry Roth, Steve Shulta and Steve Swanson recommend the hiring of Bray Architects, as the Architectural Firm for the Evansville Community School District project.

December 22, 2016

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



eppstein uhen : architects

milwaukee : 333 E Chicago St	414.271.5350
madison : 309 W Johnson St, Ste 202	608.442.5350
des moines : 699 Walnut St, Ste 400	515.724.5840
eua.com	

RE: Response to Request for Fee Reduction

Dear Jerry,

Thank you for your sincere interest in Eppstein Uhen Architects (EUA) as a partner to the Evansville Community School District (ECSD) on your facilities planning efforts; we truly enjoyed meeting with you and the School Board on Wednesday, December 14, 2016 and learning more about your facilities' challenges and opportunities.

During our follow-up phone conversation on Thursday, December 15, 2016, you requested (on behalf of the School Board) that EUA specifically evaluate our proposed *post-referendum design fees* to determine if a reduction might be possible. As we stated in our initial proposal and discussed during the interview, our professional services are always negotiable and relate directly to our confirmed scope of services.

After careful review of our initial proposed scope and fees, EUA is prepared to offer Evansville Community School District a revised fee proposal for *both pre-referendum services and post-referendum design services* as summarized below.

#### **PRE-REFERENDUM SERVICES FEE**

Based on the scope listed in EUA's original proposal and the estimated 23-month pre-referendum project schedule, the original amount for all pre-referendum planning, facilities assessment, option development, community engagement, as well as final referendum project development and public information/communications services from January 2017 to November 2018 is a total fixed fee of \$50,000, plus reimbursable costs, estimated at \$7,500.

- ❖ **PROPOSED FEE AMENDMENT:** If a November 2018 referendum is approved by voters, EUA is willing to **credit 30%** of the pre-referendum fee associated with the Facilities Assessment and Option Development work (\$35,000) towards the final, fixed fee of the total project design fees.
  - This translates to a **credit of \$10,500** when a referendum is approved and the project moves forward.
  - If a referendum does not pass in November 2018, the credit will not be applied.

#### **POST REFERENDUM DESIGN FEES**

Following a successful referendum, a sliding scale of fee percentages is applied to each building project as noted in our original proposal. Once the final referendum project scope is determined (required by late August 2018 for a November 2018 election), EUA will work closely with ECSD to apply the appropriate fee percentages. Please note these percentages assume that a Construction Manager is hired to provide cost estimating, construction phasing, bid coordination, and subcontractor scoping. The cost of the Construction Manager is *not* included in EUA's fee structure.

After a closer review of EUA's original base scope and design fee proposal compared to the services included in the competing firms' proposal, we have eliminated consulting services specifically associated with *landscaping* to

better align our scope and support a reduction in our proposed fees across the all categories. Please refer to the following table for EUA's **amended** post design fees percentages.

CONSTRUCTION COST	FEE % FOR NEW CONSTRUCTION		FEE % FOR ADDITION/RENOVATION	
	Original	Amended	Original	Amended
\$500,000 to \$3.99 million	Negotiated	Negotiated	Negotiated	Negotiated
\$4.0 million to \$5.99 million	6.75%	<b>6.70%</b>	7.25%	<b>7.20%</b>
\$6.0 million to \$9.99 million	6.0%	<b>5.95%</b>	6.5%	<b>6.45%</b>
\$10 million to \$15.99 million	5.75%	<b>5.70%</b>	6.25%	<b>6.20%</b>
\$16 million to \$29.99 million	5.5%	<b>5.45%</b>	6.0%	<b>5.95%</b>
\$30 MILLION AND ABOVE	5.25%	<b>5.20%</b>	5.75%	<b>5.70%</b>

**Estimated Construction Costs** (per the comparative summary document shared with EUA)

NEW CONSTRUCTION PROJECT COST	COMPARISON	
	Original	Amended
\$10 million	\$575,000	<b>\$570,000</b>
\$20 million	\$1,100,000	<b>\$1,090,000</b>
\$30 million	\$1,575,000	<b>\$1,560,000</b>
\$40 million	\$2,100,000	<b>\$2,080,000</b>

ADDITION/RENOVATIONS PROJECT COST	COMPARISON	
	Original	Amended
\$5 million	\$362,000	<b>\$360,000</b>
\$10 million	\$625,000	<b>\$620,000</b>
\$15 million	\$937,500	<b>\$930,000</b>

Again, we believe architecture needs to not only elevate the environments, but also elevate the potential of the people who learn and work in the environments we help create. We sincerely hope the modifications we've made to our pre - and post-referendum scope and fees are acceptable. We appreciate the opportunity to re-evaluate our proposal for the Evansville Community School District.

We look forward to our follow-up phone conversation regarding this amended proposal at 1:00 p.m. on Thursday, December 22, 2016.

If I can be of further assistance, please don't hesitate to contact me directly at 414.291.8116 or kitd@eua.com.

Sincerely,



Kit Dailey  
Pre-Ref Project Manager and Public Outreach Specialist: Principal

# Evansville

---

Community School District

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

Jerry Roth  
District Administrator  
rothj@evansville.k12.wi.us

Kelly Mosher  
Administrative Assistant  
mosherk@evansville.k12.wi.us

September 23, 2016

Evansville, WI 53536

Dear:

Please accept this letter as an invitation to support the Evansville Community School District (ECSD) students, employees, programs and schools through sponsorship opportunities.

The mission of the ECSD states:

*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.*

We believe that our co-operative learning program is an excellent example of partnering with local business. The mutually beneficial co-operative learning program helps students gain the necessary work embedded skills to prepare them for the workforce, and local employers gain temporary employees to maintain and grow business.

An ECSD sponsorship opportunity is another great way for your company to support worthy causes, while at the same time receiving valuable exposure for your business. Over the past several months, in order to create opportunities unique to our community, the School Board formed an Ad-Hoc Committee to create a comprehensive Sponsorship Policy and Sponsorship Guide with the input of local business leaders, staff and administration. Our District has benefitted from the generosity and support of our community for many years. By creating this policy, we confirm acknowledgement of those who continue to tirelessly support our mission. We are enthusiastic to offer a ground-floor opportunity for you and/or your business to sponsor any one of the several venues identified in the newly created Sponsorship Guide (<http://www.ecsdnet.org/documents/home/SponsorshipGuideApprovedJuly202016.pdf>) or one of your own choosing.

Some Sponsorship Benefits include:

- Sponsorship recognition plaque/signage on sponsored venue
- Hospitality opportunities
- Up to a ten (10) year sponsorship agreement
- Sponsorship renewal opportunities
- Industry exclusive sponsorship
- Satisfaction of supporting the ECSD students, employees, programs and schools

Your involvement in the ECSD sponsorship opportunities will help to strengthen the valued partnerships between local businesses and the ECSD. We appreciate your consideration and look forward to hearing from you soon. Please contact District Administrator, Jerry Roth, at (608) 882-3386 or [rothj@evansville.k12.wi.us](mailto:rothj@evansville.k12.wi.us) for more information or to submit a sponsorship proposal.

Sincerely,

The ECSD Board of Education

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
POLICY COMMITTEE MINUTES

The Policy Committee meeting was held Tuesday, December 13, 2016, at 6:00 pm in the District Office Conference Room.

**Committee Members Present:** Melissa Hammann and Jane Oberdorf.

**Approve November 16, 2016, Minutes:** Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to approve the November 16, 2016, minutes as presented. Motion carried, 2-0 (voice vote).

**New Business:**

Policy #352 – School Sponsored Excursions – Suggested revisions by Administration. Discussion. Policy to go to Board for a first reading.

