

# EVANSVILLE COMMUNITY SCHOOL DISTRICT

## Amended Board of Education Regular Meeting Agenda Wednesday, December 9, 2015 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    Sandra Spanton Nelson    Jane Oberdorf  
                Eric Busse                     Melissa Hammann        HS Rep Sydney Michael  
                John Rasmussen            Derek Allen                HS Rep Emmeline Roth
  
- II. Approve Agenda.
  
- III. Public Announcements/Recognition/Upcoming Events:
  - Welcome New Board Members – Derek Allen and Jane Oberdorf
  - Wisconsin Association of School Board Convention (WASB) – January 20-22, 2016
  - Open Enrollment – February 1 - April 29, 2016
  - Energy Fair – April 22, 2016
  - Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm
  
- IV. Public Presentations.
  
- V. Information & Discussion:
  - A. Levi Leonard Elementary School Presentation on PBIS Little Blue.
  - B. High School Board Representatives Report of Events.
  - C. 2014-2015 Financial Audit.
  - D. Review of Plan to Refinance District Bond Issue.
  - E. Open Enrollment Class Limits.
  - F. School Board Election Update.
  - G. Attendance at WASB Convention in January.
  - H. Administrators Contracts Rollover Language.
  - I. Summer School.
  - J. High School New Courses Proposals: Music Appreciation I, Show Choir, and Vocal Jazz.
  - K. Appointment of Board Members to Committees.
  - L. Second Reading of Policies:
    1. #225-Evaluation of the District Administrator.
    2. #225 Form (#225.1)-Colleague Assessment Questionnaire, District Administrator’s Position.

3. #225.1-Administrative Staff Evaluations (#221-Evaluation and Development of Administrators).
4. #232-District Administrator Job Description.
5. #345.6-Graduation Requirements.
6. #428-Full-Time Public School Open Enrollment.
7. #830-Use of School Facilities, Grounds, and Equipment.
8. #830 Form-Facility Use Agreement.
9. #830 Form 1-Key and Swipe Key Checkout Form.
10. #830 Form 2-Request for Kitchen Use.
11. #835-Community Supervisor & Key Holders.

VI. Public Presentations.

VII. Business (Action Items):

- A. Approval of Staff Changes: Hiring of Food Service Workers, Co-and Extra-Curricular Activities Coach, and Crossing Guard. Retirement of Support Staff Worker.
- B. Approve 2015-2016 Salary Increases for Support Staff, Food Service Workers, Custodians/Cleaners, and Administrators.
- C. Approval of Support Staff Compensation Model.
- D. Approval to Refinance District Bond Issue.
- E. Approval of High School New Courses Proposals: Music Appreciation I, Show Choir, and Vocal Jazz.

VIII. Consent (Action Items):

- A. Approval of 2016-2017 School Calendar.
- B. Approval of 2016-2017 Budget Process and Calendar.
- C. Approval of Policies:
  1. #152-Employee Handbook.
  2. #221-Recruitment and Appointment of Administrators.
  3. #222-Administrator Contracts.
  4. #223-Administrator Professional Development Opportunities.
  5. #223.1-Guidelines for Attendance at Meetings, Workshops and Conventions.
  6. #370-The Co-and Extra-Curricular Activities Program.
  7. #852-Distribution of Flyers, Posters, Brochures, and Other Non-School Materials.
- D. Approval of Employee Handbook Committee Suggested Changes:
  - #1. Part 2, Certified Staff, pg. 41, Section 3, 3.02, B – Evaluated to Observed.
  - #2. Part 2, Certified Staff, pg. 41-42, Section 3, 3.02, E, 3 – Change Date of When Evaluations Are Due in Personnel Files.
  - #4. Part 2, Certified, pg. 46, Section 5, 5.03 – Change Liquidated Damages.
  - #5. Part 2, Certified, pg. 50, Section 7, 7.02, #6 – Sick Leave Provisions.
  - #6. Clerical Items.
- E. Approval of November 18 Regular and November 30 Special Meeting Minutes.

IX. Future Agenda – January 13 Regular Meeting Agenda.

X. Five Minute Break.

- XI. Executive Session – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss employee matters; and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss negotiation strategy concerning the 2015-2016 contract with the Evansville Education Association covering teachers.

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

*Vision Statement: Creating a culture of excellence in:*

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

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

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

Posted: 12/3/15  
Re-Posted: 12/4/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda / Briefs

Wednesday, December 9, 2015

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

- I. **Roll Call:** Mason Braunschweig    Sandra Spanton Nelson    Jane Oberdorf  
Eric Busse                                    Melissa Hammann            HS Rep Sydney Michael  
John Rasmussen                            Derek Allen                    HS Rep Emmeline Roth

II. **Approve Agenda.**

**Suggested Motion:** I move we approve the agenda as presented (OR add or remove items).

III. **Public Announcements/Recognition/Upcoming Events:**

- Welcome New Board Members – Derek Allen and Jane Oberdorf
- Wisconsin Association of School Board Convention (WASB) – January 20-22, 2016
- Open Enrollment – February 1 - April 29, 2016
- Energy Fair – April 22, 2016
- Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm

IV. **Public Presentations.**

V. **Information & Discussion:**

- A. Levi Leonard Elementary School Presentation on PBIS Little Blue – *Levi Leonard Elementary School Principal, Ms. Dobbs, has enclosed information.*
- B. High School Board Representatives Report of Events – *They will give a report.*
- C. 2014-2015 Financial Audit – *Business Manager, Ms. Treuden, has enclosed information.*
- D. Review of Plan to Refinance District Bond Issue – *Ms. Treuden has enclosed information and is asking for approval later in the meeting.*
- E. Open Enrollment Class Limits – *Mr. Roth has enclosed information. You will need to approve at the January meeting.*

- F. School Board Election Update – *As of this writing, no papers have been taken out to run and no papers turned in indicating that incumbents were not going to run.*
- G. Attendance at WASB Convention in January – *Discussion to continue from last meeting on who will be attending the convention. At this time John Rasmussen is attending.*
- H. Administrators Contracts Rollover Language – *Mr. Roth has enclosed information.*
- I. Summer School - *At this time, the Administrative team would like to inform the Board of the current work being done to develop a summer school program. It is our intent to bring a summer school program for approval in January.*
- J. High School New Courses Proposals: Music Appreciation I, Show Choir, and Vocal Jazz - *The Administrative Team is proposing three new courses in the Music Arts Department to be added to the EHS Course Guide beginning with the 2016-2017 school year course registration process. The three courses are as follows: Music Appreciation I; Show Choir; and Vocal Jazz. The rationale for an increase in music arts elective course offerings is that in addition to an anticipated strong student interest in these courses given the deep tradition of musical arts within our community, we recognize that these courses may provide further outlets for student creativity, self-expression, and unique learning.*

*Please note that although the courses will be listed in the course guide upon Board approval, whether they actually run will be contingent upon EHS Choir FTE and student enrollment registration requests. A proposed change in EHS Choir FTE position may be addressed via the Board budget proposal and approval process.*

- K. Appointment of Board Members to Committees – *Enclosed is the Committee List and Assignments. Board members need to be appointed to: CSI, Workforce Engagement and Development and Communication and Community Engagement; Employee Handbook; and Policy Development.*
- L. Second Reading of Policies:
  - 1. #225-Evaluation of the District Administrator.
  - 2. #225 Form (#225.1)-Colleague Assessment Questionnaire, District Administrator's Position.
  - 3. #225.1-Administrative Staff Evaluations (#221-Evaluation and Development of Administrators).
  - 4. #232-District Administrator Job Description.
  - 5. #345.6-Graduation Requirements.
  - 6. #428-Full-Time Public School Open Enrollment.
  - 7. #830-Use of School Facilities, Grounds, and Equipment.
  - 8. #830 Form-Facility Use Agreement.
  - 9. #830 Form 1-Key and Swipe Key Checkout Form.
  - 10. #830 Form 2-Request for Kitchen Use.

11. #835-Community Supervisor & Key Holders.

VI. Public Presentations.

VII. Business (Action Items):

- A. Approval of Staff Changes: Hiring of Food Service Workers, Co-and Extra-Curricular Activities Coach, and Crossing Guard. Retirement of Support Staff Worker – Please approve the hiring of:
1. Kim Fox, Food Service Worker – Kim has four years of Food Service background. She is currently working in the Milton School District. She has been a lead cook and is also Serve Safe certified. She has experience with loading and unloading product and will be a great asset to our department. Kim will be a Cook II and be paid \$12.50/hour.
  2. Annie Morton, Food Service Worker – Annie is currently working in the Albany and Belleville School Districts as a Food Service Substitute. She has previous cook experience in the K-12 school lunch program. She is seeking a permanent position that will give her the opportunity to use her skills on a daily basis. She will be a great addition to our department. Annie will be a Cook 1 and be paid \$12.50/hour.

**Suggested Motion: I move we hire Food Service Workers, Kim Fox and Annie Morton, for a rate of \$12.50/hour.**

3. Lauren Meredith, Middle School Girls Basketball Coach – Lauren will replace Dave Soddy as 7<sup>th</sup> grade girls basketball coach starting January 4, 2016. Lauren is a 2010 Evansville High School graduate, who will graduate from UW-Whitewater in December of 2015 with a teaching degree in physical education, adaptive physical education, health education, and coaching. Lauren will be paid a stipend of \$1,476.

**Suggested Motion: I move we hire Lauren Meredith as the Middle School Girls Basketball Coach, for a stipend of \$1,476, pending approval of her background check.**

4. Carleigh Koper, Crossing Guard – Carleigh is a mother of five who enjoys working with children of all ages. Carleigh moved to the United States from New Zealand and her first job was as a nanny. She was a nanny for many years until having her own children. She is a friendly outgoing individual who likes to have fun. She enjoys life and likes to meet new people. Carleigh is organized and sees the importance of paying attention to detail. She believes she will do a great job in greeting children and families as they drop their children off at school. Carleigh will receive \$9.00/shift.

**Suggested Motion: I move we hire Carleigh Koper as a Crossing Guard for \$9.00/shift.**

5. *Retirement of David Soddy, Educational Assistant, effective January 10, 2016.*

**Suggested Motion: I move we accept the retirement of David Soddy, Educational Assistant, effective January 10, 2016, and thank him for his service to the District.**

B. Approve 2015-2016 Salary Increases for Support Staff, Food Service Workers, Custodians/Cleaners, and Administrators -

**Suggested Motion: I move to approve the 2015-2016 salary increase of 1.5% for all support staff.**

**Suggested Motion: I move to approve the 2015-2016 salary increase of 1.5% for food service workers, custodians/cleaners, and administrators.**

C. Approval of Support Staff Compensation Model -

**Suggested Motion: I move to approve the support staff compensation model as presented.**

D. Approval to Refinance District Bond Issue –

**Suggested Motion: I move to approve the plan to refinance District bonds as presented.**

**Roll Call Vote.**

E. Approval of High School New Courses Proposals: Music Appreciation I, Show Choir, and Vocal Jazz -

**Suggested Motion: I move to approve the high school new courses proposals of: Music Appreciation I, Show Choir, and Vocal Jazz, as presented.**

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

A. Approval of 2016-2017 School Calendar.

B. Approval of 2016-2017 Budget Process and Calendar.

C. Approval of Policies:

1. #152-Employee Handbook.
2. #221-Recruitment and Appointment of Administrators.
3. #222-Administrator Contracts.
4. #223-Administrator Professional Development Opportunities.
5. #223.1-Guidelines for Attendance at Meetings, Workshops and Conventions.
6. #370-The Co-and Extra-Curricular Activities Program.
7. #852-Distribution of Flyers, Posters, Brochures, and Other Non-School Materials.

D. Approval of Employee Handbook Committee Suggested Changes:

- #1. Part 2, Certified Staff, pg. 41, Section 3, 3.02, B – Evaluated to Observed.

- #2. Part 2, Certified Staff, pg. 41-42, Section 3, 3.02, E, 3 – Change Date of When Evaluations Are Due in Personnel Files.
  - #4. Part 2, Certified, pg. 46, Section 5, 5.03 – Change Liquidated Damages.
  - #5. Part 2, Certified, pg. 50, Section 7, 7.02, #6 – Sick Leave Provisions.
  - #6. Clerical Items.
- E. Approval of November 18 Regular and November 30 Special Meeting Minutes.

**Suggested Motion: I move we approve the consent agenda items: 2016-2017 School Calendar; 2016-2017 Budget Process and Calendar; Policies: #152-Employee Handbook; #221-Recruitment and Appointment of Administrators; #222-Administrator Contracts; #223-Administrator Professional Development Opportunities; #223.1-Guidelines for Attendance at meetings, Workshops and Conventions; #370-The Co-and Extra-Curricular Activities Program; #852-Distribution of Flyers, Posters, Brochures, and Other Non-School Materials; Employee Handbook Committee Suggested Changes: #1, Part 2, Certified Staff, pg. 41, Section 3, 3.02, B – Evaluated to Observed; #2, Part 2, Certified Staff, pg. 41-42, Section 3, 3.02, E, 3 – Change Date of When Evaluations Are Due in Personnel Files; #4, Part 2, Certified, pg. 46, Section 5, 5.03 – Change Liquidated Damages; #5, Part 2, Certified, pg. 50, Section 7, 7.02, #6 – Sick Leave Provisions; #6, Clerical Items; and the November 18 Regular and November 30 Special Meeting Minutes, as presented.**

- IX. **Future Agenda – January 13 Regular Meeting Agenda – *Enclosed is a draft of the January 13, 2016, regular meeting agenda.***
- X. **Five Minute Break –**
- XI. **Executive Session – Under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss employee matters; and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss negotiation strategy concerning the 2015-2016 contract with the Evansville Education Association covering teachers.**

**Suggested Motion: I move we move into executive session, under Wisconsin State Statute 19.85(1)(c) and (e) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility; namely to discuss employee matters; and to deliberate and discuss strategy concerning collective bargaining negotiations; namely to discuss negotiation strategy concerning the 2015-2016 contract with the Evansville Education Association covering teachers.**

**Roll Call Vote.**



**For Your Information**

1. Upcoming Board Meetings:
  - January 13, 2016 – Regular Meeting
  - January 16, 2016 – Budget Retreat
  - January 27, 2016 – Regular Meeting
  - February 10, 2016 – Regular Meeting
  - February 24, 2016 – Regular Meeting
2. Insurance Committee Minutes of October 22, 2015.

# MEMO

To: Board of Education

From: Joanie Dobbs

Re: Board Presentation on Levi Leonard Little Blue (PBIS)

Date: 11.23.2015

PBIS is short for Positive Behavioral Intervention and Supports. It is a framework for assisting school personnel in adopting and organizing behavioral interventions that enhance academic and social behavior outcomes for all students. PBIS is not a packaged curriculum or scripted interventions. The supports for PBIS include team-based leadership, continuous monitoring of student behavior, using screeners and on-going learning for staff.

Effective classroom management and preventive school discipline are essential for supporting teaching and learning. Levi Leonard has room to grow to continue to improve on all aspects of PBIS such as continuous progress monitoring, implementing with fidelity and evidence-based interventions but each school year moves us closer to our goals. Levi created a behavior matrix several years ago with the following items: Be Safe, Be Kind, Be Responsible. We have recently added Be a Learner to the matrix. This matrix is explained and practiced with students during the first few weeks of school and referred to as needed throughout the year. Last year, my first year as the administrator, we started to hold two assemblies each month based on a character education trait. The assemblies were well received by staff and students. This year we are continuing to hold monthly assemblies and have created a PBIS Newsletter for each month. The newsletter informs staff of the plan for the monthly assembly(ies) and suggested ideas for classroom follow up.

Our ultimate goal is to continue with assemblies, to develop a behavior intervention matrix to meet the needs of all students (check-in, check-out with older students is ideal) and to have PBIS be a part of every staff members way of doing things. Our mascot is Little Blue, drawn by kindergarten teacher, Jenny Runkle. Our students wear Little Blue t-shirts for assemblies and special events. Little Blue postcards are sent home to students each semester and thanks to our music teacher, Shari Fetting, we also have a Levi Leonard school song which we will share with you during the Board meeting.

The PBIS Committee has started to fundraise to have a Little Blue costume made for our assemblies, first day of school, special events, parades, etc. The price tag is hefty at just under \$3,000.00. We have raised just over \$1,000.00 thus far this year towards our goal.

As Little Blue would say, we love this school!

# *Evansville Community School District*

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340 Fair Street  
Evansville, WI, 53536  
Phone: (608) 882-3383  
Fax: (608) 882-6564

Doreen Treuden  
Business Manager  
treudend@evansville.k12.wi.us

To: Evansville Board of Education  
From: Doreen Treuden, Business Manager  
Re: Audited Financial Statements  
Date: December 1, 2015

Attached are the Audited Financial Statements dated June 30, 2015. The audit process begins in June each year and concludes at the end of November. The District Office staff devotes many hours during the summer to closing the fiscal year financial accounts and providing accurate information to the auditors in the most efficient manner possible. The process concludes with the filing and publication of the District Financial Statements to the Board of Education and the Department of Public Instruction due December 1 each year. The audit documents are also made available to the public through the District website.

Typically, the audit report will also include a listing of adjusting entries based on findings during the review of detailed account transactions. The auditors did not find any transactions that were posted incorrectly or in violation of program regulations and therefore, no adjusting entries are included in the audit report again this year.

Page 67 of the audit document lists an internal control audit finding for Fund 60 – Student Activity Funds. This issue will be addressed during the upcoming months as we move forward with the recommendation to centralize student and district activity funds at the District office. The process will involve policy/procedure changes and the transfer of funds and accounting transactions from Fund 60 to Fund 21. The new process should be in place to begin the 2016-2017 fiscal year.

Please contact me if you have any questions about the audit documents.



November 10, 2015

To the School Board  
Evansville Community School District  
Evansville, Wisconsin

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Evansville Community School District for the year ended June 30, 2015. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards*, OMB Circular A-133, and the *State Single Audit Guidelines*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 18, 2015. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

*Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Evansville Community School District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2015. We noted no transactions entered into by Evansville Community School District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the District's financial statements were:

Management's estimate of the other post retirement benefits (OPEB) liability is based on the unit credit actuarial cost method. We evaluated the key factors and assumptions used to develop the OPEB liability in determining that it is reasonable in relation to the financial statements taken as whole.

Management's estimate of the net pension liability is based on the unit credit actuarial cost method as determined by Wisconsin Retirement System (WRS). We evaluated the key factors and assumptions used to develop the net pension liability in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the depreciable lives of property and equipment is based on the actual cost or estimated historical costs, based on inventories conducted by an independent third party. We evaluated the key factors and assumptions used to develop the estimate of the depreciable lives of property and equipment in determining that it is reasonable in relation to the financial statements taken as a whole.

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(888) 204-7665

The financial statement disclosures are neutral, consistent, and clear.

#### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### *Disagreements with Management*

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

#### *Management Representations*

We have requested certain representations from management that are included in the management representation letter dated November 10, 2015. Attached is a copy of management's written representations.

#### *Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to Evansville Community School District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

#### *Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Evansville Community School District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

#### Other Matters

We applied certain limited procedures to Management's Discussion and Analysis (MD&A), Budgetary Comparison Schedule, Schedule of Funding Progress for Postemployment Benefit Plans Other than Pensions, Schedule of Employer Contributions, Schedule of Changes in Net Pension Liability, and Schedule of Funding Progress for Pension Plans, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on Combining Balance Sheet-General Fund, Combining Statement of Revenues, Expenditures, and Changes in Fund Balances-General Fund, Combining Balance Sheet-Nonmajor Governmental Funds, Combining Statement of Revenues, Expenditures, and Changes in Fund Balance for Nonmajor Governmental Funds, Schedule of Changes in Assets and Liabilities-Pupil Activity Fund, and the Schedule of Expenditures of State and Federal Awards, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine

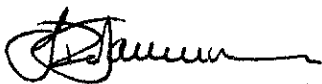
that the information complies with the requirements of OMB Circular A-133 §310.b, the *State Single Audit Guidelines*, and accounting principles generally accepted in the United States of America; the method of preparing it has not changed from the prior period; and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the use of the School Board and management of Evansville Community School District and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

Wegner CPAs, LLP

A handwritten signature in black ink, appearing to read "S. Haumersen", written in a cursive style.