Policy #352.1 – Overnight Excursion Regulations – Suggested revisions by Administration. Discussion. Policy to go to Board for a first reading.

Policy #352.1 Form – Suggested revisions by Administration. Discussion. Policy to go to Board for a first reading.

Policy #352.2 (#353.3) – Planning and Supervision of School Trips – Suggested revisions by Administration. Discussion. Policy to go to Board for a first reading.

**Discuss Labor Market Forces Statement (Hard to Fill Positions):** Suggested document discussed and revised. Document to go to Board for further discussion.

**Set Next Meeting Date:** Next meeting is Tuesday, January 10, 2017, at 6:00 pm.

**Adjourn:** Motion by Ms. Oberdorf, seconded by Ms. Hammann, moved to adjourn the meeting. Motion carried, 2-0 (voice vote). Meeting adjourned at 7:45 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved: 1/10/17  
Melissa Hammann, Chair



## PROGRAMS FOR STUDENTS WITH DISABILITIES

The Evansville Community School District **Board of Education** is committed to providing a free and appropriate education to all students, including student with a special education disability, within its jurisdiction in accordance with pertinent state and federal laws and is committed to providing a meaningful educational experience for all students, including students with disabilities. All students with disabilities ages 3-21 shall receive special education programming and related services to meet their individual needs.

The **Board District** also recognizes that special education programs and services are part of the total education program in the District and not a separate entity. The **Board District** also recognizes the legal requirement that students with disabilities be educated in the least restrictive environment as appropriate to their individual needs. **The District will provide appropriate special education and related services to all students with special education disabilities in accordance with federal and state laws and compliance requirements.**

**Specific educational programs and services for students with disabilities shall be determined by the student's individualized education program (IEP) team and be based on an assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by law and the District, with or without accommodations, or in alternate assessments as outlined in the student's IEP.**

The District shall appoint the Director of Student Services to act on behalf of the Board of Education on all initial referrals of students with disabilities. The Director of Student Services **or program designee** shall assign an IEP team with expertise in assessing and developing services and programs for students with disabilities. **All District special education programs and placement of District students with special education disabilities are under the direction and supervision of the Director of Student Services.**

**Within the parameters of state and federal laws governing the operation of programs for students with disabilities, there are due process safeguards for parent rights and appeal. The District's procedural safeguards notice is based on a model developed by the United States Department of Education with adaptations made by the Wisconsin Department of Instruction for use by Wisconsin school districts and other local education agencies. The District shall adhere to all such provisions. The notice, titled Special Education Procedural Safeguards: Rights for Parents and Children, is available through the office of the Director of Student Services.**

The following beliefs support this policy:

- ~~1. All District personnel must share responsibility and support all students.~~

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

Legal Ref.: Chapter 115, Subchapter V Wisconsin Statutes  
Sections 118.13 (Pupil Discrimination Prohibited)  
118.30 (Pupil Assessment)  
121.54(3) (Transportation by School Districts)  
PI 11, Wisconsin Administrative Code  
Individuals with Disabilities Education Act  
Section 504 of the Rehabilitation Act of 1973  
Americans with Disabilities Act  
ESSA 2015

Approved: March 20, 2000  
Revised: August 11, 2003  
Revised: May 12, 2008

342.1

1<sup>st</sup> Reading: 1/11/17

## **For Removal as is Incorporated into Proposed #342.**

### LOCAL AGENCY SPECIAL EDUCATION PROGRAM

The Board of Education is committed to providing a free and appropriate education to all school-age students with a special education disability within its jurisdiction in accordance with pertinent state and federal laws.

The District recognizes special education services are a part of the student's total educational program in the District and not a separate entity. The District also recognizes the legal requirement of educating students with special education disabilities in the least restrictive environment.

The District shall provide appropriate special education services to all students identified with special education disabilities in compliance with the Wisconsin Department of Public Instruction (DPI) Model Local Educational Agency Special Education Policies and Procedures (revised: November 2007).

All District special education programs and placement of District students with special education disabilities are under the direction and supervision of the Director of Student Services. Copies of the District adopted DPI Model Local Educational Agency Special Education Policies and Procedures are available through the office of the Director of Student Services.

Legal Ref.: Chapter 115, subch. V, Wisconsin Statutes  
Sections 118.13 , 118.30,118.51, 118.52,121.54(3),121.78(3)  
PI 11 Wisconsin Administrative Code  
Individuals with Disabilities Education Act (as amended)  
American With Disabilities Act of 1990  
Section 504  
Rehabilitation Act of 19973  
No Child Left Behind Act of 2001

1st Reading: 1/11/17

Approved: 8-11-03

IDEA (Individuals With Disabilities Education Act) TEAM PROCESS SUMMARY

342.11  
- - For Removal - -  
321A

TASK/FORMS	WHAT IS DONE	WHO IS RESPONSIBLE	COMMENTS
REFERRAL Form A-1 (optional for reevaluations)	School personnel & others required to make a referral under 115.777 inform the child's parent that a referral is going to be made before submitting the referral.	Any school personnel and others required to make a referral under 115.777 must make a referral if they reasonably believe a child is a child with a disability	Referral must be in writing (A-1 or other means) and must include the name of the child and the reasons why the person believes that the child is a child with a disability. LEA documents and dates referral when received.
INITIAL EVALUATION Form A-2 <sup>1</sup>	Parents notified of referral and appointment of IEP team; asked to give consent for evaluation; given procedural safeguards.	LEA (Local Education Agency)	IEP team includes: parents, at least 1 regular ed. teacher of the child, at least 1 special ed. teacher (or where appropriate, special ed. provider of the child) LEA representative, individual who can interpret the evaluation results (may be one of the above); the child whenever appropriate, others who have knowledge or special expertise about the child including related services personnel as appropriate. Notice includes qualifications of IEP team participants and names if known.
Form A-3 (no additional data) Form A-4 (additional data) Form I-1 (as needed) Form A-9 (if meeting held)*	Identify existing data, including information from the parent; determine if additional data needed. Parents notified of determination.	IEP Team (Individualized Education Plan); LEA provides notice	Parents participate in decision and are notified of determination. If additional data needed, parents notified of areas to be evaluated, tests and other evaluation materials to be administered, qualifications of individuals who will conduct the evaluation, & their names if known. IEP team meeting optional.
	Administer tests & other evaluation materials as may be needed.	IEP Team participants who will be administering tests and other evaluation materials	
	Prepare participant summary of findings that will assist with program planning.	IEP team participants who conduct additional assessments, tests, or other eval. materials	Intent is that the summary include the educational implications of the assessment results, and that the summary be brief (generally, no more than one pg.).
Form A-9 <sup>1*</sup>	IEP team meets and determines eligibility for special education. Parents participate in determination	IEP Team LEA provides meeting notice	"Child with a disability" means a child who by reason of any impairment listed in 115.76(5) needs special education and related services.
Child found to be a child with a disability Forms I-1 through I-7 as needed	Prepare evaluation report. Ask IEP team participants if they would like a copy of the report or additional time before developing the IEP.	IEP Team LEA	If determined child is a child with a disability, document determination of eligibility.
Child found not to be a child with a disability Forms I-1 through I-8 as needed, and Form A-5	If determined child is not child with a disability, parents given notice of findings and evaluation report.	IEP Team LEA	If determined child is <u>not</u> a child with a disability, identify educational needs and any services offered by LEA or others that may benefit child.

TASK/FORMS	WHAT?	WHO?	COMMENTS
RE-EVALUATION Form A-6 <sup>1</sup>	Notify parents of intent to reevaluate and appointment of IEP team. Procedural safeguards given.	LEA	Reevaluation occurs when conditions warrant, parent or teacher requests, but at least once every three years.
Form A-7 (no additional data). Form A-8 (additional data needed) Form I-1 (as needed) Form A-9 (if meeting held)*	Identify existing data (including information from the parent) and determine if additional data needed. Parents notified of determination.	IEP Team LEA provides notice	Parents participate in decision and are notified of determination. If additional data needed, parents notified of areas to be evaluated, tests and other evaluation materials to be administered, qualifications of individuals who will conduct the evaluation, and their names, if known. IEP team meeting optional.
Form A-8	Obtain consent if additional tests or other evaluation materials need to be conducted.	LEA	If additional data needed, parents notified of areas to be evaluated, tests and other evaluation materials to be administered, qualifications of individuals who will conduct the evaluation, and their names, if known.
	Administer tests and other evaluation materials as needed	IEP Team participants who will be administering tests and other evaluation materials	
	Prepare participant summary of findings that will assist with program planning	IEP team participants who conduct additional assessments, tests, or other evaluation materials	Intent is to summarize educational implications of tests and other evaluation conducted, and that summary be brief (generally no more than one page)
Form A-9 <sup>1</sup> *	IEP Team meets and determines continuing eligibility for special education or additional needs.	IEP Team LEA provides meeting notice	"Child with a disability" means a child who by reason of any impairment listed in 15.76(5) needs special education and related services.
Child found to be a child with a disability Forms I-1 through I-7 as needed.	Prepare evaluation report. Ask IEP team participants if they would like a copy of the report or additional time before developing the IEP.	IEP Team LEA	If determined that child continues to be a child with a disability, document determination of eligibility.
If child found not to be a child with a disability Forms I-1 through I-8 as needed, and Form A-5	Prepare evaluation report. Parents receive notice of findings and the evaluation report.	IEP team LEA	If determined child does not continue to be a child with a disability, identify educational needs and identify programs that may benefit the child.

TASK/FORMS	WHAT?	WHO?	COMMENTS
IEP Form I-2 Forms I-9 through I-15 as needed.	IEP team develops IEP.	IEP Team	Includes present levels of performance; annual goals incl. benchmarks or short-term objectives; projected dates, frequency, location, duration of special ed., related services, and supplementary aids and services; explanation of extent to which the child will not participate with nondisabled peers; participation in statewide and districtwide assessments; transition for ages 14 and 16; how progress toward annual goals will be measured and reported to parents; transfer of rights at age of majority; consideration of special factors
PLACEMENT Form I-16 and I-17	Placement decision made to implement IEP. Consent required for initial placement. Copy of evaluation report given to parents if not already requested. Annual notice for continuing placement. Copy of IEP provided with placement notice.	IEP Team LEA	Placement includes school building and LEA.

**NOTES:**

**Procedural Safeguards:** A Procedural Safeguards Notice is sent upon initial evaluation (Form A-2), with notice of reevaluation (Form A-6), and with any invitation to an IEP team meeting (Form A-9). The written notice includes a full explanation of procedural safeguard in accordance with 115.792 written so it can be easily understood by the general public and in the parents' native language, unless it is clearly not feasible to do so.

**\*IEP Team Meetings:** Whenever there is an IEP team meeting, parents must be notified in writing prior to the meeting. The meeting is held at a mutually agreeable time and place. Notice includes the purpose of the IEP team meeting, date, time and location. Parents have the right to bring other people who have knowledge or special expertise about their child to the meeting. (DPI Form A-9).

LEA (Local Education Agency)

IEP (Individualized Education Plan)

Revised: March 9, 2016

Reviewed: September 14, 2016

Revised:

1<sup>st</sup> Reading: 12/15/16; 2<sup>nd</sup> Reading: 1/11/17

## ONLINE LEARNING/VIRTUAL SCHOOL PROGRAM – ADMINISTRATIVE RULE

The Evansville Community School District participates as a member of the JEDI Virtual School consortium. JEDI is a public charter school that provides educational services to families whose students are seeking an educational option in the form of online coursework.

Online course options through JEDI include single course offerings or full-time enrollment in the virtual school.

### I. JEDI Single Course Option:

#### A. Course Enrollment Approval:

The following criteria may be used to determine if students are permitted to enroll in virtual school online courses:

1. The course is not offered face-to-face by the District.
2. In rare cases, although the course is offered by the District, the student is unable to take the course due to an unavoidable scheduling conflict or special circumstance.
3. The course is needed to meet an individual education plan, a differentiated education plan, a 504 plan, or a plan to remediate credits for graduation.
4. The student is considered a qualified candidate according to the following criteria:
  - a) Course availability.
  - b) Seats open in available courses.
  - c) Course prerequisites are met.
  - d) Past successful academic record in online courses.
  - e) Past academic record in traditional courses.
  - f) Teacher recommendation.
  - g) Parent recommendation.
  - h) Student interview.
  - i) Other valid indicators deemed necessary by the District.
5. Approval by the principal.

#### B. Enrollment Procedures:

The following procedures and guidelines apply to students enrolled full-time in the District:

1. Students and parents/guardians shall discuss JEDI single course options with a school counselor and the District JEDI coordinator. The District JEDI coordinator shall review a syllabus and expected course pacing for each class of interest to determine the best options for the student and report to the counselor and the family regarding their findings.
2. Students shall indicate their intention to enroll in JEDI single courses during the normal course scheduling process for the following academic year. The District JEDI coordinator shall provide registration materials to families indicating JEDI single course options with detailed instructions for when they are due.
3. Not less than two weeks prior to the beginning of the term for which the student wishes to enroll in the class, the student and parent shall complete the JEDI single

course registration form and submit it to the counseling office with the tuition payment.

4. Students who have submitted applications and tuition payments in the designated timeline shall have access to the JEDI class platform by day one of the term enrolled.
5. Enrollment in virtual school online courses at other times of the year due to individual circumstances such as illness or expulsion will be decided on a case by case basis.
6. Student may enroll in up to two online courses per year.

C. A decision denying a request for a virtual school full-time or single course enrollment may be appealed to the District Administrator.

## II. JEDI Virtual School Full-Time Option:

Students wishing to enroll full-time in the JEDI virtual school program as an alternative to traditional programming may request a meeting with parents, counselor, and a JEDI District Coordinator. School officials will then meet to determine the best placement of the student.

- A. Full-time virtual school students must complete all Evansville High School Graduation Requirements in order to receive a diploma from Evansville High School.
- B. Full-time virtual school students may request to rent a laptop provided by the District for a fee of \$50 annually

## III. Virtual School and Online Course Policies and Procedures:

- A. Wisconsin Statutes for attendance apply.
- B. Acceptable internet and technology use policies, and all other applicable District policies apply.
- C. Students will be held accountable to the policies and procedures outlined in the JEDI Virtual School Student and Family Handbook.
- D. Grades received for virtual/online course work will count the same as other course grades. All grades received from virtual/online courses will be recorded on the official student transcript.
- E. Students are required to participate in state mandated assessments.
- F. Students may participate in extra-curricular activities offered by the District contingent upon them meeting the conditions of participation.
- G. Tuition Cost:
  1. Students enrolled in single courses are not responsible for the tuition associated with the course.
  2. Single courses which are taken by student choice for the purpose of student interest, enrichment opportunity, or to enhance a current course grade (retake the course) when a comparable course is offered by the school, will be charged the cost of tuition.
  3. Course time extensions to complete the course are set within allowable ranges by JEDI. Students who exceed the standard time extensions will be responsible for the additional cost incurred by JEDI.