Scott R. Haumersen, CPA  
Partner

# Evansville Community School District

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340 Fair Street  
Evansville, WI, 53536  
Phone: (608) 882-3383  
Fax: (608) 882-6564

November 10, 2015

To Wegner CPAs, LLP

This representation letter is provided in connection with your audit of the financial statements of Evansville Community School District, which comprise the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information as of June 30, 2015, and the respective changes in financial position and, where applicable, cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing opinions as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of November 10, 2015, the following representations made to you during your audit.

## **Financial Statements**

- We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated April 3, 2015, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP and for preparation of the supplementary information in accordance with the applicable criteria.
- The financial statements referred to above are fairly presented in conformity with U.S. GAAP and include all properly classified funds and other financial information of the primary government and all component units required by generally accepted accounting principles to be included in the financial reporting entity.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- Related party relationships and transactions, including revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
- Adjustments or disclosures have been made for all events, including instances of noncompliance, subsequent to the date of the financial statements that would require adjustment to or disclosure in the financial statements or in the schedule of findings and questioned costs.
- The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- Guarantees, whether written or oral, under which the District is contingently liable, if any, have been properly recorded or disclosed.

### **Information Provided**

- We have provided you with:
  - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters and all audit or relevant monitoring reports, if any, received from funding sources.
  - Additional information that you have requested from us for the purpose of the audit.
  - Unrestricted access to persons within the District from whom you determined it necessary to obtain audit evidence.
  - Minutes of the meetings of the school board or summaries of actions of recent meetings for which minutes have not yet been prepared.
- All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal and state awards.
- We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- We have no knowledge of any fraud or suspected fraud that affects the District and involves:
  - Management,
  - Employees who have significant roles in internal control, or
  - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud or suspected fraud affecting the District's financial statements communicated by employees, former employees, regulators, or others.
- We have no knowledge of instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements, or abuse, whose effects should be considered when preparing financial statements.



- We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements, and we have not consulted a lawyer concerning litigation, claims, or assessments.
- We have disclosed to you the identity of the Districts' related parties and all the related party relationships and transactions of which we are aware.

### **Government—specific**

- There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- We have a process to track the status of audit findings and recommendations.
- We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.
- The District has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.
- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts; and legal and contractual provisions for reporting specific activities in separate funds.
- We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance.
- We have identified and disclosed to you all instances, which have occurred or are likely to have occurred, of noncompliance with provisions of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.
- There are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.
- As part of your audit, you assisted with preparation of the financial statements and related notes and schedule of expenditures of federal and state awards. We acknowledge our responsibility as it relates to those nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal and state awards.

- The District has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- The District has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.
- The financial statements include all component units as well as joint ventures with an equity interest, and properly disclose all other joint ventures and other related organizations.
- The financial statements properly classify all funds and activities in accordance with GASB Statement No. 34.
- All funds that meet the quantitative criteria in GASBS Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.
- Components of net position (net investment in capital assets; restricted; and unrestricted) and components of fund balance (nonspendable, restricted, committed, assigned, and unassigned) are properly classified and, if applicable, approved.
- Investments, derivative instruments, and land and other real estate held by endowments are properly valued.
- Provisions for uncollectible receivables have been properly identified and recorded.
- Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
- Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
- Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.
- Deposits and investment securities and derivative instruments are properly classified as to risk and are properly disclosed.
- Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated.
- We have appropriately disclosed the District's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available and have determined that net position is properly recognized under the policy.
- We are following our established accounting policy regarding which resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more than one resource classification is available. That policy determines the fund balance classifications for financial reporting purposes.
- We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.

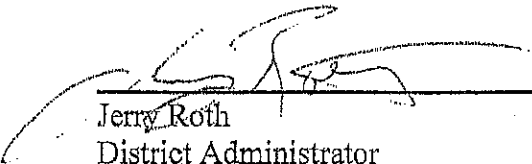
- With respect to the combining general fund financial statements, the combining non-major fund financial statements, the agency fund schedule of changes in assets and liabilities, and the schedule of expenditures of federal and state awards.
  - We acknowledge our responsibility for presenting the combining non-major fund financial statements, the agency fund schedule of changes in assets and liabilities and the schedule of expenditures of federal and state awards in accordance with accounting principles generally accepted in the United States of America, and we believe the combining non-major fund financial statements, the agency fund schedule of changes in assets and liabilities and the schedule of expenditures of federal and state awards, including its form and content, is fairly presented in accordance with accounting principles generally accepted in the United States of America. The methods of measurement and presentation of the combining non-major fund financial statements, the agency fund schedule of changes in assets and liabilities and the schedule of expenditures of federal and state awards have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.
  
- With respect to federal and state award programs:
  - We are responsible for understanding and complying with and have complied with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the *State Single Audit Guidelines*, including requirements relating to preparation of the schedule of expenditures of federal and state awards.
  - We acknowledge our responsibility for presenting the schedule of expenditures of federal and state awards (SEFSA) in accordance with the requirements of OMB Circular A-133 §310.b and the *State Single Audit Guidelines*, and we believe the SEFSA, including its form and content, is fairly presented in accordance with OMB Circular A-133 §310.b and the *State Single Audit Guidelines*. The methods of measurement or presentation of the SEFSA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement or presentation of the SEFSA.
  - We have identified and disclosed to you all of our government programs and related activities subject to OMB Circular A-133 and the *State Single Audit Guidelines* and have included in the SEFSA expenditures made during the audit period for all awards provided by federal and state agencies in the form of grants, cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
  - We are responsible for understanding and complying with, and have complied with, the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal and state programs and have identified and disclosed to you the requirements of laws, regulations, and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major federal and major state program.
  - We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal and state programs that provides reasonable assurance that we are managing our federal and state awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal and state programs. We believe the internal control system is adequate and is functioning as intended.
  - We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal and state agencies or pass-through entities relevant to federal and state programs and related activities.

- We have received no requests from a federal agency to audit one or more specific programs as a major program.
- We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the *OMB Circular A-133 Compliance Supplement* and the appendices to and the *State Single Audit Guidelines*, relating to federal and state awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal and state awards.
- We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- Amounts claimed or used for matching were determined in accordance with relevant guidelines in *OMB Circular A-87, Cost Principles for State, Local, and Tribal Governments*; *OMB's Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments*; and the *State Single Audit Guidelines*.
- We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal and state program financial reports and claims for advances and reimbursements.
- We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
- There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
- No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance, subsequent to the date as of which compliance was audited.
- Federal and state program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
- The copies of federal and state program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal or state agency or pass-through entity, as applicable.
- We have charged costs to federal and state awards in accordance with applicable cost principles.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by *OMB Circular A-133* and

the *State Single Audit Guidelines* and we have provided you with all information on the status of the follow-up on prior audit findings by federal and state awarding agencies and pass-through entities, including all management decisions.

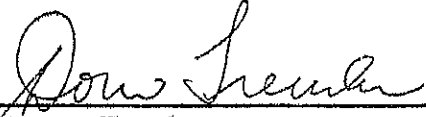
- We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by OMB Circular A-133.
- We are responsible for preparing and implementing a corrective action plan for each audit finding.

We have carefully read this letter before signing it and understand, while you have provided the language of this letter to us, we are making these representations to you. We understand our obligation to carefully consider the possibility that any of the representations are not accurate. We have inquired of other members of management or employees of Evansville Community School District to the extent necessary to obtain a high degree of assurance that these representations are true. We know that you will be relying on them in the issuance of your report.



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Jerry Roth  
District Administrator



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Doreen Treuden  
Business Manager

# Evansville

*Community School District*

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## MEMORANDUM

To: Evansville Board of Education  
From: Doreen Treuden, Business Manager  
Re: Fund 39 Debt Refinance Scenario 3  
Date: November 30, 2015

It is time to begin the refinance process as discussed at previous board meetings. Attached is a worksheet that explains refinance scenario #3. This scenario provides the most flexibility for the District regarding any needs for future debt issues. Also attached is the timeline for the debt refinance. To continue to move forward, I am looking for Board approval at this time.



**REFINANCING SCENARIO 3**  
 Extend final maturity one year (2021)  
 Level out debt service payments in 2017-2020  
 Debt service "ledge" in 2020

Calendar Year	BEFORE REFINANCING				AFTER REFINANCING				ANNUAL D/S SAVINGS	
	PRINCIPAL (4/1)	RATE	INTEREST (4/1 & 10/1)	TOTAL DEBT SERVICE	G.O. Refunding Bonds Dated March 1, 2005 PRINCIPAL (4/1)	INTEREST (4/1 & 10/1)	G.O. Refunding Bonds Dated January 4, 2016 PRINCIPAL (4/1)	INTEREST (4/1 & 10/1)		TOTAL DEBT SERVICE
	\$2,460,000	5.000%	\$632,448	\$3,092,448	\$2,460,000	\$346,974	\$155,000	\$127,766	\$3,089,740	\$2,708
2016	\$2,745,000	3.800%	\$518,793	\$3,263,793	\$2,460,000	\$0	\$2,925,000	\$158,021	\$3,083,021	\$180,771
2017	\$3,010,000	3.875%	\$408,319	\$3,418,319	\$2,460,000	\$0	\$2,955,000	\$127,136	\$3,082,136	\$336,183
2018	\$3,325,000	5.000%	\$266,875	\$3,591,875	\$2,460,000	\$0	\$2,995,000	\$89,180	\$3,084,180	\$507,695
2019	\$3,675,000	5.000%	\$91,875	\$3,766,875	\$2,460,000	\$0	\$1,930,000	\$52,775	\$1,982,775	\$1,784,100
2020					\$1,965,000	\$18,668			\$1,983,668	(\$1,983,668)
2021										
	\$15,215,000		\$1,918,309	\$17,133,309	\$2,460,000	\$346,974	\$12,925,000	\$573,546	\$16,305,520	\$827,789

Callible Maturities \$12,755,000 Callible: April 1, 2016 @ Par

\$0 Remaining Callible Callible 4/1/2020

Allowing for flexibility to keep levy up in 2020

Gross Savings (sum of annual savings)	\$827,789
Present Value Savings (in today's dollars)	\$826,894
Present Value Savings as a Percentage of Bonds Refinanced	6.483%

**Evansville School District**  
**General Obligation Refunding Bonds, Series 2016**

**Preliminary Schedule of Events**

(As of November 19, 2015)

<i>Role</i>	<i>Participant</i>	<i>Abbreviation</i>
Issuer	Evansville Community School District	District
Bond and Disclosure Counsel	Quarles & Brady	Q&B
Financial Advisor	PMA Securities, Inc.	PMA

November 2015							December 2015							January 2016							February 2016						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29					
														31													

<b>Task</b>	<b>Date</b>		<b>Responsible Participant(s)</b>
Apply for rating	11/30/15	11/30/15	PMA
Distribute draft of Preliminary Official Statement (POS)	12/07/15	12/07/15	PMA
Rating call	12/16/15	12/18/15	District/PMA
Comments due on first draft of POS	12/18/15	12/18/15	All
Distribute second draft of POS and Notice of Sale (NOS)	12/22/15	12/22/15	PMA
List sale in The Bond Buyer	12/28/15	12/28/15	PMA
Receive rating	12/29/15	12/29/15	--
Comments due on second draft of POS and NOS	01/04/16	01/04/16	All
Deemed final letter signed and returned	01/05/16	01/06/16	District
Distribute POS	01/06/16	01/06/16	PMA
Post sale on MuniAuction	01/06/16	01/06/16	PMA
Order CUSIPs and obtain good faith instructions, if applicable	01/06/16	01/06/16	PMA
Sale (bids due at 10:00 a.m.)	01/13/16	01/13/16	All
<b>Board Meeting</b>	01/13/16	01/13/16	District
Board adopts Bond Resolution			
Distribute Final Official Statement	01/25/16	01/25/16	PMA
Closing	02/09/16	02/09/16	All



## Board Criteria for Open Enrollment for the 2016-2017 Application Period

### **OPTION #1 - For regular education spaces (based on DPI recommended class sizes):**

We set the class size limits by grade to allow for resident students to move into the District.

Grade Level	Class Size Limit	X the Number of Sections	= Capacity	ECSD Projected	Class Size	Spaces Available
4K	20	7	140	118	16.86	22 spaces
KG	14	7	98	122	17.43	No space
1	14	6	84	102	17.00	No space
2	14	8	112	131	16.38	No space
3	14	6	84	99	16.50	No space
4	22	7	154	144	20.57	10 spaces
5	22	5	110	120	24.00	No spaces

Making these motions does not mean we will not accept open enrollment students. These motions give the Board the ability to deny an application because of space that cannot be won on an appeal. If we don't have this criteria and motions on record, and we deny an application because of space concerns, we would lose the appeal. The result of this motion is that students applying through open enrollment would be put on a wait list per grade level. The students would be able to move off the list at any time if space is available, up to the third Friday count.

**Suggested Motion: I move that we deny any open enrolled applications for grades KG, 1<sup>ST</sup>, 2<sup>ND</sup>, 3<sup>RD</sup>, and 5<sup>TH</sup> due to class size limits and space.**

**Suggested Motion: I move that in grades 4K and 4th we will not consider the availability of space (we will accept applications).**

**Suggested Motion: I move that in grades 6-12 we will not consider the availability of space (we will accept applications).**

**OPTION #2 -** For regular education spaces (based on maximum class sizes):

We set the class size limits by grade to allow for resident students to move into the District.

Grade Level	Class Size Limit	X the Number of Sections	= Capacity	ECSD Projected	Class Size	Spaces Available
4K	20	7	140	118	16.86	22 spaces
KG	18	7	126	122	17.43	4 spaces
1	18	6	108	102	17.00	6 spaces
2	18	8	144	131	16.38	13 spaces
3	18	6	108	99	16.50	9 spaces
4	24	7	168	144	20.57	24 spaces
5	24	5	120	120	24.00	No spaces

Making these motions does not mean we will not accept open enrollment students. These motions give the Board the ability to deny an application because of space that cannot be won on an appeal. If we don't have this criteria and motions on record, and we deny an application because of space concerns, we would lose the appeal. The result of this motion is that students applying through open enrollment would be put on a wait list per grade level. The students would be able to move off the list at any time if space is available, up to the third Friday count.

**Saving one space per section for each grade level for resident transfer students, the following motions are suggested:**

**Suggested Motion: I move that we deny any open enrolled applications for grades KG, 1<sup>ST</sup> and 5<sup>TH</sup> due to class size limits and space.**

**Suggested Motion: I move that in grade 2, five open enrollment applications will be accepted.**

**Suggested Motion: I move that in grade 3, three open enrollment applications will be accepted.**

**Suggested Motion: I move that in grade 4, 17 open enrollment applications will be accepted.**

**Suggested Motion: I move that in grades 6-12 we will not consider the availability of space (we will accept applications).**

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**Special Education -**

Due to recent changes in special education open enrollment law, we will be bringing special education information forward in January.

EVANSVILLE SCHOOL DISTRICT ENROLLMENT HISTORY

PROJECTED

	2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		Average Class Size	Rolled-up Sections	Average Class Size	Change in Sections	Spaces Available		
	Enrolled 12-Sep	Enrolled 18-Sep	Enrolled 10-Sep	Enrolled 16-Sep	Enrolled 21-Sep	Enrolled 20-Sep	Enrolled 19-Sep	Enrolled 9-Jan	Enrolled 18-Sep	Average Class Size	Enrolled 12-Sep	Enrolled 18-Sep	Enrolled 21-Sep	Enrolled 20-Sep	Enrolled 19-Sep	Enrolled 9-Jan	Enrolled 18-Sep	Average Class Size						Enrolled 12-Sep	Enrolled 18-Sep
S/L Only	4	5		5	2														9.0	8	1				
ECH	13	12	17	15	14	12	10	12	12	12	12	10	12	12	12	12	12	17.4	118	7	16.9	0	14 *		
4K																			17.4	106	6	17.7	1	2	
K	146	148	131	124	145	104	106	111	34	83	113	7	2	16.5	32	2	16.0	16.5	32	2	16.0	0	0	0	
K-1																		16.1	86	5	17.2	-2	4		
1	130	154	148	126	122	145	81	83	145	99	6	2	16.5	131	8	16.4	2	16.5	131	8	16.4	2	13		
2	139	130	144	143	122	118	143	145	143	405	379	376	387	463	28	16.5	-7	16.5	481	21	22.9				
3	156	141	138	142	152	121	126	124	124	144	144	126	124	144	9	16.0	-3	16.0	99	6	16.5		9		
4	147	151	134	136	140	147	127	127	127	120	5	24.0	144	144	7	20.6	2	24.0	144	7	20.6				
5	130	144	144	138	138	144	139	141	141	129	5	25.8	120	129	5	24.0	0	25.8	120	5	24.0	0			
6	433	436	416	416	430	412	392	392	392	393	19	20.7	363	393	19	20.2	-1	20.7	363	18	20.2				
7	146	126	144	143	139	138	148	150	150	143	6	23.8	129	143	6	21.5		23.8	129	6	21.5				
8	112	146	133	140	144	134	137	137	137	147	6	24.5	143	147	6	23.8		24.5	143	6	23.8				
9	135	107	146	136	141	142	135	135	135	139	6	23.2	147	139	6	24.5		23.2	147	6	24.5				
10	393	379	423	419	424	414	420	422	422	429	18	23.8	419	429	18	23.3		23.8	419	18	23.3				
11	161	134	115	151	137	144	147	141	141	142			139	142					139						
12	134	154	126	105	144	130	133	136	136	141			142	141					142						
District	133	123	141	128	99	138	128	127	138	138			138	138					141						
	145	131	127	143	118	100	139	141	133	133			133	133					138						
	573	542	509	527	498	512	547	545	554	554			554	554					560						
	1,831	1,806	1,788	1,775	1,757	1,717	1,735	1,746	1,839	1,839			1,839	1,839					1,823						

\* 1 am section of 4K enrolls 12 students only

## MEMORANDUM

To: ECSD Board of Education  
From: Jerry Roth, District Administrator  
Re: Administrator Contract Extension Language  
Date: December 9, 2015

The purpose of this memorandum is to request a language revision for administrative employment contracts. Currently, administrator positions, with the exception of the District Administrator, have two year contracts that require the Board to re-approve the administrator contract every two years. The District Administrator contract contains language which annually extends the contract an additional year. I am proposing that the Board consider contract extension language for all non-probationary administrator employment contracts.

### **How the new contract extension language could be incorporated:**

- New administrators to the School District would continue to have a two year contract for the first two years of service. After a new administrator successfully completes the first two years of service, they would be placed on a contract that includes contract extension language.
- If an administrator does not meet the expected levels of performance after being placed on a contract that contains extension language, that administrator would receive notice and their next contract would not include contract extension language. That administrator may be placed on a plan-of-improvement and would be required to successfully complete the plan-of-improvement followed by a two year contract before being considered for another contract that contains extension language.

### **Summary of when an administrator is provided a two year contract or an extension contract:**

#### **Administrators on a Two Year Contract**

- New administrators to the District – First two years of probationary service
- The first two years after an administrator has successfully completed a plan-of-improvement

#### **Administrators on a Contract with Extension Language**

- After successful completion of a two year probationary cycle
- After successful completion of both a plan-of-improvement and subsequent two year contract following a plan-of-improvement

Attached to this memorandum is a document developed by Attorney JoAnn Hart of Boardman and Clark, which explains three options for contract extension language. One option is the current language that is present in the District Administrator contract. The current language requires the Board to advise the District Administrator in writing of a contract extension prior to each January 15. This is an annual approval process. The second option is an automatic contract extension option, which requires Board action only when the Board chooses to deny a contract extension. The third option requires the District Administrator to advise the Board each December of the contract extension provision related to the contract extension language.

Contract extension option summary:

**Option 1:** The contract requires annual Board action for a one year extension of the contract.

**Option 2:** The contract is automatically extended one year. A contract extension can be denied at any time prior to January 31 if necessary.

**Option 3:** The contract requires the District Administrator to inform the Board each December that administrator contracts will be extended by one year if the Board does not take action by January 31 to prevent the one year extension.

At this time, I am requesting the Board adopt the automatic contract extension language for all administrator positions, including the District Administrator position. This language does not limit the Board in its ability to terminate an administrator for just cause. State statute language that refers to the length of administrator contract and administrator contract language that defines the Board's ability to terminate an administrator for just cause is attached to this document.



November 9, 2015

**Via Electronic Mail**

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

**RE: Contract Rollover Language For Administrators**

Dear Mr. Roth:

You have requested our opinion regarding contract rollover language for administrators. You have independently been researching language in other districts and have found a few options you had questions about. You have requested that we provide guidance to the District on this matter.