Local Ref.: Policy #343.3 – Online Learning/Virtual School Program



**Law, rule or expert recommendation to have policy**

## CURRICULUM DEVELOPMENT

The curriculum of the Evansville Community School District is based on academic standards which serve as rigorous targets for teaching and learning. The District aligns curriculum at all grade levels and content areas to the Wisconsin Model Academic Standards (WMAS), which include Common Core State Standards for English Language Arts, Mathematics, Literacy in all subjects and Reading. The District aligns Science instruction to the Next Generation Science Standards. In addition to these standards, WMAS in Foreign Language, Art, Music, Physical Education, Health, Agriculture, Career and Technical Education, Business Education, Family and Consumer Education, are approved by the Board annually. All professional staff will teach the curriculum approved by the Board for each subject area. This curriculum shall be designed to engage students in active learning, to provide opportunities for students to meet challenging content and performance standards, and to meet diverse learner needs.

Teachers and other professional staff shall be responsible for proposing and developing curriculum changes and additions. Curriculum changes shall be made in accordance with State and National Standards as well as, frameworks and procedures established by the administrators in consultation with faculty and staff. Deletions or additions to the curriculum that add or drop courses or units of instruction or require new textbook resources or equipment adoptions of over \$10,000 shall be reviewed by the Teacher Collaboration Team for the respective grade level or content area. Board approval is required for these major adoptions before they are initiated into the program of instruction.

It is the responsibility of the District Administrator to ensure that all aspects of the curriculum are taught, assessed, and revised using procedures set by the District.

District curriculum for all grade level and content areas is evaluated/reviewed according to the five-year Curriculum Renewal Cycle. Every component of curriculum is active within one of the stages of implementation throughout the term of the cycle. The evaluation/review process will include reports to the Board. Instructional budgets are developed to correspond with the renewal process to ensure that appropriate and viable instructional resources are provided along with the necessary professional development.

Curriculum documents will be in place for all areas of instruction. These documents will include the instructional framework which specifies the academic standards and the sequential units of study. Evansville curriculum will be made available to the Board and the public.

Legal Ref.: Sections 118.01 Wisconsin Statutes (Educational Goals and Expectations)

118.015 (Reading Instruction)

118.019 (Human Growth and Development Instruction)

118.30 (1g)(a)1 (Pupil Assessment)

120.12(14) (School Board Duties)

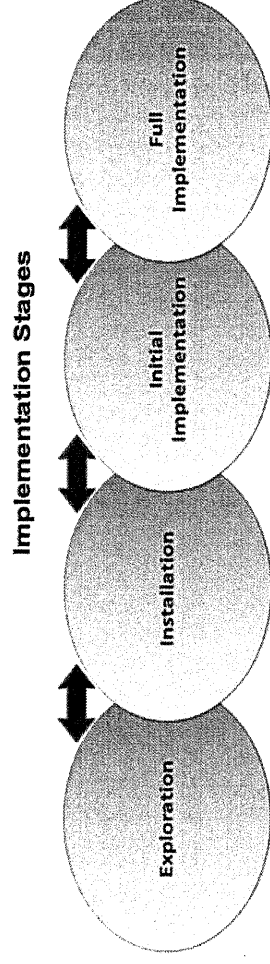
120.13 (School Board Powers)

121.02 (School District Standards)

PI 8 and PI 8.01(2)(k) Wisconsin Administrative Code

Local Ref.: Policy #330 Exhibit – Curriculum Renewal Cycle

## CURRICULUM RENEWAL CYCLE

**Exploration Stage**

- Assessing the needs of students
- Identifying possible programs and practices to meet those needs
- Assessing the fit and feasibility of implementing and sustaining the identified programs

**Installation Stage**

- Developing communication pathways
- Ensuring financial and human resources are in place
- Finding physical space
- Purchasing equipment and technology
- Developing practitioner competency

**Initial Implementation Stage**

- Special attention to coaching
- Attention to continuous improvement and rapid cycle problem solving
- Using decision support data systems

**Full Implementation Stage**

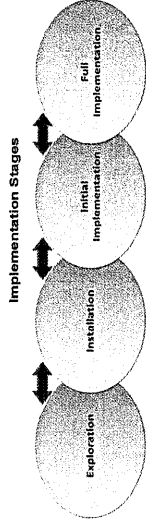
- Teachers skillfully employing new practices
- An infrastructure to support teachers
- Integrating new learning at all levels in classrooms, schools, and district

**Sustained Growth**

- Ensuring that funding streams are maintained and sustained
- Ensuring that the infrastructure is maintained and sustained:
  - Timely and effective professional development
  - Coaching and fidelity measures
  - Continuous improvement based upon performance data
  - Policy and procedures supports teaching and learning



# Curriculum Renewal Cycle



	Exploration	Installation	Initial Implementation	Full Implementation	Sustained Growth
2014-15	6-12 Math K-12 Literacy 7-12 Spanish			K-5 Math	
2015-16	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish			K-5 Math
2016-17	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish		
2017-18	K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish	
2018-19	K-5 Math	K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish
2019-20	6-12 Math K-12 Literacy 7-12 Spanish	K-5 Math	K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education
2020-21	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish	K-5 Math	K-5 Science K-12 Music Career and Tech Ed	K-5 Science K-12 Art K-12 Social Studies
2021-22	K-5 Science K-12 Art K-12 Social Studies	6-12 Science K-12 Health K-12 Physical Education	6-12 Math K-12 Literacy 7-12 Spanish	K-5 Math	K-12 Music Career and Tech Ed

Approved: May 11, 1987

331

Revised: March 11, 2002

Revised: October 9, 2006

1<sup>st</sup> Reading: 11/30/16; 2<sup>nd</sup> Reading: 12/14/16; 3<sup>rd</sup> Reading: 1/11/17

## **SUGGESTION TO REMOVE – NOT REQUIRED**

### **CURRICULUM DOCUMENTS**

District curriculum is represented in a series of documents that come before the Evansville Board of Education. Curriculum documents shall describe content and performance standards and shall be prepared by professional staff for all courses and grade level subjects. Curriculum documents:

1. Provide information to staff, students, and parents concerning grade and course level expectations.
2. Provide a clear set of performance standards, aligned to the State's standards and Frameworks, which serve as a guide for the expected achievement of students.
3. Serve as a source of information for the Board and community, promoting a greater awareness of and participation in the learning mission of the school.

The format and criteria for curriculum documents will be determined by the Curriculum Coordinating Council. The director of instruction, under the supervision of the district administrator, shall have general coordinating authority and supervision over the formation of all courses of study.

Legal Ref.: Sections 118.01 Wisconsin Statutes

118.015

118.30(1)(g)

120.12(14)

121.02(1)(k)

PI 8.01(2)(k) Wisconsin Administrative Code

**SUGGESTION TO REMOVE – NOT REQUIRED****K-12 CRITERIA FOR CURRICULUM DEVELOPMENT**

A high quality curriculum allows students to achieve or exceed the Evansville Community School District's performance standards. Proficiency in standards is best achieved when the curriculum is appropriate, equitable, feasible, research-based, rigorous and worthwhile.

- Items preceded by this box represent minimal requirements and must be addressed in all curriculum documents presented for approval.

**Rigorous Curriculum:**

- Develops large concepts, essential knowledge, skills and attitudes
- Is driven by Wisconsin's Model Academic Standards as referenced by the Evansville School District's content, performance and assessment standards
- Builds connections within and across content areas and between levels
- Provides breadth and depth of content
- Challenges all students to excel

**Appropriate Curriculum:**

- Includes a repertoire of instruction and assessment strategies
- Differentiates for students' needs, abilities, strengths and interests
- Accommodates a variety of learning styles
- Provides for age and developmental stages of learning

**Research-Based Curriculum:**

- Reflects current research on content knowledge and how children learn
- Utilizes students' background knowledge and addresses suppositions and misconceptions
- Integrates current technology

**Worthwhile Curriculum:**

- Allows students to create meaning and make relevant connections to other knowledge and experience
- Actively engages and motivates students and teachers
- Facilitates learning that has long-term significance

**Equitable Curriculum:**

- Respects culture, gender, ethnic and race uniqueness, similarities and interdependence
- Supports an infusion of multiple perspectives, not isolation
- Includes a variety of resources that accurately represent different perspectives
- Structures opportunities for all students to succeed

**Feasible Curriculum:**

- Is supported by ongoing staff development at the district and site levels
- Has staff commitment
- Has community support
- Attends to time, space and resource needs

Revised:

1<sup>st</sup> Reading: 11/30/16; 2<sup>nd</sup> Reading: 12/14/16; 3<sup>rd</sup> Reading: 1/11/17**Mandated Policy****STUDENT PRIVACY**

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

These protections apply to all school levels.

**I. Privacy Protections for Students and Families**

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

- A. Teachers, counselors, support staff, and volunteers approved to present in the District classrooms will not directly ask or require a student to divulge private information in a classroom setting.
  1. "Private information" shall be defined as any information generally considered private for a student and/or the family. This includes information about a child's family's personal: habits, traits, relatives, family preferences, family income or business affairs, religious beliefs, political opinions, physical or mental health status, or patterns of inter-relationships.
  2. At the discretion of the student, personal opinions, feelings, and ideas may be expressed as they relate to the goals of the lesson.
- B. Lessons are to be constructed so that private information is not requested or prompted. Educators are to redirect any divulging of private information back to the original topic.
- C. Any material that is inappropriately biased or derogatory of a certain religion, creed, lifestyle, family/marital status, or ethnic community will not be taught. For further information, see Board guidelines on "Pupil Non-Discrimination". Materials and examples should be representative of different types/configurations of families, family structures, and family socio-economic status.
- D. Principals, teachers, and other employees shall inform volunteers of this policy in written form when using volunteers to handle confidential student information. Arrangements shall be made to protect student privacy in the event of the administration or distribution of a survey to a student that would reveal information on one or more of the following:
  - Political affiliations or beliefs of the student or the student's parents/family.
  - Mental health status of the students or the student's family.
  - Sexual activity.
  - Self-incriminating behavior.
  - Critical appraisals of other individuals with whom students have close family relationships.
  - Legally recognized privileged or analogous relationship.
  - Religious practices, affiliations or beliefs of the student or the student's parents.
  - Income, other than required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

II. Materials Selection

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

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

III. Surveys

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

IV. Parental Consent

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

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

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

Legal Ref.: Section 118.01(2)(d) Wisconsin Statutes (Educational Goals and Expectations)  
118.019 (Human Growth and Development Instruction)  
118.15(1)(d)-(f) (Compulsory School Attendance)  
PI41, WI Administration Code

Local Ref.: Policy #333.1 – Student Surveys

Approved: July 12, 2004

333.1 ~~333.2~~

Revised:

1<sup>st</sup> Reading: 11/30/16; 2<sup>nd</sup> Reading: 12/14/16; 3<sup>rd</sup> Reading: 1/11/17

## **Mandated Policy**

### STUDENT SURVEYS

The Evansville Community School District respects the privacy rights of parents and their children. No student shall be required to participate in any survey associated with a school program or the District's curriculum, or which is administered by a third party in the schools, if the survey includes one or more of the following items:

- Political affiliations or beliefs of the student or the student's parent.
- Mental and psychological status of the students or the student's family.
- Sexual activity.
- Self-incriminating behavior.
- Critical appraisals of others with whom students have close family relationships.
- Legally recognized privileged or similar relationships.
- Religious practices, affiliations, or beliefs of the student or student's parents.
- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

The building principals shall notify parents/guardians at the beginning of each school year of the specific or approximate dates during the school year when such known survey activities are scheduled involving their children, or at least 30 days prior to administering such a survey if it is unknown at the beginning of the school year. Parents/guardians shall be given opportunity to request that their child not participate in a survey or any surveys containing the above information.

If a survey containing any of the above information is funded in whole or in part by a program administered by the U.S. Department of Education, written consent must be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.

Parents/guardians may, upon request, inspect a survey containing any of the above information and any survey created by a third party before the survey is administered or distributed to a student. They may also request to inspect any instructional material used in connection with the survey. Requests to inspect a survey or instructional material should be made prior to the date in which the survey is scheduled to be administered to students. The principal or designee shall respond to such requests without delay.

Legal Ref.: Section 118.125 Wisconsin Statutes (Pupil Records)

Local Ref.: Policy #333 – Student Privacy



**SUGGESTION TO REMOVE – NOT REQUIRED**

**CURRICULUM / INSTRUCTIONAL PROGRAM EVALUATION**

The Board believes that curriculum evaluation is one of multiple means of learning whether the student performance standards adopted by the Board are being achieved. Evaluation of the instructional program shall be a continuous activity in which the members of the district-wide curriculum council, in collaboration with building administration, school improvement teams, community members, professional staff, and the Board may participate. Special sessions may be included as part of the regular Board meetings to assess and evaluate curriculum.

The Board shall delegate to the professional staff the specific evaluation of the instructional processes.

The purpose of curriculum evaluation are as follows:

1. To ensure curriculum alignment with state standards and assessments.
2. To indicate curriculum strengths and weaknesses, based on qualitative and quantitative results.
3. To provide information needed for strategic planning.
4. To provide data for public information.
5. To show the relationship between achievement, district and building goals, and research based practice.
6. To check on the suitability of the program in terms of community requirements.

The District may participate in the services offered by outside evaluators when reviewing and updating the curriculum. Participation shall be in accordance with established guidelines and approved by the Board.

Legal Ref.: Section 121.02(1)(k) Wisconsin Statutes  
PI 8.01(2)(k), Wisconsin Administrative Code

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, December 14, 2016, at 6:00 pm in the District Board and Training Center.

The meeting was called to order by President Mason Braunschweig. Roll call was taken. Members present: Braunschweig, Busse, Rasmussen, Hammann, Hennig, HS Rep Roth, HS Rep Parker, and Ms. Oberdorf arrived at 6:03 pm. Absent: Spanton Nelson.

**APPROVE AGENDA**

Motion by Mr. Busse, seconded by Mr. Hennig, moved to approve the agenda as presented. Motion carried, 5-0 (voice vote).

**PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS**

- Wisconsin Association of School Board Convention (WASB) – January 17-20, 2017
- Open Enrollment – February 6 – April 28, 2017
- School Board Election Update – Ms. Hammann and Mr. Titus have turned papers in

**PUBLIC PRESENTATIONS**

None.

**INFORMATION & DISCUSSION**

High School Representatives, Ms. Roth and Ms. Parker, presented high school events.

District Administrator, Mr. Roth, asked the Board to consider changing the 2016-2017 school year calendar, per Union Leadership request, exchanging January 2, 2017, non-school day with February 24, 2017, non-school day. Discussion.

Mr. Braunschweig gave school board election update earlier in meeting.

Mr. Roth led discussion on 2017-2018 open enrollment class limits and options. Discussion.