Administrative contracts are required by § 118.24, Wis. Stats. That statute requires that certain administrators, including the district administrator, business manager, school principals, and assistants to such persons, be given a written contract. A term for any administrative contract can be for any period of time up to a maximum of two years. A contract with the term of two years may provide for one or more extensions of one year each. The statute does not specifically state what must be done to provide for a one-year extension. There is no statutory limit to the number of one-year extensions, however, it is unlikely that a board could give more than one, one-year extension at a time.

Administrative contracts with rollover provisions generally come in one of two forms. One form requires the board to affirmatively act to extend the contract. The other form provides that the contract will automatically extend for an additional year unless the board gives written notice to the contrary by a specified date.

An example of the first type of contract extension language is the one currently found in your contract with Evansville. It provides as follow:

This contract shall cover a two year period to begin on July 1, 2012 and end on June 30, 2014. However, on July 1, 2013, and each July 1 thereafter, this contract may be extended for an additional one (1) year (July 1 - June 30) if on or before

January 15, 2013, and each January 15 thereafter (if the contract has been extended), the Board advises the District Administrator, in writing, that the contract is to be extended at the end of the then current two-year term; except, the contract shall not be extended if the District Administrator declines such extension, in writing, delivered to the Board President on or before the January 31 immediately following receipt of the notice of extension. Any such extended contract shall be pursuant to the same terms and conditions, except as the parties may expressly agree otherwise, in writing and signed by both parties. The Board, in its sole discretion, and with or without cause, and with or without a hearing, may decline to extend this contract for an additional year, in which case the contract shall continue only for the term applicable (that is, the remaining portion of the current year and the remaining year of the term).

The second type of contract extension is similar to the one found in the Whitewater contract that you found during your research. The Whitewater language provides as follows:

IT IS HEREBY AGREED by and between the School Board of the Whitewater Unified School District, hereinafter designated as the "School Board," and XX, hereinafter designated as "Administrator," legally certified by the State of Wisconsin, that the said School Board does hereby employ the said Administrator in the position of XX for the 2015-16 and 2016-17 school years, for two annual periods of fifty-two (52) weeks (260 days), beginning July 1, 2015, and ending June 30, 2017. This contract shall automatically be extended by one additional contract year on each July 1 (e.g., July 1, 2017) if the Board has not given written notice to the contrary to the Administrator on or before January 31 in the year prior to such July 1 date (e.g., January 31, 2016).

We might recommend a slightly different version of an automatic extension language as follows:

The contract shall be automatically extended by one additional contract year, effective July 1 of each contract year; unless the Board gives written notice to the District Administrator to prevent the automatic extension of the contract. The written notice must be provided on or before January 31 of the calendar year prior to such July 1 date. Any such extended contract shall be pursuant to the same terms and conditions, subject to any salary or benefit adjustments, if any.

The Board, in its sole discretion, and with or without cause, and with or without hearing, may decline to extend this contract for an additional year. Further, if requested by the District Administrator, this contract shall not be extended. In either event, this contract shall continue only for the term applicable (that is, the remaining portion of the current year and, as appropriate, the remaining year of the term).

The District Administrator is obligated to advise the Board of this contract extension provision during the preceding month of December. If the District

Mr. Jerry Roth  
November 9, 2015  
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Administrator fails to advise the Board of this provision relating to automatic contract extension during the preceding month of December, the contract shall not be extended automatically for that year.

The main difference between the two types of extensions is one requires the Board to affirmatively extend the contract while the other requires the Board to act to deny the extension of the contract. Either is acceptable.

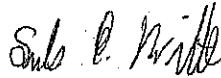
The version where the contract automatically extends may be viewed as slightly more employee friendly.

There are some districts which do not use automatic extension or rollover language.

If you or the Board have any questions about either of these types of provisions, please feel free to contact us.

Sincerely,

BOARDMAN & CLARK LLP



Douglas E. Witte

DEW/nr



## **Wisconsin State Statute 118.24**

### **118.24 School district administrator.**

(1) A school board may employ a school district administrator, a business manager and school principals and assistants to such persons. The term of each employment contract may not exceed 2 years. A contract for a term of 2 years may provide for one or more extensions of one year each.

(2)

(a) Under the direction of the employing school board, the school district administrator shall have general supervision and management of the professional work of the schools and the promotion of pupils.

(b) The school district administrator shall not be a member of the school board and shall not engage in any pursuit which interferes with the proper discharge of the duties.

(c) The school district administrator shall make written recommendations to the school board on teachers, courses of study, discipline and such other matters as the administrator thinks advisable and shall perform such other duties as the school board requires.

(d) The school district administrator may act as principal or teacher in any school under the administrator's supervision.

(f) The school district administrator shall ensure that the administrative and pupil service staff in the district cooperate with the county department under s. 51.42 in the dissemination of information regarding the availability of alcohol and drug abuse services and to jointly establish procedures for the referral to appropriate agencies of students experiencing problems resulting from the use of alcohol or other drugs.

(3) The principal shall perform such administrative and instructional leadership responsibilities as are assigned by the district administrator under the rules and regulations of the school board.

(4) A business administrator shall perform such fiscal and business management and other administrative duties as are assigned by the district administrator subject to the rules, regulations and approval of the school board.

(5) School principals and business administrators, and assistants thereto, may, upon authorization from the school board or district administrator, attend conventions for the purpose of promoting and stimulating their professional growth and for improving the schools of the district and the state. For such approved attendance they may be reimbursed for actual and necessary expenses incurred for travel, board, lodging and attendance at such conventions upon proper filing of proof of attendance and of such necessary expenditures.

(6) The employment contract of any person described under sub. (1) shall be in writing and filed with the school district clerk. At least 4 months prior to the expiration of the employment contract, the employing school board shall give notice in writing of either renewal of the contract or of refusal to renew such person's contract. If no such notice is given, the contract then in force shall continue in force for 2 years. Any such person who receives notice of renewal or who does not receive notice of renewal or refusal to renew the person's contract at least 4 months before the contract expiration shall accept or reject the contract in writing on or before a date 3 months prior to the contract expiration. No such person may be employed or dismissed except by a majority vote of the full membership of the school board. Nothing in this section prevents the modification or termination of an employment contract by mutual agreement

of the parties. No school board may enter into a contract of employment with any such person for a period of time as to which such person is then under a contract of employment with another school board.

**(7)** Prior to giving notice of refusal to renew the contract of any person described under sub. (1), the employing board shall give such person preliminary notice in writing by registered mail at least 5 months prior to the expiration of such contract that the board is considering nonrenewal of the contract, and that if such person files a written request with the board within 7 days after receiving such notice, the person has the right to a hearing before the board prior to being given written notice of refusal to renew the contract. The written request for a hearing shall include a statement requesting either a private hearing or a public hearing before the board. Section 118.22 does not apply to such a proceeding. If a hearing concerning nonrenewal of the contract is requested, the reasons upon which the board is considering nonrenewal may also be requested and the board shall furnish such reasons before the hearing in writing.

**(8)** Personnel administrators and supervisors, curriculum administrators and assistants to such administrative personnel, when employed by the school board of any school district to perform administrative duties only, may be employed for a term that does not exceed 2 years. A contract for a term of 2 years may provide for one or more extensions of one year each. Subsections (5) to (7) are applicable to such persons when they are employed to perform administrative duties only.

**(9)** Nothing in this section shall be construed:

**(a)** To prohibit the school board of any district from hiring part-time administrative personnel; or

**(b)** To prohibit the employment relations commission from making a determination that persons hired as part-time administrative personnel shall be included in the collective bargaining unit of persons hired as teachers and shall be covered by the terms of a collective bargaining agreement which exists pursuant to s. 111.70.

**(10)** No principal or assistant principal may be granted tenure or permanent employment.

**History:** 1975 c. 379, 421; 1979 c. 331; 1983 a. 317; 1985 a. 176; 1993 a. 16; 1995 a. 27, 50; 2009 a. 215.

The school board and district under sub. (3) can require a principal to perform administrative responsibilities as long as their performance does not modify the terms of an employment contract. *Kabes v. School District of River Falls*, 2004 WI App 55, 270 Wis. 2d 502, 677 N.W.2d 667, 03-0522.

The statutes do not support the existence of a school principal's property interest in performing specific duties. *Ulichny v. Merton Community School District*, 93 F. Supp. 2d 1011 (2000). Affirmed. 249 F.3d 686 (2001).

Due process does not require that an outside decisionmaker conduct the hearing provided for under sub. (7). *Beischel v. Stone Bank School District*, 362 F.3d 430 (2004).

ECSD NEW COURSE APPROVAL FORM

Date: **October 29, 2015**

Department Chairperson/Building Coordinator: **Krebsbach**

Department: **Music**

Building: **Evansville High School**

Proposed Course Title: ***Music Appreciation I***

Grade Level: **9-12**

Course Length: **1 Term**

Credits: **0.5 credit**

Requirement/Elective: **Elective**

Meeting Frequency: **Daily/ block schedule**

Anticipated Enrollment: **Up to 28 students per section; contingent upon computer access**

Prerequisites: **None**

Principal's Approval: **11/6/15**

Comments: **We are excited to offer more elective courses for students in the fine arts area.**

Administrative team discussion: **11/17/15**

Director of Instruction/District Administrator's Approval: **11/17/15**

Board of Education Approval Date: \_\_\_\_\_

I. **COURSE INFORMATION**

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

- Provide students with a non-performance based music course
- Instill an appreciation for music of different styles and cultures
- Highlight music in the context of history and culture
- Allow students to learn about music history through technology-based research and hands on experiences

**Students Outcomes:** Students will be able to classify music by culture or historical period based on characteristic styles or genres and justify their classification. They will be able to identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them.

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

**This course will educate students in the History of classical music genres of European music as well as popular forms of music from America such as folk, jazz, forms of rock n’ roll, and Musical Theater through the use of technology. Students will learn and research the various genres using technology.**

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

**Outline TBD.**

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

**Purchased music; online resources; existing computers and internet**

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

- |                                          |                                        |                                                     |
|------------------------------------------|----------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> 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 |
| X Laboratory<br>(Hands-On)               | X AV Materials                         | <input type="checkbox"/> Other                      |

F. Student Assessment Procedures:

- Written assessments
- Research papers
- Term papers

- Performance assessments

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.)

**All material and course fees will be built into existing zero-based building/departmental budget with no projected increase in cost. Ability to run the course is likely contingent upon full-time status of EHS Choir teacher.**

H. Financial Impact: (First Year)

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

Added Materials

Textbooks	_____	@	\$	=	\$_____
Supplies					<b>\$300-\$500.00</b>

Added Equipment Needed:

List/Cost:	_____	@	\$_____	=	\$_____
	_____	@	\$_____	=	\$_____
	_____	@	\$_____	=	\$_____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation/acceleration plans.

**Wisconsin State Music Standards Addressed:**

- **Classify music by culture or historical period based on characteristic styles or genres and justify their classification**
- **Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them**
- **Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements**
- **Analyze the elements of music and expressive devices used in music from diverse genres and cultures upon listening to a given musical example**
- **Understand the technical vocabulary of music (such as Italian terms, form, harmony, and tempo markings)**

- Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means used to evoke feelings and emotions
- Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music

#### Wisconsin Information and Technology Literacy

- Use media and technology to create and present information
- establish access to primary sources and other experts for class reports or projects
- choose most appropriate search engines and directories to locate specific resources on the Internet or other on-line services
- Evaluate the use of media and technology in a production or presentation

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

- **Choir Teacher, Fall of 2015**
- **Curriculum map draft has been recently created; entire curriculum is in power-point presentation.**

## II. OTHER PERTINENT INFORMATION

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

- **An addition to the department's offerings**

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

- **Classroom reading text online**
- **The use of the music computer labs, or iPads as available**

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

- specialized organization of teacher time
- specialized student grouping or sectioning
- curriculum planning time

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

- **Additional time teaching**

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

- **Not at all so long as it is not scheduled at the same time as other Choir courses**

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

- **N/A**

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

- **N/A**

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.*)

- **Consensus is a positive outcome to be able to add other courses to the music program and offer students more variety within the music curriculum**

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

- **Reinforcement of music skills**

J. **If approved, this course could begin the 2016-2017 school year contingent upon Choir FTE and course request numbers**

ECSD NEW COURSE APPROVAL FORM

Date: **October 29, 2015**

Department Chairperson/Building Coordinator: **Krebsbach**

Department: **Music**

Building: **Evansville High School**

Proposed Course Title: **Show Choir!**

Grade Level: **9-12**

Course Length: **1 Semester**

Credits: **1.0 credit**

Requirement/Elective: **Elective**

Meeting Frequency: **Daily/ block schedule**

Anticipated Enrollment: **Ideally 25+ students**

Prerequisites: **Concurrent enrollment in Chamber/Concert Choir; Audtion**

Principal's Approval: **11/6/15**

Comments: **We are excited to offer more elective courses for students in the fine arts area.**

Administrative team discussion: **11/17/15**

Director of Instruction/District Administrator's Approval: **11/17/15**

Board of Education Approval Date: \_\_\_\_\_



I. **COURSE INFORMATION**

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

Allow students additional experience to study music through performance and dance. Currently the only other outlet for dance at EHS is the dance team. Choral music focuses mainly on the singing voice and facial expression whereas show choir is an extension of these skills by adding in expression through singing and dancing.

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

Show Choir is a mixed ensemble that combines the movement of dance and singing to perform literature from various selected eras of musical history. Through this course, students will develop greater musicianship, proper use of breath support, phrasing, interpretation, postures, stage presence, and the other important musical disciplines. In this class students will study and perform vocal music in the Jazz, Pop, and Swing styles. Students will learn the art of movement and dance as well as the enhancement of the vocal rendition of various works. Show Choir is appropriate for all abilities and is a fantastic way to step into the art of music

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

Outline TBD. Objectives include:

- Students will study dance of various styles such as musical theater, tap, ballet, jazz, swing, etc.
- Students will study theater; performance theater
- Students will work in unity to produce a cohesive choral sound and synchronized dance

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

Purchased music; online resources; existing computers and internet;  
Accompaniment CD's, Guest Clinicians and Choreographers

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

- |                                          |                                        |                                                     |
|------------------------------------------|----------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> 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 |
| X Laboratory                             | X AV Materials                         | <input type="checkbox"/> Other                      |

(Hands-On)

F. Student Assessment Procedures:

- **Written assessments**
- **Performance-based assessments**

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.)

All material and course fees will be built into existing zero-based building/departamental budget with no projected increase in cost. Ability to run the course is likely contingent upon full-time status of EHS Choir teacher.

Costume expenses would be fundraised by students/boosters.

H. Financial Impact: (First Year)

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

<u>Added Materials</u>				
Textbooks	_____	@	\$ _____ =	\$ _____
Supplies				\$300-\$500.00

Added Equipment Needed:

List/Cost:	_____	@	\$ _____ =	\$ _____
	_____	@	\$ _____ =	\$ _____
	_____	@	\$ _____ =	\$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation/acceleration plans.

**Wisconsin Theater Standards**

- **Create a believable, sustained character exhibiting basic acting skills including physical and vocal technique in a presentation that shows their understanding of the emotional and psychological makeup of the character**

- Continue to create characters through physical movement, adapting movement and making physical choices to fit the requirements of the scene
- Continue to create characters verbally, adapting language choices and dialogue to fit requirement of the scene
- Continue to create characters that are appropriate to the context of the scene, using facial expressions
- Continue to create characters (physically, verbally, and facially) from scripted scenes
- Create a character (physically, verbally, and facially) based upon an original idea, playing the character for a sustained period of time
- Articulate in written and oral form the character's wants, needs, and basic personality characteristics

#### Wisconsin Dance Standards

- Continue to explore and integrate the three elements of dance (space, time, and force) while demonstrating consistency and reliability in performing technical skills
- Apply the following movement skills and underlying principles: alignment, balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, and fall and recovery
- Use increasingly complex combinations of locomotor and nonlocomotor movements, emphasizing the elements of space, time, and force A.12.4 Create rhythmic patterns and develop rhythmic accuracy
- Create and perform combinations and variations in a broad dynamic range
- Demonstrate kinesthetic awareness, concentration, and focus consistently while moving
- Demonstrate the ability to remember extended movement sequences
- Observe and describe movement elements in creative dance studies, using appropriate movement/dance vocabulary and with increased understanding

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

- Choir Teacher, Fall 2015/Spring 2016

## II. OTHER PERTINENT INFORMATION

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

- An addition to the department's offerings

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

- Classroom/performance space

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

- specialized organization of teacher time
- specialized student grouping or sectioning

curriculum planning time

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

- **Additional time teaching**

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

- **Not at all so long as it is not scheduled at the same time as other Choir courses**

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

- **N/A**

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

- **N/A**

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.*)

- **Consensus is a positive outcome to be able to add other courses to the music program and offer students more variety within the music curriculum**

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

- **Reinforcement of music skills**

J. **If approved, this course could begin the 2016-2017 school year contingent upon Choir FTE and course request numbers**

ECSD NEW COURSE APPROVAL FORM

Date: **October 29, 2015**

Department Chairperson/Building Coordinator: **Krebsbach**

Department: **Music**

Building: **Evansville High School**

Proposed Course Title: **Vocal Jazz**

Grade Level: **9-12**

Course Length: **1 Semester; Full year**

Credits: **.25 credits; .5 credits**

Requirement/Elective: **Elective**

Meeting Frequency: **Daily/ block schedule**

Anticipated Enrollment: **10 to 30 students**

Prerequisites: **Concurrent enrollment in Chamber/Concert Choir; Audition**

Principal's Approval: **11/6/15**

Comments: **We are excited to offer more elective courses for students in the fine arts area.**

Administrative team discussion: **11/17/15**

Director of Instruction/District Administrator's Approval: **11/17/15**

Board of Education Approval Date: \_\_\_\_\_

I. **COURSE INFORMATION**

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

- Provide students with additional performance opportunities
- Expose students to another genre of music
- Provide thee advanced musician with a challenge
- Students will engage in higher level choral music of the jazz genre and have meaningful performance experiences

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

**This is a zero hours class offered at 7:00-7:45 AM on Tuesday and Thursday mornings. This is a select group of students with a high level of musicianship and note reading ability. Repertoire will focus mainly on Jazz and some Pop. Students in this choir will have numerous public performances in the community and will attend a Jazz Festival and put on a Madrigal Dinner every other year. There is a high degree of individual and group responsibility and accountability.**

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

**Outline TBD.**

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

**Purchased sheet music**

E. Instructional Methods: *(Check applicable ones and explain wherever necessary.)*

Which of these are used: Check with "X"

- |                                          |                                        |                                                     |
|------------------------------------------|----------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> 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 |
| X Laboratory<br>(Hands-On)               | X AV Materials                         | <input type="checkbox"/> Other                      |

F. Student Assessment Procedures:

- Written assessments
- Performance-based assessments

- 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.)

All material and course fees will be built into existing zero-based building/departmental budget with no projected increase in cost.

Costume expenses would be fundraised by students/boosters.

- H. Financial Impact: (First Year)

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

Added Materials

Textbooks	_____	@	\$	=	\$_____
Supplies					\$_____

Added Equipment Needed:

List/Cost:	_____	@	\$_____	=	\$_____
	_____	@	\$_____	=	\$_____
	_____	@	\$_____	=	\$_____

- I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation/acceleration plans.
- **Students will sing proficiently, alone and with others, a varied repertoire of music that is of an average difficulty level.**
  - **Sing music written for four parts, with and without accompaniment**
  - **Demonstrate well-developed ensemble skills**
  - **Students will work in unity to produce a cohesive choral sound.**
  - **Students will describe music in relation to history and culture.**
  - **Sing expressively, with technical and stylistic accuracy, a varied repertoire of music**
  - **Demonstrate effective use of ensemble skills such as balance, intonation, rhythmic unity, and part singing when performing as part of a group**
  - **Sing music representing diverse genres and cultures, with expression appropriate for the music**
- J. Provide a timeline for the completion of core and individual curriculum maps for this course. Who will complete the curriculum maps?

- Choir Teacher, Fall 2015/Spring 2016

II. OTHER PERTINENT INFORMATION

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

- An addition to the department's offerings

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

- N/A

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

- specialized organization of teacher time
- specialized student grouping or sectioning
- curriculum planning time

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

- Additional time teaching

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

- Not at all so long as it is not scheduled at the same time as other Choir courses

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

- Potential conflict with other zero-hour courses (e.g., AP Calculus BC)

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

- N/A

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.)*

- Consensus is a positive outcome to be able to add other courses to the music program and offer students more variety within the music curriculum

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

- Reinforcement of music skills

J. If approved, this course could begin the 2016-2017 school year contingent upon Choir FTE and course request numbers



**COMMITTEE LIST  
AS OF November 7, 2015**

**BOARD COMMITTEES AND ASSIGNMENTS**

<b><u>Board Committees of the Whole:</u></b>	<b><u>Board Member Chairs:</u></b>
Board Development	Braunschweig
Budget Finance	Spanton Nelson
Continuous System Improvement (CSI): - Teaching and Learning - Workforce Engagement and Development - Communication and Community Engagement - Technology - Climate and Culture - Facilities and Operations	Board/Admin Team Members: Hammann, Dorn, Katzenberger, Murphy _____, Dobbs _____, Roth Busse, Knott, Martin, Murphy Spanton Nelson, Everson Braunschweig, Rasmussen, Treuden, Cashore, Shulta
<b><u>Board Sub-Committees:</u></b>	<b><u>Board Members:</u></b>
4K (as needed)	Hammann, Spanton Nelson
Co-And Extra-Curricular (as needed)	Hammann, Spanton Nelson
Employee Handbook (3x/school year)	_____, Hammann, Rasmussen
Insurance (October – February)	Braunschweig, Spanton Nelson
Policy Development	Hammann,
<i>(The Board Committees above are posted in accordance with the Open Meeting Law)</i>	
<b><u>Other:</u></b>	
<b><u>CESA 2 Representative: John Rasmussen</u></b>	
<b><u>Evansville Education Foundation: Hammann</u></b>	
<b><u>Negotiations/Compensation Assignments:</u></b>	<b><u>Board Members:</u></b>
Support Staff (Custodians, Food Service, Educational Assistants, Administrative Assistants, Clerks)	Braunschweig, Busse, Rasmussen
Teachers	Braunschweig, Busse, Rasmussen

## Continuous System Improvement Plan - Volunteers

Name	Address	Telephone	Email
<b><u>Teaching and Learning - Melissa Hammann, Barb Dorn, Janessa Katzenberger &amp; Alice Murphy</u></b>			
LeRoy, Lara	516 S. Sixth Street, Evansville	608-213-8161	<a href="mailto:leroylara@yahoo.com">leroylara@yahoo.com</a>
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Revised: April 14, 2008

225

Revised: February 27, 2012

Revised:

1<sup>st</sup> Reading: 11/18/15; 2<sup>nd</sup> Reading: 12/9/15

## EVALUATION OF THE DISTRICT ADMINISTRATOR

It shall be the policy of the Evansville Community School District (District) Board of Education (Board) to provide the District Administrator with an annual evaluation of his/her work performance.

The District Administrator serves as the chief executive officer of the District. At the direction of the Board, the District Administrator assumes general supervision and leadership for all aspects of the educational program involving curriculum, physical facilities, personnel matters, and community relations.

The Board expects the District Administrator to achieve the highest quality of education possible for all students through the most efficient use of all available resources. The District Administrator's evaluation shall be used as a tool to help optimize the skills and performance of the District Administrator or, if necessary, to document performance deficiencies as the basis of contract non-renewal.

To provide the greatest opportunity for achieving the District-wide Continuous System Improvement (CSI) goals and for optimizing the District Administrator's performance, the Board shall perform an evaluation of the District Administrator's performance in accordance with the following schedule:

1. Annually, by July 1<sup>st</sup>, the Board president shall distribute Policies 225 (Evaluation of the District Administrator), 225 Form (Colleague Assessment Form) and 232 (District Administrator, Job Description) to all Board members.
2. No later than July 15 of each year, the District Administrator shall present a written report to the Board outlining progress on the CSI goals defined in Board policy 232, "District Administrator Job Description". CSI goals may be supplemented or modified by the Board during the previous evaluation process.
3. No later than July 31 of each year, the Board shall have reviewed the report from #2 above and will have completed a performance evaluation of the District Administrator, per Board policy 225 Form. Completed forms shall be returned to the Board president by this date.
4. No later than the first Board meeting in August each year, the Board president shall compile the comments and ratings for the entire Board to review in executive session for discussion, and if agreed upon, revision. The Board president shall meet with the District Administrator to privately present the results of the evaluation within one week of the first August Board meeting.
5. The Board shall present the results of the evaluation to the District Administrator in executive session at the second Board meeting in August, along with any comments or Goal revisions that the Board deems necessary.
6. No later than September 1 of each year the District Administrator shall have responded to the evaluation review in #3, including a corrective action plan for any deficiencies cited in the evaluation.

7. No later than September 15 of each year the Board shall have established and documented any new or modified requirements for the District Administrator for the school year then in progress.
8. The Board will meet with the District Administrator two more times a year (for example, January, and April) for the purpose of an interim check-point of the District Administrator's progress toward achieving the goals from #2. The District Administrator will prepare a written update for each meeting, reporting progress on goals. As needed, the Board will modify and document any changes to these goals to be implemented in the current evaluation cycle. The District Administrator shall incorporate these changes in the subsequent July annual report to the Board.

Legal Ref.: Sections 118.24 Wisconsin Statutes (School District Administrator)  
121.02(1)q) (School District Standards)  
PI 8.01(2)(q), Wisconsin Administrative Code (School District Standards)

Local Ref.: Policy #225 Form - Colleague Assessment Questionnaire, District Administrator's  
Position  
Policy #232 - District Administrator, Job Description

**COLLEAGUE ASSESSMENT QUESTIONNAIRE  
DISTRICT ADMINISTRATOR'S POSITION**

TOTAL: \_\_\_\_\_

Please use the following definitions when evaluating the District Administrator's job performance.

- 5 – Excellent** - Extremely high performance level. Job performance far exceeds expectations. Job competencies were well developed and the individual develops and implements many successful programs on his/her own initiative.
- 4 – Commendable** - Consistently exceeds requirements. Job skills and accomplishments exceed expectations. Initiates and completes other programs in addition to specific objectives.
- 3 – Satisfactory** - Meets and sometimes exceeds job requirements and expectations. Performance is that which is expected of a fully qualified and experienced administrator.
- 2 – Needs Improvement** - Does not perform basic job requirements and expectations in a satisfactory manner. Needs improvement.
- 1 – Unsatisfactory** - Does not meet the minimum job responsibilities.
- N/A** - Use this for any item you do not have enough knowledge to evaluate, or if the item is not applicable.

Any item rated a "1" **shall should** include the basis for the rating and a suggestion for improvement.

Any item rated a "5" **shall should** include the basis for the rating with supporting examples.

Category		Points: 1 2 3 4 5 (1 least; 5 most)				
Leadership	1. Work with the Board to refine the vision for the District.	1	2	3	4	5
	2. Articulate and demonstrate the District vision.	1	2	3	4	5
	3. Work collaboratively with staff, parents, and members of the community motivating and inspiring support for the District vision.	1	2	3	4	5
	4. Propose creative strategies to the Board for implementing the District's vision. Carry out the strategies once they have been endorsed by the Board.	1	2	3	4	5
	Total: _____					
Learning	1. Ensure the District's curriculum is of the highest quality and routinely seeks improvement and innovation.	1	2	3	4	5
	2. Use assessment of programs and services, and input of staff, students, and citizens to gauge student progress.	1	2	3	4	5
	3. Hire high quality professionals devoted to individualizing success for all students.	1	2	3	4	5
	4. Work with staff, the Board, District administration, and outside resources to provide staff training focused on improving student achievement and reaching building and District goals.	1	2	3	4	5
	5. Propose redesign of District plans and strategies, making adjustments based on assessments and input.	1	2	3	4	5

		Total: ____
Communications	1. Create and disseminate communications on issues of interest and substance.	1 2 3 4 5
	2. Communicate effectively with the Board, staff, students, administration, and community members.	1 2 3 4 5
	3. In concert with the Board and others, develop and disseminate district-wide Continuous System Improvement (CSI) goals.	1 2 3 4 5
	4. Publicize appropriate school programs and services to students and citizens.	1 2 3 4 5
	5. Consider and discuss with the Board innovative communication channels and target audiences.	1 2 3 4 5
		Total: ____
Finance	1. Support a responsible fiscal plan to reflect District-wide CSI goals that enhance educational excellence.	1 2 3 4 5
	2. In concert with the Business Manager and the Board, develop a budget in accordance with the budget calendar and priorities established by the Board.	1 2 3 4 5
		Total: ____
Personnel Administration	1. Effectively monitor with the administrative staff the personnel policy and practices of the district, including the employee handbook.	1 2 3 4 5
	2. Provide or cause to be made realistic and consistent evaluations of all school personnel.	1 2 3 4 5
	3. Complete an annual performance evaluation of administrators or other supervisors as assigned. Share results with the Board.	1 2 3 4 5
	4. Propose to the Board a system to identify and recognize superior employee performance. The proposal must include estimation of the financial ramifications.	1 2 3 4 5
		Total: ____
Facilities Management	1. Be responsible for effective and efficient utilization of physical space and grounds.	1 2 3 4 5
	2. Establish and oversee optimal systems to maintain buildings and grounds, working through other administrators.	1 2 3 4 5
	3. Work cooperatively with other administrators to develop a long-range plan, including budget, to maintain and improve facilities.	1 2 3 4 5
	4. Assist the Business Manager and the Facilities Director in an annual evaluation of buildings, equipment and service systems and make recommendations for repair/replacement, including budget.	1 2 3 4 5
	5. Assist in the development of an annual plan to identify and pursue building efficiencies and improvements.	1 2 3 4 5
	6. Monitor buildings to encourage community use for clubs, organizations, adult education, and recreational purposes, along with applicable budgets.	1 2 3 4 5
		Total: ____

Staff Relationships	<ol style="list-style-type: none"> <li>1. Develop and maintain an atmosphere of trust, participation and involvement in the operation of the District.</li> <li>2. Seek feedback from students, parents, staff, and the Board concerning their perception of the system and its strengths and areas in need of improvement.</li> <li>3. Actively promote positive staff relations.</li> </ol>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>
Policy Administration	<ol style="list-style-type: none"> <li>1. Work in concert with the Board policy committee to systematically review Board and District policies.</li> <li>2. Make recommendations through the Board policy committee to revise, add or delete policies.</li> <li>3. Provide a general overview of policy effectiveness.</li> </ol>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>
Advocacy	<ol style="list-style-type: none"> <li>1. Represent the interests of the District in State and national legislative matters affecting local education.</li> <li>2. Advocate for or against education legislation under consideration as directed by the Board.</li> <li>3. Communicate the viewpoints of the Board and District with regard to educational issues and initiatives.</li> </ol>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>
Increasing District Revenue	<ol style="list-style-type: none"> <li>1. Work with the Evansville Education Foundation to identify funding needs and possible funding sources</li> <li>2. Serve, or designate another qualified person, to serve on the Evansville Education Foundation Board of Directors.</li> <li>3. Promote the efforts of the District and the Evansville Education Foundation to the community.</li> <li>4. Present to the Board specific alternatives to increase net District revenue. Include in the presentations the potential overall financial consequences, both positive and negative, of the alternatives.</li> <li>5. Actively engage local, State, and federal elected officials in discussions regarding the critical need for adequate District funding, in order to maintain and increase the educational excellence of the District.</li> </ol>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>
<u>Comments:</u>		



Approved: July 8, 1985  
Revised: March 13, 2000

225.1 ~~221~~

Revised:  
1<sup>st</sup> Reading: 11/18/15; 2<sup>nd</sup> Reading: 12/9/15

### ADMINISTRATIVE STAFF EVALUATIONS

The Evansville Community School District administrative personnel shall be evaluated on the basis of written job descriptions and documented annual goals. The district administrator will establish a written evaluation system for all other administrative personnel whereby each administrator shall be evaluated at least annually. The results of the evaluations and any change to the job descriptions shall be reported and discussed with the Board of Education.

Legal Ref: Sections 115.415 Wisconsin Statutes (Educator Effectiveness)  
118.24 (School District Administrator)  
121.02(1)(b) (School District Standards)

Local Ref: Policy #222 – Administrator Contracts

DISTRICT ADMINISTRATOR  
Job Description

The Evansville Community School District Board of Education is responsible for evaluating the performance of the District Administrator. Pursuant to this legal obligation, the Board shall establish a Job Description for the District Administrator to guide a consistent and rigorous performance evaluations.

I. POSITION GOALS & RESPONSIBILITIES

The District Administrator is hired by the Board and is directly responsible to the Board. S/he acts as the District's Chief Executive Officer and directs the management of finances, facilities, operations, and curriculum in conjunction with the work of other staff. The District Administrator works cooperatively with the Board as the District's leader to promote the vision, policy, Continuous System Improvement (CSI) plan, and management of resources. S/he will do so by maintaining a channel of positive communication between the school and local government officials (e.g., city council, town board, city staff, county staff) and area non-governmental organizations (e.g., Chamber of Commerce, booster groups, service organizations, etc.), parents, staff, and students.

II. DUTIES OF THE DISTRICT ADMINISTRATOR

The District Administrator has major position responsibilities involving the District's diverse operations to reflect Board and community expectations. The District Administrator shall:

A. Leadership

1. Work with the Board to refine the vision for the District.
2. Articulate and demonstrate the District vision.
3. Work collaboratively with staff, parents, and members of the community motivating and inspiring support for the District vision.
4. Propose creative strategies to the Board for implementing the District's vision. Carry out the strategies once they have been endorsed by the Board.

B. Learning

1. Ensure the District's curriculum is of the highest quality and routinely seeks improvement and innovation.
2. Use assessment of programs and services, and input of staff, students, and citizens to gauge student progress.
3. Hire high quality professionals devoted to individualizing success for all students.
4. Work with staff, the Board, District administration, and outside resources to provide staff training focused on improving student achievement and reaching building and District goals.
5. Propose redesign of District plans and strategies, making adjustments based on assessments and input.

C. Communications

1. Create and disseminate communications on issues of interest and substance.
2. Communicate effectively with the Board, staff, students, administration, and community members.
3. In concert with the Board and others, develop and disseminate District-wide CSI goals.
4. Publicize appropriate school programs and services to students and citizens.

5. Consider and discuss with the Board innovative communication channels and target audiences.
- D. Finance
1. Support a responsible fiscal plan to reflect District-wide CSI goals that enhance educational excellence.
  2. In concert with the Business Manager and the Board, develop a budget in accordance with the budget calendar and priorities established by the Board.
- E. Personnel Administration
1. Effectively monitor with the administrative staff the personnel policy and practices of the district, including the employee handbook.
  2. Provide or cause to be made realistic and consistent evaluations of all school personnel.
  3. Complete an annual performance evaluation of administrators or other supervisors as assigned. Share results with the Board.
  4. Propose to the Board a system to identify and recognize superior employee performance. The proposal must include estimation of the financial ramifications.
- F. Facilities Management
1. Be responsible for effective and efficient utilization of physical space and grounds.
  2. Establish and oversee optimal systems to maintain buildings and grounds, working through other administrators.
  3. Work cooperatively with other administrators to develop a long-range plan, including budget, to maintain and improve facilities.
  4. Assist the Business Manager and the Facilities Director in an annual evaluation of buildings, equipment and service systems and make recommendations for repair/replacement, including budget.
  5. Assist in the development of an annual plan to identify and pursue building efficiencies and improvements.
  6. Monitor buildings to encourage community use for clubs, organizations, adult education, and recreational purposes, along with applicable budgets.
- G. Staff Relationships
1. Develop and maintain an atmosphere of trust, participation and involvement in the operation of the District.
  2. Seek feedback from students, parents, staff, and the Board concerning their perception of the system and its strengths and areas in need of improvement.
  3. Actively promote positive staff relations.
- H. Policy Administration
1. Work in concert with the Board Policy Committee to systematically review Board and District policies.
  2. Make recommendations through the Board Policy Committee to revise, add or delete policies.
  3. Provide a general overview of policy effectiveness.
- I. Advocacy
1. Represent the interests of the District in State and national legislative matters affecting local education.
  2. Advocate for or against education legislation under consideration as directed by the Board.
  3. Communicate the viewpoints of the Board and District with regard to educational issues and initiatives.
- J. Increasing District revenue
1. Work with the Evansville Education Foundation to identify funding needs and possible funding sources.

2. Serve, or designate another qualified person, to serve on the Evansville Education Foundation Board of Directors.
3. Promote the efforts of the District and the Evansville Education Foundation to the community.
4. Present to the Board specific alternatives to increase net District revenue. Include in the presentations the potential overall financial consequences, both positive and negative, of the alternatives.
5. Actively engage local, State, and federal elected officials in discussions regarding the critical need for adequate District funding, in order to maintain and increase the educational excellence of the District.

Legal Ref.: Sections 118.24 Wisconsin Statutes (School District Administrator)

121.02(1)(a) (School District Standards)

PI 8.01 (2)(q), Wisconsin Administrative Code (School District Standards)

PI 34.32 (Subchapter IX-Administration Categories)

Local Ref. : Policy #225 - Evaluation of the District Administrator

Policy #225 Form - Colleague Assessment Questionnaire, District Administrator's  
Position

Revised: June 8, 2009  
Revised: June 11, 2014  
Revised:  
1<sup>st</sup> Reading: 11/18/15; 2<sup>nd</sup> Reading: 12/9/15

345.6

## GRADUATION REQUIREMENTS

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

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

### Requirements:

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

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

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

\*\* Beginning with the class of 2017

### Senior Graduation Project

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

### Civics Test Requirement

Starting with the class of 2017, in order to earn a high school diploma, students will need to take and pass a state mandated Civics Test. This includes students who are seeking a general education diploma, (GED), or a high school equivalency diploma. The test may be taken any time during the high school years, 9 – 12. Students who have an IEP must complete the test but are not required to pass it. Students with limited English proficiency must be permitted to take the Civics Test in the student's language of choice.

### Special Needs Programs

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

### Transfer Students

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

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

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

### Alternative Education Program

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

- Legal Ref.: Sections 115.28(7)(e)1 Wisconsin State Statutes (General Duties)  
115.29(4)(a) (High School Graduation Equivalency)  
115.915 (Availability of Program Services and Modifications)  
118.13 (Pupil Discrimination Prohibited)  
118.15 (Compulsory School Attendance)  
118.153 (Children At Risk of Not Graduating From High School)  
118.30 (Pupil Assessment)  
118.33(1) and (1)(f)1 and (1m) (High School Graduation Standards; Criteria for Promotion)  
118.35 (Programs for Gifted and Talented Pupils)  
118.52 (Course Options)  
118.53 (Attendance by Pupils Enrolled in a Home-Based Private Educational Program)  
118.55 (Youth Options Program)  
120.12(17) (School Board Duties)  
120.13(37) (School Board Powers)  
121.02(1)(p) (School Board Standards)  
Chapter 115, Subchapter V  
PI 18, 25, 40, Wisconsin Administrative Code

## FULL-TIME PUBLIC SCHOOL OPEN ENROLLMENT

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

### Nonresident Students Coming Into the District

The parent(s)/guardian(s) of nonresident students who wish to attend school in the Evansville School District shall complete and submit the required application using the Department of Public Instruction (DPI's) online system. Parent(s)/guardian(s) may contact the District Office if they need assistance.

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

- a. Application is submitted during the required time period.
- b. Space in buildings is available.
- c. Space in the class is available.
- d. Impact on student-teacher ratios.
- e. Projection for future school growth.
- f. Status as an Evansville student during the current school year. Any applicant who is currently attending the Evansville Community School District will be included in the count of occupied spaces.
- g. Expulsion (current or prior two school years) or expulsion proceedings.
- h. Habitual truancy (current or prior two (2) school years).
- i. Ability to satisfy a student with disabilities individualized education program (IEP).
- j. Whether the student has been referred for a special education evaluation that has not been completed.

### 1. Space Availability

If space availability limits the District's ability to accept nonresident students, the Board will set the number of regular education spaces available for open enrollment by grade level and the number of special education spaces by program and/or related service no later than the regular January board meeting. The Board will hear preliminary recommendations on enrollment limits at the December board meeting.

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

January seeking enrollment into grades or programs and/or related services that had been limited at the prior January board meeting due to space considerations for the current school year.