Ms. Hammann presented for a first reading, policies: #343.3 Rule-Online Learning/Virtual School Program-Administrative Rule; #751.5-Use of District Owned or Private Vehicles to Transport Students or Non Students For School Business; #751.5 Form-Alternative Vehicle Driver Information Request Form; #751.5 Form 1-Driver Information; #751.5 Form 2-Verification of Fitness to Drive; #751.5 Form 3-Vehicle Inspection Form; and #753-Use of School Owned or Private Vehicles (Non Student Transportation). Discussion.

Ms. Hammann presented for a second reading, policies: #330-Curriculum Development; #330 Exhibit-Organization Chart; #331-Curriculum Documents; #331.1-K-12 Criteria for Curriculum Development; #533-Student Privacy; #333.1 (333.2)-Student Surveys; and #334-Curriculum/Instructional Program Evaluation. Discussion.

**PUBLIC PRESENTATIONS**

None.

**BUSINESS (Action Items)**

Motion by Mr. Rasmussen, seconded by Mr. Hennig, moved to approve the hiring of Alice Murphy, Director of Curriculum and Instruction, at a salary of \$99,500. Discussion. Motion carried, 6-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Hennig, moved to approve the Director of Student Services 2017-2018 and 2018-2019 Rollover Contract for Janessa Katzenberger. Motion carried, 6-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the resignation of Alice Murphy, 2017-2018 Contract as Director of Curriculum and Instruction, effective June 30, 2018. Discussion. Motion carried, 6-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Hennig, moved to approve the 2016-2017 school year calendar change of January 2, 2017, as a day of no school for students and February 24, 2017, as a day of school for staff and students. Discussion. Motion carried, 6-0 (voice vote).

**CONSENT (Action Items)**

Motion by Ms. Hammann, seconded by Ms. Oberdorf, moved to approve the consent agenda items: policies, #251-Organization for Administrative Purposes, #251 Exhibit-Organization Chart, #447-Student Discipline: Detention, Suspension and Expulsion, #447.1-Use of Seclusion and Physical Restraint by Staff, #529.2-Jury Duty, #751.5-Use of District Owned or Private Vehicles to Transport Students or Non-Students For School Business, #751.5 Form-Alternative Vehicle Driver Information Request Form, #751.5 Form 1-Driver Information, #751.5 Form 2-Verification of Fitness to Drive, #751.5 Form 3-Vehicle Inspection Form, and #753-Use of School Owned or Private Vehicles (Non Student Transportation); November 30 Regular and December 7, 2016, Special Meeting Minutes; and the November Bills as presented. Motion carried, 6-0 (roll call vote).

**FUTURE AGENDA**

January 11, 2017, regular meeting agenda discussed.

**INTERVIEW ARCHITECTURAL FIRMS**

Ms. Dailey, Mr. Vajgrt, and Mr. Lyons of Eppstein Uhen Architects (EUA) presented their architectural firms request for proposal (RFP). Discussion.

Mr. Baum and associates of FEH Design presented their architectural firms request for proposal (RFP). Discussion.

Mr. Braunschweig led discussion of the four architectural firms' interviews on December 7 and 14. Discussion. Mr. Roth directed to talk to Bray Associates Architects and Eppstein Uhen Architects (EUA) on proposal bids.

**ADJOURN**

Motion by Mr. Hennig, seconded by Mr. Busse, moved to adjourn the meeting. Motion carried, 6-0 (voice vote). Meeting adjourned at 9:06 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved: 1/11/17  
Mason Braunschweig, President

CHECK DATE	CHECK NUMBER	CHE TYP	VENDOR	AMOUNT
12/08/2016	80831	R	DAVE'S ACE HARDWARE	363.49
12/08/2016	80832	R	AMERICAN AWARDS & PR	54.59
12/08/2016	161700310	A	AMERICAN IND STEEL &	573.30
12/08/2016	80833	R	ATLAS, FREDERICK	48.00
12/08/2016	161700311	A	BADGER SPORTING GOOD	1,350.00
12/08/2016	161700312	A	BADGER WATER LLC	75.60
12/08/2016	80834	R	BAILEIGH INDUSTRIAL	2,640.42
12/08/2016	161700313	A	BOARDMAN & CLARK LLP	1,764.00
12/08/2016	80835	R	BRIGHTSTAR CARE	1,012.50
12/08/2016	80836	R	BROAD REACH BOOKS	474.75
12/08/2016	80837	R	BRODHEAD SCHOOL DIST	1,097.16
12/08/2016	161700314	A	CARTER & GRUENEWALD	317.27
12/08/2016	80838	R	CESA 1	700.00
12/08/2016	161700315	A	CESA #2	150.00
12/08/2016	161700316	A	CHANDLER, CHUCK	60.00
12/08/2016	80839	R	CITY OF EVANSVILLE	447.48
12/08/2016	80840	R	COLDEN, TIMOTHY	48.00
12/08/2016	161700317	A	E2E EXCHANGE	675.00
12/08/2016	80841	R	EVANSVILLE HIGH SCHO	426.65
12/08/2016	80842	R	EQUAL RIGHTS DIVISIO	67.50
12/08/2016	80843	R	EVANSVILLE BLOOMS	45.00
12/08/2016	80844	R	EVANSVILLE ELECTRIC	460.00
12/08/2016	80845	R	EVANSVILLE REVIEW	70.00
12/08/2016	80846	R	FIDELITEC LLC	97.00
12/08/2016	161700318	A	FIRST SUPPLY LLC - M	1,389.96
12/08/2016	161700319	A	FISCHER, NICOLE	83.16
12/08/2016	80847	R	FOLLETT SCHOOL SOLUT	821.92
12/08/2016	161700320	A	FORSTER, NICOLE	27.88
12/08/2016	80848	R	FURRER, ERNIE	100.00
12/08/2016	80849	R	GARVOILLE, LARRY	60.00
12/08/2016	161700321	A	GARVOILLE, STEVE	60.00
12/08/2016	80850	R	GATES, TONY	48.00
12/08/2016	80851	R	GOLZ ELECTRIC	1,796.24
12/08/2016	80852	R	GOPHER SPORT	1,288.82
12/08/2016	80853	R	GRAINGER PARTS	343.38
12/08/2016	161700322	A	GRANSEE, KELLEY	36.26
12/08/2016	161700323	A	GREIBER, BENJAMIN	60.00
12/08/2016	80854	R	HANSEN, WAYNE	48.00
12/08/2016	161700324	A	HEINEMANN	1,084.60
12/08/2016	80855	R	HEINECKE, PAUL	550.00
12/08/2016	161700325	A	HONEYWELL INC.	3,111.70
12/08/2016	161700326	A	HOWLETT, KRISTIN	107.11
12/08/2016	80856	R	IDEAL PRINTING WI LL	340.00
12/08/2016	80857	R	JDRF	50.00
12/08/2016	80858	R	JOHNSTONE SUPPLY	359.99
12/08/2016	80859	R	JUZWIK, CHRIS	60.00
12/08/2016	80860	R	KELLER, JIM	60.00
12/08/2016	161700327	A	KVALHEIM, JAMES	143.20
12/08/2016	80861	R	LAMINATION DEPOT INC	107.91
12/08/2016	80862	R	LEMON, RICHARD	550.00
12/08/2016	80863	R	LUND, ROSE	146.66
12/08/2016	161700328	A	LYCON INC	812.50
12/08/2016	161700329	A	MACGILL AND CO	68.75
12/08/2016	80864	R	MENARDS	580.75
12/08/2016	161700330	A	MILLS, CAROLYN	123.98
12/08/2016	80865	R	MOVIE LICENSING USA	436.00