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

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

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

1. Continuing students (included in the count of occupied spaces).
2. Siblings of continuing students.

Remaining spaces will be filled by a random lottery. Any unassigned students will be placed on a waiting list created by a random lottery. If an opening occurs, the district administrator will review the waiting list by the grades or programs and/or related services with limited space of the opening and the next eligible student will be selected. Parent(s)/guardian(s) will be notified by phone and mail. They will have 10 calendar days to accept the opening. If they do not respond or if they decline, another applicant will be selected.

2. Students With Disabilities

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

3. Students Referred for a Special Education Evaluation

An Open Enrollment application shall be denied if the nonresident student has been referred or identified as having a possible disability but has not yet been evaluated by an IEP team in the resident district. Assuming other acceptance criteria are and continue to be met, the District may reconsider a denial under this criteria if the completed IEP (or a finding of no disability) is forwarded to the District and reviewed by the District prior to the close of the period during which applications would normally continue to be reviewed or accepted from any waiting list.

4. "Best Interests" Determinations Under the Alternate Open Enrollment Application Criteria and Procedures

If a parent(s)/guardian(s) applies for open enrollment under the alternative open enrollment application criteria and procedures and relies on the "best interests of the student" criteria, the District shall review the information and rationale provided by the parent(s)/guardian(s) and make a determination as to whether the District agrees with the parent(s)/guardian(s) that attending school in the District pursuant to the application is in the student's best interest. If the District



determines that attendance would not be in the student's best interest, the application shall be denied on that basis.

#### 5. Other Criteria

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

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

#### Requests for Early Admission to Kindergarten

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

#### No Reapplication Required

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

#### Transportation

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

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

#### Wisconsin Interscholastic Athletic Association (WIAA)

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

#### Termination Due to Habitual Truancy

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

#### Resident Students Going Out of the District

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

1. The application is submitted during the required time period.
2. If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District may also deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. Prior to denying an alternative application on the basis that the parent(s)/guardian(s) did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent(s)/guardian(s) an opportunity to provide additional information.

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

#### Transportation

The parent(s)/guardian(s) of a resident open enrollment student shall be responsible for student transportation, except as otherwise provided by law. Requests from other school districts to provide optional transportation to resident open enrollment students to/from locations within the boundaries of the District shall be denied.

#### Appeal of Rejection

If an application for full-time open enrollment is rejected as outlined above, the student's parent(s)/guardian(s) may appeal the decision to the DPI following the deadlines and other procedures established by the DPI.

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

#### Eligibility Criteria

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

1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within 30 days of the resident school board's determination.
2. The student is or has been a homeless student in the current or immediately preceding school year.
3. The student has been the victim of repeated bullying and harassment and all of the following apply:
  - a. The student's parent(s)/guardian(s) must have reported the bullying or harassment to the school board or designee under a bullying/harassment complaint process and;
  - b. In spite of action taken by the Board or designee the repeated bullying and harassment continues.
4. The place of residence of the student's parent(s)/guardian(s) and of the student has changed as a result of military orders. The application must be made within 30 days of the date on which the

- military orders changing the place of residence were issued.
5. The student moved into Wisconsin. The application must be made within 30 days after moving into the state.
  6. The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent(s)/guardian(s). The application must be made within 30 days after the student's change in residence.
  7. The student's attendance in a school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this exception and why attendance at the nonresident school district is in the best interest of the student.

#### Application Review and Approval Process

1. When the District receives an Open Enrollment application that has been submitted under the Alternative Open Enrollment criteria outlined above, whether it is submitted by a nonresident student or a resident student, the application shall be forwarded to the District Administrator or his/her designee for review and recommendations.
  - a. If the application involves a nonresident student seeking to attend school in the District under Open Enrollment, the District will:
    - 1) Immediately send a copy of any paper application received by the District to the student's resident school district, or, if applicable, the student's anticipated resident school district;
    - 2) Work with the resident district (or the anticipated resident district) identified in the application to determine where the applicant is currently attending school, and to determine from which school the District will receive any relevant special education records (e.g., the student's current IEP) and/or disciplinary records (e.g., expulsion records). If the applicant is not currently attending school in the resident district, the District will request such records from the school or school district the student is attending or most recently attended; and
  - b. If the application involves a resident student who is attending, or who previously attended, school in the District, the District shall send the nonresident school district to which the Open Enrollment application was made a copy, if applicable, of the student's IEP and any expulsion or other relevant discipline-related records within 10 days of receiving the application.
2. The District Administrator, along with other members of the administrative staff, shall review the application using the acceptance/denial criteria outlined in Board policy. The District Administrator or his/her designee shall submit recommendations regarding acceptance or denial of the application to the Board for action.
  - a. The District may deny an application of a resident student if:
    - 1) It determines that the criteria relied on by the parent(s)/guardian(s) to submit the application do not apply to the student.
  - b. The District may deny an application of a nonresident student:
    - 1) For the same reasons it may deny an application submitted during the regular Open Enrollment application period; or
    - 2) If the application relies on the best interests of the student criteria and the District determines that open enrollment is not in the student's best interests.
3. If the application involves a nonresident student seeking to attend school in the District, the District will notify the applicant, in writing, whether the application has been approved or denied no later than 20 days after receiving the application.
  - a. If the application has been denied, the notification shall include the reasons for the denial.

To the extent consistent with state law and District policy, acceptance of an application may be contingent or subject to revocation.

- b. If the District has approved the Open Enrollment application of a nonresident student, the notification provided to the applicant shall identify the specific school or program the student may attend. A nonresident student accepted for enrollment may immediately begin attending the assigned school or program in the District and shall begin attending the school or program no later than the 15<sup>th</sup> day following receipt of the notice of acceptance. If the nonresident student has not enrolled in or attended school in the District by that date, the District may notify the student's parent(s)/guardian(s), in writing, that the student is no longer authorized to attend the school or program in the District.
  - c. If there is a delay in the District's receipt of any relevant disciplinary records from another school or school district, the District will review and act upon such records promptly, and, if necessary, inform the student that the District's ability to confirm or deny the application is contingent upon the District's receipt and review of such records. If the DPI allows the District to conditionally approve such an application subject to that contingency, the District may do so. Otherwise, such application may be held in abeyance until the relevant records are received, or, if necessary, the application may be denied.
4. If, for purposes of the application, the District is identified as the resident school district, the District shall notify the applicant whether the application has been approved or denied in accordance with any deadlines established by state law or DPI rule. Normally, the District will issue such notifications no later than 20 days after the District's receipt of the application. In addition:
- a. If the application has been denied, the notification shall include the reasons for the denial. To the extent consistent with state law and District policy, approval of an application may be contingent or subject to revocation.
  - b. To the extent that there is a delay in the District's receipt of any relevant records or information such that the District is unable to determine whether the criteria upon which the application was based apply to the student, the District will act upon such records/information promptly upon receipt and notify the applicant of its decision to approve or deny the application within five (5) days of making the determination.

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

118.13 (Pupil Discrimination Prohibited)

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

118.51 (Full-Time Open Enrollment)

118.52 (Course Options)

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

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

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

121.55 (Methods of Providing Transportation)

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

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

## USE OF SCHOOL FACILITIES, GROUNDS, AND EQUIPMENT

### Mission Statement

The Evansville Community School District Board of Education is committed to planning and implementing programs for the benefit of the greater Evansville community. The District is committed to making school facilities, grounds, and equipment a resource for the community and to fostering the delivery of programs that enhance lifelong learning, improve the quality of life for all ages, and create an enriched sense of community collaboration.

### General Terms and Conditions

All individuals and groups using school facilities, grounds, and equipment must adhere to the policies and procedures adopted by the District. The District is committed to an equal educational opportunity for all members of the greater Evansville community.

The Board also believes that the use of school facilities, grounds, and equipment should not place a significant burden on the taxpayers of the District. Therefore, fees shall be established to address costs incurred by the District for labor, utilities, and use of school facilities, grounds, and equipment by user groups.

The Board authorizes the use of school facilities, grounds, and equipment by user groups except when the proposed school facilities, grounds, and equipment uses may:

1. interfere with the District's educational mission or co-curricular programs/activities;
2. pose an unreasonable risk of physical injury to students, staff or participants;
3. pose substantial risk to school security or of imminent illegal activities, or;
4. result in unusual wear, damage or depreciation of school facilities, grounds, and equipment.

Use of school facilities, grounds, and equipment may be denied when the requesting user has not paid for previous facility use or has not been a responsible caretaker when using school facilities, grounds, and equipment in the past.

If access to school facilities, grounds, and equipment is denied the individual or organization may appeal the decision to the district administrator in accordance with established procedures. No further appeal may be made to the Board.

In the event a school activity is scheduled that conflicts with a previously scheduled non-school use, the school use will have precedence. The Facility Scheduler will contact the designated representative of the non-school user as soon as possible. The District has no obligation to find a substitute facility, but will make a reasonable attempt to assist.

Authorized use of school facilities, grounds, and equipment under this policy and its implementing procedures shall not be construed as an endorsement of any non-school group, organization or event by the District, or District sponsorship of the group, organization or event.

Requests for Use of School Facilities, Grounds, and Equipment

The District utilizes an online scheduling program for administration of facility use. To see available building hours to schedule use of school facilities, grounds, and equipment, please visit the District web site.

Legal Ref.: Sections 120.12(1) and (9) Wisconsin Statutes (School Board Duties)

120.13(17), (19), (21) (School Board Powers)

121.02(1)(I) (School District Standards)

895.523 (Recreational Activities in a School Building or on Schools  
Grounds: Limitations of Liability)

895.525 (Participation in Recreational Activities: Restrictions on Civil  
Liability, Assumption of Risk)

Equal Access Act

Boys Scouts of America Equal Access Act of 2001

Approved: November 11, 2002

830-Form

Revised: August 11, 2003

Revised: January 9, 2006

Revised: December 11, 2013

1<sup>st</sup> Reading: 11/18/15; 2<sup>nd</sup> Reading: 12/9/15

**FOR REMOVAL –  
FACILITY USE AGREEMENT**

Complete and submit at least 72 hours prior to the activity. Except in circumstances deemed beyond the control of those requesting to use facilities, all activities must be booked no less than 24 hours prior to their start, or by Thursday at 3:00 p.m. for Sunday events.

All information must be completed in full before your facility use will be confirmed. Please notify the school district a minimum of three working days in advance if you wish to cancel or change arrangements. Payment must accompany this form: checks should be made out to the Evansville Community School District. Mail or bring this form to the District office.

I have read and understand the Use of School Facilities policy, #830, \_\_\_\_\_  
signature

**Group/Organization Information:**

Name of Group/Organization: \_\_\_\_\_

\*Contact Person: \_\_\_\_\_ Primary Phone: \_\_\_\_\_  
Secondary Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

\*Event Supervisor(s): \_\_\_\_\_ Primary Phone: \_\_\_\_\_  
Secondary Phone: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

**Activity/Building Information:**

Date(s) Requested: \_\_\_\_\_ Hours of Use: \_\_\_\_\_  
(For multiple requests, attach additional information including items below.)

Building Preference: \_\_\_\_\_ Room/Area Requested: \_\_\_\_\_

Setup Time: \_\_\_\_\_ Event Time: \_\_\_\_\_ Number Anticipated: \_\_\_\_\_

Activity(s) Planned: \_\_\_\_\_

Special Equipment/Materials (please circle/indicate number): long white tables \_\_\_\_; cafeteria tables \_\_\_\_; cafeteria chairs \_\_\_\_; folding chairs \_\_\_\_; platforms \_\_\_\_; risers \_\_\_\_; PA system \_\_\_\_; projector screen \_\_\_\_; multi-media projector \_\_\_\_; bleachers \_\_\_\_

Special Setup Needed (Please note equipment not requested may not be available) \_\_\_\_\_

Custodial Needs? \_\_\_\_\_ None \_\_\_\_\_ Open & Close Only \_\_\_\_\_ Entire Event \_\_\_\_\_

**Use/Rental Agreement:**

\_\_\_\_\_ (Name of Group) agrees to abide by the policies of the Evansville Community School District and use the facility(s) appropriately. I, as the event supervisor, agree to actively supervise this use and accept responsibility for any damage that occurs. I realize that the Evansville Community School District is not liable for injuries that occur during the use of the facility(s).

\_\_\_\_\_  
(Print Name) (Signature) (Date)

\* Persons responsible for damages/extra charges that may occur. Two supervisors may be required at all events. One may be a community supervisor.

## BACKGROUND CHECK INFORMATION FORM

In order to provide a safe and healthy environment for our students and community, please understand that we may need to check references and review relevant public documents regarding criminal activity of any persons who are requesting to use school facilities. For this reason, please provide information as requested below:

Legal Name: \_\_\_\_\_  
Please Print (Include first, middle, and last)

Phone: (     ) \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

SS#: \_\_\_\_\_

I authorize the Evansville Community School District to process my agreement for use of school facilities by reviewing my background. This may include checking references and reviewing relevant public documents regarding criminal activity. I hereby release the Evansville Community School District, its employees, representatives, and such individuals or organizations from all liability for any damage whatsoever incurred in obtaining or furnishing such information.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



## Waiver of Liability

I understand that engaging in activities in and on district facilities such as playing basketball, volleyball, soccer or other recreational pursuits, carry some risk for injury.

I hereby assume the risk for any injuries that any individual may sustain in his or her participation in the \_\_\_\_\_ and do hereby release and forever discharge the Evansville Community School District, its employees, and representatives from any actions, suits, damages, claims or judgments that may result from any personal injury sustained by these participants.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

Revised: November 11, 2002

830-Form 1

Revised: August 11, 2003

Revised: October 11, 2004

Revised: December 11, 2013

1<sup>ST</sup> Reading: 11/18/15; 2<sup>nd</sup> Reading: 12/9/15

**FOR REMOVAL**

**KEY AND SWIPE KEY CHECKOUT FORM**

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_  
                    Last                    First                    Middle Int.

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number (Daytime): \_\_\_\_\_ Evening: \_\_\_\_\_  
Cell Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

I accept responsibility for the key and/or swipe key I am receiving. I agree to follow all the facility use policies and procedures of the Evansville Community School District. If a lost or stolen key requires the replacement of any cores, I realize I am responsible for paying a cost of \$25 plus \$10.00 per core not to exceed a total of \$100.00. I agree to return the key to the principal or designee within 48 hours of the completion of the activity, or by date \_\_\_\_\_. Keys cannot be loaned to other individuals without prior approval from the scheduler. Failure to comply with these rules will result in loss of privileges.

\_\_\_\_\_ Date \_\_\_\_\_ Signature

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

Any concerns we need to be aware of? \_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*  
PLEASE DO NOT WRITE BELOW THIS LINE

List all keys checked out and key numbers:  
Door or area \_\_\_\_\_ Key number: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I.D. from outside users: \_\_\_\_\_

Date Key Returned: \_\_\_\_\_ Signature of Building Principal: \_\_\_\_\_

Signature of Person Receiving the Form: \_\_\_\_\_

**FOR REMOVAL**

**EVANSVILLE SCHOOL DISTRICT  
REQUEST FOR KITCHEN USE**

A group or organization that wants to use any of the kitchens within the school district is required to fill out a request and submit it to the Food Service Director no less than 24 hours prior to the event. If any equipment is going to be used or food preparation is going to occur, a Food Safety Certified employee must be present. The group or organization will be billed an hourly rate for that employee to supervise the event. Any non compliance violates the Rock County Health Code.

Name of Organization \_\_\_\_\_

Contact in Charge \_\_\_\_\_

Contact Phone Number \_\_\_\_\_

Primary Secondary

Date \_\_\_\_\_

Hours of Event \_\_\_\_\_

**Please Check All That Apply:**

- Preparing Food in Kitchen
- Prepared Food Brought into Kitchen
- Use of Equipment (Ovens, Slicer, Dishwasher, Utensils)

Date Approved/Not Approved \_\_\_\_\_

Staff Person is Required for use of the Kitchen

Name of Staff Person \_\_\_\_\_

Hours Used/Billed \_\_\_\_\_

Date

Food Service Director Signature \_\_\_\_\_

Date

Please call the Food Service office with any questions at 608-882-3580.

Thank You!

## For Removal

### COMMUNITY SUPERVISOR & KEY HOLDERS

#### GOAL

To facilitate a process that will allow our school facilities to be available for use by members of the community. To reach this goal, volunteers who are willing to devote time as a “Community Supervisor” are needed.

#### AREA SUPERVISION

“Community Supervisors” will be trained to supervise each of the following areas:

##### Grove Campus Community Complex

- Field house, cafeteria, library, and other areas.
- Community center.

##### Levi Leonard Elementary School

- Library, parent resource room, and other areas.

##### Theodore Robinson Intermediate School

- Gym, band room, conference room, and other areas.

##### J.C. McKenna Middle School

- Gym, library, cafeteria, and other academic areas.
- Auditorium.

##### High School

- Commons area, gymnasium, media room, and weight room.
- Performing arts center, and areas in the academic wing.

##### Outdoor Areas

- Athletic practice fields, athletic competition fields, track complex, parking lots, and other areas.

#### EXPECTATIONS AND RESPONSIBILITIES

##### General Requirements

- Complete an information sheet with references.
- Attend training sessions addressing various aspects of the facility and supervision.
- Must have immediate access to a cell phone at all times when supervising. The District will provide a list of important phone numbers for each supervisor.

### Specific Responsibilities and Expectations

- Prior to supervising non-routine or large events, check in with the community scheduler or building administrative assistant 48 hours beforehand.
- Obtain a list of scheduled activities for the building on the day of the event.
- Turn lights on and off for the area of supervision.
- Ensure outside doors are routinely monitored to make sure no doors are propped open.
- Ensure all activities and individuals are carefully monitored and supervised. If individuals are not acting appropriately, they should be reprimanded. If inappropriate behavior continues, they must be asked to leave. If individuals have no scheduled reason to be in the building, supervisors are responsible for them. Supervisors may ask them to leave. In either case, supervisors should call the police if they refuse to leave or cause further problems.
- Report any incidents or injuries with the building principal. In most cases, this report should be made within 48 hours of the incident.
- Clean spills and messes that happen during your shift. Basic custodial equipment and supplies will be provided. The expectation is that building area will be left in the same condition, if not better, than how it was originally found. The Use Agreement may provide specific directions which should be followed.

### Entry Key & Access Card Holders

- Complete key and access card checkout form.
- Attend a training session with the Director of Buildings and Grounds to learn how to open and secure the building.
- Disarm the security system if the first person in the building.
- At end of last event for the day, turn off the lights, set the alarm, and close and lock all doors in the area.

### Inside Key Holders

- Complete key and access card checkout form.
- Key holder is responsible for all use of the key. Any use by individuals other than the key holder must be approved in advance of the use.
- Use only as agreements specify.

# Evansville

*Community School District*

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## MEMORANDUM

To: Evansville Board of Education  
From: Doreen Treuden, Business Manager  
Re: Support Staff Compensation Model  
Date: December 3, 2015

The Support Staff Compensation Committee met eight times during the 2014-2015 school year. Committee members included Eric Busse, Mary Beth Anderson, Kelly Mosher, Jerry Roth, Kathi Swanson, Tina Thornton, Doreen Treuden, Linda Gard, Barb Krumwiede, Mindy Larson, Ivy Otto, Sue Parsons, Tina Rossmiller, and Jane Sperry.

The committee accomplished the following tasks over the past year:

- Developed/updated job descriptions for all positions in this group
- Reviewed past pay schedules for ECSD support staff groups
- Reviewed pay schedules from other Districts and discussed pros/cons
- Developed proposed draft compensation model attached
  - Pay ranges
  - Starting pay for each range

Attached is the proposed compensation model draft for the support staff employee group. Implementing the model will accomplish the following:

- Increases the starting wage from \$11.87 to \$12.50 per hour.
- Provides equity of pay for current employees who were hired in years past under different financial constraints.
- Provides some predictability to employees regarding future earnings by listing a **minimum** hourly wage every five years. Employees who are not earning the minimum hourly wage on the anniversary date, will have wages increased to at least the minimum amount. Employees earning more than the hourly wage on the anniversary date, may still be eligible for a wage increase if approved by the BOE.
- Provides flexibility for the BOE to determine annual increases based on the budget. In addition to anniversary increases as listed on the schedule, the BOE will determine annual increases each year for all support staff employees.

The 2015-2016 approved budget is sufficient to cover the cost to migrate support staff onto the new schedule and increase hourly wages by 1.5% for those that will not receive a migration increase.

Also attached you will find comparable wage data for the support staff group. The data includes a summary page and the detail information provided by each District that responded to my request. As you can see, it is very difficult to compare employee/wages between districts. It is never an “apples to apples” comparison. The differences are many and include job titles, job descriptions, job responsibilities, work schedules, etc. In my opinion, the information should only be used as a minor point of comparison.

2015-2016  
Hourly Support Staff

New Comp Model

	EAST TROY		EDGERTON		JEFFERSON		MCFARLAND		WHITEWATER		BRODHEAD		PARKVIEW		EVANSVILLE		AVERAGE	
	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High	Low	High
All Instructional Aides	\$11.37	\$16.94	\$15.25	\$16.53	\$12.85	\$16.18	\$15.47	\$19.14	\$14.24	\$16.43	\$10.30	\$15.27	\$10.56	\$14.22	\$12.50	\$16.58	\$12.82	\$16.41
Health/Library Clerk/Aide	\$13.25	\$16.93	\$15.25	\$16.53	\$14.66	\$19.05	\$15.47	\$19.14	\$14.24	\$16.43	\$10.30	\$15.27	\$10.56	\$14.22	\$12.50	\$16.58	\$13.28	\$16.77
Clerical/Admin Asst. I	\$11.77	\$13.46	\$19.60	\$22.08	\$14.01	\$15.46	\$16.42	\$20.30	\$16.92	\$19.72	\$14.11	\$20.62	\$12.44	\$18.44	\$12.50	\$16.58	\$14.78	\$18.42
Clerical/Admin Asst. II	\$13.00	\$14.85	\$19.60	\$22.08	\$16.45	\$19.05	\$16.42	\$20.30	\$16.92	\$19.72	\$14.11	\$20.62	\$12.44	\$18.44	\$13.00	\$17.24	\$15.37	\$19.20
Clerical/Admin Asst. III	\$16.23	\$18.54	\$19.60	\$22.08	\$16.56	\$19.43	\$17.42	\$21.54	\$16.92	\$19.72	\$14.11	\$20.62	\$12.44	\$18.44	\$14.00	\$18.57	\$16.16	\$20.12
Clerical/Admin Asst. IV	\$16.23	\$18.54	\$19.60	\$22.08	\$17.02	\$19.98	\$17.42	\$21.54	\$19.88	\$23.16	\$14.11	\$20.62	\$12.44	\$18.44	\$16.00	\$20.60	\$16.84	\$21.03
Accts. Payable	\$16.23	\$18.54	\$19.60	\$22.08	\$17.67	\$21.19	\$17.42	\$21.54	\$18.40	\$21.44	\$14.11	\$20.62	\$12.44	\$18.44	\$16.00	\$21.22	\$16.48	\$20.56
Payroll/Specialist	\$16.23	\$18.54	\$19.60	\$22.08	\$17.67	\$21.19	\$17.42	\$21.54	\$19.88	\$23.16	\$14.11	\$20.62	\$12.44	\$18.44	\$18.00	\$23.87	\$16.67	\$20.85
Tech											\$15.80	\$15.80			\$16.00	\$20.60		

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Support Staff Compensation Schedule

Pay Range	Title	<u>Minimum Hourly Rate at Designated Anniversary</u>						
		Start	5 years 8%	10 years 6%	15 years 5%	20 years 4%	25 3%	30+ 3%
1	EA, Clerk, Clerical I - 9 mo.	\$ 12.50	\$ 13.50	\$ 14.31	\$ 15.03	\$ 15.63	\$ 16.10	\$ 16.58
2	Clerical II - 10 mo.	\$ 13.00	\$ 14.04	\$ 14.88	\$ 15.63	\$ 16.25	\$ 16.74	\$ 17.24
3	Clerical III - 11 mo.	\$ 14.00	\$ 15.12	\$ 16.03	\$ 16.83	\$ 17.50	\$ 18.03	\$ 18.57
4	Clerical IV - 12 mo.	\$ 16.00	\$ 17.28	\$ 18.32	\$ 19.23	\$ 20.00	\$ 20.60	\$ 21.22
5	Specialist	\$ 18.00	\$ 19.44	\$ 20.61	\$ 21.64	\$ 22.50	\$ 23.18	\$ 23.87

**Rationale**

Employee's hourly wage may be more at anniversary date, but will not be less

Annual increases will be determined by the BOE

5 Classifications - determined by months worked per year and job description responsibilities

Starting wage - set to attract and retain new employees

Years of service increases - increases for years of service are larger in the beginning because there is more training taking place



East Troy

SUPPORT STAFF

2015-2016

1.62%

NO MOVEMENT OF YEARS SUB PAY

1 2 3 4 5

		1	2	3	4	5
CUSTODIAN/DELIVERY SERVICES/GROUNDS	OPERATION	\$ 14.63	\$ 15.07	\$ 15.57	\$ 16.09	\$ 16.68
LEAD NIGHT CUSTODIAN	OPERATION	\$ 16.02	\$ 16.48	\$ 17.02	\$ 17.61	\$ 18.25
HEAD CUSTODIAN	OPERATION	\$ 18.67	\$ 19.23	\$ 19.87	\$ 20.57	\$ 21.32
COOK/CASHIER	FOODS	\$ 13.81	\$ 14.24	\$ 14.69	\$ 15.20	\$ 15.77
ALA CARTE MANAGER	FOODS	\$ 14.38	\$ 14.82	\$ 15.26	\$ 15.71	\$ 16.19
HEAD COOK	FOODS	\$ 14.63	\$ 15.07	\$ 15.57	\$ 16.09	\$ 16.68
SCHOOL YEAR SECRETARY	CLERICAL	\$ 11.77	\$ 12.12	\$ 12.53	\$ 12.97	\$ 13.46
PROGRAM SECRETARY	CLERICAL	\$ 13.00	\$ 13.38	\$ 13.82	\$ 14.30	\$ 14.85
FULL YEAR SECRETARY	CLERICAL	\$ 16.23	\$ 16.74	\$ 17.28	\$ 17.88	\$ 18.54
INSTRUCTIONAL ASSISTANT	INSTRUCTIONAL ASSISTANT	\$ 11.37	\$ 11.71	\$ 12.10	\$ 12.52	\$ 12.99
PROGRAM ASSISTANT	INSTRUCTIONAL ASSISTANT	\$ 12.19	\$ 12.56	\$ 12.96	\$ 13.40	\$ 13.92
TECHNICAL/SAFETY ASSISTANT	INSTRUCTIONAL ASSISTANT	\$ 13.00	\$ 13.38	\$ 13.82	\$ 14.30	\$ 14.85
LIBRARY ASSISTANT	INSTRUCTIONAL ASSISTANT	\$ 13.25	\$ 13.63	\$ 14.06	\$ 14.54	\$ 15.10
SPECIAL EDUCATION ASSISTANT	SPECIAL ED ASSISTANT	\$ 15.11	\$ 15.61	\$ 16.02	\$ 16.48	\$ 16.94
REGULAR ROUTES	TRANSPORTATION	\$ 27.21	\$ 28.01	\$ 28.93	\$ 29.95	\$ 31.07
EXTRACURRICULAR/FIELD TRIP	TRANSPORTATION	1ST HR	\$ 17.14		2ND HR	\$ 12.28
KINDERGARTEN ROUTES	TRANSPORTATION	\$ 27.61	\$ 28.44	\$ 29.36	\$ 30.39	\$ 31.53
VAN ROUTES	TRANSPORTATION	\$ 21.38	\$ 22.02	\$ 22.68	\$ 23.35	\$ 24.04
HEALTH ROOM ASSISTANT	HEALTH ROOM ASSISTANT	\$ 15.11	\$ 15.61	\$ 16.02	\$ 16.47	\$ 16.93

Edgerton 2015-16 Wage Data						
Position/Category	15-16 Salary	15-16 Base	15-16 Max	15-16 Hourly Base	15-16 Max Hourly	
Inst. Aide				\$15.25	\$16.53	
Custodians				\$20.55	\$23.68	
Secretarial				\$19.60	\$22.08	
Maintenance				\$26.42	\$32.22	
Food Service- Contracted				NA		NA
Bus Driver- Contracted				NA		NA

**Jefferson Support Staff Federation  
Salary Schedule 2015-16**

\$0.26

	Start	1 Year	2 Years	3 Years	4 Years
<b>Pay Range 1 (points 0-129)</b>	\$ 12.85	\$ 13.04	\$ 13.30	\$ 13.49	
Paraprofessional I Study Hall Custodian I Delivery Person Alternative Learning Center Para Substitute Caller Transportation Assistant					
<b>Pay Range 2 (points 130-149)</b>	\$ 13.04	\$ 13.38	\$ 13.84	\$ 14.29	
Food Service II Server Paraprofessional I Office Paraprofessional I Classroom					
<b>Pay Range 3 (points 150-169)</b>	\$ 14.01	\$ 14.25	\$ 14.64	\$ 14.97	\$ 15.46
Food Service III Cook Food Service Administrative Assistant Paraprofessional III Spec. Ed.					
<b>Pay Range 4 (points 170-189)</b>	\$ 14.66	\$ 14.90	\$ 15.31	\$ 15.67	\$ 16.18
Paraprofessional I ESL Paraprofessional III Spec. Ed. CDS Paraprofessional III Library Media					
<b>Pay Range 5 (points 190-219)</b>	\$ 16.45	\$ 16.84	\$ 17.44	\$ 18.19	\$ 19.05
Admin. Ass't I HS Attendance Paraprofessional III Middle School Library Media					
<b>Pay Range 6 (points 220-249)</b>	\$ 16.56	\$ 17.17	\$ 17.83	\$ 18.64	\$ 19.43
Admin. Ass't I School Secretary Admin. Ass't I HS Guidance Admin. Ass't II Curric. & Instruct. Admin. Ass't II Pupil Services Admin. Ass't II Business Office Admin. Ass't Summer School Custodian II					
<b>Pay Range 7 (points 250-279)</b>	\$ 17.02	\$ 17.68	\$ 18.33	\$ 19.13	\$ 19.98
Head Admin. Ass't II HS Head Admin. Ass't II MS Custodian II Receiver					
<b>Pay Range 8 (points 280-309)</b>	\$ 17.67	\$ 18.07	\$ 20.20	\$ 20.68	\$ 21.19
Admin. Ass't III Pupil Serv/HR Ass't Admin. Ass't III Ass't Bookkeeper					

**Jefferson Support Staff Federation  
Salary Schedule 2015-16**

\$0.26

	Start	1 Year	2 Years	3 Years	4 Years
<b>Pay Range 9 (points 310-339)</b>	\$ 18.67	\$ 19.51	\$ 21.23	\$ 21.46	\$ 21.72
<b>Pay Range 10 (points 340-369)</b>	\$ 19.70	\$ 20.96	\$ 22.25		
<b>Pay Range 11 (points 370-399)</b>	\$ 20.21	\$ 22.62	\$ 24.20	\$ 25.79	

**Assistant Maintenance**

\* The Substitute Caller shall be paid \$0.20 per hour above the salary schedule as compensation for the varied hours required as part of the position. This provision applies only to the contracted numbers of days for the substitute calling position.

\*\* Custodians assigned regular night shift hours (normally 2:00 p.m. to 11:00 p.m.) shall be paid \$0.20 per hour above salary schedule. This provision shall not apply during vacation periods when no shift is worked, nor to occasional evening work by custodians.

McFarland School District  
Pay Scale

Group	Step					Longevity					Proposed	
	1	2	3	4	5	6	7	8	9	15-16		16-17
1	15.47	15.86	16.26	16.66	17.08	17.51	17.94	18.39	18.85	\$ 19.14	\$ 19.42	New Study
2	15.94	16.34	16.74	17.16	17.59	18.03	18.48	18.95	19.42	\$ 19.71	\$ 20.01	New Study
3	16.42	16.83	17.25	17.68	18.12	18.57	19.04	19.51	20.00	\$ 20.30	\$ 20.61	New Study
4	16.91	17.33	17.76	18.21	18.66	19.13	19.61	20.10	20.60	\$ 20.91	\$ 21.22	New Study
5	17.42	17.85	18.30	18.75	19.22	19.70	20.20	20.70	21.22	\$ 21.54	\$ 21.86	New Study

Employee Group/Level	Employee Group Level				
	1	2	3	4	5
Educational Assistant		Custodian	SPED Asst	C.N.A	Chief Custodian
Teaching Assistant			Health Asst	FS Prod. Supv.	Blgd Admin Asst
Office Assistant					Bus Coordinator
Guidance Assistant			Admin Asst/Rec Asst		
Food Service					
Administrative Assistant			Bldg Admin Asst/Guidance Asst		
ITC Assistant					
Building Support Staff III					
Admin Asst III			Admin Asst II		Admin Asst I

2/2/16

Whitewater 2015-16 Wage Data						
Position/Category	15-16 Salary	15-16 Base	15-16 Max	15-16 Hourly Base	15-16 Max Hourly	
Payroll				\$19.88	\$23.16	
Accts. Payable				\$18.40	\$21.44	
Admin Assistant				\$16.92	\$19.72	
DA Secretary				\$19.88	\$13.16	
Inst. Aide				\$14.24	\$16.43	
Custodian I				\$14.03	\$15.19	
Custodian II				\$15.89	\$17.35	
Secretarial				\$14.81	\$17.25	
Maintenance				\$17.12	\$18.59	
Head Cook				\$14.24	\$16.43	
Cook				\$13.11	\$15.15	
Bus Driver- Contracted				NA	NA	

**\$0.30 per hour rate increase**

Emp Type	Annual Hrs.	14-15		15-16		Increase
		Pay Rate	Salary	Pay Rate	Salary	
AID	1231	11.21	13,800	\$11.51	14,169	369
AID	630	10.00	6,300	\$10.30	6,489	189
AID	1008	10.76	10,846	\$11.06	11,148	302
AID	720	10.00	7,200	\$10.30	7,416	216
AID	720	10.00	7,200	\$10.30	7,416	216
AID	1350	14.76	19,926	\$15.06	20,331	405
AID	810	10.56	8,554	\$10.86	8,797	243
AID	1245	14.97	18,638	\$15.27	19,011	374
AID	1350	12.00	16,200	\$12.30	16,605	405
AID	720	12.59	9,065	\$12.89	9,281	216
AID	810	11.75	9,518	\$12.05	9,761	243
AID	1215	14.74	17,909	\$15.04	18,274	365
AID	630	10.00	6,300	\$10.30	6,489	189
AID	1260	12.99	16,367	\$13.29	16,745	378
AID	1200	12.94	15,528	\$13.24	15,888	360
AID	855	10.56	9,029	\$10.86	9,285	257
AID	975	12.80	12,480	\$13.10	12,773	293
AID	1260	14.28	17,993	\$14.58	18,371	378
AID	765	12.18	9,318	\$12.48	9,547	230
AID	720	10.56	7,603	\$10.86	7,819	216
AID	1260	13.84	17,438	\$14.14	17,816	378
COK	225	9.03	2,032	\$9.33	2,099	68
COK	315	11.67	3,676	\$11.97	3,771	95
COK	354	11.67	4,131	\$11.97	4,237	106
COK	315	11.11	3,500	\$11.41	3,594	95
COK	1170	16.52	19,328	\$16.82	19,679	351
COK	540	9.48	5,119	\$9.78	5,281	162
COK	1170	15.30	17,901	\$15.60	18,252	351
COK	1260	16.30	20,538	\$16.60	20,916	378
COK	1080	13.69	14,785	\$13.99	15,109	324
COK	396	12.16	4,815	\$12.46	4,934	119
CUS	2080	14.46	30,077	\$14.76	30,701	624
CUS	2080	13.97	29,058	\$14.27	29,682	624
CUS	2080	11.00	22,880	\$11.30	23,504	624
CUS	2080	17.62	36,650	\$17.92	37,274	624
CUS	2080	14.11	29,349	\$14.41	29,973	624
CUS	2080	15.86	32,989	\$16.16	33,613	624
CUS	2080	12.84	26,707	\$13.14	27,331	624
CUS	760	13.27	10,085	\$13.57	10,313	228
CUSPT	760	11.00	8,360	\$11.30	8,588	228
MNT	2080	17.29	35,963	\$17.59	36,587	624
MNT	2080	17.51	36,421	\$17.81	37,045	624
SEC	1950	20.32	39,624	\$20.62	40,209	585
SEC	1350	15.56	21,006	\$15.86	21,411	405
SEC	1950	14.92	29,094	\$15.22	29,679	585
SEC	1463	13.81	20,204	\$14.11	20,643	439
SEC	1655	15.75	26,066	\$16.05	26,563	497
SEC	1950	14.64	28,548	\$14.94	29,133	585
SEC	1950	19.35	37,733	\$19.65	38,318	585
SEC	1100	15.33	16,863	\$15.63	17,193	330
SEC	1950	17.24	33,618	\$17.54	34,203	585
SEC	1563	15.66	24,477	\$15.96	24,945	469
TECH	1950	15.50	30,225	\$15.80	30,810	585
	66630	717.43				
Total S.S. salaries =			959,032		979,021	

**14,385                      Increased cost                      19,989**

**Percentage Increase                      2.08%**

	Increase	Or
	0.25	1.74%
Final	0.30	2.08%
	0.35	2.43%

Parkview

Position/Category	15-16 Salary	15-16 Base	15-16 Max	15-16 Hourly Base	15-16 Max Hourly
Inst. Aide				\$ 10.56	\$ 14.22
Custodians				\$ 12.32	\$ 15.54
Maintenance				\$ 14.64	\$ 18.51
Food Service				\$ 10.68	\$ 14.56
Secretarial				\$ 12.44	\$ 18.44
Bus Driver				\$ 12.89	\$ 15.82



# Evansville School District 2016-2017 School Year

	August 2016							September 2016							October 2016																																																																																					
July	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

- Aug 10/Aug 16 Back To School Days
- Aug 24-25 New Teacher Orientation
- Aug 26 Teacher Work Day - No School
- Aug 29, 30, 31 Professional Development Day - No School
- Sept 1 First Day of School
- Sept 5 Labor Day - No School
- Oct 10 Professional Development Day - No School
- Nov 4 End of 1st Quarter; 1/2 Day K-8 Grading
- Nov 23 No School
- Nov 24 Thanksgiving - No School
- Nov 25 Conference Comp - No School
- Dec 5 Professional Development Day - No School
- Dec 23 - 30 Winter Break - No School
- Jan 2 Students Return
- Jan 16 Professional Development Day - No School
- Jan 20 End of 2nd Quarter; 1/2 Day K-8 Grading
- Feb 13 Professional Development Day - No School
- Feb 24 Conference Comp - No School
- March 13 Professional Development Day - No School
- March 24 End of 3rd Quarter; 1/2 Day K-8 Grading
- March 27 - 31 Spring Break - No School
- April 3 Students Return
- April 16 Easter
- April 17 Professional Development Day - No School
- May 29 Memorial Day - No School
- June 7 End of 4th Quarter; 1/2 Day K-8 Students
- June 8 1/2 Workday for Staff
- June 11 High School Commencement

Month	Contract Days	Instructional Days
August	4	0
September	22	21
October	21	20
November	20	18.5
December	16	15
January	22	20.5
February	19	18
March	18	16.5
April	20	19
May	23	22
June	5.5	4.5
<b>Total</b>	<b>190.5</b>	<b>175</b>

Partial / Full Instructional Days Per Quarter			
1st	44.5	3rd	41.5
2nd	43.5	4th	45.5
<b>TOTAL</b>	<b>175</b>		

Contract Days	
175	Student Contact Days
2	(4-1/2 Student Days/1/2 Grading Days)
9	Professional Development Days
1.5	Work Days
3	Paid Holidays
<b>190.5</b>	<b>TOTAL</b>

Key	
Professional Development (9) - No Students	
No School	
Quarter End (4 - 1/2) - No Students PM	
Holiday (3) - No School	
Teacher Workday (1.5) - No Students	

## 2016-2017 SCHOOL YEAR CALENDAR

Month	Contract Days	Instructional Days	Other
August	4	0	1 Work Day 3 Professional Development Days
September	22	21	1 Holiday
October	21	20	1 Professional Development Day
November	20	18.5	.5 Grading Day 1 Holiday
December	16	15	1 Professional Development Day
January	22	20.5	1 Professional Development Day .5 Grading Day
February	19	18	1 Professional Development Day
March	18	16.5	1 Professional Development Day .5 Grading Day
April	20	19	1 Professional Development Day
May	23	22	1 Holiday
June	5.5	4.5	.5 Grading Day .5 Work Day
<b>TOTAL</b>	<b>190.5</b>	<b>175</b>	<b>15.5</b>

# ECSD Budget Development Process 2016-2017

## **District Mission Statement**

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

## **District Vision Statement**

*Creating a culture of excellence in:*

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

## **Budget Development Vision**

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

## **Budget Development Principles**

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

Budget Development Principles:

1. Act in alignment with District Mission/Vision/Goals
2. Address sustainability: both financial and programmatic
3. Consider attrition and realignment in staff reductions rather than layoffs
4. Staff in alignment with enrollment
5. Focus on college and career readiness
6. Implement program delivery efficiencies vs. program elimination
7. Reduce or freeze non-instruction budget centers before instructional
8. Reduce where trends/data warrant in large budget centers (e.g. salaries, benefits)
9. Engage in good faith decision making based on multiple data sources
10. Forecast beyond the current proposed budget, programs and staffing needs to support the district's mission, vision and goals.

**Process for evaluating budget expenditures** – The Administrative Team will review each expenditure using the principles from above for building the 2016-2017 Budget.

Approved:

# 2016-2017 Budget Calendar

## Evansville Community School District

	√	Task	Responsibility
November		<ul style="list-style-type: none"> <li>Create Budget Calendar for BOE approval</li> <li>Administrative Budget Retreat - November 20, 2015</li> </ul>	Business Manager District Administrator
December		<ul style="list-style-type: none"> <li>State of the District Presentation to Staff – _____</li> <li>Principals gather budget input from staff at staff meetings</li> <li>Budget press release to public</li> <li>Open online web-site link for public input</li> <li>Review and revise budget process and philosophy</li> <li>Set date for BOE Budget Retreat</li> </ul>	District Administrator  Principals  Business Manager Business Manager Board of Education
January		<ul style="list-style-type: none"> <li>BOE Budget Retreat</li> <li>Approve administrative contracts</li> </ul>	Business Manager Board of Education
February		<ul style="list-style-type: none"> <li>Staffing recommendation to Board</li> <li>Handbook changes related to budget presentation</li> </ul>	District Administrator Committee
March		<ul style="list-style-type: none"> <li>Zero-based budget process begins at building level</li> <li>Zero-based budget process begins for Director budgets</li> <li>Insurance Committee recommendation to Board</li> <li>Staff compensation recommendations to Board</li> <li>Approve staffing recommendations (contracts)</li> <li>Approve Employee Handbook changes related to budget</li> </ul>	Principals Directors Business Manager Committees Board of Education Board of Education
April		<ul style="list-style-type: none"> <li>Approve health insurance rates (committee)</li> <li>Approve compensation schedules</li> <li>Building and department budget presentations to JR, DT, PL</li> <li>Approve staff hiring (vacancy list) for 2016-17</li> </ul> <p>*Written notice of teacher layoff/non-renewal due by April 15</p>	Board of Education Board of Education Principals, Directors  Board of Education
May		<ul style="list-style-type: none"> <li>Review of open enrollment data</li> </ul> <p>*Written notice of teacher contract renewal due on or before May 15</p>	District Administrator
June		<ul style="list-style-type: none"> <li>First draft of 2016-17 budget presented to BOE</li> </ul>	Business Manager
August		<ul style="list-style-type: none"> <li>Second draft of 2016-17 budget presented to BOE for approval</li> </ul>	Business Manager
September		<ul style="list-style-type: none"> <li>Annual meeting and budget hearing</li> <li>Third Friday pupil count</li> </ul>	Board of Education Business Manager
October		<ul style="list-style-type: none"> <li>State aid and equalized property values are finalized</li> <li>Final budget is presented for approval</li> <li>Tax levy is certified</li> <li>2017-18 budget process begins</li> </ul>	Business Manager Board of Education Board of Education Business Manager

\*Wis. Stats. 118.22

Board Approved:

Approved: May 13, 2013

152

Revised: November 12, 2014

Revised: June 24, 2015

Revised:

1<sup>st</sup> Reading: 10/28/15; 2<sup>nd</sup> Reading: 11/18/15; 3<sup>rd</sup> Reading: 12/9/15

## EMPLOYEE HANDBOOK

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

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

The Committee will discuss and review all proposals regarding the Employee Handbook and forward recommendations to the Board for review and approval. Proposals may originate from administration, the Board and/or employees. Proposed new or revised Employee Handbook sections shall state their potential contribution in furthering the mission of the District. In some cases a proposed change will be considered a clerical item and will not go to the Committee or the Board. These changes have been identified as those that will not affect the functioning of or performance of any employee group. A list of these items may be found on the District website with the Employee Handbook.

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

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

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

Local Ref.: Policy #151- Board Policy Development  
Employee Handbook, Appendix A

Approved: July 8, 1985

221

Revised: March 13, 2000

1<sup>st</sup> Reading: 10/28/15; 2<sup>nd</sup> Reading: 11/18/15; 3<sup>rd</sup> Reading: 12/9/15

## RECRUITMENT AND APPOINTMENT OF ADMINISTRATORS

The District Administrator shall confer with the Evansville Community School District Board of Education on the selection process to be used in filling administrator vacancies. Administrators shall be appointed by the Board, upon recommendation of the district administrator. All administrators appointed shall meet both state and local qualifications and display the ability to carry out the essential functions of the administrative position.

The Board shall set the salary and other compensation of administrators for a specified contract period consistent with state law provisions. Administrators shall be notified of the Board's determination to renew or not to renew their contracts according to the timelines outlined in state law.

Legal Ref.: Sections 19.36(7) Wisconsin Statutes (Limitations Upon Access and Withholding)  
66.0502 (Employee Residency Requirements Prohibited)  
Subchapter II of Chapters 111 (Fair Employment)  
118.19 (Teacher Certificates and Licenses)  
118.24 (School District Administrator)  
121.02(1)(a) (Method of Changing Number, Apportionment or Election of  
School Board Members)  
Wisconsin Administrative Code – PI 8.01(2)(a) and PI 34  
Americans With Disabilities Act

Local Ref.: Policy #222 - Administrator Contracts  
Policy #223 - Administrator Professional Development Opportunities  
Policy #223.1 - Guidelines for Attendance at Meetings, Workshops and Conventions  
Policy #230 - The Administrative Team

Approved: ~~July 8, 1985~~

222

Revised: December 9, 1991

Revised: November 12, 2001

Revised: 1<sup>st</sup> Reading: 10/28/15; 2<sup>nd</sup> Reading: 11/18/15; 3<sup>rd</sup> Reading: 12/9/15

## ADMINISTRATOR CONTRACTS

The Evansville Community School District Board of Education shall enter into a written contract with all district administrators. The contracts shall establish all terms and conditions of employment including, but not limited to, duties, compensation, and benefits. Such contracts shall be on file in the District Office.

The duties of the district administrators shall be detailed in job descriptions. The negotiated contracts shall align with the job descriptions.

Contract provisions pertaining to the renewal and/or nonrenewal of the district administrators' contracts shall follow Wisconsin statutory requirements.

Legal Ref.: Sections 115.415 Wisconsin Statutes (Educator Effectiveness)  
118.24 (School District Administrator)

Approved: July 8, 1985  
Revised: September 11, 2006  
Revised:  
1<sup>st</sup> Reading: 10/28/15; 2<sup>nd</sup> Reading: 11/18/15; 3<sup>rd</sup> Reading: 12/9/15

223

## ADMINISTRATOR PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Evansville Community School District Board of Education shall offer the administrators encouragement and assistance for professional development. The Board will encourage administrators to attend educational conferences, seminars, workshops and other professional meetings, visit other school systems and use other means to keep abreast of modern educational theories and practices. The district administrator shall notify the Board President of any professional meetings which would cause his/her absence from the District for more than three days. Other administrators will notify the district administrator of any professional development which could cause his/her absence from the District for more than three days.

Legal Ref.: Sections 118.24 Wisconsin Statutes (School District Administration)  
121.02(1)(b) (School District Standards)



Approved: September 11, 2006

223.1

1<sup>st</sup> Reading: 10/28/15; 2<sup>nd</sup> Reading: 11/18/15; 3<sup>rd</sup> Reading: 12/9/15

## **RECOMMENDATION TO REMOVE AS IS COVERED IN INDIVIDUAL CONTRACTS**

### **GUIDELINES FOR ATTENDANCE AT MEETINGS, WORKSHOPS AND CONVENTIONS**

School administrators shall be permitted to attend professional meetings or workshops as approved by the District Administrator. The District Administrator shall be guided by the following when granting his/her approval:

1. Relevance and educational benefits.
2. Distance to and location of the workshop or meeting.
3. The number of meetings held per year.
4. Likely overall cost involved in each request, and total cost for the fiscal year.

The District Administrator is also permitted to attend workshops and meetings according to his/her discretion and criteria as listed above.

#### Convention Attendance

1. The District and School Administrators shall be permitted to attend conventions each year. They may elect not to attend due to time or budget constraints.
2. Administrators shall inform the business manager of length of convention, distance traveled, etc., in advance so that funding may be determined.
3. Administrators shall be encouraged to attend annual conferences that relate to their specific position, and annual conferences held by their specific professional organization for the purpose of professional growth.

Attendance at such conferences will be subject to the approval of the District Administrator and the availability of budgeted funds.

## THE CO- AND EXTRA- CURRICULAR ACTIVITIES PROGRAM

The Evansville Community School District Board of Education encourages students to participate in the co- and extra- curricular activities program. Extra-curricular activities are defined as those activities which augment skills learned in school but do not extend from a specific course of study. Co-curricular activities are defined as those that are an extension of the classroom for the purpose of achieving excellence. The Board believes that the activities program promote social awareness, self-confidence, competitive spirit, and emotional development that are important aspects of a well-rounded education. Activities in the program are specified annually for each school in its handbook.

Activities in the program should be designed to give students an opportunity to develop their interests, attitudes and skills for future years without damaging their academic development. School clubs and societies shall be recognized as school organizations if they are authorized by the school administration, supervised by school personnel, composed completely of current student body members and hold the majority of meetings at school. All competitions should provide a healthful, enjoyable experience whereby the emotional, mental, social and physical development of our students can be fully achieved. Good citizenship and sportsmanship should always be of prime importance.

Resident students that do not meet full-time enrollment criteria in the District, in a valid home-based private educational program or a combination thereof, are not eligible to participate in District activities and organizations, except for activities that are extensions of regular classes in which they are enrolled.

Resident students enrolled full-time in a valid home-based private educational program as registered with the Wisconsin Department of Instruction are eligible to participate in District co- and extra-curricular activities. They must apply at the District Office, conform to state law, follow the same rules, and meet the same requirements on the same basis and to the same extent as full-time students.

Full-time nonresident public school open enrollment students are eligible to participate in all co- and extra- curricular student activities and organizations. Part-time nonresident open enrollment students will participate in their resident school district's activities and organizations, except for activities that are extensions of regular classes in which they are enrolled. Minimum eligibility requirements will be established for activities by the building principal with school board approval.

The following general guidelines shall be used for approving student co- and extra- curricular options:

1. All activities shall be under the direction of the building principal.
2. The activity is educationally sound, timely and worthy.

3. The activity contributes directly to the educational, civic, social, or ethical development of the students involved.
4. The total length of time of the activity and the scheduling of the activity is not so great as to impair the curricular achievement of the students involved.
5. The benefits of the activity are not obtainable within the regular school program.
6. Student athletes must comply with all rules and regulations established by the WIAA, and the District athletic code and the Board.

It shall be the responsibility of the administration to formulate at the outset of each school year as complete a master calendar of events as possible and to regularly update that calendar.

Legal Ref.: Sections 115.001 (3g) Wisconsin Statutes (Definition Home Based Private Educational Program)

118.13 (Pupil Discrimination Prohibited)

118.133 (Participation in Interscholastic Athletics and Extracurricular Activities)

118.15 (4) (Compulsory School Attendance)

118.165 (1) (Private Schools)

120.12(2)(23) (School Board Duties)

120.13(1) (School Board Powers)

120.44(2) (School Board Powers and Duties)

121.54(7) (Transportation by School Districts)

PI 9.03(1) of the Wisconsin Administrative Code

WIAA Senior High School Handbook

Local Ref.: Policy #411 – Equal Educational Opportunities

Policy #411.1 – Student Nondiscrimination/Harassment

Policy #371 – Co- and Extra- Curricular Participation

Policy #443.1 – Student Conduct and Dress

Student Handbooks

DISTRIBUTION OF FLYERS, POSTERS, BROCHURES, AND  
OTHER NON-SCHOOL MATERIALS

The Evansville Community School District offers organizations the opportunity to provide students and parents/guardians information about activities that fit with the District's mission, vision, and beliefs. Information regarding community activities/programs that are for public school-age students will be posted to the District website and/or school buildings if:

1. Requests for the distribution of non-school-sponsored materials are submitted to the District Administrator or Building Principal who shall determine if the information should be distributed.
2. The person requesting to post the information on the District website must follow the procedure below.
3. The flyer, poster, brochure, or other non-school materials does not interfere with classroom instruction; and,
4. Organizations include one (1) of the following three (3) disclaimers on all printed materials:

Disclaimer #1 – this is not a school-sponsored activity and the Evansville Community School District (ECSD) does not provide support or endorsement of this program/activity. It has neither reviewed nor approved the program, personnel, or activities announced in this flyer/poster/brochure. Permission to distribute this material must not be considered a recommendation or endorsement by the District.

Disclaimer #2 – This activity is organized and solely sponsored by a recognized parent or community organization in support of the Evansville Community School District (ECSD) and not by the District itself. It is recognized that the intent of the activity is to ultimately support students and families served by the ECSD. Permission to distribute has been given by the District.

Disclaimer #3 – This activity is organized by an Evansville High School (EHS) 12<sup>th</sup> grader as part of his/her Senior Graduation Project. This project has been approved by an EHS advisor. Permission to distribute has been given by the District.

Procedure

Information from outside organizations may be distributed to school buildings, to be disseminated in a designated area. The information may also be posted on the District website, only after approval from the District Administrator or Building Principal. The following procedures shall be used:

1. Materials must be sponsored by an organization that is non-commercial, non-sectarian, and non-political.
2. Materials must be age appropriate and not conflict with the instructional day.

3. Materials must be submitted to the District Administrator or Building Principal in one (1) of two (2) ways for approval:
  - a. Hard copy (must be clear so it can be scanned).
  - b. Electronically via email to the District Administrator or Building Principal.
4. The School Office will keep a copy on file and inform the requesting organization of such approval.
5. Electronic distribution: The materials will be posted on the District website.
6. Print distribution: the materials will be posted in a designated area near the school office.
7. District staff shall not to distribute non-school materials without the completed approval/notification process.
8. All submissions must include the following:
  - a. Copy of material (hardcopy or electronic).
  - b. Contact Information:
    - i. Organization's name.
    - ii. Contact person.
    - iii. Contact phone.
    - iv. Contact email.
  - c. Date material should start appearing on our website.
  - d. Date material should stop appearing on our website.
  - e. The posting period should not exceed one (1) month.
  - f. Approved submissions must be received no later than the 10<sup>th</sup> or 25<sup>th</sup> of each month.
9. Materials will be posted electronically two (2) times per month, the 15<sup>th</sup> and last day of the month.

Local Ref.: Policy #851 – Advertising in the Schools

EMPLOYEE HANDBOOK (EHB) PROPOSED CHANGES FROM OCTOBER 6, COMMITTEE MEETING							
#	Name on Form	EHB Part	EHB Page/Section/Section #	Employee HB Com Recommendation to Make Change	Board Action		Date
					YES	NO	
1	Administrative Team	2 - Certified	Pg. 41, Section 3, 3.02, B - Evaluated to observed	Yes			
2	Administrative Team	2 - Certified	Pg. 41-42, Section 3, 3.02, E, 3 - Change date of when evaluations due in personnel file	Yes			
3	Jerry Roth	2 - Certified	Pg. 40, Section 1, 1.01 - Change Normal hours of work	Jerry removed			
4	Jerry Roth	2 - Certified	Pg. 46, Section 5, 5.03 - Change liquidated damages	Yes			
5	Doreen Treuden	2 - Certified	Pg. 50, Section 7, 7.02, #6 - Sick leave provisions	Yes			

**Clerical Items**

- Change throughout Handbook, Guidance Counselor to School Counselor (pg. 42, E)

October 6 proposed changes to committee  
10/14/2015

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

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

Employee/School Board Member Name: Administrative Team

Employee Handbook Part: Part 2 – Certified Staff

Employee Handbook Page/Section/Section #: Pg. 41, Section 3, 3.02, B.

Suggested Revision:

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

3.02, B. -  
Newly hired certified staff shall be ~~evaluated~~ **observed** in the professional setting by the supervising administrator at least two (2) times during the first semester each year and at least one (1) time during the second semester each year.

\*\*\*\*\*

### DISTRICT OFFICE USE ONLY

Form received: 9-14-15 KLF

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: 0

Legal Impact: n/a

## Section 2

## PROFESSIONAL GROWTH

### 2.01 Requirement for Remaining Current

All teachers shall engage in independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction.

## Section 3

## CERTIFIED STAFF SUPERVISION AND EVALUATION

### 3.01 Evaluations

*Refer to Policies: 526.1 – Employee Evaluation*

*526.2 – Employee Remediation Procedure*

*526.2 Form – Plan of Remediation Form*

The primary purpose of evaluation is to provide continuous improvement in the quality of service required of each employee.

### 3.02 Procedures

*Refer to Policies: 526.1 – Employee Evaluation*

*526.2 – Employee Remediation Procedure*

*526.2 Form – Plan of Remediation Form*

- A. During the first three (3) weeks of the school year, building principals or district level administrators shall orient all new certified staff regarding evaluation and individual professional improvement and instruments to be used for the purpose of evaluation. The building principal or district level administrator shall counsel the certified staff concerning the proper performance of the assigned duties of the certified staff by both formal and informal observations and subsequent formal evaluation or individual professional improvement conference. The purpose of the orientation is to achieve mutual understanding of the system. No evaluation or improvement conference shall take place until the orientation has been completed.
- \* B. Newly hired certified staff shall be evaluated in the professional setting by the supervising administrator at least two (2) times during the first semester each year and at least one (1) time during the second semester each year.
- C. Evaluative and individual professional improvement criteria shall be established by the District Administrative Team with input from the employee group.
- D. All formal professional setting observations of the work performance of the certified staff member shall be conducted openly and within full knowledge of the certified staff member.





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

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

Employee/School Board Member Name: Administrative Team Members

Employee Handbook Part: Part 2 – Certified Staff

Employee Handbook Page/Section/Section #: Pg. 41-42, Section 3, 3.02, E. 3

Suggested Revision:

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

3.02, E. 3 - The certified staff member will sign the evaluation report certifying that the certified staff member has seen the report and discussed it with the building principal or district level administrator before the report is placed in the certified staff member's personnel file by ~~May 1<sup>st</sup>~~ **by the last day of school**. Certified staff are encouraged to respond to the evaluation in writing and this response shall accompany the evaluation report.

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### DISTRICT OFFICE USE ONLY

Form received: 9-14-15 RM

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: 0

Legal Impact: n/a

E. Formal Evaluation - Formal evaluation means the building principal or district level administrator shall evaluate each employee in writing, using the approved instrument. Alternative evaluation forms for specific positions such as guidance counselor may be substituted or integrated by mutual consent of the certified staff member and administration. Alternative evaluation instruments will be available on-line or, if not available on-line, a copy will be provided to the certified staff member and employee group.

1. A conference regarding the evaluation report will be held between the certified staff member and building principal or district level administrator.
2. A copy of the typed evaluation report by the building principal or district level administrator shall be given to the certified staff member following the completion of the evaluation.
3. The certified staff member will sign the evaluation report certifying that the certified staff member has seen the report and discussed it with the building principal or district level administrator before the report is placed in the certified staff member's personnel file by May 1<sup>st</sup>. Certified staff are encouraged to respond to the evaluation in writing and this response shall accompany the evaluation report.
4. The building principal, district level administrator or appropriate supervisor shall provide the employee with assistance to improve the quality of job performance and to eliminate difficulties noted in the evaluation. When the formal evaluation instrument notes serious deficiencies and they are not corrected, the employee remediation procedure may be implemented.

F. Individual Professional Improvement

1. Individual professional improvement is an on-going process of defining, clarifying and gathering data to analyze the effectiveness of an individual in the overall educational program and to make him/her aware of personal strengths, weaknesses and the alternatives available in promoting professional growth and self-improvement.
2. The individual professional improvement conference between building principal and certified staff member shall be held during the school year if requested by the staff member, building principal, or district level administrator. Documentation of the discussion and conclusions shall be signed by the certified staff member and building principal or district level administrator and maintained in the building principal's or district level administrator's file.

G. Certified staff will be notified of all documentation placed in their personnel files. Certified staff have the right to review contents of their personnel file relating to performance evaluation and individual professional improvement, according to § 103.13, Wis. Stats.

## Board of Education Proposed Language

### – Certified Staff – Pg. 46, Section 5, 5.03 – Employee Resignation

Teachers who terminate a contract after having signed with the District shall be required to pay as liquidated damages and as a condition of release by the Board of Education, the following amounts: from July 1<sup>st</sup> through July 15<sup>th</sup>, ~~\$250.00~~ **\$750.00**; from July 16<sup>th</sup> through July 31<sup>st</sup>, ~~\$300.00~~ **\$1000.00**; from August 1<sup>st</sup> until the first day of school for students, ~~\$500.00~~ **\$1500.00**; and beginning with the first day of school for students and remainder of the school year, ~~\$1,000.00~~ **\$2000.00**. ~~Liquidated damages will be withheld from the employee's final paycheck(s).~~ **Liquidated damages must be paid prior to the resignation being submitted to the Board. Liquidated damages may be waived due to a retirement or extenuating circumstances.**

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

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

Employee/School Board Member Name: Jerry Roth

Employee Handbook Part: Part 2 – Certified Staff

Employee Handbook Page/Section/Section #: Pg. 46; Section 5, 5.03

Suggested Revision:

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

**5.03 – Employee Resignation**

Teachers who terminate a contract after having signed with the District shall be required to pay as liquidated damages and as a condition of release by the Board of Education, the following amounts: from July 1<sup>st</sup> through July 15<sup>th</sup>, ~~\$250.00~~ **\$750.00**; from July 16<sup>th</sup> through July 31<sup>st</sup>, ~~\$300.00~~ **\$1000.00**; from August 1<sup>st</sup> until the first day of school for students, ~~\$500.00~~ **\$1500.00**; and beginning with the first day of school for students and remainder of the school year, ~~\$1,000.00~~ **\$2000.00**. ~~Liquidated damages will be withheld from the employee's final paycheck(s).~~ **Liquidated damages must be paid prior to the resignation being submitted to the Board.**

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DISTRICT OFFICE USE ONLY

Form received: 9-16-15 km

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: \_\_\_\_\_  $\phi$  \_\_\_\_\_

Legal Impact: \_\_\_\_\_ n/a \_\_\_\_\_

E. Temporary Employees:

Employees who are hired for an entire school year to replace an employee on a leave shall be bargaining unit members. The District will explain to said temporary employees at the time of hiring that they will not have an expectation of employment beyond the current school year and will, therefore, be non-renewed.

**5.03 Employee Resignation**

Teachers who terminate a contract after having signed with the District shall be required to pay as liquidated damages and as a condition of release by the Board of Education, the following amounts: from July 1<sup>st</sup> through July 15<sup>th</sup>, \$250.00; from July 16<sup>th</sup> through July 31<sup>st</sup>, \$300.00; from August 1<sup>st</sup> until the first day of school for students, \$500.00 and beginning with the first day of school for students and remainder of the school year, \$1,000.00. Liquidated damages will be withheld from the employee's final paycheck(s).

**5.04 Certified Staff Absence and Substitutes**

When a regular teacher is to be absent from school and a substitute is needed, it is the responsibility of the teacher to enter their time off on Teachers On Call (T.O.C.) and to notify their principal and/or designee. If possible, such notification should be made the evening prior to the time of absence, or before 6:00 a.m.

**5.05 Summer School Assignments**

*Refer to Policy 351 – Summer School*

The District will notify staff electronically that they may submit a proposal for summer school teaching.

Summer school teaching will be compensated at a rate determined by the Board.

**5.06 Extended Contracts**

Salaries for teachers employed for a period longer than the total days determined by the school calendar shall be pro-rated at their current salary per diem rate for each extra day.

**5.07 In-Service and Other Training**

*Refer to Policy 537 – Professional Development Opportunities*

**5.08 Substitute Teaching Assignments**

In cases where a substitute teacher is not available, the Administration will request volunteers from the teaching staff. If volunteers cannot be found, the substitute teaching position will be assigned by administration. A teacher who volunteers or is assigned to cover a class period will be paid at the BA, Step 1 Salary, computed on an hourly basis.

**5.09 Teacher Preparation Periods**

Each teacher shall receive at least two hundred twenty five (225) minutes of teacher directed preparation time during the student week.

Fifteen (15) minutes of time spent traveling to each building shall not be considered part of the teacher's preparation period and shall be considered regular work time.

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

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

Employee/School Board Member Name: Doreen Treuden

Employee Handbook Part: Part 2 – Certified Staff

Employee Handbook Page/Section/Section #: Pg. 50; Section 7, 7.02, #6

Suggested Revision:

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

#6. In the case where an employee..... sick leave has been exhausted. ~~The provisions stated in Part ii, Section 7, number #13 of this handbook do not apply (they are exclusive to childrearing/maternity leave).~~ If the teacher....

#13 – All requests for unpaid leave must be approved by the District Administrator or his/her designee.

#13, not related, remove the sentence in #6 as is not pertinent.

\*\*\*\*\*

### DISTRICT OFFICE USE ONLY

Form received: 9-16-15 km

Board of Education Approval of Change: YES \_\_\_ or NO \_\_\_; Action Date \_\_\_\_\_

Cost Impact and Amount: ∅

Legal Impact: n/a

## Section 7

## INSURANCE AND LEAVE

### 7.01 Holidays

Teachers will receive the following three (3) holidays: Labor Day, Memorial Day and Thanksgiving.

### 7.02 Sick, Personal, Bereavement, and Leave Benefits

*Refer to Policy 529.1 – Family & Medical Leave*

#### A. Sick/Personal/Business:

1. Teachers may be absent for personal illness or injury up to eleven (11) days per year. Three (3) of these days may be used each year for personal or business leave. Unless an emergency situation prevails, a Teachers On Call (T.O.C.) request for a personal day(s) must be submitted at least forty-eight (48) hours prior to using personal time. Personal days may not be used on the first day of school, during the last two (2) weeks of the school year, or to extend vacation or holidays except with prior approval of the District Administrator or designee.
2. In instances of emergency situations, when prior approval cannot be obtained, the teacher shall submit a statement to the District Administrator or designee who shall then determine whether a personal day may be used.
3. If such days are not taken, they will accumulate each year as sick leave.
4. The full allowance for sick leave for the school year will be credited at the beginning of the school term on the first day of school. Unused sick leave will be credited to each teacher's reserve, which may accumulate to one hundred ten (110) days at the end of the school year.
5. If a teacher fails to complete the full term of the contract for reasons other than illness, such leave may be pro-rated on the basis of one (1) day per month of the time in service beginning with September.
6. In the case where an employee qualifies for long-term disability, the District shall continue to pay teacher group health, hospitalization insurance provided the policy continues to have waiver of premium, for the duration of the annual contract after sick leave has been exhausted. The provisions stated in Part II, Section 7, number #13 of this handbook do not apply (they are exclusive to child-rearing/maternity leave). If the teacher fails to return to duty the following school year, a partial repayment of health and dental insurance premiums will be required. The amount due will be one-half ( $\frac{1}{2}$ ) of the full cost of health and dental insurance premiums paid after FMLA provisions, if applicable, have been exhausted. The Board has the discretion to waive all or part of the repayment of premiums if, in the Board's judgment, the termination is beyond the teacher's control.



7. Any employee covered by long term disability insurance shall not be eligible to claim sick leave pay at such time as the employee becomes eligible for LTD benefits.
8. For teachers hired before July 1<sup>st</sup>, 2013, accrued sick time up to a limit of 880 hours shall be paid out at \$12.50 per hour at the time of retirement. Teachers with at least twenty (20) years of service in the District may accumulate and be paid for up to 968 hours payable upon retirement. Payment will be made into a non-elective TSA according to the terms of the District 403b plan.
9. Sick or personal or business time as outlined in this section shall be administered on an hourly basis of an eight (8) hour day.
10. Sick or personal or business time of less than one hundred twenty (120) minutes will not be charged to sick or personal or business or funeral or bereavement leave if a substitute is not required.
11. The District agrees that no deduction for benefits will be required for up to two (2) days of non-paid leave in a contract year. Benefits will continue to be paid by the District.
12. If an employee takes more than two (2) non-paid leave days in a contract year, the District will deduct from the employee's payroll an amount per day determined by the following formula: Formula – divide the annual cost of the benefit by 260 days, multiply the resulting amount times the number of non-paid leave days in excess of two (2), and the result will be the total amount to be deducted for benefits. For example, if the health insurance annual premium is \$18,180 divided by 260 days the amount will be approximately \$70 per day for employees with the family health plan.
- \* 13. All requests for unpaid leave must be approved by the District Administrator or his/her designee.

B. Funeral/Bereavement:

See All Employees, Section 10 – Bereavement Leave.

C. Family and Medical Leave Act:

Leaves of absence involving a serious health condition of the employee or the employee's parent, child or spouse/domestic partner, as well as leaves attendant to the birth, adoption or foster care placement of a child, shall be granted consistent with the applicable provisions of state and federal Family and Medical Leave Act (FMLA) laws for employees who qualify for coverage under such laws. It will be the responsibility of the employee to notify Human Resources of the need for FMLA. Any teacher who has used all accumulated sick leave because of an extended illness shall be placed on an approved leave of absence, without pay, for the duration of the FMLA. During such approved leave of absence, the teacher shall retain all rights and



EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

MINUTES OF REGULAR MEETING

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, November 18, 2015, 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, Spanton Nelson, Hammann, and HS Rep. Michael. Absent: HS Rep. Roth.

**APPROVE AGENDA**

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

**PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS**

- American Education Week – November 16-20, 2015
- Energy Fair – April 22, 2016
- Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm

**PUBLIC PRESENTATIONS**

None.

**INFORMATION & DISCUSSION**

Ms. Michael presented the High School Board Representative report of events. Discussion.

Advanced Learning Resource Teacher, Mr. Zblewski, presented on Advanced Learning Services. Teachers, Ms. Doyle and Ms. Schmoldt shared additional information. Discussion.

District Administrator, Mr. Roth, shared a document, ECSD 1+: A Vision of Excellence. Discussion.

Mr. Braunschweig presented the 2015-2016 Building Goals. Discussion.

Mr. Braunschweig presented the School Board election timeline.

Mr. Braunschweig led discussion on Board Members attending the WASB Convention in January. Discussion.

Mr. Braunschweig asked for volunteers for Delegate and Alternate to WASB Convention. Discussion. Mr. Rasmussen volunteered to be the Delegate.

Mr. Roth presented a proposed 2016-2017 school year calendar. Discussion.

Mr. Braunschweig asked for a volunteer to serve as the Evansville Education Foundation Board Member Representative. Discussion. Ms. Hammann volunteered to be the Representative.

Mr. Roth presented 2015-2016 salary increases for support staff, food service workers, custodians/cleaners, and administrators. Discussion.

Mr. Roth presented the support staff compensation model. Discussion.

Ms. Hammann presented for a first reading, policies: #225-Evaluation of the District Administrator; #225 Form (#225.1)-Colleague Assessment Questionnaire, District Administrator's Position; #225.1-Administrative Staff Evaluations (#221-Evaluation and Development of Administrators); #232-District Administrator Job Description; #345.6-Graduation Requirements; #428-Full-Time Public School Open Enrollment; #830-Use of School Facilities, Grounds and Equipment (Use of School Facilities); #830 Form-Facility Use Agreement; #830 Form 1-Key and Swipe Key Checkout Form; #830 Form 2-Request for Kitchen Use; and #835-Community Supervisor & Key Holders. Discussion. Policies to come back for a second reading.

Ms. Hammann presented for a second reading, policies: #152-Employee Handbook; #221-Recruitment and Appointment of Administrators (Evaluation and Development of Administrators); #222-Administrator Contracts; #223-Administrator Professional Development Opportunities; #223.1-Guidelines for Attendance at Meetings, Workshops and Conventions; #370-The Co-and Extra-Curricular Activities Program; #852-Distribution of Flyers, Posters, Brochures, and Other Non-School Materials. Discussion. Policies to come back for approval.

Mr. Braunschweig presented for a second reading, Employee Handbook Committee Suggested Changes: #1-Part 2, Certified Staff, pg. 41, Section 3, 3.02, B-Evaluated to Observed; Part 2, Certified Staff, pg. 41-42, Section 3, 3.02, E, 3-Change Date of When Evaluations Are Due in Personnel Files; Part 2, Certified Staff, pg. 40, Section 1, 1.01-Change Normal Hours of Work (was withdrawn); Part 2, Certified, pg. 46, Section 5, 5.03-Change Liquidated Damages; Part 2, Certified, pg. 50, Section 7, 7.02, #6-Sick Leave Provisions; and Clerical Items. Discussion. Suggested changes to come back for approval.

Mr. Braunschweig gave an update on the filling of Board Members vacancies.

#### **PUBLIC PRESENTATIONS**

None.

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

Motion by Ms. Spanton Nelson, seconded by Mr. Busse, moved to accept the resignation of Food Service Worker and Crossing Guard, Stacy Mauch, effective November 24, 2015, and thank her for her three and a half years with the District. Motion carried, 5-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Spanton Nelson, moved to approve the rolling contract extension, 2016-2017 to 2017-2018, for District Administrator, Mr. Roth, as presented. Discussion.

Amended motion by Mr. Braunschweig, seconded by Mr. Busse, moved to increase the liquidated damages to \$2,000. Discussion. Motion carried, 3-2 (Hammann, Spanton Nelson)(voice vote).

Original motion as amended approved, 5-0 (voice vote).

**CONSENT (Action Items)**

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the consent agenda items: October 28, 2015, Regular Meeting Minutes and the October Bills and Reconciliation, as presented. Motion carried, 5-0 (roll call vote).

**FUTURE AGENDAS**

The November 30 Special Meeting agenda and the December 9 Regular Meeting agenda discussed.

**FIVE MINUTE BREAK**

A five minute break was taken.

**EXECUTIVE SESSION**

Motion by Mr. Busse, seconded by Ms. Spanton Nelson, moved to move into executive session, under Wisconsin State Statute 19.85(1)(c) considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, to Discuss an Employee Issue and Update on Administrators' Performances. Motion carried, 5-0 (roll call vote).

**ADJOURN**

Meeting adjourned from executive session at 8:34 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved: 12/9/15  
Mason Braunschweig, President

EVANSVILLE COMMUNITY SCHOOL DISTRICT  
Evansville, Wisconsin

SPECIAL MEETING MINUTES

The special meeting of the Board of Education of the Evansville Community School District was held Monday, November 30, 2015, at 6:00 pm in the District Board and Training Center.

The meeting was called to order by President Braunschweig. Roll call was taken. Members present: Braunschweig, Busse, Rasmussen, Spanton Nelson and Hammann.

School Board member's interim interviews of Keith Hennig, Jane Oberdorf, Deb Nelson, and Derek Allen took place for the two interim positions.

Appointment for two School Board Members, to complete the vacant terms formerly held by Kathi Swanson and Amanda Koenecke, by paper ballot votes took place. Discussion. Derek Allen and Jane Oberdorf voted in.

Motion by Mr. Busse, seconded by Ms. Hammann, moved to adjourn the meeting. Motion carried, 5-0 (voice vote). Meeting adjourned at 7:03 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: \_\_\_\_\_ Dated: \_\_\_\_\_ Approved:  
Mason Braunschweig, President

**EVANSVILLE COMMUNITY SCHOOL DISTRICT**

**Board of Education Regular Meeting Agenda**

**Wednesday, January 13, 2016**

**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 Sandra Spanton Nelson Jane Oberdorf  
Eric Busse Melissa Hammann HS Rep Sydney Michael  
John Rasmussen Derek Allen HS Rep Emmeline Roth
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
- Wisconsin Association of School Board Convention (WASB) – January 20-22, 2016
  - Open Enrollment – February 1– April 29, 2016
  - Energy Fair – April 22, 2016
  - Back To School Days – August 10, 10:00 am – 2:00 pm and August 16, 3:00 pm – 7:00 pm
- IV. Public Presentations.
- V. Information & Discussion:
- A. Introduction to New Middle School Drama Program.
  - B. High School Board Representatives Report of Events.
  - C. School Board Election Update.
  - D. Wisconsin Association of School Boards Convention Resolutions.
  - E. Summer School Program..
  - F. First Reading of Policies:
- VI. Public Presentations.
- VII. Business (Action Items):
- A. Approval of Staff Changes:
  - B. Approval of Open Enrollment Class Limits.
  - C. Approval of Administrative Contracts.
  - D. Approval of Summer School Program.
- VIII. Consent (Action Items):
- A. Approval of Policies:
    - 1. #225-Evaluation of the District Administrator

2. #225 Form (#225.1)-Colleague Assessment Questionnaire, District Administrator's Position
  3. #225.1-Administrative Staff Evaluations (#221-Evaluation and Development of Administrators)
  4. #232-District Administrator Job Description
  5. #345.6-Graduation Requirements
  6. #428-Full-Time Public School Open Enrollment
  7. #830-Use of School Facilities, Grounds, and Equipment
  8. #830 Form-Facility Use Agreement
  9. #830 Form 1-Key and Swipe Key Checkout Form
  10. #830 Form 2-Request for Kitchen Use
  11. #835-Community Supervisor & Key Holders
- E. Approval of December 9 Regular Meeting Minutes.
- F. Approval of November and December Bills and Reconciliation.
- IX. Future Agenda – January 27 Regular Meeting Agenda.
- X. Five Minute Break.
- XI. Executive Session – Under Wisconsin State Statute 19.85(1)(c) considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility, to Discuss District Administrator evaluation.

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

*Vision Statement: Creating a culture of excellence in:*

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

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

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

Posted:

# EVANSVILLE COMMUNITY SCHOOL DISTRICT

## Insurance Committee Minutes

The Insurance Committee meeting was held on Thursday, October 22, 2015, at 5:30 pm in the District Board and Training Center.

### **Appoint Note Taker**

Ms. Christensen volunteered to take the minutes this meeting.

### **Introduction/Attendance**

Members in attendance: Doreen Treuden, Deb Arnold, Mason Braunschweig, Lisa Christensen, Darlene Gallman, Greg Kuelz, Rin Kundert, Jerry Roth, Sandi Spanton Nelson, Melissa Whitmore, Mandi Firgens arrived at 5:50 pm and Jolene Hammond at 5:58 pm. Absent: Deb Fritz and Kelly Mosher.

### **Approve Minutes**

Motion by Mr. Roth, seconded by Mr. Braunschweig, moved to approve the March 24, 2015, minutes as presented. Motion carried, voice vote.

### **Purpose of This Insurance Committee Meeting**

Ms. Treuden shared that this Committee would review the benefit packages and have an opportunity for input on decisions going forward. All are to be ambassadors when out in the District. This Committee will make recommendations to the Board of Education on benefit packages.

### **Review of Current Plans**

Mr. Kuelz reviewed the rates and benefits in the binder provided on medical, dental, health reimbursement account and cafeteria account.

### **ACA 101**

Mr. Kuelz gave an overview of ACA 101:

- ACA forces everyone to get insurance or pay a penalty
- Insurance companies can no longer individually underwrite, they need to accept every applicant
- Three ways to get coverage: Medicare/Medicaid for lower income people, the exchange/marketplace, and employers
- Audit was presented that shows where Evansville stands on 42 points of the ACA and/or how it affects our district
- Penalties assessed to large employers who do not offer coverage
- Coverage must be affordable by the laws definition
- Cadillac Tax – if the coverage we offer is too expensive, we are taxed above a certain benefit level starting in 2018. We should not be paying so much for benefits that do not benefit education in anyway.

**Set Future Meeting Dates**

The next meeting is Monday, November 23, 2015, at 5:30 pm. Ms. Mosher to provide the 2015-2016 school year calendar to set future dates.

**Next Meeting Agenda**

At some point will discuss LTD and life insurance, even though this has not been a topic in the past. This year we received a 20% increase in LTD premiums and a 10% increase in life insurance.

**Adjourn**

Motion by Ms. Whitmore, seconded by Ms. Treuden, moved to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 6:24 pm.

Submitted by Lisa Christensen, Member

Approved: 11/23/15