CHECK DATE	CHECK NUMBER	CHE TYP	VENDOR	AMOUNT
12/08/2016	161700331	A	NASCO	47.15
12/08/2016	161700332	A	NEIS, GERALD	48.00
12/08/2016	161700333	A	NELSON-YOUNG LUMBER	391.00
12/08/2016	80866	R	OFFICE DEPOT	225.63
12/08/2016	161700335	A	OFFICE PRO	882.46
12/08/2016	161700336	A	PAPENDIECK, SANDRA	14.99
12/08/2016	80867	R	PERSONS, JENNIFER	172.48
12/08/2016	80868	R	PLOESSL, MICHELLE	250.00
12/08/2016	161700339	A	PROFESSIONAL PEST CO	585.00
12/08/2016	161700340	A	RIEL, TONY	63.50
12/08/2016	80869	R	RINGHAND BROTHERS IN	63,676.53
12/08/2016	80870	R	SCHAEFER, DEREK	60.00
12/08/2016	161700341	A	SEILS, ANDY	50.00
12/08/2016	80871	R	SEW MANY THREADS, LL	480.00
12/08/2016	161700342	A	SPERRY, JANE	28.08
12/08/2016	161700343	A	TECHNOLOGY RESOURCE	2,660.00
12/08/2016	80872	R	TEN EYCK ORCHARD	248.00
12/08/2016	161700344	A	TESKE, DANA	123.12
12/08/2016	161700345	A	THE LIBRARY STORE	2,985.34
12/08/2016	161700346	A	THORNTON, RON	48.00
12/08/2016	161700347	A	THORNTON, TINA	82.08
12/08/2016	161700348	A	TIERNEY BROTHERS INC	3,346.58
12/08/2016	80873	R	TEACHERS ON CALL	3,404.24
12/08/2016	80874	R	UPS	7.45
12/08/2016	161700349	A	VAN LEUVEN M.D., CAT	4,675.00
12/08/2016	161700350	A	VELASQUEZ-KLOPP, MIC	32.47
12/08/2016	161700351	A	WE ENERGIES	4,370.17
12/08/2016	80875	R	WEGNER CPA'S LLP	2,000.00
12/08/2016	80876	R	WELDERS SUPPLY COMPA	382.11
12/08/2016	161700352	A	WISCONSIN SCHOOL MUS	20.50
12/08/2016	80877	R	WSRA	37.00
12/08/2016	80878	R	YOSS, DAVID	50.00
12/08/2016	161700353	A	ZBLEWSKI, DOUG	519.39
12/09/2016	80879	R	FIDUCIARY TRUST INTE	1,274.00
12/09/2016	80880	R	METLIFE	75.00
12/09/2016	80881	R	MG TRUST COMPANY	750.00
12/16/2016	80882	R	ATLAS, FREDERICK	48.00
12/16/2016	80883	R	BOTHUN, DANIEL	50.00
12/16/2016	161700354	A	FENRICK, CRAIG	60.00
12/16/2016	80884	R	FRONHEISER, RICH	60.00
12/16/2016	80885	R	FURRER, ERNIE	100.00
12/16/2016	80886	R	GATES, TONY	48.00
12/16/2016	80887	R	JOST, PATRICK	48.00
12/16/2016	80888	R	KAUTZA, JEREMY	60.00
12/16/2016	80889	R	KRONING, SHELDON	50.00
12/16/2016	80890	R	LOTH, JEB	60.00
12/16/2016	80891	R	MARTENS, ANDREW	60.00
12/16/2016	80892	R	MCPMAHON, BROOKS	60.00
12/16/2016	80893	R	MEYERS, JOHN	48.00
12/16/2016	80894	R	MILWAUKEE ART MUSEUM	330.00
12/16/2016	80895	R	PEREIRA, MACABEE	60.00
12/16/2016	161700355	A	SEILS, ANDY	48.00
12/16/2016	80896	R	SIMENSON, DANIEL	48.00
12/16/2016	80897	R	SOLDNER, LEROY	48.00
12/16/2016	80898	R	VANCE, MARK	48.00
12/16/2016	80899	R	WACPC INC	289.00

CHECK DATE	CHECK NUMBER	CHE TYP	VENDOR	AMOUNT
12/22/2016	80903	R	A2R INC	39.00
12/22/2016	80904	R	ADVANCED DISPOSAL	1,382.59
12/22/2016	161700356	A	AIRGAS USA LLC	53.03
12/22/2016	161700357	A	AIRWAY SALES INC	294.95
12/22/2016	80905	R	ALL 'N ONE	207.84
12/22/2016	80906	R	AMERICAN AWARDS & PR	28.62
12/22/2016	80907	R	AT & T	258.82
12/22/2016	80908	R	BADGER POPCORN & CON	356.15
12/22/2016	161700358	A	BADGER WATER LLC	329.25
12/22/2016	80909	R	BELLEVILLE HIGH SCHO	175.00
12/22/2016	80910	R	BELMONT HIGH SCHOOL	150.00
12/22/2016	80911	R	BIER, THOMAS	50.00
12/22/2016	80912	R	BJ ELECTRIC SUPPLY I	597.40
12/22/2016	80913	R	BLU'S FROYO SHOPPE	110.00
12/22/2016	80914	R	BOTHUN, DANIEL	50.00
12/22/2016	80915	R	BRIGHTSTAR CARE	1,937.50
12/22/2016	80916	R	CESA 8	152.11
12/22/2016	80917	R	CHARTER COMMUNICATIO	1,887.96
12/22/2016	161700359	A	CITY GLASS COMPANY	255.00
12/22/2016	161700360	A	CRM	4,399.78
12/22/2016	161700361	A	DEFOREST HIGH SCHOOL	200.00
12/22/2016	80918	R	DVORAK LANDSCAPE SUP	1,190.70
12/22/2016	80919	R	E & D WATER WORKS IN	93.50
12/22/2016	80920	R	EVANSVILLE HIGH SCHO	235.00
12/22/2016	80921	R	EMMONS BUSINESS INTE	5,148.54
12/22/2016	161700362	A	ENVIRONMENTAL MANAGE	300.00
12/22/2016	80922	R	EVANSVILLE CHAMBER O	250.07
12/22/2016	80923	R	EVANSVILLE REVIEW	399.00
12/22/2016	80924	R	FENTON JR, THOMAS	48.00
12/22/2016	161700363	A	FETTIG, SHARI	67.40
12/22/2016	80925	R	FOLLETT SCHOOL SOLUT	1,351.02
12/22/2016	80926	R	FORT ATKINSON HIGH S	325.00
12/22/2016	80900	R	FIDUCIARY TRUST INTE	1,274.00
12/22/2016	80927	R	FURRER, ERNIE	50.00
12/22/2016	80928	R	GOLZ ELECTRIC	119.80
12/22/2016	161700364	A	GRANSEE, KELLEY	15.94
12/22/2016	161700365	A	GREIBER, BENJAMIN	60.00
12/22/2016	161700366	A	HALDIMAN, TIM	60.00
12/22/2016	161700367	A	HALDIMAN, TRENT	60.00
12/22/2016	80929	R	HEID MUSIC CO	181.22
12/22/2016	80930	R	HODGSON, CRAIG	50.00
12/22/2016	161700368	A	HONEYWELL INC.	13,314.00
12/22/2016	161700369	A	HORGEN, KATHRYN	90.00
12/22/2016	80932	R	J.W. PEPPER & SON IN	48.09
12/22/2016	80933	R	JEFF'S PLUMBING & HE	375.00
12/22/2016	161700370	A	KATZENBERGER, JANESE	57.24
12/22/2016	80934	R	KNOVATION, INC	1,245.00
12/22/2016	80935	R	KNUDSEN, GREGG	20.00
12/22/2016	80936	R	KOLASCH, TONY	5.00
12/22/2016	80937	R	KRONING, SHELDON	96.00
12/22/2016	161700371	A	LAKELAND CHEMICAL SP	1,078.67
12/22/2016	161700373	A	LANDMARK SERVICES CO	6,324.17
12/22/2016	80938	R	LIFETOUCH NATIONAL S	2,310.85
12/22/2016	80939	R	LODI HIGH SCHOOL	200.00
12/22/2016	80940	R	LOVELY, VICKI	5.00
12/22/2016	80941	R	LUND, ROSE	58.32

CHECK DATE	CHECK NUMBER	CHE TYP	VENDOR	AMOUNT
12/22/2016	80942	R	MANSKY, RYAN	60.00
12/22/2016	161700374	A	MARTY, RACHEL	21.84
12/22/2016	80943	R	MENARDS	392.74
12/22/2016	80901	R	METLIFE	75.00
12/22/2016	80944	R	MEYERS, JOHN	48.00
12/22/2016	80902	R	MG TRUST COMPANY	750.00
12/22/2016	161700375	A	MIDWEST SCHOLASTIC	18.50
12/22/2016	161700376	A	MILLER, KEITH	49.14
12/22/2016	80945	R	MORLEY, ZACH	60.00
12/22/2016	80946	R	MOVIE LICENSING USA	408.00
12/22/2016	80947	R	MUSIC THEATRE INTERN	4,395.00
12/22/2016	80949	R	MUSIC IN MOTION	261.95
12/22/2016	161700378	A	NASCO	1,480.26
12/22/2016	80950	R	O'LEARY, RUSSELL	85.00
12/22/2016	80951	R	OCCUPATIONAL HEALTH	57.00
12/22/2016	80952	R	OFFICE DEPOT	50.44
12/22/2016	161700379	A	OFFICE PRO	807.87
12/22/2016	161700380	A	PAPENDIECK, SANDRA	12.98
12/22/2016	161700381	A	PICKERING, DEANNA	11.98
12/22/2016	80954	R	PIGGLY WIGGLY	546.94
12/22/2016	161700382	A	PROPER, MEGHANN	29.07
12/22/2016	80955	R	R.A. HEATING & AIR C	378.40
12/22/2016	80956	R	RHYME BUSINESS PRODU	3,076.71
12/22/2016	161700383	A	RHYME BUSINESS PRODU	3,781.71
12/22/2016	161700384	A	ROTH, JERRY	299.70
12/22/2016	161700385	A	RUNKLE, JENNY	8.00
12/22/2016	161700386	A	SAFARI MONTAGE	1,550.00
12/22/2016	80957	R	SAN A CARE INC	554.82
12/22/2016	161700387	A	SCHOLASTIC INC	2,461.29
12/22/2016	80958	R	SEW MANY THREADS, LL	2,567.00
12/22/2016	161700388	A	SHOTLIFF, BRITTANY	59.40
12/22/2016	80959	R	SIMENSON, DANIEL	48.00
12/22/2016	80960	R	SMITH, DAVID	48.00
12/22/2016	161700389	A	STALDER, ELIZABETH	53.46
12/22/2016	80961	R	STOUGHTON HIGH SCHOO	340.00
12/22/2016	161700390	A	SUPER HOLIDAY TOURS	18,000.00
12/22/2016	80962	R	TAHER	41,392.57
12/22/2016	80963	R	TEACHERS ON CALL	13,727.44
12/22/2016	80964	R	UPS	29.94
12/22/2016	80965	R	UW MADISON	787.50
12/22/2016	80966	R	UW WHITEWATER	994.00
12/22/2016	80967	R	WALLACE, MIKE	60.00
12/22/2016	161700391	A	WALTERS, NICOLE	30.13
12/22/2016	80968	R	WISCONSIN ASSOCIATIO	700.00
12/22/2016	80969	R	WELDERS SUPPLY COMPA	295.20
12/22/2016	80970	R	YANKEE CANDLE FUNDRA	663.26
12/23/2016	80972	R	DEAN HEALTH PLANS	189,749.88
12/23/2016	80974	R	DELTA DENTAL OF WISC	28,045.76
12/23/2016	80975	R	DELTAVISION	854.09
12/23/2016	80976	R	MADISON NATIONAL LIF	5,228.41
12/23/2016	80977	R	SUN LIFE FINANCIAL	3,007.64
12/07/2016	80660	V	REALLY GOOD STUFF	-65.81
12/09/2016	80844	M	EVANSVILLE ELECTRIC	0.00
12/23/2016	16170009	M	EVANSVILLE WATER & L	34,615.27
12/23/2016	16170010	M	U.S. CELLULAR	232.15

Totals for checks 536,179.91

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, January 25, 2017**

**6:00 pm**

**District Board and Training Center**

**340 Fair Street (Door 36)**

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

- I. Roll Call: Mason Braunschweig      Melissa Hammann      Sandra Spanton Nelson  
                 Eric Busse                                  Jane Oberdorf  
                 John Rasmussen                              Keith Hennig
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Open Enrollment – February 6 – April 28, 2017
- IV. Information & Discussion:
- A. McKenna STARSS Program.
  - B. Architectural Firm Agreement.
  - C. 2018 Referendum Update.
- V. Budget Finance – Chair, Hammann:
- A. Discussion Items:
    1. 2015-2016 Financial Audit Statement Presentation.
    2. Evansville Education Foundation Update.
    3. Administrators Compensation Committee Update.
    4. Insurance Committee Update.
  - B. Develop Budget Finance Agenda Items for February 22, 2017, Meeting.
- VI. Business (Action Items):
- A. Approval of Staff Changes: Co-Curricular Coaches.
  - B. Approval of Architectural Firm Agreement.
- VII. Consent (Action Items):
- A. Approval of Policy 343.3 Rule–Online Learning/Virtual School Program–Administrative Rule.
  - B. Approval of January 11, 2017, Regular Meeting Minutes.
- VIII. Policies – Chair, Hammann:
- A. First Reading:
    1. #352-School Sponsored Excursions.
    2. #352.1-Overnight Excursion Regulations.
    3. #352.1 Form-Overnight Excursion-Parent/Guardian Permission.
    4. #352.2 (#352.3)-Planning and Supervision of School Trips.



B. Second Reading:

1. #342-Programs for Students With Disabilities.
2. #342.1-Local Agency Special Education Program.
3. #342.11-IDEA (Individuals With Disabilities Education Act) Team Process Summary.

IX. First Reading of Employee Handbook Suggested Proposed Changes:

- #1. Part 1, All Staff, Pg. 26, Section 5, 5.01, Payroll Cycle, Pay Periods.
- #2. Part 1, All Staff, Pg. 26, Section 5, 5.01, Payroll Cycle Pay Periods.
- #3. Part 1, All Staff, Pg. 30, Section 9, 9:01-9:03, Jury Duty.
- #4. Clerical Items.

X. Board Development – Chair, Braunschweig:

- A. 2016-2017 Continuous System Improvement (CSI) Plan.
- B. Wisconsin Association of School Board January Convention.
- C. Develop Board Development Agenda for February 22, 2017, Meeting.

XI. Future Agenda's – January 28, 2017, Budget Retreat and Meeting and February 8, 2017, Regular Meeting Agendas.

XII. Adjourn.

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

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

Posted: