

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Monday, August 28, 2017

6:00 pm

District Board and Training Center

340 Fair Street (Door 36)

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

I. Roll Call: Mason Braunschweig Melissa Hammann Thomas Titus
 Eric Busse Keith Hennig
 David Hamilton John Rasmussen

II. Approve Agenda.

III. Public Announcements/Recognition/Upcoming Events:

- First Day of School for Students – September 5, 2017

IV. Information and Discussion:

- A. Health/Physical Education Referendum Purchases Presentation.
- B. 2016-2017 Physical Restraint/Seclusion Report.
- C. 2016-2017 JEDI Virtual School Report.
- D. 2017-2020 JEDI Consortium Agreement.
- E. Construction Management Agreement.

V. Budget Finance – Chair, Hammann:

- A. Discussion Items:
 - 1. 2017-2018 Budget Update/State Budget.
 - 2. 2016-2017 Kids First Report.
 - 3. 2018 Potential Facilities/Operations Referendum Update.
 - 4. Evansville Education Foundation Update.
- B. Develop Budget Finance Agenda Items for September 25, 2017, Meeting.

VI. Business (Action Items):

- A. Approval of Staff Changes: Resignation of Educational Assistant. Hiring of: Middle School Volleyball Coaches; JV1 Volleyball Coaches; Food Service Worker; and Special Educational Assistant.
- B. Approval of 2017-2020 JEDI Consortium Agreement.
- C. Approval of Construction Management Agreement.

VII. Consent (Action Items):

- A. Approval of 2017-2018 FFA Overnight Field Trips.
- B. Approval of August 14, 2017, Regular Meeting Minutes.

- VIII. Board Development – Chair, Braunschweig:
 - A. 2016-2017 Continuous System Improvement (CSI) Final Update Presentations.
 - B. 2017 Wisconsin Association of School Boards (WASB) Fall Regional Meetings and Workshops.
 - C. Develop Board Development Agenda Items for September 25, 2017, Meeting.

- IX. Future Agenda – September 11, 2017, Regular Board Meeting Agenda.

- X. Adjourn.

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

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

Posted: 8/21/17

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

Monday, August 28, 2017

6:00 pm

District Board and Training Center

340 Fair Street (Door 36)

- I. **Roll Call:** Mason Braunschweig Melissa Hammann Thomas Titus
Eric Busse Keith Hennig
David Hamilton John Rasmussen

II. **Approve Agenda.**

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

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

- First Day of School for Students – September 5, 2017

IV. **Information and Discussion:**

- A. Health/Physical Education Referendum Purchases Presentation – *Staff will present. Information enclosed.*
- B. 2016-2017 Physical Restraint/Seclusion Report – *Director of Student Services, Ms. Katzenberger, has enclosed the report.*
- C. 2016-2017 JEDI Virtual School Report – *Same information enclosed as in the last meeting.*
- D. 2017-2020 JEDI Consortium Agreement – *Enclosed is the Agreement. You will vote on later in the meeting.*
- E. Construction Management Agreement – *Included in your packet is the Agreement that our lawyers have reviewed. You will vote on later in the meeting.*

V. **Budget Finance – Chair, Hammann:**

- A. Discussion Items:
1. 2017-2018 Budget Update/State Budget – *Business Manager, Mr. Swanson will give an update.*
 2. 2016-2017 Kids First Report – *Mr. Swanson has enclosed information.*
 3. 2018 Potential Facilities/Operations Referendum Update – *District Administrator, Mr. Roth, will give an update.*

4. Evansville Education Foundation Update – Ms. Hammann will give a report.

B. Develop Budget Finance Agenda Items for September 25, 2017, Meeting.

VI. Business (Action Items):

A. Approval of Staff Changes: Resignation of Educational Assistant. Hiring of Middle School Volleyball Coaches; JV1 Volleyball Coaches; Food Service Worker; and Special Educational Assistant –

Resigning:

1. *Resignation of Kristin Howlett, Educational Assistant at J.C. McKenna Middle School, effective August 17, 2017.*

Suggested Motion: I move to approve the resignation of Kristin Howlett, Educational Assistant, effective August 17, 2017, and thank her for 2½ years of service.

Hiring:

1. *Middle School Volleyball Coach, Kelli Ours. Kelli will replace Jenny Katzenmeyer as 8th Grade Girls Volleyball Coach starting September 5, 2017. Kelli will be paid a stipend of \$1,476.*
2. *Middle School Volleyball Coach, Tina Aasen. Tina will replace Troy Hinkle as 7th Grade Girls Volleyball Coach starting September 5, 2017. Tina will be paid a stipend of \$1,476.*
3. *JV1 Volleyball Coach, Tina Aasen. Tina will replace Mindy Molloy as High School JV1 Girls Volleyball Coach starting August 14, 2017, and will end August 31, 2017. Tiffany Draevng will replace Tina Aasen on September 1, 2017. Tina will be paid a stipend of \$168.50.*
4. *JV1 Volleyball Coach, Tiffany Draevng. Tiffany will replace Tina Aasen as High School JV1 Volleyball Coach starting September 1, 2017. Tiffany will be paid a stipend of \$1,799.50.*

Suggested Motion: I move to approve the hiring of Kelli Ours, 8th Grade Girls Volleyball Coach for a stipend of \$1,476; Tina Aasen, 7th Grade Girls Volleyball Coach for a stipend of \$1,476; Tina Aasen, JV1 Volleyball Coach for a stipend of \$168.50; and Tiffany Draevng, JV1 Volleyball Coach, for a stipend of \$1799.50.

5. *Food Service Worker, Cook 1 Float, Delicia Jimenez. Delicia is interested in part-time work with the District now that her children will be attending school full-time. The schedule will work great, allowing her to work and also have time off with her children. She does not have any formal food service experience but she does have a background working with children. Her positive attitude and willingness to work hard will make her a great addition to our department. Delicia will be paid \$12.50/hour.*

Suggested Motion: I move we approve the hiring of Delicia Jimenez, Food Service Worker, Cook 1 Float, at \$12.50/hour.

6. _____, *Special Educational Assistant*

Suggested Motion:

B. Approval of 2017-2020 JEDI Consortium Agreement –

Suggested Motion: I move to approve the 2017-2020 JEDI Consortium Agreement as presented.

C. Approval of Construction Management Agreement.

Suggested Motion: I move to approve the Construction Management Agreement between the District and JP Cullen, as presented.

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

A. Approval of 2017-2018 FFA Overnight Field Trips.

B. Approval of August 14, 2017, Regular Meeting Minutes.

Suggested Motion: I move to approve the consent agenda items: 2017-2018 FFA Overnight Field Trips and the August 14, 2017, regular meeting minutes, as presented.

VIII. Board Development – Chair, Braunschweig:

A. 2016-2017 Continuous System Improvement (CSI) Final Update Presentations – *Enclosed are the 2016-2017 final goals updates for:*

- *Staff and Student Teaching and Learning*
- *Communication and Community Engagement*
- *Technology*
- *Facilities and Operations*
- *Climate and Culture*

B. 2017 Wisconsin Association of School Boards (WASB) Fall Regional Meetings and Workshops – *Enclosed is information for the October 4 Regional Meeting. Please let Ms. Mosher know if you are interested in attending and she will register you.*

C. Develop Board Development Agenda Items for September 25, 2017, Meeting.

IX. Future Agenda – September 11, 2017, Regular Board Meeting Agenda – *Enclosed is a draft of the agenda.*

X. Adjourn.

Suggested Motion: I move to adjourn the meeting.

Upcoming Meetings:

- September 22, 2017, 6:00 pm, Regular Board Meeting

- September 25, 2017, 6:00 pm, Regular Board Meeting
- October 9, 2017, 6:00 pm, Regular Board Meeting
- October 23, 2017, 6:00 pm, Regular Board Meeting
- October 23, 2017, 7:00 pm, Annual Meeting

Health & Physical Education Curriculum Resources

Recommendations

Current Health Curriculum

- ▶ Evansville K-12 Health Curriculum was reviewed and updated during the 2016-2017 school year. **Current curriculum resources are out of date and no longer used. (1997 Meeks Heit Health)**
- ▶ **The new CPR/CCC 7-12 curriculum** was added this summer to comply with the new state law.
- ▶ **K-12 team found gaps in the K-5 curriculum for Drug and Alcohol prevention along with a lack of Advocacy practices in the 9-12 curriculum.**
 - ▶ **SOLUTION:** HS health students research, plan and produce a Drug Prevention Fair for K-5 Students. SADD leaders will provide Medication Safety training for 5th & 6th graders.
 - ▶ **RESOURCES NEEDED:** elementary drug and alcohol prevention information and activity resources.

Current Health Curriculum Needs:

- K-12 staff reviewed textbooks and online curriculum resources.
- **Chrome books would best meet the needs of students and staff as the tool for delivering the 6-12 Health curriculum.**
 - Health information is always changing (vaccines, viruses, best practices, new resources, media and current events)
 - <http://teachmeanth.com>
 - <http://curriculum.illustrativemathematics.org/HS-Health-6-12/>
 - <http://curriculum.illustrativemathematics.org/>
 - <http://curriculum.illustrativemathematics.org/HS-Health-6-12/>
 - <http://curriculum.illustrativemathematics.org/HS-Health-6-12/>
 - <http://curriculum.illustrativemathematics.org/HS-Health-6-12/>

Teaching and Learning Resources Adoption Recommendations (please view in your packet)

BUDGET

Health Curriculum Resource Budget: **\$33,300**

- 1 Chromebook cart with 35 Chromebooks for 6- 8 health students/staff
- 1 Chromebook cart with 35 Chromebooks for 9-12 health students/staff
- Updated resources for Nutrition and Heart health at K-5
- CPR curriculum and equipment per State Law for 7-12

Free Resources:

New HG&D curriculum resources for teachers and students 6-12 grades

"Best Practices" State PE/Health staff development - Summer 2017

Drug Education Lessons for 5th and 6th grades:

SADD/BASE leaders were trained at the Atlanta CADCA National Youth Leadership Initiative this summer in the Medication Safety Youth Educators Program. Will provide lessons at TRIS & MS.

Current Physical Education Curriculum

- ▶ Reviewed and updated during the 2016-2017 summer/school year
- ▶ Strong sports skills curriculum and foundation for object control and locomotor skills at K-8
- ▶ Improved PE technology and personal/functional fitness resources at the HS has improved student performance (Downloadable pedometers to measure physical activity levels during class)

Physical Education Curriculum Needs:

- ▶ Participation in State PE/Health Conferences and Best Practices Staff Development indicates our PE curriculum needs updates in personal health resources and activities.
- ▶ Fitness Gram Physical Fitness Assessments are outdated and expensive
- ▶ Updated PE technology resources and equipment is needed to improve student performance in meeting state and national standards.
- ▶ Implementing the "Fitness For Life" K-12 PE curriculum and resources will improve consistency in the scope and sequence of teaching personal fitness learning targets.

Teaching and Learning Resources Adoption Recommendations

BUDGET

Physical Education Resource Budget: **\$41,700**

- Upgrade technology curriculum and equipment for grades 3-8
- Provide cardio training equipment to use with technology for 6-12
- Provide "Fitness for Life" K-12 Physical Education curriculum resources
- Upgrade Climbing Wall for Elementary to increase student participation

Applied for EEF wish list grants for MS and HS PE equipment

2016-2017 Seclusion and Physical Restraint Annual Report

Individual Student Data:

Student	Seclusion	Restraint	Self	Peers	Adults
A1		X		X	X
A2		X	X	X	X
A3		X		X	X
A4	X	X	X	X	X
A5	X	X		X	X
A6	X	X		X	X
B1	X	X	X	X	X
B2	X	X	X	X	X
B3	X	X			X
C1	X	X	X		
C2	X	X	X		
D		X		X	X
E		X			X
F	X	X			X
G		X		X	

Total Summary Report:

Building	# Incidents Seclusion	# Incidents Restraint	2016-2017 Totals	2015-2016 Totals	2014-2015 Totals	2013-2014 Totals	2012-2013 Totals
LLE	6	11	17	9	26	5	29
IRIS	3	3	6	10	17	0	17
MS	0	1	1	0	1	0	13

Report Summary:

There were nine incidents of seclusion and fifteen incidents of physical restraint during the 2016-2017, totaling 24 incidents district-wide. This number is slightly higher than last year's total number of incidents. The incidents occurred in the Elementary, Intermediate, and the Middle School and involved seven different students.

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

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

Staff using seclusion or physical restraint shall complete the Seclusion/Restraint Electronic Form and immediately submit the form to his/her building principal. The incident must also be reported on Skyward and coded under "BSR" for Behavior Seclusion and Restraint to ensure accurate reporting of data. Families are notified no later than one business day after the incident occurred and are provided with a copy of the completed form within three business days of the incident.

Submitted by: Janessa Katzenberger, Director of Student Services

MEMO

TO: ECSD School Board; Administrative Team

FROM: Scott Everson

RE: 2016-2017 JEDI virtual school enrollment

2016-2017 FULL TIME JEDI Evansville District	
Building	Student
HS	5 students
MS	1 Student
TRIS	1 Student

2016-2017 Singleton Classes Evansville High School

# of students who took each class	CLASS	CREDITS
7	Psychology	0.50
6	AP US History	1.00
5	AP Psychology	0.50
4	AP Environmental Science	1.00
4	German 1	1.00
4	Mythology & Folklore	0.50
3	AP World History	1.00
3	Probability & Statistics	0.50
2	Anatomy & Physiology	0.50
2	AP Government & Politics	0.50
2	Criminology	0.50
2	German 2	1.00
1	AP Statistics	1.00
1	AP Macroeconomics	0.50
1	AP Microeconomics	0.50
1	AP Stats	1.00
1	Cosmetology	0.50
1	Environmental Science	0.50
1	French 1A (only took ½ the class)	0.50
1	International Business	0.50
1	Medical Terminology	1.00
1	Sociology A (only took ½ the class)	0.50
1	Spanish 4	1.00
1	Theater	0.50
1	Tourism	0.50

JEDI Consortium Agreement
Revised, October 18, 2012
Revised, November 2013
Revised December 2013
Revised, August, 2015
Revised, May 2017

Jefferson-Eastern Dane Interactive Distance Education Network

This cooperative agreement to form the Jefferson-Eastern Dane Interactive (JEDI) Distance Education Network Consortium is hereby made by and among the Wisconsin Public School Districts and the Wisconsin Technical Colleges and other qualifying organizations which are signatory to this Agreement, each of which is organized and existing under the laws of the state of Wisconsin. This agreement is in effect as of September 1, 1994. Terms used in this Agreement are defined in Article Four (4).

RECITALS

WHEREAS, the current Wisconsin School Districts of Beloit Turner, Burlington, Evansville, Fort Atkinson, Jefferson, Marshall, Monroe, Lake Mills, Mauston, Stoughton, Sun Prairie and Whitewater; and Madison College and the University of Wisconsin-Whitewater, are authorized by Sec. 66.0301 to enter into contracts for the receipt or furnishing of services or the joint exercise of any power or duty required or authorized by law; and

WHEREAS, the parties listed above deem it to be in their mutual interest to form a consortium to operate a telecommunication system for use by consortium members to interconnect for the purpose of distance education; and

WHEREAS, each entity will enter into an agreement with the Department of Administration (DOA) for the leasing of the telecommunication system; and

WHEREAS, in 2005, the members of the Consortium entered into chartering a virtual school with regard to the requirement for Chartering Schools set forth in Sec. 118.40 (1m)(b)1 to 15. of Wisconsin State Statutes, and

WHEREAS, the parties listed above desire to join together for the purpose of sharing the cost of the operation and management of the telecommunication system and for the purpose of forming a consortium to oversee the operation of the system; and

NOW, THEREFORE, in consideration of the benefits, covenants, and agreements set forth in this Agreement, the parties agree as follows:

ARTICLE ONE
ESTABLISHMENT

The JEDI Consortium is hereby established by this Agreement and is identified and governed as described herein.

**ARTICLE TWO
ORGANIZATIONAL PURPOSE**

The general purpose of this Agreement is to establish an organization through which the parties may jointly and cooperatively facilitate the management and operation of JEDI on behalf of the consortium members.

**ARTICLE THREE
PURPOSE OF THE CONSORTIUM**

JEDI is a consortium whose purpose is to develop and implement a regional video and data telecommunications network that interconnects the named educational institutions for the purpose of achieving equitable and equal access to education and enhancing economic development for residents of the region. This consortium seeks to foster the concept of working together for the common good of the region.

**ARTICLE FOUR
DEFINITIONS**

Section 1. Associate Member. An “associate member” is any outside party that requests to use the JEDI system and pays a service fee for its use. (See Article Twelve.)

Section 2. Bylaws. “Bylaws” are those operational rules, regulations and costing formulae set by the Governance Board for the smooth and efficient operation of the JEDI Consortium for the benefit of its members.

Section 3. CESA 2. “CESA 2” refers to the Cooperative Educational Service Agency 2, a regional educational agency created by Section 116, Stats., with its principal office located at 1221 Innovation Drive, Whitewater, Wisconsin 53190.

Section 4. Charter Members. “Charter members” (also considered “full members”) are those institutions that are the initial members of JEDI upon the formation of this consortium on September 1, 1994. They are the School Districts of Cambridge, Deerfield, Fort Atkinson, Jefferson, Johnson Creek, Lake Mills, Palmyra-Eagle, Sun Prairie and Whitewater, and the Madison Area Technical College (with campuses at Madison, Fort Atkinson and Watertown).

Section 5. Consortium. “Consortium” means the alliance and partnership formed among the institutions that are parties to the JEDI Consortium Agreement.

Section 6. Consortium Member. A “consortium member” is an institution which has entered into this agreement as a charter or a full member. (See Article Twelve.)

Section 7. Full Member. A “full member” is an institution that has the same technical capability and programming rights as the charter members and is a JEDI

Consortium member. A full member pays its share of JEDI management costs and abides by the JEDI Consortium Agreement and its obligations. (See Article Twelve.)

Section 8. Institutional Representative. An “institutional representative” is the individual appointed by each member institution who has the authority to represent that institution in consortium decisions.

Section 9. Jefferson-Eastern Dane Interactive Distance Education Network. The “Jefferson-Eastern Dane Interactive Distance Education Network” is the group comprised of the School Districts of Beloit Turner, Evansville, Fort Atkinson, Jefferson, Lake Mills, Marshall, Mauston, Monroe, Stoughton, Sun Prairie and Whitewater, for the purpose of interconnecting institutions and distance education systems in their region and, thus, improving the delivery of educational and instructional not-for-profit programming to learners. Also referred to as JEDI.

Section 10. JEDI. “JEDI” is the Jefferson-Eastern Dane Interactive Distance Education Network.

Section 11. Management Agent. “Management Agent” is the entity contracted by the Consortium to serve as the Consortium fiscal agent.

Section 12. Governance Board. The “Governance Board” is the governing body of the JEDI Consortium. Each consortium member has one institutional representative appointed to the Governance Board.

Section 13. Operational Costs. “Operational costs” means those costs incurred at the direction of the Governance Board for the management and operation of the Consortium including, but not limited to, staff salaries and benefits of a network director and the related costs pursuant to carrying out the network director’s responsibilities. Operational costs incurred by the consortium will be divided equally among the consortium members.

Section 14. Operational Fee. The “operational fee” is the annual assessment for management and operation costs of the JEDI Consortium as approved by the Governance Board.

Section 15. President of the JEDI Consortium. The “president of the JEDI Consortium” is that person elected by the institutional representatives to serve as the president of the Consortium.

Section 16. President-elect of the JEDI Consortium. The “president-elect of the JEDI Consortium” is that person elected by the institutional representatives to serve as the president-elect of the consortium.

Section 17. Programming Costs. “Programming costs” refer to those specific costs incurred by consortium members including, but not limited to, teacher costs, tuition, registration fees and course materials.

Section 18. Service Fee. A “service fee” is the amount that an associate member will be assessed for use of JEDI as determined by the JEDI Governance Board.

Section 19. Work Team. A “work team” is a group of individuals appointed by the president of the Governance Board to carry out the defined functions and roles as delegated by the Governance Board. (See Article Six, Section 12.)

Section 20. Charter. “Charter”, “Charter School” or “School” means a school known as JEDI Virtual School, and established by and under control of the JEDI Network Consortium.

ARTICLE FIVE PARTIES TO AGREEMENT

Each consortium member agrees to become actively involved in the operation of the JEDI Consortium by equally sharing in the financial cost of the management and operation of the consortium; by entering into this Agreement through the execution of this Agreement; by providing the staff to serve on the Governance Board and the consortium work teams; and by accepting the policies and procedures of the consortium.

ARTICLE SIX GOVERNANCE

Section 1. The powers and duties retained by each consortium member or granted to the JEDI Consortium Governance Board shall be described in this Agreement.

Section 2. Each consortium member of the JEDI Consortium will appoint an institutional representative to serve as the voting designee for its institution on the Governance Board. In the absence of the designated institutional representative, an alternate institutional representative shall be appointed by the institution. Each institutional representative shall serve until the occurrence of any one of the following events:

- 1) the Governance Board receives written notice from the appointing member institution of the replacement of the institutional representative;
- 2) the expulsion or withdrawal of the member institution from this Agreement;
- 3) the death or resignation of the institutional representative.

Section 3. Each institutional representative shall serve as a member of the JEDI Governance Board without financial compensation from the consortium.

Section 4. The JEDI Consortium organization structure shall consist of a Governance Board comprised of one institutional representative from each consortium member. Work teams may be established and appointed by the Governance Board. The

officers of the Governance Board shall be a president, past president, and president-elect. The Wisconsin Department of Administration (DOA) shall serve as advisory resources to the consortium.

Section 5. The Governance Board will serve as the governing body of the consortium. The board will be responsible for over-all administration, budget management, and operational policies and procedures of the JEDI Consortium. The board will be responsible for managing all JEDI employees. Employee management will include, but not limited to, job descriptions, supervisions of employees, employee evaluations, program evaluations, and all other areas common to employee management. The financial affairs of the JEDI Consortium will be managed by the management agent under the direction of the JEDI Governance Board within the parameters of this Agreement, Sec. 66.30 of the Wisconsin Statutes and by-laws that may be adopted by the JEDI Governance Board.

Section 6. Each consortium member shall have one (1) vote. Votes must be cast by the institutional representative or alternate.

Section 7. The president-elect will be elected annually by a two-thirds (2/3) majority of the total voting membership of the Governance Board. He/she will serve the first year of the term as the president-elect and the second year of the term as the president. The election will take place prior to June 30. The term of office for each position will be July 1 to June 30.

Section 8. The initial president and president-elect of the JEDI Consortium shall be elected by a two-thirds (2/3) majority of the total voting membership of the Governance Board within thirty (30) days of the signing of this Agreement. They will begin their term immediately after the election. If the first president and president-elect take office less than six months before July 1, their term will extend into the next year. For example, the president will serve a one-year term plus the additional time between the first election and July 1. Thereafter, the term of office for each position will be July 1 to June 30.

Section 9. The president, past president, or president-elect may be removed, with or without cause, by a vote of two-thirds (2/3) majority of all institutional representatives at any meeting of the Governance Board provided that such purpose is stated in the notice or waiver notice of the meeting.

Section 10. In the event that a president, past president, or president-elect resigns or is removed during a term of office, the Governance Board will hold a special election to fill the vacant position within thirty (30) days of notification of the resignation. The person elected to fill the position will complete the term of the vacated position.

Section 11. The president shall preside at all meetings of the Governance Board, call special meetings if petitioned by the consortium members, sign all documents

on behalf of the JEDI Consortium, appoint work teams and define their roles, and perform all duties to the office of president and such other duties as may be delegated by the Governance Board. The president-elect shall act as president in the absence of the president. The past president shall act as president in the absence of the president-elect.

Section 12. The Governance Board will meet at least three (3) times a year. Written notice of meetings must be given in advance of each meeting and will be accompanied by an agenda. Additional meetings may be called at the discretion of the president or by petition of two-thirds (2/3) of consortium members.

Section 13. Each consortium member will designate appropriate staff to serve on work teams as solicited by the Governance Board. Work teams may include persons from non-consortium members.

Section 14. A quorum will consist of two-thirds (2/3) of all consortium members. A quorum must be present for consortium business to be transacted. If a quorum is present, a motion may pass by a simple majority unless otherwise stipulated. (See Article Six, Section 8 and Article Eleven, Section 5 of this Agreement.) In the absence of a quorum the meetings may be adjourned. Notice of an adjourned meeting need not be given other than by an announcement at the meeting at which adjournment takes place. If a quorum is present when a duly called meeting is convened, but the departure of a number of members leaves less than a quorum, other business shall not be transacted.

Section 15. Each meeting of the consortium shall be called, noticed, held and conducted in accordance with the Open Meeting Law (Sec. 19.81 et. seq. of the Wisconsin Statutes).

Section 16. Written minutes of each meeting of the Governance Board shall be maintained by the management agent and distributed to all consortium members.

Section 17. In 2012, the Consortium membership agreed to rotate chartering responsibilities and established a three-year rotation schedule as follows:

Whitewater	2013-14, 2014-15, 2015-16 and 2016-17
Lake Mills	2017-18, 2018-19 and 2019-20
Marshall	2020-21, 2021-22 and 2022-23
For Atkinson	2023-24, 2024-25 and 2025-26
Stoughton	2026-27, 2027-28 and 2028-29
Jefferson	2029-30, 2030-31 and 2031-32

Mauston	2032-33, 2033-34 and 2034-35
Beloit Turner	2035-36, 2036-37 and 2037-38
Evansville	2038-39, 2039-40 and 2040-41
Monroe	2041-42, 2042-43 and 2043-44
<u>Burlington</u>	2044-45, 2045-46 and 2046-47

Section 18. The Charter District responsibilities include being the district to which students can open enroll as per DPI open enrollment requirements. The specific responsibilities of the chartering district are:

- a. Receiving applications and forwarding them to JEDI management.
- b. Superintendent, or designee, signature on required DPI documents and letters to parents, etc.
- c. Entering data into DPI OPAL System and providing JEDI access to the OPAL system.
- d. Providing costing support and expertise for open enrolled students with Individual Education Plans.
- e. Remaining duties will be the responsibility of the Consortium management.

ARTICLE SEVEN

LIABILITY OF GOVERNANCE BOARD MEMBERS

Section 1. Standard of Care. The JEDI Governance Board shall use ordinary care and reasonable diligence in the exercise of its authority and in the performance of its duties pursuant to this Agreement. The Governance Board shall not be liable for any mistake of judgment or any other action made, taken or omitted by an agent, employee or independent contractor selected with reasonable care, nor for loss incurred through investment of consortium funds, or failure to invest.

Section 2. Not liable for action of others. No JEDI Governance Board representative shall be responsible for any action taken or omitted by any other representative. No representative shall be required to give a bond or other security to guarantee the faithful performance of his/her duties pursuant to the Agreement.

ARTICLE EIGHT

MANAGEMENT AGENT

Section 1. CESA 2 may be designated as management agent for the JEDI Consortium for the purpose of handling financial affairs of the consortium. The management agent shall have custody of the consortium's operating funds and shall pay

its bills, and generally conduct the financial affairs of the consortium, and shall make such financial and other reports as the Governance Board may reasonably require.

Section 2. In conducting the financial affairs of the JEDI Consortium, the management agent shall act in accordance with generally accepted accounting principles. Any financial reports of the management agent shall be distributed to the members at the regularly scheduled Board meetings. Bills and claims which are not accounted for within the approved budget limitations shall be distributed to members prior to the meeting at which action on such bills and claims is to be taken.

Section 3. All expenditures of consortium funds by the management agent shall be within budget limitations as approved by the JEDI Governance Board.

ARTICLE NINE FINANCIAL MATTERS

Section 1. Fiscal Year. The fiscal year of the JEDI Consortium shall be July 1 through June 30.

Section 2. Operational fees will be determined annually by the Governance Board and approved by a two-thirds (2/3) majority vote.

Section 3. All operational costs will be equally shared by all consortium members of the JEDI Consortium. Associate members will be charged service fees based on services provided.

Section 4. All programming costs will be determined by the Governance Board in such a manner that each consortium member pays its proportionate amount in accordance to its use of specific programming over the system. Programming costs will be prorated on the basis of enrollment in a specific course or program unless the Governance Board determines an alternate method of prorating program costs.

Section 5. The consortium may recover funds owed it by a member through a civil suit, and the member owing the consortium, in such case, shall pay all costs of the suit, including reasonable attorney's fees.

Section 6. The JEDI Consortium may assess fees and expend its funds as is necessary and appropriate pursuant to this Agreement.

Section 7. The JEDI Consortium's financial records shall be audited annually. A copy of the audit report shall be provided to the Governance Board and each consortium member upon request. The JEDI Consortium's financial records shall be available for, and open to, examination and copying at the expense of the requesting member and their respective representatives during regular business hours. Consortium members will receive an annual financial report.

ARTICLE TEN

CONDUCT OF MEMBERS

Section 1. Each consortium member of the JEDI Consortium will be assessed an annual operational fee that will be billed annually by the management agent on or about July 1. Payments will be made payable to the management agent by September 1 of each year.

Section 2. Each consortium member agrees that it shall remain financially responsible for its share of the expenses necessarily incurred for the management and operation of the JEDI Consortium as a whole.

Section 3. An associate member will pay a fee for services provided by the Consortium. The service fee will be based on cost recovery for the network and management as determined by the JEDI Governance Board.

Section 4. Each consortium member of the JEDI Consortium agrees to reimburse the management agent for its proportionate share of the cost of the services provided under contract with the consortium including, but without limitation because of enumeration, staff salaries and benefits, unemployment compensation, litigation expense, collective bargaining, monetary awards by courts and agencies as per Section 116.03(4), of the Wisconsin Statutes, and the normal indirect charges of the management agent.

ARTICLE ELEVEN

WITHDRAWAL AND EXPULSION OF A MEMBER

Section 1. A consortium member shall cease to be a party to this Agreement upon that member's withdrawal or expulsion from the consortium.

Section 2. Any consortium member desiring to withdraw from this Agreement must pay its share of the operational cost known for the current fiscal year and the future forecasted costs determined by financial commitment(s) made while the district was a consortium member in good standing as may be ascertained at the time of the request for withdrawal to be the responsibility of the withdrawing member.

Section 3. Any consortium member desiring to withdraw from the JEDI Consortium must give written notice of intent to withdraw addressed to the president of the Governance Board of the JEDI Consortium prior to February 1 to be effective the following July 1.

Section 4. The JEDI Governance Board may recommend that a consortium member be expelled for noncompliance to the JEDI Consortium Agreement. The motion for expulsion of a consortium member will be tabled and acted upon at a meeting at least sixty (60) days but not more than ninety (90) days after the initial motion. A JEDI Consortium member may be expelled only by a two-thirds (2/3) ballot vote of all consortium members. The ballot must be signed by the chief executive officer of each consortium member.

**ARTICLE TWELVE
MEMBERSHIP**

Section 1. Charter members include those institutions that are the initial members of the JEDI Consortium upon the formation of this consortium on September 1, 1994. They are the School Districts of Cambridge, Deerfield, Fort Atkinson, Jefferson, Johnson Creek, Lake Mills, Palmyra-Eagle, Sun Prairie and Whitewater, and the Madison Area Technical College. The school district of Marshall joined the consortium in 1998 and Stoughton in 2012, but not as a Charter member.

Section 2. Individual institutions, other than charter institutions desiring to join the JEDI Consortium may apply to be either a full member or an associate member.

Section 3. A new consortium member must meet all technical standards adopted by JEDI, will have the same access and rights to programming as charter members, will pay its share of JEDI operational cost, and will abide by the JEDI Consortium Agreement and obligations as stated in **ARTICLE FIVE, PARTIES TO AGREEMENT**. Full membership will commence upon a two-thirds (2/3) majority vote of the JEDI Governance Board and the signing of the JEDI Consortium Agreement. The assessed operational fee will be due sixty (60) days from the signed agreement date.

Section 4. The consortium may charge a membership fee based on full or associate status. The chartering district will pay an associate member fee during their rotation cycle. Membership fees are set annually by the Governance Board.

Section 5. An associate member is an institution or organization that is neither a charter or full member and requests to use JEDI as a delivery system. An associate member has access to the JEDI system either through a direct connect to a network access point or through an interconnect with a full or charter member of JEDI. The associate member will be assessed a service fee based on cost recovery for the network and management as determined by the JEDI Governance Board. The associate's request for programming will be processed after the programming needs of the consortium members have been met according to the Consortium's Guidelines for Network Scheduling.

**ARTICLE THIRTEEN
INTERCONNECTS TO NETWORKS**

It may be of mutual benefit to JEDI members to extend access to the JEDI system to other networks both as a service provider and receiver. Operational agreements between JEDI and other networks will be negotiated for the JEDI Consortium members by the JEDI Governance Board.

**ARTICLE FOURTEEN
AMENDING THE AGREEMENT**

This Agreement may be amended by a two-thirds (2/3) vote of all institutional representatives. The proposed amendment must be delivered to each member institution thirty (30) days prior to the meeting at which the amendment will be acted upon.

**ARTICLE FIFTEEN
RELATIONSHIP TO OTHER AGREEMENTS**

In the event of any conflict between this Agreement and any prior agreement as to matters referenced herein, the terms of this Agreement shall supersede any prior agreement relative to the operations of the JEDI Consortium. If any article or part of this Agreement is held to be invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any article or part should be restrained by such tribunal, the remainder of the Agreement shall not be affected thereby and the Governance Board shall meet for the purpose of arriving at a mutually satisfactory replacement for such article or part.

**ARTICLE SIXTEEN
DISSOLUTION OF THE CONSORTIUM**

The process for dissolving the JEDI Consortium will be determined by the JEDI Governance Board when dissolution becomes a consideration. The procedures for dissolution will abide by the terms stated in this Agreement assuring that it be fair and equitable to all charter and full members. All assets and liabilities will be equally shared by all consortium members. In the event a fair and equitable agreement cannot be reached by the consortium, a non-affiliated arbitrator will be hired at the expense of the JEDI Consortium to provide a resolution by which all members will abide.

**ARTICLE SEVENTEEN
EXECUTION**

This Agreement shall be executed on behalf of each member institution by duly authorized officials. This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first written above.

The term of this Agreement shall begin on the ____ day of _____, 20__.

Member Institution: _____

by: _____
(Signature)

Name: _____

Title: _____

Date: _____

Addendum: New Member

The \$10,500 annual fee will be reduced in 2017-18 to \$5,000.00 and return to the all member rate of \$10,500 in the next two consecutive years of 2018-19 and 2019-20. Receiving the first year reduced rate of \$5000.00 requires a three-year committed to membership in the consortium. Thereafter, it will continue at the membership rate as determined by the Governance Board.

District Administrator _____ Date _____

ADDENDUM A
AIA DOCUMENT A133-2009

**Standard Form of Agreement Between
Owner and Construction Manager as Constructor
Where the basis is Cost of the Work Plus A Fee
with a Guaranteed Maximum Price.**

This Addendum modifies and supplements AIA Document A133-2009, which comprises a part of the agreement between the Evansville Community School District and J.P. Cullen & Sons, Inc. concerning potential renovation of existing facilities or construction of new facilities via referendum.

The following amendments and additional provisions are incorporated into and made a part of the AIA Document A133. Should any provision or amendment hereafter set forth be found to be in conflict with another provision or provisions of AIA Document A133, then the language set forth below shall control.

1. The following language is added at the end of Section 1.1: “Notwithstanding the foregoing, no Modification shall be binding upon the Owner unless the Owner has approved such Modification in writing.”

2. The last sentence of Section 1.2 is hereby amended as follows: “The Owner agrees to furnish or approve, in a timely manner, information reasonably required by the Construction Manager and to make payments to the Construction Manager in accordance with the requirements of the Contract Documents subject to the Owner’s contractual, common law, and statutory rights and duties.”

3. The following is added as Section 2.1.10:

§ 2.1.10 Sales and Use Tax Exemption

The Construction Manager shall use its best efforts to maximize savings to the Owner through tax-free purchases of building materials and equipment for incorporation into the Project. The Owner will furnish a certificate of sales tax exemption to the Construction Manager for use in the purchase of tax-exempt eligible items to be incorporated into the Project.

4. The following language is added at the end of Section 2.2.1: “In the event that the Owner and Construction Manager do not mutually agree upon the time for submission of a proposed Guaranteed Maximum Price, the Owner shall reasonably designate the time for such submission taking into account the Project schedule.”

5. The following language is added at the end of Section 2.2.2: “In any event, the Owner may require that the drawings and specifications be completed prior to the establishment of a Guaranteed Maximum Price.”

6. The following subsections are added at the end of Section 2.2.3: “.6 The identification of any mark-ups applied to the Work that is to be performed by parties other than the Construction Manager; .7 A detailed explanation of the components of costs, including but not limited to administrative costs, overhead allocations, and profit margins attributable to work to be performed by the Construction Manager.”

7. Section 2.2.5 is hereby deleted and the following is substituted therefor: “The Construction Manager shall meet with the Owner and the Architect to review the Guaranteed Maximum Price proposal. In the event that the proposed Guaranteed Maximum Price is not acceptable to the Owner, the Owner shall promptly notify the Construction Manager, who shall make appropriate adjustments to the Guaranteed Maximum Price proposal, its basis, or both. In the event that the Construction Manager and the Owner are unable to agree upon a Guaranteed Maximum Price, the Construction Manager shall be paid a fee of \$69,000.00, and the Owner shall have no further contractual obligations to the Construction Manager, it being understood that the Owner shall be free to contract with others for the services that the Construction Manager would have otherwise provided during the Construction Phase. Notwithstanding any other term(s) agreed to between the parties, such compensation shall be the Construction Manager’s sole compensation and/or remedy in such circumstances.”

8. Section 3.1.1 is hereby amended as follows: “. . . including schedule, space requirements and relationships, ~~flexibility and expandability~~, special equipment, ~~systems, sustainability~~ and site requirements.”

9. Section 3.1.3 is hereby deleted.

10. Section 3.1.4 is hereby amended as follows: “. . . The Owner shall also furnish any other information ~~or services under~~ in the Owner’s control possession and relevant to the Construction Manager’s performance of the Work with reasonable promptness after receiving the Construction Manager’s written request for such information ~~or services~~. The Construction Manager shall be entitled to reasonably rely on the accuracy of information ~~and services~~ furnished by the Owner but shall exercise proper precautions relating to the safe performance of the Work and shall, in any event, exercise reasonable diligence and discretion in all cases.”

11. Section 3.1.4.1 is hereby amended as follows: “The Owner shall furnish tests, inspections, and reports ~~required by law and as otherwise agreed to by the parties~~ as may be agreed to in writing by the Parties, such as structural . . .”

12. Section 3.1.4.4 is hereby amended as follows: “During the Construction Phase, the Owner shall make ~~an effort~~ reasonable efforts to furnish information or services required of the Owner by the Contract Documents with reasonable promptness. The Owner shall also furnish any other information ~~or services under~~ in the Owner’s control possession and relevant to the Construction Manager’s performance of the Work with reasonable promptness after receiving the Construction Manager’s written request for such information ~~or services~~.”

13. The first two sentences of Section 3.2 are hereby deleted and the following language is substituted therefor: “The Owner shall designate a representative authorized to act on the

Owner's behalf and to communicate decisions promptly, and without unreasonable delay, provided that the Board of Education shall determine matters reserved by law to the Board of Education. . . .”

14. Section 3.2.1 is amended as follows: The Owner shall ~~furnish~~ secure all legal, insurance and accounting services, including auditing services, that it may deem ~~be reasonably~~ necessary at any time for the Project to meet the Owner's needs and interests.

15. Section 4.1.3 is hereby amended as follows: “...Preconstruction Phase services shall be equitably adjusted, ~~at a rate of \$75 per estimator/hour.~~”

16. The first sentence of Section 4.2.2 is hereby amended as follows: “Payments are due and payable upon presentation of the Construction Manager's invoice by the ~~25th~~ 30th of the month following the Owner's receipt of the invoice.”

17. The following language is added at the end of Section 5.1.1: “Any Work the Construction Manager self-performs shall be compensated based on the lump-sum amount for that Work.”

18. The first insert in Section 5.1.1 is hereby deleted and the following language is substituted therefor: “1.24% of the actual Cost of the Work, including construction materials purchased by the Construction Manager, but not including sales and use tax on those construction materials.”

19. The first insert in Section 5.1.2 is hereby deleted and the following language is substituted therefor: “1.24% of the actual Cost of the Work, including construction materials purchased by the Construction Manager, but not including sales and use tax on those construction materials.”

20. The second sentence in Section 5.2.2 is hereby deleted and the following language is substituted therefor: “To the extent the sum of the Cost of the Work and the Construction Manager's Fee is less than the Guaranteed Maximum Price, all savings shall accrue to the Owner.”

21. The following language is added at the end of Section 6.2.4: Notwithstanding the foregoing, such costs shall not be reimbursable to the extent included in the wage rates established under this Agreement.

22. With respect to Section 6.5.2, rental charges shall in no event exceed the cost of such machinery, equipment and hand tools.

23. Section 6.5.5 is hereby amended as follows: “. . . personnel incurred while traveling and discharge of duties ~~connected with~~ directly related to the Work.”

24. Section 6.6.5 is hereby deleted and the following language is substituted therefor: “Royalties and license fees paid for the use of a particular design, process or product required by the Contract Documents. If such royalties, fees or costs are excluded by the last sentence of

Section 3.17 of AIA Document A201-2007 or other provisions of the Contract Documents, then they shall not be included in the Cost of the Work.”

25. Section 6.6.6 is hereby amended as follows: “. . . Owner’s prior written approval.”

26. Section 6.7.3 is revised by the addition of the words “or a Subcontractor” after “fulfill a specific responsibility of the Construction Manager” in the section’s third line.

27. Section 6.7.4 is hereby deleted.

28. Section 7.1.3 is hereby amended as follows: “Provided that an Application for Payment is received by the Architect not later than the ~~25th~~ 30th day of a month, the Owner shall make payment of the certified amount to the Construction Manager not later than the ~~25th~~ 30th day of the following month. ~~If an Application for Payment is received by the Architect after the application date fixed above, payment shall be made by the Owner not later than twenty-five (25) days after the Architect receives the application for Payment.~~”

29. Section 7.1.4 is hereby deleted and the following language is substituted therefor: “With each Application for Payment, the Construction Manager shall submit payrolls, petty cash accounts, receipted invoices or invoices with check vouchers attached, and any other evidence required by the Owner or Architect to demonstrate that cash disbursements already made by the Construction Manager on account of the Cost of the Work equal or exceed progress payments already received by the Construction Manager, less that portion of those payments attributable to the Construction Manager’s Fee, plus payrolls for the period covered by the present Application for Payment.

30. Section 7.1.7.8 is hereby deleted.

31. The last line of Section 7.1.10 is hereby amended as follows: “. . . will be performed by the Owner’s auditors, architect, or other agents, as the Owner may direct, in the sole interest of the Owner.”

32. Section 7.2.4 is hereby deleted.

33. Article 8 is hereby deleted and the following language is substituted therefor: “For all phases of the Project, the Construction Manager and the Owner shall purchase and maintain insurance, and the Construction Manager shall provide bonds as set forth in Article 11 of AIA Document A201-2007. All insurance policies shall be issued by companies authorized to do business under the laws of the State of Wisconsin and shall have no less than a ‘A-’ or better rating by Best’s Rating Guide.

Type of Insurance or Bond Limit of Liability or Bond Amount (\$0.00)

Worker’s Compensation	Statutory
Commercial General Liability	\$1,000,000 each occurrences / \$2,000,000 aggregate

Personal and Advertising Injury	\$1,000,000 aggregate
Products–Completed Operations	\$2,000,000 aggregate
Automobile Liability	\$1,000,000 Combined Single Limit
Excess Liability	\$50,000,000
Pollution Liability	\$10,000,000
Performance/Payment Bond	Guaranteed Maximum Price

34. Article 9.2 is amended to read that litigation is elected by the Parties.

35. Section 10.1.3 is hereby amended as follows: “...which amount shall be in addition to any compensation paid to the Construction Manager under Section 10.1.2, ~~which would have been reimbursable as a Cost of the Work, plus applicable fees and costs for pre-construction services.~~”

36. The following language is hereby added at the end of Section 10.2: “. . . The Contract may be terminated as provided in Section 14 of AIA Document A201-2007 or for other reasons justifying termination under Wisconsin law.”

37. Section 11.5 is hereby amended as follows: “Other provisions: If the Work is not substantially complete on or before the Substantial Completion Date, or extension thereof granted by Written Change Order, the Construction Manager shall pay to the Owner ~~liquidated~~ damages in the sum of \$200.00 for each calendar day of delay in addition to any other damages or remedies available at law. Any sums that may be due by the Construction Manager to the Owner as ~~liquidated~~ such damages may be deducted from any monies due or to become due to the Construction Manager under the Contract or may be collected from the Construction Manager’s surety.

38. The following language is added at the conclusion of Section 12.2: “All addendums, amendments and modifications to the documents above executed by the parties.”

39. The Construction Manager agrees to ensure that all Work performed by the Construction Manager or under the Construction Manager’s supervision shall comply with federal, state, and local laws, including but not limited to laws concerning work performed in areas containing lead-based paint; provided, however, that Construction Manager shall not be responsible for the obligations of the design professionals.”

40. The Construction Manager shall provide operation manuals and adequate training for the Owner in the operation of mechanical, electrical, heating, and air-conditioning systems which are a part of the Project.

41. The Construction Manager hereby represents and warrants to the Owner that the Construction Manager is financially solvent, able to pay its debts as they mature, and possesses

sufficient working capital to complete the services and perform the obligations required under this Agreement.

42. In the event that any provision in this Agreement is deemed to be invalid, such invalidity shall not affect the enforceability of any other contract term.

43. For the purposes of interpreting this Agreement, neither party shall be deemed to be the drafter thereof.

44. This Agreement may only be amended by a written amendment(s) executed by both parties.

EVANSVILLE COMMUNITY
SCHOOL DISTRICT

J.P. CULLEN & SONS, INC.

By: _____

By: _____

Dated: _____

Dated: _____

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ADDENDUM 1
AIA DOCUMENT A201 – 2007
General Conditions of the Contract for Construction

This document modifies and supplements AIA Document A201 – 2007, which comprises a part of the agreement between the Evansville Community School District and J.P. Cullen & Sons, Inc. concerning potential renovation of existing facilities or construction of new facilities via referendum.

The following amendments and additional provisions are incorporated into and made a part of the AIA Document A201. Should any provision or amendment hereinafter set forth be found to be in conflict with another provision or provisions of AIA Document A201, AIA Document 133, or other documents comprising the Contract Documents, then the language set forth below shall control.

1. The following language is added at the end of Section 1.2.1: “In the event of a conflict or inconsistency in the terms and conditions of the Contract Documents, such conflict or inconsistency shall be resolved in the following order of priority (A) these General Conditions as modified, (B) the Agreement as modified, (C) the Specifications, and (D) the Drawings. In the event of any further inconsistencies within or between parts of the Contract Documents, or between the Contract Documents and applicable laws, statutes, ordinances, building codes, rules and regulations, the Contractor shall provide the better quality or greater quantity of Work or comply with the more stringent requirement.”

2. Section 1.1.8 is hereby deleted and the following is substituted therefor:

“§ 1.1.8 INITIAL DECISION MAKER

The Initial Decision Maker is the person identified in the Agreement to render initial decisions on Claims in accordance with Section 15.2 and certify termination of the Agreement under Section 14.2.2.”

3. Section 1.5.1 is hereby deleted and the following is substituted therefor: “All rights, title and interest in and to the Instruments of Service prepared by the Architect in connection with the Project are and shall remain the property of Owner, and the Instruments of Service shall not be used by Architect, Contractor or any Subcontractor, Sub-subcontractor or material supplier on any other project. Contractor, Subcontractors, Sub-subcontractors and material suppliers are granted a limited license to use and reproduce applicable portions of the Instruments of Service appropriate to and for use in the execution of their Work under the Contract Documents.”

4. Section 2.2.1 is hereby amended as follows: “. . . The Owner shall furnish such evidence as a condition precedent to commencement ~~or continuation~~ of the Work or the portion of the Work affected by a material change.”

5. Section 2.2.2 is hereby deleted and the following is substituted therefor: “The Contractor shall obtain and pay for all approvals, certificates, inspections, licenses and permits as set forth in Section 3.7.1, except that Owner shall pay for State Plan Review.”

6. Section 2.2.3 is hereby amended as follows: “The Owner shall furnish surveys describing physical characteristics, legal limitations and utility locations for the site of the Project, and a legal description of the site. The Contractor shall be entitled to rely on the accuracy of information furnished by the Owner except to the extent the Contractor knew or should have reasonably known such information was inaccurate but shall, in any event, exercise proper precautions relating to the safe performance of the Work.”

7. Section 2.3 is hereby amended as follows: “If the Contractor fails to correct Work that is not in accordance with the requirements of the Contract Documents as required by Section 12.2 or ~~repeatedly~~ fails to carry out Work in accordance with the Contract Documents, the Owner may issue a written order to the Contractor to stop the Work . . .”

8. The following language is added at the end of Section 2.4: “The Owner’s right to correct deficiencies pursuant to this Section 2.4 shall not give rise to a duty on the part of the Owner to exercise this right for the benefit of the Contractor or for any other person or entity.”

9. Section 3.2.2 is hereby amended as follows: “Because the Contract Documents are complementary, the Contractor shall, before starting each portion of the Work, carefully study and compare the various Contract Documents relative to that portion of the Work, as well as the information furnished by the Owner pursuant to Section 2.2.3, shall take ~~reasonable~~ field measurements of any existing conditions related to that portion of the Work, and shall observe any ~~exposed~~ conditions at the site affecting it. These obligations are for the purpose of facilitating coordination and construction by the Contractor and are not for the purpose of discovering errors, omissions, or inconsistencies in the Contract Documents; however, the Contractor shall promptly report to the Architect any errors, inconsistencies or omissions discovered by or made known to the Contractor as a request for information in such form as the Architect may require. It is recognized that the Contractor’s review is made in the Contractor’s capacity as a contractor and not as a licensed design professional, unless otherwise specifically provided in the Contract Documents. If the Contractor performs any construction activity which involves an error, inconsistency or omission in the Contract Documents, and the Contractor knew or, based on industry standards, reasonably should have known of such error, inconsistency or omission, and the Contractor did not receive a written clarification from the Architect prior to commencing Work, the Contractor shall be responsible for all costs of correcting same.”

10. The following language is added to the last line of Section 3.2.4: “. . . unless the Contractor recognized or should have recognized such error, inconsistency, omission or differences and failed to report it to the Architect.”

11. Section 3.3.1 is hereby amended as follows: “The Contractor shall supervise and direct the Work, using the Contractor’s best skill and attention. The Contractor shall be solely responsible for, and have control over, construction means, methods, techniques, sequences and procedures and for coordinating all portions of the Work under the contract, including all means, methods, techniques, sequences and procedures reasonably necessary or recommended to minimize the likelihood of the presence of mold, bacteria, fungi, viruses and spores in the Project or the materials which are to be incorporated into the Project unless the Contract Documents give

other specific instructions concerning these matters. If the Contract Documents give specific instructions concerning construction means, methods, techniques, sequences or procedures, the Contractor shall evaluate the jobsite safety thereof and, except as stated below, shall be fully and solely responsible for the jobsite safety of such means, methods, techniques, sequences or procedures. If the Contractor determines that such means, methods, techniques, sequences or procedures may not be safe, the Contractor shall give timely written notice to the Owner and Architect and shall not proceed with that portion of the Work without further written instructions from the Architect which are approved by the Owner. If the Contractor is then instructed to proceed with the required means, methods, techniques, sequences or procedures without acceptance of changes proposed by the Contractor, the Owner shall be solely responsible for any loss or damage arising solely from the Owner-required means, methods, techniques, sequences or procedures.”

12. The following is added at the end of Section 3.5: “The Contractor shall assign and deliver to the Owner, as a condition to receiving final payment, originals of any and all manufacturer’s warranties pertaining to the Work or any portion thereof.”

13. Section 3.7.1 is hereby amended as follows: ~~“Unless otherwise provided in the Contract Documents, the Contractor shall secure and pay for the building permit as well as for other permits, fees, licenses, and inspections by government agencies necessary for proper execution and completion of the Work. That are customarily secured after execution of the Contract and legally required at the time bids are received or negotiations concluded.”~~

14. Section 3.7.3 is hereby deleted and the following is substituted therefor: “The Contractor has no knowledge that any of the Contract Documents violates any such laws, statutes, ordinances, building codes or rules and regulations. If the Contractor performs any Work knowing it to be contrary to laws, statutes, ordinances, building codes or rules and regulations applicable to the Contractor’s work, the Contractor shall be responsible for all damages resulting from such performance and shall bear all costs of correcting the same.”

15. Section 3.10.3 is hereby amended as follows: “The Contractor shall perform the Work in general accordance with the most recent schedules submitted to and approved by the Owner and Architect. Any schedules submitted by the Contractor shall be assumed to be approved by the Owner and Architect unless either notifies the Contractor in writing of their objection within 10 business days.”

16. The following language is added at the end of Section 3.11: “The record set of drawings shall clearly show all changes and ‘as installed’ information relating to the Work. The information to be recorded on the record set includes, without limitation, (a) all revisions made, (b) all omissions including Work omitted by accepted alternates, (c) dimensioned locations of all utility lines such as primary conduit runs, piping and similar work, (d) locations of all control valves, (e) all additions to the Work, (f) all changes in details, (g) all changed footing or other elevations, (h) all changes in locations of panel boards, outlets, drains, piping, openings, dampers and similar features, and (i) all other similar data.

17. The following language is added to the last line of Section 3.12.1: “. . . the Work and shall be prepared by persons and entities possessing expertise and experience in the trade for which the Shop Drawing is prepared and, if required by law, by licensed professionals.”

18. The following language is added to the last line of Section 3.15.1: “. . . the Project and leave the building in a broom-clean condition, with all glass washed, all stains removed, all hardware cleaned, all fixtures cleaned, all tile or concrete floors washed, and all carpets vacuumed.”

19. Section 3.18.1 is hereby amended as follows: “To the fullest extent permitted by law, the Contractor shall indemnify and hold harmless the Owner, Architect, Architect’s consultants, officers, directors, board members, administrators, and agents and employees of any of them from and against claims, damages, losses and expenses, including but not limited to attorneys’ fees, arising out of or resulting from performance of the Work, provided that such claim, damage, loss or expense is attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property (other than the Work itself), but only to the extent caused by the negligent acts or omissions of the Contractor, a Subcontractor, anyone directly or indirectly employed by them or anyone for whose acts they may be liable, regardless of whether or not such claim, damage, loss or expense is caused in part by a party indemnified hereunder. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity which would otherwise exist as to a party or person described in this Section 3.18.”

20. The following language is added as Section 3.18.3: “This indemnification shall be specifically covered by contractual liability insurance to be incorporated in the Contractor’s general liability insurance policy and shall be so stated in the insurance certificates provided by the Contractor, all as reasonably acceptable to Owner.”

21. Section 4.1.2 is hereby amended as follows: “Duties, responsibilities and limitations of authority of the Architect as set forth in the Contract Documents shall not be restricted, modified or extended without written consent of the Owner, Contractor, and Architect. Consent shall not be reasonably withheld.”

22. Section 4.2.4 is hereby amended as follows: “~~Except as otherwise provided in the Contract Documents or when direct communications have been specially authorized,~~ the Owner and Contractor shall endeavor to may communicate with each other directly through the ~~but shall keep the Architect informed~~ about matters arising out of or relating to the Contract. Communications by and with the Architect’s consultants shall be through the Architect. Communications by and with Subcontractors and material suppliers shall be through the Contractor. Communications by and with separate contractors shall be through the Owner.”

23. Section 4.2.13 is hereby revised to read that the Architect and Owner will have final authority regarding matters relating to aesthetic effect.

24. The following language is added as additional paragraphs under Section 5.3: “Any part of the Work performed for the Contractor by a Subcontractor shall be pursuant to a written

subcontract between the Contractor and such Subcontractor. In addition to the requirements set forth in Subparagraph 5.3.1, each such subcontract shall contain provisions that:

- .1 require that such Work be performed in accordance with the requirements of the Contract Documents;
- .2 except as otherwise agreed to by the Owner in writing, require the Subcontractor to carry and maintain insurance coverage in accordance with the requirements of the applicable Subcontractor agreement, and to file certificates of such coverage with the Contractor; and,
- .3 require that each Subcontractor continue to perform under its subcontract in the event the Contract is terminated, and the Owner takes an assignment of said subcontract and requests such Subcontractor to continue such performance.

All contracts between Subcontractors and Sub-subcontractors (at any tier) shall also contain the foregoing provisions.”

25. Section 5.4.1 is hereby amended as follows: “Each subcontract agreement for a portion of the Work is assigned by the Contractor to the Owner, provided that:

- .1 assignment is effective only after termination of the Contract by the Owner ~~for cause pursuant to Section 14.2~~ and only for those subcontract agreements that the Owner accepts by notifying the Subcontractor and Contractor in writing; and,
- .2 assignment is subject to the prior rights of the surety, if any, obligated under any bond relating to the Contract.

Notwithstanding anything to the contrary in any of the Contract Documents, if the Owner accepts assignment of any Subcontract, the Owner shall be responsible to the Subcontractor only for (a) those obligations of the Contractor to Subcontractor that accrued in the performance by the Subcontractor of a portion of the Work, and for which Work the Owner has not paid Construction Manager under the Cost of Work provisions of this Contract, and (b) those obligations to the Subcontractor that accrue subsequent to the date of the Owner’s acceptance. Except as stated in the preceding sentence, the Owner shall have no responsibility for any of the Contractor’s obligations to Subcontractor arising on or before the date of such acceptance.

~~When the Owner accepts the assignment of a subcontract agreement, the Owner assume the Contractor’s rights and obligations under the subcontract.”~~

26. Section 7.4 is hereby amended as follows: “The Architect has authority to order minor changes in the Work not involving adjustment in the Contract Sum or extension of the Contract Time, ~~and not inconsistent with the intent of the Contract Documents, and not authorizing lesser quality or quantity of Work.~~ Such changes will be effected by written order signed by the Architect and shall be binding on the Owner and Contractor.”

27. Section 9.3.1 is hereby amended as follows: “At least ten days before the date established for each progress payment, the Contractor shall submit to the Architect an itemized Application

for Payment prepared in accordance with the schedule of values, if required under Section 9.2., for completed portions of the Work. Such application shall be notarized, if required, and supported by such data substantiating the Contractor's right to payment as the Owners or Architect may reasonably require, such as copies of requisitions from Subcontractors and material suppliers, and shall reflect retainage if provided for in the Contract Documents. Such Application for Payment shall be certified as correct by the Contractor. In addition, such Application for Payment shall contain a certification by the Contractor that the Contractor has no knowledge of any notices of intent to file claim for lien or claims for lien as of the date of such Application for Payment, and that there is no known basis for the filing of any notices of intent to file claim for lien or claims for a lien on payment for the Work."

28. Section 9.5.1 is hereby amended as follows: ". . . .7 ~~repeated~~ material failure to carry out the Work in accordance with the Contract Documents."

In addition, the Owner may withhold any payment or portion thereof to the Contractor in connection with the Project if and for so long as the Contractor fails to perform any of its obligations, or is in default, under any of the Contract Documents; provided, however, that any payment withheld by the Owner shall be limited to an amount sufficient to cure any such failure of performance or default by the Contractor."

29. The following language is added to line 3 of Section 9.8.1: ". . . Work for its intended use and a permanent or temporary certificate of occupancy, as applicable, has been issued by the governing municipality."

30. Section 9.10.2 is hereby amended as follows: ". . . (2) a certificate evidencing that insurance required by the Contract Documents to remain in force after final payment is currently in effect and will not be canceled or allowed to expire until at least 30 days' prior written notice has been given to the Owner,..."

31. Section 9.10.4 is hereby deleted in its entirety and the following is substituted therefor: "INTENTIONALLY OMITTED."

32. The following language is added at the end of Section 10.2.4: "Notwithstanding the foregoing, the Contractor shall not use any explosives, hazardous or toxic materials on the Project site that are not reasonably required in connection with the Work."

33. Section 10.3.4 is hereby amended as follows: "The Owner shall not be responsible under this Section 10.3 for materials or substances the Contractor brings to the site unless such materials or substances are required by the Contract Documents. Notwithstanding the foregoing, if the Contractor uses any materials or substances required by the Contract Documents in violation of applicable laws, or if as a result of the negligence, misconduct, or fault of the Contractor any such materials or substances cause any damages to the Owner, then in such event, the Contractor shall be responsible for such damages. The Owner shall be responsible for materials or substances required by the Contract Documents, except to the extent of the Contractor's fault or negligence in the use and handling of such materials or substances."

34. Section 11.1.2 is deleted in its entirety and the following is substituted therefor: “INTENTIONALLY OMITTED”.

35. The following language is hereby amended as follows: “Certificates of insurance acceptable to the Owner shall be filed with the Owner prior to commencement of the Work and thereafter upon renewal or replacement of each required policy of insurance. These certificates and the insurance policies required by this Section 11.1 shall contain a provision that coverages afforded under the policies will not be canceled or allowed to expire until at least 30 days’ prior written notice has been given to the Owner. An additional certificate evidencing continuation of liability coverage, including coverage for completed operations, shall be submitted with the final Application for Payment as required by Section 9.10.2 and thereafter upon renewal or replacement of such coverage until the expiration of the time required by Section 11.1.1~~2~~. Information concerning reduction of coverage on account of revised limits or claims paid under the General Aggregate, or both, shall be furnished by the Contractor with reasonable promptness. ~~The contractor~~ Contractor shall provide written notification to the Owner of the cancellation or expiration of any insurance required by Section 11.1. The Contractor shall provide such written notice within five (5) business days of the date the Contractor is first aware of the cancellation or expiration, or is first aware that the cancellation or expiration is threatened or otherwise may occur, whichever comes first.”

36. Section 11.1.4 is hereby deleted in its entirety and the following is substituted therefor: “INTENTIONALLY OMITTED”.

37. The following language is added at the end of Section 11.3.1.1: “The property insurance provided by the Owner shall not cover any tools, apparatus, machinery, scaffolding, hoists, forms, staging, shoring and other similar items commonly referred to as construction equipment which may be on the Project site. The Contractor shall make its own arrangements for any insurance it may require on such construction equipment. Any such policy obtained by the Contractor shall include a waiver of subrogation in accordance with the requirements of Subparagraph 11.3.7.”

38. Section 11.3.6 is hereby deleted and the following is substituted therefor: “Before an exposure to loss may occur, the Owner shall file with the Contractor a copy of each policy that includes insurance coverages required by this Section 11.3. Each policy shall contain all generally applicable conditions, definitions, exclusions, and endorsements related to this Project. Each policy shall contain a provision that the policy will not be canceled or allowed to expire, and that its limits will not be reduced, until at least 30 days’ prior written notice has been given to the Contractor.”

39. Section 11.4.1 is hereby deleted and the following is substituted therefor: “The Owner shall have the right to require the Contractor to furnish bonds covering faithful performance of the Contract and payment of obligations arising thereunder as stipulated in bidding requirements or specifically required in the Contract Documents on the date of execution of the GMP Amendment.”

40. The following language is hereby amended in line 1 of Section 12.2.2.1: “In addition to the Contractor’s obligations under Section 3.5., if, within ~~one~~ two years . . .”
41. The following language is hereby amended in line 7 of Section 12.2.2.1: “. . . discovery of the condition. During the ~~one~~two-year period . . .”
42. The following language is hereby amended in line 1 of Section 12.2.2.2: “The ~~one~~two-year period . . .”
43. The following language is hereby amended in line 1 of Section 12.2.2.3: “The ~~one~~two-year period . . .”
44. The following language is hereby amended in line 2 of Section 12.2.5 as follows: “. . . other obligations the Contractor has under the Contract Documents. Establishment of the ~~one~~ two-year period . . .”
45. Section 13.4.3 is added as an additional section as follows: “The invalidity of any part or provision of the Contract Documents shall not impair or affect in any manner the validity or enforceability of the remaining parts and provisions of the Contract Documents.”
46. The following language is added to the last line of Section 13.5.1 as follows: “. . . or unless such tests, inspections or approvals arise out of defective Work.”
47. Section 13.7 is hereby amended as follows: “The Owner and Contractor shall commence all claims and causes of action, whether in contract, tort, breach of warranty or otherwise, against the other arising out of or related to the Contract in accordance with the requirements of the final dispute resolution method selected in the Agreement within the time period specified by applicable law, ~~but in any case not more than 10 years after the date of Substantial Completion of the Work, The Owner and Contractor waive all claims and causes of action not commenced in accordance with this Section 13.7.~~”
48. Section 14.1.1.5 is hereby deleted.
49. Section 14.1.3 is hereby amended as follows: “If one of the reasons described in Section 14.1.1 or 14.1.2 exists, the Contractor may, upon seven days’ written notice to the Owner and Architect, terminate the Contract and recover from the Owner payment for Work executed, including reasonable overhead and profit on such completed Work, costs incurred by reason of such termination, and damages.”
50. The following language is hereby amended in line .1 of Section 14.2.1 as follows: “.1 ~~repeatedly~~ refuses . . .;”
51. The following language is hereby amended in line .3 of Section 14.2.1 as follows: “.3 ~~repeatedly~~ disregards applicable laws, statutes, ordinances, codes, rules and regulations, or lawful orders of a public authority;~~or~~”.

52. The following language is hereby amended in line .4 of Section 14.2.1 as follows: “.4 otherwise is guilty of substantial breach of a provision of the Contract Documents; or”.

53. Section 14.2.4 is hereby deleted and the following is substituted therefor: “If the unpaid balance of the Contract Sum exceeds costs of finishing the Work, including compensation for the Architect’s services and expenses made necessary thereby, and other damages incurred by the Owner and not expressly waived, such excess shall be paid to the Contractor. If such costs and damages exceed the unpaid balance, the Contractor shall pay the difference to the Owner. This obligation for payment shall survive termination of the Contract.”

54. The following language is added at the end of Section 15.1.5.2 as follows: “Notwithstanding anything to the contrary in the Contract Documents, claims for additional time due to adverse weather conditions shall be made within ~~seven~~ twenty five (725) days of the date of the delaying adverse weather condition. The Contractor warrants and represents that the construction schedule shall contain allowances for delay caused by adverse weather conditions under normal seasonal conditions and no claim for increased time will be made or recognized as a result of such normal adverse weather conditions.”

55. The following language is hereby amended in line 7 of Section 15.3.2 as follows: “...mediation for a period of ~~60~~ 30 days from . . .”

56. Section 15.4 is deleted in its entirety and the following is substituted therefor: “INTENTIONALLY OMITTED.”

This Agreement is entered into as of this ____ day of August, 2017.

EVANSVILLE COMMUNITY
SCHOOL DISTRICT

J.P. CULLEN & SONS, INC.

By: _____

By: _____

Dated: _____

Dated: _____

KID'S FIRST ACCOUNT SUMMARY 7-19-2017

21 R 000 291 500000 025

REVENUES

1/31/2017 CR	KIDS FIRST DONATION	500.00
2/28/2017 JE	KIDS FIRST DONATION - REMAINING	2.70
2/28/2017 CR	KIDS FIRST DONATION - KROLL	100.00
2/28/2017 CR	KIDS FIRST DONATION - EEF	<u>2,000.00</u>
		2,602.70

EXPENSES BY BUILDING

21 E 100 411 240000 025

LEVI

10/12/2016 AP	SEPTEMBER STOP PURCHASES	(24.00)
10/31/2016 JE	K FIELD TRIP	(42.00)
10/31/2016 JE	1ST FIELD TRIP	(52.00)
11/17/2016 AP	OCTOBER STOP PURCHASES	(170.80)
11/30/2016 JE	TRANSFER FROM KIDS TO 1ST GRADE FIELD TRIP	(49.00)
12/8/2016 AP	KIDS FIRST NOVEMBER	(115.20)
1/6/2017 AP	KIDS FIRST DECEMBER	(50.40)
2/28/2017 JE	TRANSFER TO 2ND GRADE FIELD TRIP	(80.00)
3/31/2017 JE	TRANSFER TO LEVI AT RISK	(21.00)
3/31/2017 JE	TRANSFER TO 1ST GRADE FILED TRIPS	(16.00)
3/31/2017 JE	TRANSFER TO K FIELD TRIPS	(36.00)
5/31/2017 JE	TRANSFER TO 2ND GRADE FIELD TRIP	<u>(6.50)</u>
		(662.90)

21 E 200 411 240000 025

JC MCKENNA

11/17/2016 AP	OCTOBER STOP PURCHASES	(82.90)
12/8/2016 AP	KIDS FIRST NOVEMBER	(129.05)
12/31/2016 JE	TRANSFER FROM KIDS FIRST	(70.00)
12/31/2016 JE	TRANSFER FROM KIDS FIRST	(5.00)
1/6/2017 AP	KIDS FIRST DECEMBER	<u>(48.50)</u>
		(335.45)

21 E 300 411 240000 025

TRIS

10/12/2016 AP	SEPTEMBER STOP PURCHASES	(24.00)
11/17/2016 AP	OCTOBER STOP PURCHASES	(134.40)
12/8/2016 AP	KIDS FIRST NOVEMBER	(182.40)
1/6/2017 AP	KIDS FIRST DECEMBER	<u>(91.20)</u>
		(432.00)

21 E 400 411 240000 025

HS

10/12/2016 AP	SEPTEMBER STOP PURCHASES	(2.75)
10/31/2016 JE	DON QUIJOTE FIELD TRIP	(53.75)
11/17/2016 AP	OCTOBER STOP PURCHASES	<u>(3.85)</u>
		(60.35)

TOTAL EXPENSES (1,490.70)
 FUNDS AVAILABLE 1,112.00

Fd T Loc Obj Func	Prj	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
21 R 000 291	500000	025											
01/31/17	CR	01/17-01				55		KIDS FIRST DONATION		01/31/17			-500.00
02/28/17	JE	02/17-06				6		KIDS FIRST DONATION-REMAINING		03/06/17			-2.70
								FS BALANCE					
02/28/17	CR	02/17-01				49		KIDS FIRST DONATION-KROLL		02/28/17			-100.00
02/28/17	CR	02/17-01				54		KIDS FIRST DONATION-EEF		02/28/17			-2,000.00
								*21 R 000 291 500000 025					-2,602.70
								*Cash Receipts					-2,600.00
								*Journal Entries					-2.70
								2,602.70 Receipts					0.00
								-2,602.70 Unreceived					0.00
21 E 100 411	110000	025											
								*21 E 100 411 110000 025					0.00
								0.00 Left					0.00
								0.00 Spent					0.00
								0.00 Open Po					0.00
21 E 100 411	240000	025											
10/12/16	AP	24				J.C. MCKENNA MIDDLE SCHOOL	0	SEPTEMBER STOP PURCHASES	10112016	10/11/16	80615	10/12/16	24.00
10/31/16	JE	10/17-06					16	K FIELD TRIP		10/31/16			42.00
10/31/16	JE	10/17-06					19	1ST FIELD TRIP		10/31/16			52.00
11/17/16	AP	24				J.C. MCKENNA MIDDLE SCHOOL	0	OCTOBER STOP PURCHASES	11012016	11/16/16	80770	11/17/16	170.80
11/30/16	JE	11/17-06					11	TRANSFER FROM KIDS FIRST TO 1ST GRADE FIELD TRIP8		12/13/16			49.00
12/08/16	AP	24				EVANSVILLE HIGH SCHOOL	0	KIDS FIRST NOVEMBER	12012016	12/07/16	80841	12/08/16	115.20
01/06/17	AP	24				EVANSVILLE HIGH SCHOOL	0	KIDS FRIST DECEMBER	01012017	01/06/17	80981	01/06/17	50.40
02/28/17	JE	02/17-06					3	TRANSFER TO 2ND GRADE FIELD TRIP		03/06/17			80.00
03/31/17	JE	03/17-06					3	TRANSFER TO LEVI AT RISK		03/31/17			21.00
03/31/17	JE	03/17-06					5	TRANSFER TO 1ST GRADE FIELD TRIPS		03/31/17			16.00
03/31/17	JE	03/17-06					7	TRANSFER TO K FIELD TRIPS		03/31/17			36.00
05/31/17	JE	05/17-06					9	TRANSFER TO 2ND GRADE FIELDTRIP		06/08/17			6.50
								*21 E 100 411 240000 025					662.90
								*Accounts Payable					360.40
								*Journal Entries					302.50
								662.90 Spent					0.00
								0.00 Budgeted					0.00
								662.90 Spent					0.00
								0.00 Budgeted					0.00
								662.90 Spent					0.00
								0.00 Budgeted					0.00
								662.90 Spent					0.00
								0.00 Budgeted					0.00
								662.90 Spent					0.00
								0.00 Budgeted					0.00
								662.90 Spent					0.00

Fd	T	Loc	Obj	Func	Prj	Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
21	E	200	411	240000	025	11/17/16	AP	24	24	J.C. MCKENNA MIDDLE SCHOOL	0	OCTOBER STOP PURCHASES	11012016	11/16/16	80770	11/17/16	82.90
12/08/16	AP	24	24	EVANSVILLE HIGH SCHOOL	0	KIDS FIRST NOVEMBER	12012016	12/07/16	80841	12/08/16	129.05						
12/31/16	JE	12/17-06	4	TRANSFER FROM KIDS FIRST	01/10/17	70.00											
12/31/16	JE	12/17-06	5	TRANSFER FROM KIDS FIRST	01/10/17	5.00											
01/06/17	AP	24	24	EVANSVILLE HIGH SCHOOL	0	KIDS FRIST DECEMBER	01012017	01/06/17	80981	01/06/17	48.20						
*21 E 200 411 240000 025																	
*Accounts Payable																	
*Journal Entries																	
0.00 Budgeted 335.15 Spent 0.00 0.00 Open Po -335.15 Unencumbered																	
21	E	300	411	240000	025	10/12/16	AP	24	24	J.C. MCKENNA MIDDLE SCHOOL	0	SEPTEMBER STOP PURCHASES	10112016	10/11/16	80615	10/12/16	24.00
11/17/16	AP	24	24	J.C. MCKENNA MIDDLE SCHOOL	0	OCTOBER STOP PURCHASES	11012016	11/16/16	80770	11/17/16	134.40						
12/08/16	AP	24	24	EVANSVILLE HIGH SCHOOL	0	KIDS FIRST NOVEMBER	12012016	12/07/16	80841	12/08/16	182.40						
01/06/17	AP	24	24	EVANSVILLE HIGH SCHOOL	0	KIDS FRIST DECEMBER	01012017	01/06/17	80981	01/06/17	91.20						
*21 E 300 411 240000 025																	
*Accounts Payable																	
*Journal Entries																	
0.00 Budgeted 432.00 Spent 0.00 0.00 Open Po -432.00 Unencumbered																	
21	E	400	411	240000	025	10/12/16	AP	24	24	J.C. MCKENNA MIDDLE SCHOOL	0	SEPTEMBER STOP PURCHASES	10112016	10/11/16	80615	10/12/16	2.75
10/31/16	JE	10/17-06	20	DON QUIIJOYE FIELD TRIP	10/31/16	53.75											
11/17/16	AP	24	24	J.C. MCKENNA MIDDLE SCHOOL	0	OCTOBER STOP PURCHASES	11012016	11/16/16	80770	11/17/16	3.85						
*21 E 400 411 240000 025																	
*Accounts Payable																	
*Journal Entries																	
0.00 Budgeted 60.35 Spent 0.00 0.00 Open Po -60.35 Unencumbered																	
Total for Accounts Payable 1,059.15																	
Total for Cash Receipts -2,600.00																	
Total for Journal Entries 428.55																	
Grand Total -1,112.30																	

Fd T Loc Obj Func Proj Date Src Sub Batch Vendor Name/Ref PO#/Line# Description Inv#/Desc2 Inv Date Chk#/Rec# Check Date Amount

Grand Totals Account Summary:

Revenues:	0.00	Budgeted	2,602.70	Receipts	-2,602.70	Unreceived	%	0.00					
Expenses:	0.00	Budgeted	1,490.40	Spent	-1,490.40	Left	%	0.00	0.00	Open Po	-1,490.40	Unencumbered	

Number of Accounts: 6

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

KID'S FIRST ACCOUNT SUMMARY 7-26-2016

21 R 000 291 500000 025

REVENUES

2/28/2013 CR	EVANSVILLE EDUCATION	4,000.00
6/30/2013 CR	UNCLAIMED F.S./FEE MONEY FOR	110.45
3/31/2013 CR	DONATION - EEF	183.00
9/30/2014 CR	DONATION - EEF	62.00
9/30/2014 CR	EVANS FOUNDATION OF SOUTHERN WI	470.00
10/31/2014 CR	DONATION - EEF	250.00
4/30/2015 CR	LEVI LUNCH DONATION	50.00
1/31/2014 CR	DONATION - EEF	30.00
8/31/2015 CR	BACK TO SCHOOL DAYS DONATIONS	124.00
8/31/2015 CR	BACK TO SCHOOL DAYS DONATIONS	29.00
1/31/2016 CR	KIDS FIRST DONATION	500.00
1/31/2016 CR	KIDS FIRST DONATION	100.00
2/29/2016 CR	KIDS FIRST DONATION	21.90
5/31/2016 CR	KIDS FIRST DONATION	50.00
	TOTAL REVENUE	5,980.35

EXPENSES BY BUILDING

21 E 100 411 240000 025

LEVI

6/20/2013 AP	KIDS FIRST FOR THE BOOK FAIR	(110.78)
10/9/2013 AP	KIDS FUND - FOR ANGELINA	(12.25)
1/30/2014 AP	FOR BRIANNA JUDD FEES (3.00)	(8.60)
4/30/2014 JE	P-CARD	(29.65)
6/30/2014 JE	P-CARD	(11.57)
3/5/2015 AP	STUDENT FIRST TO LUNCH	(9.00)
4/14/2015 AP	STUDENT FIRST TO LUNCH	(4.50)
5/7/2015 AP	LEVI KIDS FIRST TO LUNCH	(9.75)
6/9/2015 AP	KIDS FIRST LUNCH ACCOUNTS -	(20.25)
6/9/2015 AP	SNACKS FOR KIDS FIRST - LL	(13.86)
9/25/2015 AP	STUDENT FEES	(3.00)
11/9/2015 AP	STUDENT LUNCH PAYMENTS	(6.75)
1/18/2016 AP	STUDENT LUNCH PAYMENTS	(15.40)
2/5/2016 AP	STUDENT LUNCH PAYMENTS	(22.50)
3/11/2016 AP	STUDENT LUNCH PAYMENTS	(22.50)
3/28/2016 AP	STUDENT LUNCH PAYMENTS	(36.00)
4/15/2016 AP	STUDENT FEES	(16.00)
5/5/2016 AP	STUDENT LUNCH PAYMENTS	(67.50)
6/10/2016 AP	STUDENT LUNCH PAYMENTS	(92.25)
		<u>(512.11)</u>

21 E 200 411 240000 025

JC MCKENNA

1/10/2014 AP	FOOT AND ANKLE X-RAY FOR	(126.00)
1/29/2014 AP	VICTORIA CORBELO - FOR	(1,029.55)
12/16/2014 AP	LUNCH TRANSFER	(40.00)
1/2/2015 AP	BOOTS FOR STUDENT 12/1/14	(50.00)
3/5/2015 AP	STUDENT FIRST TO LUNCH	(17.90)

4/14/2015 AP	KIDS FIRST TO LUNCH ACCOUNTS	(31.95)
5/7/2015 AP	MS KIDS FRIST TO LUNCH ACCOUT	(8.30)
10/5/2015 AP	FOOD FOR STUDENT	(5.79)
10/5/2015 AP	SNACKS FOR STUDENT	(9.48)
10/5/2015 AP	SHIRT FOR STUDENT	(9.00)
10/5/2015 AP	STUDENT FEES	(17.00)
10/16/2015 AP	STUDENT TICKETS TO PLAY - WICKED	(500.00)
10/29/2015 AP	CLASSROOM SUPPLIES	(14.46)
11/9/2015 AP	MS KIDS FIRST ACCOUNT OCTOBER	(17.90)
12/8/2015 AP	KIDS FIRST REIMBURSEMENT	(0.64)
12/8/2015 AP	KIDS FIRST TO COVER FEESAND	(47.10)
12/8/2015 AP	STUDENT LUNCH ACCOUNTS	(15.40)
12/28/2015 AP	KIDS FIRST REIMBURSEMENT	(7.38)
1/18/2016 AP	REIMBURSEMENT FOR SNACKS	(14.08)
1/18/2016 AP	STUDENT LUNCH ACCOUNTS	(37.54)
2/5/2016 AP	STUDENT LUNCH ACCOUNTS	(25.60)
2/29/2016 CR	KIDS FIRST REIMBURSEMENT	5.10
3/11/2016 AP	STUDENT LUNCH ACCOUNTS	(6.40)
3/28/2016 AP	STUDENT LUNCH ACCOUNTS	(18.85)
5/5/2016 AP	STUDENT LUNCH ACCOUNTS	(2.55)
6/10/2016 AP	STUDENT LUNCH ACCOUNTS	(43.60)
6/30/2016 AP	CLARINET RENTAL	(25.00)
6/30/2016 AP	CLARINET RENTAL	(25.00)
6/30/2016 AP	CLARINET RENTAL	(25.00)
6/30/2016 AP	ALTO SAX RENTAL	(43.00)
6/30/2016 AP	TRUMPET RENTALS	(125.00)
		<u>(2,334.37)</u>

21 E 300 411 240000 025

TRIS

6/7/2013 AP	STUDENT SUPPLIES	(100.00)
1/31/2014 JE	P-CARD	(146.66)
1/22/2015 AP	BOOTS/GLOVES FOR STUDENT	(43.98)
2/26/2015 AP	LUNCH REIMBURSEMENT STUDENT	(10.00)
2/28/2015 JE	P-CARD FOR FEB	(74.15)
3/5/2015 AP	TRIS STUDENT FIRST TO LUNCH	(2.25)
4/14/2015 AP	MARCH LUNCH TO KIDS FIRST	(9.00)
5/7/2015 AP	TRIS KIDS FIRST TO LUNCH	(14.60)
6/9/2015 AP	KIDS FIRST LUNCH ACCOUNTS	(70.85)
10/5/2015 AP	TRIS KIDS FIRST	(4.50)
11/9/2015 AP	TRIS KIDS FIRST ACCOUNT	(31.50)
12/8/2015 AP	TRIS KIDS FIRST STOP	(13.50)
1/18/2016 AP	STUDENT LUNCH ACCOUNTS	(44.00)
2/5/2016 AP	STUDENT LUNCH ACCOUNTS	(56.25)
3/11/2016 AP	STUDENT LUNCH ACCOUNTS	(72.00)
3/28/2016 AP	STUDENT LUNCH ACCOUNTS	(110.25)
5/5/2016 AP	STUDENT LUNCH ACCOUNTS	(101.25)
6/10/2016 AP	STUDENT LUNCH ACCOUNTS	<u>(184.50)</u>

21 E 400 411 240000 025		(1,089.24)
	<u>HS</u>	
4/9/2014 AP	KIDS FIRST ACCT TO PAY 3	(155.00)
6/25/2014 AP	DRIVERS ED SCHOLARSHIP	(770.00)
5/7/2015 AP	DRIVER'S ED SCHOLARSHIPS	(275.00)
9/25/2015 AP	STUDENT FEES	(10.00)
9/25/2015 AP	STUDENT FEES	(50.00)
10/5/2015 AP	STUDENT LUNCH ACCOUNTS	(26.95)
11/9/2015 AP	STUDENT LUNCH ACCOUNTS	(36.45)
12/8/2015 AP	STUDENT LUNCH ACCOUNTS	(70.75)
1/18/2016 AP	STUDENT LUNCH ACCOUNTS	(14.96)
6/10/2016 AP	STUDENT FEES	(42.00)
		<u>(1,451.11)</u>
	TOTAL EXPENSES	<u>(5,386.83)</u>
	FUNDS AVAILABLE	<u>593.52</u>

EVANSVILLE AGRICULTURE DEPARTMENT
EVANSVILLE FFA
640 SOUTH FIFTH STREET
EVANSVILLE, WI 53536

PHONE (608) 882-3541

FAX (608) 882-6157

Advisor: James Kvalheim

August 2, 2017

To: School Board

From: Mr. Jim Kvalheim

Re: FFA Overnight Excursion Request to School Board for 2017-2018

*National Convention in Indianapolis, Indiana October 25-28. We'll be staying in a hotel in Indianapolis and will be traveling with a group of 55 from Janesville Craig, Janesville Parker, Edgerton and Evansville. For 10-12 students.

Student cost-\$125.00

Cost to District- Substitute Teacher for Wednesday, Thursday, Friday

The FFA Alumni will provide the rooming costs for each student to attend (approx..\$100)

Funds from fundraising will cover the rest ~\$50-\$100

Transportation: Coach bus

Number of Chaperones: 6-7 for entire bus-1 adult per school-Agriculture teachers

Mr. Kvalheim and will attend

Forms-students will all sign an Overnight Excursions form and an FFA Conduct form in addition to receiving an itinerary of the four day trip.

***212 degree Leadership Conference and 360 degree Advanced Leadership Training Conference.**

November 10th and 11th at the Conference Center in Green Bay, WI. I will be taking 2-8 members with another school from the area.

Student cost: \$50 The FFA and FFA Alumni will cover the remaining costs

Cost to district: ½ day substitute

Location: Green Bay, WI

Transportation: Van or Bus shared with Janesville or surrounding schools

Number of chaperones: 1-Mr. Kvalheim will attend with chaperones from Janesville and other schools

Forms: overnight excursion forms will be completed

*Half-Time Leadership Workshop for 2 upperclassmen FFA Officers. Stevens Point, WI. January 12th and 13th. Leadership workshop for officers to motivate and encourage new ideas for the 2nd half of the year. FFA Advisor workshops and Professional Development for Mr. Kvalheim.

Student cost: \$25 The Evansville FFA Chapter will cover the rest
Cost to district: 1 day substitute (Friday)
Location: Holiday Inn, Stevens Point, WI
Transportation: joint ride with Janesville or Oregon FFA advisor and 2 members
Number of chaperones: 1-Mr. Kvalheim will attend
Forms: overnight excursion forms will be completed

***Wisconsin FFA Farm Forum** February 16th and 17th in Wisconsin Rapids. I will be taking 2-4 FFA members that are Juniors in High School and have strong interests in production agriculture.

Student cost: Free
Cost to district: ½ day substitute and the Evansville FFA (and the Rock County Farm Bureau) will cover the rest of the expenses
Location: Wisconsin Rapids, WI
Transportation: Carpool with another school, School Van
Number of chaperones: 1-2 -Mr. Kvalheim will attend
Forms: overnight excursion forms will be completed

***Evansville FFA Banquet Planning Extravaganza** Sometime in February or March

Student cost: Free
Cost to district: ½ day substitute and the Evansville FFA will cover the rest of the expenses
Location: Madison, Sun Prairie, or Wisconsin Dells
Transportation: School Van
Number of chaperones: 2 -Mr. Kvalheim will attend
Forms: overnight excursion forms will be completed

***Experiencing Discovery, Growth and Excellence (EDGE) Conference and 212 degrees of Leadership Workshop – Manitowoc, WI March 23rd and 24th**

I will be taking 2-8 members in grades 7-10 with another school from the area.

Student cost: \$50
Cost to district: ½ day substitute
Location: Manitowoc, WI
Transportation: Vehicle shared with Janesville or surrounding schools
Number of chaperones: 1-Mr. Kvalheim will attend with chaperones from other schools
Forms: overnight excursion forms will be completed

***Wisconsin State FFA Convention**

June 11th - 14th at the Alliant Energy Center in Madison, WI

Leave at 7:30am Tuesday and return at 1:00pm on Thursday

Transportation: School Van

Chaperone: Mr. Kvalheim

Cost to District - \$0

Cost to Student No cost – but they will need money for Food for 2-3 lunch meals, souvenirs.

The Evansville FFA and Alumni will cover the cost of the Hotel Rooms.

Schedule of events in Brief:

Tuesday: Leave 7:30 a.m. on Tuesday Morning in official dress

Delegate business sessions, workshops, courtesy corps, possible tours, supper at Red Robin and Hypnotist Jim Wand in the evening.

Wednesday: award sessions, leadership workshops, State Degree Ceremony, courtesy corps, dance, band and chorus concerts, announce state officers!

Thursday: Last session, choir/band concert, drive back home ~ 1:00pm

***FFA Officer Training.** Spring (May, June, July, August). This will be a Friday to Saturday evening event, or if held in the summer it will be Monday through Wednesday. We will be doing team building activities, leadership training, and planning activities. During this trip the students will develop the Program of Activities for the entire year.

Student cost: snacks and a meal

Cost to district: The FFA will fund this leadership training

Location: Cabin or camping in Wisconsin Dells, Wyalusing State Park, Montello or Green Lake

Transportation: Mr. Kvalheim's Vehicle or school van

Forms: overnight excursion forms will be completed

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

The regular meeting of the Board of Education of the Evansville Community School District was held Monday, August 14, 2017, 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, Hamilton, Hammann, Hennig, Rasmussen, and Titus.

APPROVE AGENDA

Motion by Mr. Busse, seconded by Mr. Hennig, moved to approve the agenda as presented, omitting V, B – Construction Management Agreement and VII, A – Approval of Construction Management Agreement. Motion carried, 7-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Back to School Days – August 16, 10:00 – 2:00 pm.
- First Day of School for Students – September 5, 2017

PUBLIC PRESENTATIONS

None.

INFORMATION & DISCUSSION

Mr. Braunschweig presented the 2017-2018 FFA overnight field trips.

District Administrator, Mr. Roth, gave an update on the 2018 potential referendum: facility study, CAC preparation and collaboration with Bray Architects and JP Cullen. Discussion.

Mr. Braunschweig presented policy #657.1-Student Fee Schedule for a first reading. Discussion.

Ms. Hammann presented the 2016-2017 JEDI Virtual School Report. Discussion. To be discussed at next meeting.

PUBLIC PRESENTATIONS

None.

BUSINESS (Action Items)

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the revised policy #657.1- Student Fee Schedule, as presented. Motion carried, 6-1 (Rasmussen)(voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the resignation of Tess Thornton, Kindergarten Teacher, effective July 31, 2017, and thank her for her year of service and Matt Smith, Alternative Education Teacher, and thank him for his 18 years of service. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Titus, moved to approve the resignation of Holdin Worley, Technology Assistant, effective August 4, 2017, and thank him for his seven years of service. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to approve the resignation of Mark Schwartz, JV1 Football Coach, effective July 18, 2017, and thank him for his service. Motion carried, 7-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Busse, moved to approve the hiring of Abby Beyerl, K-12 Library Media Specialist, for a salary of \$46,918. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to approve the hiring of Tricia Nelson, Kindergarten Teacher, for a salary of \$39,274; and Craig Ellis, Alternative Education Teacher, for a salary of \$44,072. Motion carried, 7-0 (voice vote).

Motion by Mr. Titus, seconded by Mr. Hennig, moved to approve the hiring of Tiffany Draeving, Physical Therapist, for a salary of \$64,384. Discussion. Motion carried, 7-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Titus, moved to approve the hiring of Griffin Hicks, Technology Assistant, at a rate of \$16.00/hour. Motion carried, 7-0 (voice vote).

Motion by Mr. Titus, seconded by Mr. Hennig, moved to approve the hiring of Melinda Molloy, Information Systems Specialist/Administrative Assistant, at a rate of \$18.00/hour. Motion carried, 7-0 (voice vote).

Motion by Mr. Titus, seconded by Mr. Rasmussen, moved to approve the hiring of Todd Sperry, High School Assistant Football Coach, for a stipend of \$2,812. Motion carried, 7-0 (voice vote).

Motion by Mr. Hennig, seconded by Mr. Titus, moved to approve the hiring of Garth Coats, High School Assistant Football Coach, for a stipend of \$2,812. Motion carried, 7-0 (voice vote).

Motion by Mr. Titus, seconded by Mr. Hennig, moved to approve the hiring of Jenna Hurley, High School JV2 Volleyball Coach, for a stipend of \$1,640. Discussion. Motion carried, 7-0 (voice vote).

Motion by Mr. Titus, seconded by Mr. Hennig, moved to approve the hiring of Aimee Swartwout, 50% High School Pom Pons Coach, for a stipend of \$1,378. Motion carried, 7-0 (voice vote).

CONSENT (Action Items)

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the consent agenda items: July 17 and July 25, 2017, minutes and the July bills as presented. Motion carried, 7-0 (roll call vote).

FUTURE AGENDA

August 28, 2017, meeting agenda shared.

EXECUTIVE SESSION

Motion by Mr. Hennig, seconded by Mr. Hamilton, moved to contemplate convening into closed session under Wisconsin State Statute 19.85(1)(c) 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 District

Administrator evaluation. Motion carried, 7-0 (roll call vote). Meeting adjourned from executive session at 7:15 pm.

Submitted by John Rasmussen, Clerk

Approved: _____ Dated: _____ Approved: 8/28/17
Mason Braunschweig, President

Unapproved minutes

CONTINUOUS SYSTEM IMPROVEMENT (CSI) SUB-COMMITTEE'S 2016-2017 GOALS

Staff and Student Teaching and Learning

The Goal of the Evansville Community School District is to achieve exceptional Literacy growth for all students by steadily increasing the number of students meeting state proficiency targets for English Language Arts in Grades 3 through Grade 11, as measured annually by the respective state assessments.

2016 - 2020 Grades 3-8 FORWARD EXAM, Grades 9 & 10 ACT ASPIRE, Grade 11 ACT

Growth targets begin with the baseline in 2015-16: 50.2% of Grades 3-11 students reaching proficiency in English Language Arts.

To meet expectations with continuous improvement results, growth targets increase as follows:

<u>School year</u>	<u>% of increase</u>	<u>% Proficient or Advanced</u>
2016-17	1%	51.2%
2017-18	2%	53.2%
2018-19	3%	56.2%
2019-20	3%	59.2%

Communication and Community Engagement

By May 2017, internal communication will improve by .10 on a 4.0 (2016 composite score = 2.79) scale as measured by the District Communication Survey.

Technology

Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.


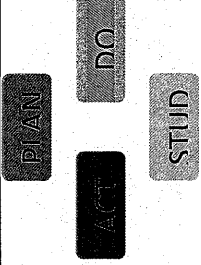
Facilities and Operations

Goal 1 – Reduce energy consumption District-wide by 3% during the 2016-2017 Fiscal Year.

Goal 2 – Begin assessing current and future needs of the facilities & operations area, and start to produce a 5 – year plan to address those needs.

Climate and Culture

To build a sustainable positive school climate through a supportive environment in which staff model attitudes and value expectations fostered by respect, effective communication, positive relationships, involvement, and collaborative decision-making. This will be achieved through the implementation of focus groups that gather data through guided conversations with staff in their buildings.

 <p>Evansville Community School District</p>	<p align="center">Continuous Improvement Plan Staff and Student Teaching and Learning Committee 2016-17</p>	
<p>Priority Area</p> <p>The Professional Development Plan for the ECSD is based on a vision for adult learning that is continuous, collaborative and focused on student achievement. All professional development opportunities will support student learning.</p>	<p>Strategic Objective</p> <p>The ECSD will engage and develop a skilled and talented workforce that will enable building and district goals to be achieved.</p>	<p>Strategic Focus</p> <p>Workforce Engagement and Development</p>

Goal: ECSD will develop a comprehensive Professional Development Plan that supports all staff and students. The plan will include goals, expectations, budgetary concerns and a process for how to maintain the plan into the future.

Timeline for Completion: This will be a multi-year goal with the work during the 2016-2017 school year focusing on conducting a professional development needs assessment, creating opportunities to meet the needs identified and piloting the use of the Professional Development Management System(PDMS) that will track, monitor and assess participation in professional development opportunities.


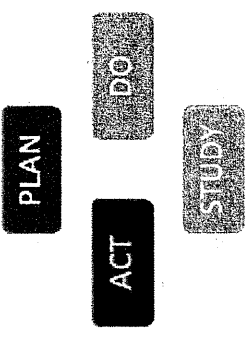
DATE	ACTION STEP	MEASURE/INDICATOR <small>What data will be collected and analyzed? How will you know when the step is complete/successful? By when?</small>	LEADER	STATUS/OUTCOME
Beginning of Year				
Dec. 2016	Teaching staff will be introduced to the PDMS during the Wednesday Staff Meeting time using a handout.	Feedback from the Principals and Educator Effectiveness Coaches will be gathered. It will be important to determine if follow up training is needed for teachers to begin to use the PD management system.	C&I Director Principals	December 14, 2016

Dec. 2016-Feb. 2017	<p>Develop a Needs Assessment PD Survey using PDMS.</p> <ul style="list-style-type: none"> ● Collect suggestions for professional development opportunities ● Based on the data determine how the district will meet the needs <ol style="list-style-type: none"> 1. Staff Professional Development Days 2. Teacher Collaboration Time (TCT) 3. Staff Meeting Time 4. Monday and Wednesday afternoons 5. PD requests per PDMS (out of district, online, site visits, summer professional learning , staff initiated opportunities 		C&I Director Principals	Discussion has occurred as to whether or not this is a necessary action step. At present, there are not many other options that can be included.
	Develop a Professional Development Plan for all school professional development days in 2017-2018		C&I Director Principals	In progress.
	Implement the use of PDMS with the current conference attendees this school year.		C&I Director Principals	Accomplished on December 14, 2016
	<p>Implement the use of PDMS with the technology committee</p> <ul style="list-style-type: none"> ● Create the workshop/class through PDMS and send out an invite ● Staff sign up for workshop/class through PDMS ● Attendance is taken through PDMS ● Staff complete survey after attending the workshop/class ● Complete hours portion of PDMS to be included in PD history 		C&I Director Principals Technology Committee	This is not feasible until the appropriate district personnel have received more complete training in PDMS system management.
	Continue Data Retreats for the district including a mid-year check in.		C&I Director Principals	Continue the format from 2015-16 but increase the data sets that are being included in the study.
	Continue TCT throughout the district with minutes being submitted to the shared file.		C&I Director Principals All teachers	The process is in place and being monitored each month.
End of Year				

	Teaching staff will be introduced to the PDMS during the Wednesday Staff Meeting time using a handout.	Instructions have been distributed and messages are being sent to those who have made the requests in other types of formats.	C&I Director Principals	All teachers have been introduced to PDMS for requesting their attendance at conferences and workshops.
	Develop a Needs Assessment PD Survey using PDMS. <ul style="list-style-type: none"> Collect suggestions for professional development opportunities Based on the data determine how the district will meet the needs <ol style="list-style-type: none"> Staff Professional Development Days Teacher Collaboration Time (TCT) Staff Meeting Time Monday and Wednesday afternoons PD requests per PDMS - out of district, online, site visits, summer professional learning , staff initiated opportunities 	(Survey data was gathered for Technology topics, only. This information is contained in the work of the CSI Technology Committee.)	C&I Director Principals	The survey for general instructional topics was determined to be unnecessary due to the district intense focus upon Literacy.
	Develop a Professional Development Plan for all school professional development days in 2017-2018	Professional Development Plan 2017-18 Afternoon Meeting Schedule 2017-18	C&I Director Principals	These plans are complete and ready to be distributed in August, 2017.
	Implement the use of PDMS with the current conference attendees this school year.	All conference/workshop requests were submitted in PDMS. Online webinars/workshops also followed this protocol. Evaluations were completed for all events. PD records have been compiled for the district. PD records are now a part of the individual educators' professional portfolio.	C&I Director Principals	Educator requests for out of district conferences /workshops and webinars were submitted in PDMS and were routed through the approval process. → 700+ hours of Professional Development → 49 educators → 40 workshops
	Implement the use of PDMS with the technology committee <ul style="list-style-type: none"> Create the workshop/class through PDMS and send out an invite Staff sign up for workshop/class through PDMS Attendance is taken through PDMS 	PDMS District Catalog	CSI Technology Committee	This step was not implemented in 2016-17. More training for the leaders is needed to fully implement the PDMS

	<ul style="list-style-type: none"> Staff complete survey after attending the workshop/class Complete hours portion of PDMS to be included in PD history 			District Catalog. Preparations are being made for this to be fully ready in 2017-18.
	Continue Data Retreats for the district including a mid-year check in.	Literacy Data eduCLIMBER data sets ACT ASPIRE Career Cruising data PDMS data	C&I Director Principals Building Leadership Teams	Data Retreats will be scheduled for August and February.
	Continue TCT throughout the district with minutes being submitted to the shared file.	The practice followed in 2016-17 was very successful resulting in records for each teacher collaboration team.	C&I Director Principals	It is recommended that the procedures be duplicated for 2017-18 to include the file sharing.

Summary Report of Progress in 2016-17				
Most of the action steps were completed as planned with the exception of the PDMS District Catalog. Most of the procedures and practices will continue in 2017-18 with the addition of the enhanced features of PDMS being put into place.				
Increased data reports for PD events will be made available and should be incorporated into the Data Retreat focus areas.				
Focus for 2017-18				
Professional Development Days, Monday Afternoons, Out of District Workshops, Webinars, Staff Initiated Courses <ul style="list-style-type: none"> Literacy Initiative: Reading and Writing Workshop, Reading Apprenticeship Universal Design for Learning K-12 Science Program Teacher Collaboration Time Technology and Digital Proficiency Safety Training 				

 <p>Evansville Community School District</p>	<p>Continuous Improvement Plan Staff and Student Teaching and Learning Committee 2016-17</p>																
<p>Priority Area Literacy English Language Arts (ELA)</p>	<p>Strategic Objective <i>The Evansville Community School District will provide a rigorous and relevant curriculum delivered by highly effective staff who use innovative, research-based strategies to prepare students to compete/succeed in a 21st Century Global environment</i></p>	<p>Strategic Focus Proficient ELA Literacy Achievement for All Students</p>															
<p>Strategic Plan Aligned Goal <i>The Goal of the Evansville Community School District is to achieve exceptional Literacy growth for all students by steadily increasing the number of students meeting state proficiency targets for English Language Arts in Grades 3 through Grade 11, as measured annually by the respective state assessments.</i> 2016 - 2020 Grades 3-8 FORWARD EXAM, Grades 9 & 10 ACT ASPIRE, Grade 11 ACT</p> <p>Growth targets begin with the baseline in 2015-16: 50.2% of Grades 3-11 students reaching proficiency in English Language Arts. To meet expectations with continuous improvement results, growth targets increase as follows:</p> <table border="1" data-bbox="941 1260 1136 1953"> <thead> <tr> <th>School Year</th> <th>% of Increase</th> <th>% Proficient or Advanced</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>1%</td> <td>51.2%</td> </tr> <tr> <td>2017-18</td> <td>2%</td> <td>53.2%</td> </tr> <tr> <td>2018-19</td> <td>3%</td> <td>56.2%</td> </tr> <tr> <td>2019-20</td> <td>3%</td> <td>59.2%</td> </tr> </tbody> </table>			School Year	% of Increase	% Proficient or Advanced	2016-17	1%	51.2%	2017-18	2%	53.2%	2018-19	3%	56.2%	2019-20	3%	59.2%
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<p>Timeline for Completion The goal of reaching the targeted growth in English Language Arts will be accomplished by the end of the 2019-20 school year.</p>																	

DATE	ACTION STEP	MEASURE/INDICATOR <small>What data will be collected and analyzed? How will you know when the step is complete/successful? By when?</small>	LEADER	STATUS/OUTCOME
Beginning of Year				
08/16	<p>Implement Year 2 of the 3-Year District Literacy Plan</p> <p>K-2 Units of Study in Writing and Writing Workshop</p> <p>3-5 Units of Study in Reading and Reading Workshop</p> <p>6-8 Units of Study in Writing and Disciplinary Literacy</p> <p>9-12 Disciplinary Literacy with focus departments</p>	<p>The goal of the 3-Year Literacy Plan: <i>Create independent, strategic problem solvers who are college and career ready in Literacy.</i></p> <p>Student achievement data on the State Assessment indicates improved student performance between 2014-15 and 2015-16 at only two grade levels. Due to the change in assessment formats, however, this information data does not serve as a solid indicator of student growth. A new baseline has been established with the data from Spring 2016.</p> <p>The Literacy Plan will be considered to be successful during 2016-17 if the 51.2% of the students in grades 3-11 reach proficiency in Literacy.</p>	<p>Director of Instruction, Principals and School Literacy Leaders</p>	<p>12/6/2016 WI School Report Cards indicate improved literacy proficiency from 2013-14 to 2015-16: ECSD 39.8% 51.0% Gr. 3-5 39.6% 58.3% Gr. 6-8 40.4% 48.6% Gr. 9-12 38.7% 36.5% assessment changes - no ASPIRE scores and only ACT. The data is not comparable for the high school.</p> <p>STAR Literacy- Grades 2 -11 Comparison from Fall 2015 to Fall 2016 indicates: > Advanced 7/10 grades > Proficient 5/10 grades < Watch 8/10 grades < Intervention 6/10 grades < Urgent 4/10 grades</p>
08/16	<p>Each school has developed an action plan for school improvement in Literacy instruction and student achievement.</p> <p>LEVI LEONARD ELEMENTARY SCHOOL</p> <ol style="list-style-type: none"> 1. Continue professional development on Units of Study in Reading 2. Continue the model teaching Fishbowl activities 3. Share resource binder developed by teachers 4. Increase High Frequency Words/Vocabulary 5. Utilize Spelling City and games 	<p>The School Action Plans have been developed based upon the student assessment data which was shared with the Building Leadership Teams at the August Data Retreat.</p> <p>LLE</p> <ol style="list-style-type: none"> 1. Staff participation and feedback 2. Staff participation and feedback 3. Presented to teachers and support staff 4. Staff participation and feedback 5. Staff participation and feedback 	<ol style="list-style-type: none"> 1. Resource Staff w/ Erin Loritz 2. Leadership Team 3. Katie Johnson 4. Deb Fritz 5. Terrie Schmoltd 	<p>12/6/2016 Proceeding with the planned Literacy PD. On 12/6 teachers had time to plan and work together. Fishbowl activities are being developed to implement at grade level. PD groups present at staff meetings for the purpose of sharing. Resource binders have been shared with teachers and Educational Assistants to ensure training. Doing more with technology related to lesson planning and sharing with one another. 1/3/2017 Grade level teams are working together on Units of Study for Reading. The January PD will focus on developing Units of Study for Writing. Plans are being made for the Literacy Consultant FISHBOWL day, February 16.</p>
08/16	<p>THEODORE ROBINSON INTERMEDIATE SCHOOL</p> <ol style="list-style-type: none"> 1. Continue professional development based on the Writing Workshop survey of Spring 2016 2. Implement Units of Study in Reading during second semester 3. Professional development on Word 	<p>TRIS</p> <ol style="list-style-type: none"> 1. Professional development agendas, exit slips, walkthrough data 2. Professional development agendas, exit slips, walkthrough data 3. Professional development agendas, exit slips 4. Survey completed, administered, data compiled and shared 	<ol style="list-style-type: none"> 1+2. Barb Dorn, Judy Stireker, Teresa Doyle, Erin Loritz, Leadership Team 3. Erin Loritz, summer work teams 	<p>12/6/2016 PD was focused on struggling writers. This day included the EAs. On 12/6 PD was focused on Reading Workshop. Early adopters were able to present to their colleagues. Writing and Reading Workshops are tied together. Technology is well utilized due to the availability of the carts. Later on in</p>

	<p>Study and Grammar</p> <ol style="list-style-type: none"> 4. Create and administer a survey on the implementation of the Units of Study in Reading to gain feedback on staff needs and ideas for professional development for 2017-18 5. Consultation with LLE staff to build consistency in the implementation of the Reading and Writing Units of Study K-5 	<p>5. Agendas and notes from meetings</p>	<p>4. Leadership Team 5. Leadership Team</p>	<p>the year the team will focus on Word Work. 1/3/2017 Units of Study for Writing continues to be the focus for the TRIS teachers. However, beginning in January, the Units of Study in Reading will begin with one unit to be piloted. Daily instructional time is set aside for Word Work as teachers continue to search for improved teaching resources in this area.</p>
<p>08/16</p>	<p>JC MCKENNA MIDDLE SCHOOL</p> <ol style="list-style-type: none"> 1. Provide professional development to address text types and purposes for all content areas 2. Provide professional development to increase the focus upon improving student listening skills 3. Implement Units of Study in Writing with professional development at four times during the school year 4. 	<p>JCM</p> <ol style="list-style-type: none"> 1. Observation of teachers using the strategies with success in their classroom and provide evidence of these observations to the principal 2. Observation of teachers using the strategies with success in their classroom and provide evidence of these observations to the principal 3. Improved student proficiency in writing 	<ol style="list-style-type: none"> 1. Leslie Ferrell with all staff 2. Leslie Ferrell with all staff 3. English Language Arts teachers 	<p>12/6/2016 Writing Workshop is in full implementation with major writing projects being produced by the students. Students are already performing above expectations. There is evidence of high quality work in writing. Teachers need more time to work on unit development and assessment of the student work. Special Educators have been trained on the intervention programs that relate closely to the reading and writing curriculum. Students are engaged despite the hard work that is required for achievement. Teachers are interested in the workshop model and are ready to move toward the Reading Workshop as it becomes available. 1/3/2017 Non-fiction texts continue to be ordered and made available to teachers and students for use in the content areas. Students at all grade levels are reading an immense amount of relevant text at the appropriate level of learning. The LMC has been rearranged to accommodate a Book Room to enhance the accessibility of the texts.</p>
<p>08/16</p>	<p>EVANSVILLE HIGH SCHOOL</p> <ol style="list-style-type: none"> 1. Implement a school wide content area writing exercise, summatively, to address struggling male writers as shown by the ACT and Aspire Data. 2. Each staff member will be in charge of 2-5 identified students to track during the year. (We will identify more freshmen after we get more into the school year.) 	<p>EHS</p> <ol style="list-style-type: none"> 1. Teachers will bring samples of student writing to each staff meeting. It will eventually become more complex but for now, we need to get students writing more regularly. 2. Teachers will report weekly on the shared file. <u>Short Reports</u> on weekly progress. 	<ol style="list-style-type: none"> 1. Scott Everson, Courtney Tyson, all teachers 2. Scott Everson, all teachers 	<p>12/6/2016 PD for Literacy was done by the teacher leaders for each content area. Teacher leaders were trained for ½ day with the Literacy Consultant to be prepared for working with their content area colleagues. This approach seems to be effective due to the unique content and what disciplinary literacy looks like in that area. Strategies were compiled and shared with the teams in a form to be accessed as needed. 1/3/2017 The focus of the PD continues to be Disciplinary Literacy based practices. The format for the January Literacy PD will be</p>

				similar to the December work with the teacher leaders facilitating the work. The outcome of this time will be improved lesson plan development. Special Educators will begin their training using specific leveled literacy intervention materials and strategies.
Middle of Year				
02/17	<p>Implement Year 2 of the 3-Year District Literacy Plan</p> <ol style="list-style-type: none"> 1. K-2 Units of Study in Writing and Writing Workshop 2. 3-5 Units of Study in Reading and Reading Workshop 3. 6-8 Units of Study in Writing and Disciplinary Literacy 4. 9-12 Disciplinary Literacy with focus departments 	<p>WI Assessments - Spring 2017 The successful achievement of the goal will be indicated by improved student performance on the respective grade level state assessments.</p> <p>At mid-year, it is important to analyze the readiness for these events in order to maximize the success of each student.</p> <p>Progress of District Literacy Plan Determine if each school is on track with the prescribed Literacy training and implementation.</p>	Director of Instruction, Principals and School Literacy Leaders	<p>WI Assessments - Spring 2017 Preparations have begun for the upcoming WI assessments for academic achievement, with a focus on Literacy.</p> <ul style="list-style-type: none"> • ACT Feb. 28-Mar. 14 • ASPIRE Apr. 26 and 27 • FORWARD Apr. 10 - 28 <p>Students will participate in learning activities throughout February and March to become familiar with online test tools and the format of the text-dependent analysis tasks. Students are encouraged to try the "samplers" and to practice with the tools that will facilitate a successful testing experience.</p> <p>Progress of District Literacy Plan Each step of the District Literacy Professional Development Plan has been carried out as prescribed. Staff progress in the implementation of the Units of Study, the Workshop Model and Disciplinary Literacy is observable in the classrooms. In many cases, beyond the expected level of application. The exception to the full implementation of the PD plan occurred upon the cancellation of January 16 PD day. However, the Literacy PD was carried out in two after school sessions to bring everyone back "on track". JCM postponed a Literacy FISHBOWL day, also due to weather but has rescheduled this to occur in February. The final workshop for 2016-17 is scheduled for March 13.</p> <p>Plans for 2017-18 will be based upon the progress of the educators, to date.</p>
End of Year				
06/17	Each school has developed an action plan for school improvement in Literacy instruction and student achievement.	The School Action Plans have been developed based upon the student assessment data which was shared with the Building Leadership Teams at the August Data		

<p>LEVI LEONARD ELEMENTARY SCHOOL</p> <ol style="list-style-type: none"> 1. Continue professional development on Units of Study in Reading 2. Continue the model teaching Fishbowl activities 3. Share resource binder developed by teachers 4. Increase High Frequency Words/Vocabulary 5. Utilize Spelling City and games 	<p>Retreat.</p> <p>LLE</p> <ol style="list-style-type: none"> 1. Staff participation and feedback 2. Staff participation and feedback 3. Presented to teachers and support staff 4. Staff participation and feedback 5. Staff participation and feedback 	<p>Principal</p> <p>Classroom Teachers</p> <p>Resource Staff</p> <p>Leadership Team</p>	<p>End of Year Monthly CDT teams to triangulate the data</p> <p>Want to incorporate EduClimber more as a classroom tool and problem solve collaboratively</p> <p>Focus is to increase at least one grade level</p> <p><u>1st grade F&P</u>: A little less growth from winter to spring as compared to fall to winter (As to be expected)</p> <p>Assessment changed after winter administration of assessment to address relevant concerns</p> <p>Increase in rigor and time</p> <p><u>STAR</u></p> <p>Not every student took the STAR assessment three times this year</p> <p><u>2nd grade F&P</u></p> <p>Similar to 1st grade data</p> <p><u>PALS</u></p> <p>Intervention for students below grade level</p> <p>Incorporating Handwriting Without Tears</p> <p>Kindergarten information has not loaded correctly into EduClimber</p> <p>Summer 2017 Teams of teachers will be working on the following projects: Reading and Writing Goal Charts Conferring Notebooks PRESS Interventions</p> <p>End of Year STAR is optional in the winter 3rd Grade Increased about 5%</p>
<p>THEODORE ROBINSON INTERMEDIATE SCHOOL</p> <ol style="list-style-type: none"> 1. Continue professional development based on the Writing Workshop survey of Spring 2016 2. Implement Units of Study in Reading during second semester 	<p>TRIS</p> <ol style="list-style-type: none"> 1. Professional development agendas, exit slips, walkthrough data 2. Professional development agendas, exit slips, walkthrough data 	<p>Principal</p> <p>Classroom Teachers</p> <p>Resource Staff</p>	<p>End of Year STAR is optional in the winter 3rd Grade Increased about 5%</p>

	<p>3. Professional development on Word Study and Grammar</p> <p>4. Create and administer a survey on the implementation of the Units of Study in Reading to gain feedback on staff needs and ideas for professional development for 2017-18</p> <p>5. Consultation with LLE staff to build consistency in the implementation of the Reading and Writing Units of Study K-5</p>	<p>3. Professional development agendas, exit slips</p> <p>4. Survey completed, administered, data compiled and shared</p> <p>5. Agendas and notes from meetings</p>	<p>Leadership Team</p>	<p>Fewer students required interventions due to incorporation of handwriting/spelling and Tier 1 instruction</p> <p>Most data comes from QRI, but that has not loaded correctly into EduClimber</p> <p>F&P is unavailable at TRIS</p> <p>QRI takes less time than F&P so students do not miss as much instructional time</p> <p>Summer 2017</p> <p>Teams of teachers will be working on the following projects:</p> <ul style="list-style-type: none"> Modifications to Reading Workshop Units of Study in Reading Inclusion in Reading Word/Study Grammar
<p>06/17</p>	<p>JC MCKENNA MIDDLE SCHOOL</p> <ol style="list-style-type: none"> 1. Provide professional development to address text types and purposes for all content areas 2. Provide professional development to increase the focus upon improving student listening skills 3. Implement Units of Study in Writing with professional development at four times during the school year 	<p>JCM</p> <ol style="list-style-type: none"> 1. Observation of teachers using the strategies with success in their classroom and provide evidence of these observations to the principal 2. Observation of teachers using the strategies with success in their classroom and provide evidence of these observations to the principal 3. Improved student proficiency in writing 	<p>Principal</p> <p>Classroom Teachers</p> <p>Resource Staff</p> <p>Leadership Team</p>	<p>End of Year</p> <p>Started with Units of Writing - full implementation</p> <p>6th graders are performing at a much higher level due to exposure in 5th grade</p> <p>3 teachers are ready to pilot Units of Reading</p> <p>Full implementation 2018-2019 school year</p> <p>Increased confidence in students -- less of a "fight" to get students to write</p> <p>Common language among staff in all disciplines and students</p> <p>Summer 2017</p> <p>The ELA team will create an outline of the reading workshop Units of Study and determine how to distribute the units among the grade levels. The team will also develop a curriculum map aligning the Units of Writing with the Units of Reading identifying texts, skills and strategies for each unit.</p> <p>In addition, the team will participate in a collaborative book study on Moving Writing Forward.</p>
<p>06/17</p>	<p>EVANSVILLE HIGH SCHOOL</p> <ol style="list-style-type: none"> 1. Implement a school wide content area writing exercise, summatively, to 	<p>EHS</p> <ol style="list-style-type: none"> 1. Teachers will bring samples of student writing to each staff meeting. It will eventually 	<p>Principal</p>	<p>End of Year</p>

	<p>address struggling male writers as shown by the ACT and Aspire Data. Each staff member will be in charge of 2-5 identified students to track during the year. (We will identify more freshmen after we get more into the school year.)</p> <p>2.</p>	<p>become more complex but for now, we need to get students writing more regularly. Teachers will report weekly on the shared file. <u>Short</u> Reports on weekly progress.</p> <p>2.</p>	<p>Classroom Teachers Literacy Leadership Team</p>	<p>Primary focus is on ACT Reading, LA, graphic literacy, workplace documents, and Career Workkeys</p> <p>Receive this information next year</p> <p>Focus over the year has been to implement literacy strategies</p> <p>Incorporating novels across disciplines</p> <p>CESA 6 is sponsoring EHS to send 9 teachers to a 3-day training based on the capacity Erin Loritz has seen in the high school staff</p> <p>New schedule will allow for literacy learning all year long</p> <p>Staff has been required to submit lesson plans to include literacy components to Courtney and Scott</p> <p>Optimistic about ACT data in the fall</p> <p>Summer 2017 The Principal and a team of teachers will participate in the training for the RAAD project. This training will be brought to EHS and implemented throughout the year with regularly scheduled professional development events for all teachers.</p>
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	<p>Final student assessment data will be available for Grades 3 - 11 in September, 2017.</p>
<p>Summary Report of Progress in 2016-17</p>	<p>Focus for 2017-18</p>
<p>Growth targets begin with the baseline in 2015-16: 50.2% of Grades 3-11 students reaching proficiency in English Language Arts. To meet expectations with continuous improvement results, growth targets increase as follows:</p> <p><i>School year % of increase % Proficient or Advanced</i></p>	


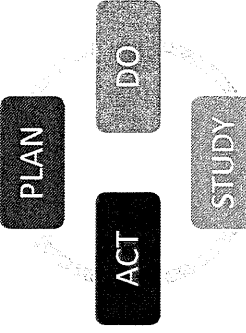
2016-17	1%	51.2%
2017-18	2%	53.2%
2018-19	3%	56.2%
2019-20	3%	59.2%

The K-12 Literacy Initiative will continue throughout 2017-18.

The focus will continue upon the development of Reading and Writing Workshop, K-8.

At the high school, all teachers will participate in the Reading Apprenticeship: Across the Disciplines. The Literacy Leaders will receive professional development and work with the content area teachers in the respective departments under the guidance and leadership of the Principal and Literacy Consultant.

The Literacy professional development will be enhanced by the introduction of Universal Design for Learning. This instructional approach will further refine the workshop model through expanded lesson design to increase the opportunity for all students to learn.

 <p>Evansville Community School District</p>	<h2>Continuous Improvement Plan 2016-2017</h2>	 <p>Strategic Focus: Develop and Implement a Comprehensive Communication Plan</p>
<p>PLANS: Identify the Data Measures and Performance Gap</p>		
<p>Priority Area: Communication and Community Engagement</p>	<p>Strategic Objective: The ECSD will communicate, engage and develop partnerships with students, parents, staff and citizens to achieve academic excellence and positive citizenship for all students</p>	<p>Strategic Focus Goal: By May 2017, internal communication will improve by .10 on a 4.0 (2016 composite score = 2.99) scale as measured by the District Communication Survey.</p>
<p>Timeline For Completion: May 2017</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Principals share agendas minutes of school meetings with staff • A staff communication survey is conducted • District meeting minutes are available to staff on the District website • District Newsletter • Transition meetings between grade levels and between schools are conducted • Collaboration time is provided each week and during professional development days 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Refer to pages 6-8 of the District Communication Plan. 3. Which data points identify the gaps or needs identified in question 2? <ul style="list-style-type: none"> • The District Communication Plan identifies methods to improve communication. 		

CSI Action Plan Template

<p>4. Which strategies will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Communicate organizational charts to all staff showing decision making process, reporting and accountability. • Subscribe to school communications (National School Communications Association and Wisconsin School Public Relations Association) and relay pertinent information to administrators. • Provide administrators with public relations fact sheets and easy-to-use communication tools as needed and when available. • Distribute all external publications and news releases to all employees by email and post on website. • Issue short, bulleted FYI information to staff and parents on issues of immediate concern. • Offer informal meetings to parents and the public to receive information. • Provide District communication information to key community leaders. • Highlight staff with articles in District communications, outside media and through recognition events. 			
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>			
Data that Identifies Gap:		Beginning Measure/ Date:	Ending Measure/Date:
1. Communication survey	To be determined by survey, May 2016	To be determined by survey, May 2017	Analysis of Change in Data: Compare 2016 survey to 2017 survey.
Data that Determines if Strategy Was Completed:		Beginning Measure/Date:	Ending Measure/Date:
1. Organization chart distribution	Current Board Policy # 251 and Exhibit # 251	Distribute by October, 2016	Distribution completed. (September 2016)
2. Subscribe to national and state communications publications	NSCA and WSPRA	October, 2016	Completed subscription. (July 2016)
3. Provide administrator PR fact sheets and communication tools	PR fact sheets and communication tools to be developed as needed	May 2017	<ul style="list-style-type: none"> • Bus accident information (9-2-16) • A.L.I.C.E. Training (March-April, 2017) • Soft Lockdown (March, 2017)
4. Distribute external publications and news releases to employees	Publications and news releases	Distributed external publications and news releases – May, 2017	Completed throughout the school year. Sent by District Administrator of District Administrative Assistant.

CSI Action Plan Template

<p>5. Issue immediate concern FYI to staff and parents</p>	<p>FYI documents</p>	<p>Issue FYI by May, 2017</p>	<p>FYI issues distributed.</p> <ul style="list-style-type: none"> • Bus accident (9-2-16) • New website (August, 2016) • School closings (November, 2016) • Public Library article (November, 2016) • State of the Budget (December, 2016) • Soft Lockdown (March, 2017)
<p>6. Offer informal meetings to parents and the public to receive information</p>	<p>Informal meetings</p>	<p>Meetings held by May, 2017</p>	<p>Public Meetings</p> <ul style="list-style-type: none"> • State of the Budget • Middle school FCE • High school Cum Laude System
<p>7. Share District communication with community leaders</p>	<p>Communication information</p>	<p>Distribute information by May, 2017</p>	<p>Information shared.</p> <ul style="list-style-type: none"> • Budget - Chamber of Commerce • Referendum – Chamber of Commerce
<p>8. Staff highlights in District communications, media and events</p>	<p>Staff highlights</p>	<p>Create and share staff highlights by June, 2017</p>	<p>Staff highlights.</p> <ul style="list-style-type: none"> • Monthly newsletters
<p>Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?</p>			
<p>ACTION STEP What steps will you and your team take?</p>	<p>MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?</p>	<p>END DATE When will the work be completed?</p>	<p>PERSON(S) RESPONSIBLE</p>
<p>1. Organization chart distribution</p>	<p>Was the organization chart distributed</p>	<p>October 2016</p>	<p>District Administrator</p>
<p>2. Subscribe to national and state</p>	<p>Were subscriptions to national and state communications publications completed</p>	<p>October 2016</p>	<p>District Administrator</p>

CSI Action Plan Template


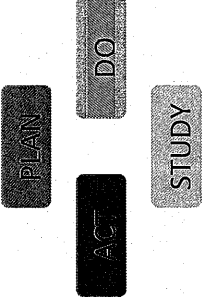
communications publications				
3. Provide administrators with PR fact sheets and communication tools as needed	Were administrator PR fact sheets and communication tools provided	May 2017	District Administrator	
4. Distribute external publications and news releases to employees	Were external publications and news releases distributed to employees	May 2017	Administrators	
5. Issue immediate concern FYI to staff and parents	Were immediate concern FYI issued to staff and parents	May 2017	Administrators	
6. Offer informal meetings to parents and the public to receive information	Were informal meetings offered to parents and the public to receive information	May 2017	Administrators	
7. Share District communication information with community leaders	Was District communication information shared with community leaders	May 2017	District Administrator	
8. Provide administrators with PR fact sheets and communication tools as needed	Were administrators provided with PR fact sheets and communication tools	May 2017	District Administrator	
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .				
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)	
1.				

CSI Action Plan Template

2.				
3.				
4.				
5.				
6.				
7.				
8.				
Act: Continue or Reverse Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2				
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
1.				
2.				
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .				
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)			Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.				
2.				
Act: Continue or Reverse Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #3				
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
1.				
2.				
Study: Analyze Data After Implementing Action Plan Approach To be completed by May .				
MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)			Analysis of Evidence (Describe why this evidence shows the action step was effective)

CSI Action Plan Template

1.	
2.	
<p>Act - Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area.</p>	
1. X	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area
2.	Year-long target goal has not been met, but the current plan is effective and will be continued
3.	Year-long target goal has not been met, but the plan will continue with new strategies applied
4.	Year-long target goal has not been met and the team will move in a different direction
5.	Other – please explain in space below

 <p>Evansville Community School District</p>	<p align="center">Continuous Improvement Plan: Technology 2016-17</p>	
<p>Priority Area</p> <p>Providing high quality job- embedded professional development to District employees.</p>	<p>Strategic Objective</p> <p>To develop a list of professional development knowledge and skills needed by staff, design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement, and to provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students.</p>	<p>Strategic Focus</p> <p>To develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency and learning to develop student proficiency in utilizing information literacy and technology.</p>
<p>Goal: Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.</p> <ul style="list-style-type: none"> • Objective 1.1: Develop a list of professional development knowledge and skills needed by staff. • Objective 1.2: Design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement. • Objective 1.3: Provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students. 		
<p>Timeline for Completion: May 2017</p>		

Beginning of Year

DATE	ACTION STEP	MEASURE/INDICATOR What data will be collected and analyzed? How will you know when the step is complete/successful? By when?	LEADER	STATUS/OUTCOME
<p>1.1 ECSD Information Technology Standards for Educators:</p>				
	<p><u>Level of proficiency for 2016-17 for all educators</u></p> <p>ECSD Educators will demonstrate proficiency in the use of Digital Skills and Digital Literacy.</p> <p>Digital Skills focus on <i>what and how</i></p> <ul style="list-style-type: none"> • Which tool to use and how to use it <p>Digital Literacy focuses on <i>why, when, who and for whom</i></p> <ul style="list-style-type: none"> • Teaching with authentic context, with meaningful tasks, using judgment about what we are reading, viewing, hearing. <p>Cloud storage Demonstrate how to store files in the <i>cloud</i></p> <ul style="list-style-type: none"> • Google • One Drive <p>Mobile technologies Demonstrate independent operation of:</p> <ul style="list-style-type: none"> • Laptops • iPads/Tablets • Chromebooks <p>Data Analysis with eduCLIMBER Utilize eduCLIMBER to analyze student data:</p> <ul style="list-style-type: none"> • Find all data sets related to your students • Use dashboards • Create dashboards • +Create Interventions • +Create Incidents • +Create Assessments • +Create Classrooms 	<p>Data will be gathered through the survey to determine the level of proficiency in regards to the Information Technology Standards for Educators.</p> <p>Mid-year survey will be administered.</p>	<p>CSI Tech Team</p>	<p>ECSD Information Technology Standards for Educators were developed in order to produce a survey to administer to the staff.</p>

SKYWARD Functions

Utilize the required functions of Skyward:

- Message Center to Students
- Message Center to Families
- Gradebook
- Family Access
 - Assignment Calendar
 - Grading
- Student Profile
 - Health information
 - Student Services

Calendar/Scheduling

Use calendars for planning and scheduling with others:

- Outlook/365
- Google

Digital Citizenship

- Fair Use Guidelines for Copyright compliance
- Detect plagiarized student work
- Demonstrate safe email practices
- Teach safe email practices
- Identify cyberbullying
- Know strategies to deal with cyberbullying
- Recognize risks associated with weak passwords

Multi-media Presentation Tools

- (K-5) Use enhanced online tools which are integrated into your curriculum/program, i.e. *Think Central, etc.*
- Create presentations for use with groups of students, parents, colleagues, others
 - PowerPoint
 - Smart Notebook
 - Online tools

Professional Growth

- Use online networking to connect with colleagues and share professional learning
 - Google+
 - Facebook
 - Twitter
 - LinkedIn

Instructional Practice

Use online tools to improve instruction:

- Video content
- Audio content

<ul style="list-style-type: none"> • Social networking • Screen capture • Polling software • Assessment tools to create quizzes • Grading tools • Learning Management System (Google Classroom, Edmodo, etc.) 	<p>Student Learning Teach online tools to improve student learning:</p> <ul style="list-style-type: none"> • Sticky notes to capture ideas • Highlighting • Evaluating web content • Social media to collaborate and develop ideas • E-portfolio • Presentations • Video content • Audio content • Digital images (copying, pasting, etc.) • Copyright guidelines 		
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1.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES			
	Develop and administer a needs assessment survey to determine the current level of proficiency.	21 st Century Educator standards were utilized to develop the survey indicators	<p>CSI Tech Team</p> <p>The desired outcome will 85% staff participation and response to the survey.</p>
	Collect suggestions for professional development.	PD suggestions will be gathered from educators and then will be compiled and analyzed for implementation.	<p>CSI Tech Team Library Media Specialists Building Leadership Teams</p> <p>Building Leadership Teams will determine the monthly PD Tech Topic to be presented at the staff meeting.</p>
	Professional Development opportunities are planned to take place: <ul style="list-style-type: none"> • PD days • TCTeam time • Faculty Meeting time • Monday and Wednesday afternoons 	Meeting agenda and minutes. Staff meetings Building Leadership Teams TCTeams Professional development records as	<p>CSI Tech Team CSI Staff & Student Teaching & Learning</p> <p>Planning for future events continues.</p>

	<ul style="list-style-type: none"> • Out of District Requests • Workshops • Site visits • Staff Initiated Courses • Summer Learning Events 	documented in the PDMS system.	Admin Team	
1.3 PROFESSIONAL DEVELOPMENT FOR TECHNOLOGY INTEGRATORS				
	Planning for Technology Integrators to participate in meaningful professional development <ul style="list-style-type: none"> • WEMTA - WI Educational Media & Technology Association • SLATE - State Leaders Advancing Technology in Education • CESA workshops/webinars • Skyward • Brainstorm • Other relevant events/workshops 	Funds are secured to ensure that the appropriate stakeholders are able to participate	Library Media Specialists Technology Integrator Technology Department CSI Tech Team Data Specialist	Technology Integrators register for appropriate related PD events.

Middle of Year

DATE	ACTION STEP	MEASURE/INDICATOR <i>What data will be collected and analyzed? How will you know when the step is complete/successful? By when?</i>	LEADER	STATUS/OUTCOME
1.1 ECSD Information Technology Standards for Educators:				
	<p><u>Level of proficiency for 2016-17 for all educators</u></p> <p>ECSD Educators will demonstrate proficiency in the use of Digital Skills and Digital Literacy.</p> <p>*See beginning of year for details</p>	<p>ECSD Information Technology Standards developed and distributed to staff through the survey.</p> <p>Level of proficiency was determined by building location.</p>	<p>CSI Technology Team</p> <p>Building Leadership Teams</p>	<p>We have identified the needs which will inform our topics for the 2017-18 Technology Professional Development.</p> <p>As a result of the survey the Building Leadership Teams reviewed the data with the educators and determined the top three building priorities.</p> <p>At the district level the CSI Technology Team reviewed the information as a whole to determine the top three district wide priorities.</p>
1.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES				
	<p>Develop and administer a needs assessment survey to determine the current level of proficiency.</p>	<p>The survey was created and distributed to the educators during a Staff Meeting.</p>	<p>CSI Tech Team</p>	<p>90% of the ECSD educators participated in the survey.</p>
	<p>Collect suggestions for professional development.</p>	<p>PD suggestions were gathered from educators at each school and then compiled and implemented.</p>	<p>CSI Tech Team</p> <p>Library Media</p>	<p>Building Leadership Teams determined the monthly PD Tech Topic which were presented at the staff meeting.</p>

				Specialists Building Leadership Teams	
	PD days Monday and Wednesday afternoons Out of District Requests <ul style="list-style-type: none"> • Workshops • Site visits Staff Initiated Courses Summer Learning Events	PDMS provides system management for course request, approval, evaluation and portfolio. PDMS provides data analysis to develop the records of staff participation, and topics of training along with the evaluation of the content and effectiveness of the event.		C&I Team CSI Tech Team CSI S&S, T&L Team	PDMS is at the early stages of development.
	TCTeam time	Agenda and minutes of each meeting to be shared with the members of the team and administrators.		TCTeam Leaders C&I Team	Appropriate follow up actions take place.
	Faculty Meeting time	Agenda of each meeting is to be shared with the staff of each building and administrators.		Principal CSI Tech Team LMS BLTeam	Maintaining the spreadsheet of monthly Tech Time topics and participation.
1.3 PROFESSIONAL DEVELOPMENT FOR TECHNOLOGY INTEGRATORS					
	Planning for Technology Integrators to participate in meaningful professional development <ul style="list-style-type: none"> • WEMTA - WI Educational Media & Technology Association • SLATE - State Leaders Advancing Technology in Education • CESA workshops/webinars 	Documentation of attendance, participation, evaluation and sharing is collected via PDMS.		Library Media Specialists Technology Integrator	PDMS records indicate attendance and workshop Integrators presented and shared information and skill development with appropriate

	<ul style="list-style-type: none">• Skyward• Brainstorm• Other relevant events/workshops		Technology Department CSI Tech Team Data Specialist	stakeholders.
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End of Year				
DATE	ACTION STEP	MEASURE/INDICATOR What data will be collected and analyzed? How will you know when the step is complete/successful? By when?	LEADER	STATUS/OUTCOME
1.1 ECSD Information Technology Standards for Educators:				
	<p><u>Level of proficiency for 2016-17 for all educators</u></p> <p>ECSD Educators will demonstrate proficiency in the use of Digital Skills and Digital Literacy.</p> <p>*See beginning of year for details</p>	Survey data was analyzed by the CSI Tech Team at each committee meeting to develop the high priority topics which will become the Technology Professional Development.	CSI Technology Team	Professional development events were outlined and the PD calendar dates and times have been scheduled for 2017-18.
1.2 PROFESSIONAL DEVELOPMENT OPPORTUNITIES				
	Develop and administer a needs assessment survey to determine the current level of proficiency.	Survey data was analyzed by the CSI Tech Team at each committee meeting to develop the high priority topics which will become the Technology Professional Development.	CSI Tech Team	Professional development events were outlined and the PD calendar dates and times have been scheduled for 2017-18.
	Collect suggestions for professional development.	PD suggestion compiled and analyzed for implementation	CSI Tech Team Library Media Specialists Building Leadership Teams	The CSI Tech Team joined the work of the CSI S&S T&L Team in developing the approach for delivering effective professional development related to technology.

	<p>PD days Monday and Wednesday afternoons Out of District Requests</p> <ul style="list-style-type: none"> • Workshops • Site visits <p>Staff Initiated Courses Summer Learning Events</p>	<p>PDMS provides system management for course request, approval, evaluation and portfolio.</p>	<p>C&I Team CSI Tech Team CSI S&S, T&L Team</p>	<p>The plan is to schedule the Technology PD events on the fourth Monday of four separate months. The structure of the PD will include the first session to introduce the topic/skill. This will be followed by application and practice. The second session will then include sharing out the experience with the tools This structure will be repeated with at least one cycle.</p>
	<p>TCTeam time</p>	<p>Agenda and minutes of each meeting to be shared with the members of the team and administrators.</p>	<p>TCTeam Leaders C&I Team</p>	<p>Appropriate follow up actions take place.</p>
	<p>Faculty Meeting time</p>	<p>Agenda of each meeting is to be shared with the staff of each building and administrators.</p>	<p>Principal CSI Tech Team LMS BLTeam</p>	<p>Maintained the spreadsheet of monthly Tech Time topics and participation..</p>
<p>1.3 PROFESSIONAL DEVELOPMENT FOR TECHNOLOGY INTEGRATORS</p>				
	<p>Planning for Technology Integrators to participate in meaningful professional development</p> <ul style="list-style-type: none"> • WEMTA - WI Educational Media & Technology Association • SLATE - State Leaders Advancing Technology in Education • CESA workshops/webinars 	<p>Documentation of attendance, participation, evaluation and sharing is collected via PDMS.</p>	<p>Library Media Specialists Technology Integrator</p>	<p>PDMS records indicate conference and workshop attendance and evaluation. Integrators presented and shared information and skill development with appropriate</p>

	<ul style="list-style-type: none">• Skyward• Brainstorm• Other relevant events/workshops		Technology Department CSI Tech Team Data Specialist	stakeholders.
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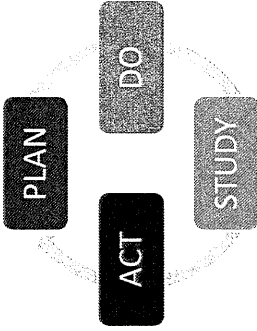
Summary Report of Progress in 2016-17

The Tech Time PD that was presented during staff meetings was far too brief. This led the team to develop an improved PD plan for next year. There was an effort to design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement. However, the focus of the work was redirected toward ensuring that the emphasis was placed upon determining levels and types of digital proficiency. This provided a better foundation for the team to clearly the focus the PD in the future. We needed to find the "What" before the "How." PDMS will serve as a valuable tool for tracking the Tech Integrators' PD participation. PDMS data provides a meaningful source of information for evaluating the effectiveness of the event and planning for future professional development.

Focus for 2017-18

The plan is to schedule the Technology PD events on the fourth Monday of four separate months. In PDMS, staff will register for the event of their choice. The structure of the PD will include the first session to introduce the topic/skill. This will be followed by application and practice. The second session will then include sharing out the experience with the topics. The topics presented will be based on the top three requests/needs from the building/district as determined by building leadership teams. This structure will be repeated biannually.

In addition, there will be continued effort to design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement.

 Evansville Community School District	<h2 style="text-align: center;">Continuous Improvement Plan 2016-2017</h2>	 Strategic Focus: Security proficient and energy efficient District practices
PLAN: Identify the Data Measures and Performance Gap		
Priority Area: Facilities and Operations	Strategic Objective #5 The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.	
Strategic Focus Goal #2: By 2016-17 FY, reduce District-wide energy consumption by 3% as measured by an accepted energy metric.		
Timeline For Completion: Final Report Due Fall of 2017		
DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.		
<ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • HS PAC lighting has been upgraded to LED • Lighting has been upgraded to more efficient bulbs in some areas of the District • Computer program to turn-off computers after hours • BOE Policy 733 and Energy Conservation Administrative Rule 733.1 • Occupancy sensors have been installed in some areas of the District • BOE approved study of the HS geothermal system • Utility consumption data has been reviewed and is entered in Energystar.gov website 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Energystar.gov info on website needs to be updated • Utility consumption is not benchmarked with comparable buildings • BOE Policy and Administrative Rule is not being followed • Capital projects identified by the District do not include any energy saving projects 3. Which data points identify the gaps or needs identified in question 2? <ul style="list-style-type: none"> • District Energy Star score as listed on the energystar.gov website 		

CSI Action Plan Template

<ul style="list-style-type: none"> • District gross energy consumption per square foot as compared to comparable buildings • Internal audit of compliance to BOE policy 773 and Administrative Rule 733.1 • District capital projects plan 			
<p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Review Policy 733 and 733.1 and revise if necessary • Conduct internal audits of policy 733 and 733.1 • Staff training of Policy 733 and 733.1 • Measure energy usage of additional devices/equipment to track energy increases • Include energy project(s) when determining the capital projects budget each year • Consider building competitions to promote energy awareness/conservation 			
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>			
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Employee survey to gauge employee knowledge of energy usage/knowledge	May 2015	September 2015	Completed
2. Energystar.gov score	May 2015	Ongoing	Ongoing
3. District gross energy usage per square foot	May 2015	Fall, 2017	Ongoing
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Repeat employee survey	May 2016	June 2016	Completed
2. Energystar.gov score	May 2016	Ongoing	Ongoing
3. District gross energy usage per square foot	May 2016	Fall, 2017	Ongoing
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1. Gross energy usage	May 2015	Ongoing	
2. Energy Star score	May 2015	Ongoing	
<p>Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?</p>			
ACTION STEP	MEASURE/INDICATOR What data will be collected?	END DATE	PERSON(S) RESPONSIBLE

CSI Action Plan Template


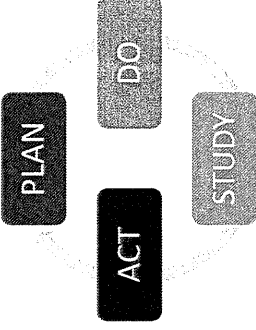
What steps will you and your team take?	How will you know when the step is completed?	When will the work be completed?	
Review/revision of Policy 733 and 733.1	BOE Agendas/Minutes	2017-2018 School Year	Policy Committee
Update all District information on energystar.gov	Reports from energystar.gov	Ongoing	B&G Director
Investigate possible energy savings upgrades to add to capital projects list	Consult with local utility staff and energy consultants – BOE Agendas & Minutes	Ongoing	B&G Director
Develop training sessions for all staff to change behavior regarding energy usage and policy compliance	Training schedule and attendance logs	Ongoing	Administrators
Study: Analyze Data After Implementing Action Plan Steps			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Review policies	Policies discussed @ CSI, mark-ups provided to Kelley Mosher		Policy edits have been made
2. Update Energystar.gov	Considerable work by J. Backes entering data for LLE/TRIS & JCM		Enables ongoing energy use tracking
3. Investigate projects	Not done due to reliability concerns with past project and ongoing power quality investigation		
4. Develop staff training	No formal training developed yet		
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
1. Continue policy review	Determine if additional or new language is needed	2017-2018 School Year	Policy Committee
2. Energystar.gov data	Continue adding/reviewing data	Ongoing	Buildings and Grounds Director
3. Develop projects	Future project list	Ongoing in conjunction with CAC	Buildings and Grounds Director
4. Train staff	Future staff surveys	2017-2018 School Year	Administrators

CSI Action Plan Template

Act-Year-End Consideration: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2017-2018 with this strategic focus area.

1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area
2.	Year-long target goal is undetermined at this time , but the current plan is effective and will be continued
3. XXXX	Year-long target goal has not been met , but the plan will continue with new strategies applied
4.	Year-long target goal has not been met and the team will move in a different direction
5.	Other – please explain in space below

Option #3 best reflects the end of year condition for this goal. Yearlong target of 3% energy savings is incomplete due to change over in personnel. Data will be available at a later date. Actions to date by CSI have provided a greater common understanding of the opportunities and obstacles to achieving this goal in the future.

 <p>Evansville Community School District</p>	<h2 style="text-align: center;">Continuous Improvement Plan 2016-2017</h2>	
<p>Priority Area: Climate and Culture</p>	<p>Strategic Objective To build a sustainable positive school climate through a supportive environment in which staff model attitudes and value expectations fostered by respect, effective communication, positive relationships, involvement and collaborative decision-making</p>	<p>Strategic Focus:</p>
<p><i>PLAN: Identify the Data Measures and Performance Gap</i></p>		
<p>Strategic Focus Goal: To build a positive school climate through a supportive environment in which staff model attitudes and value expectations fostered by respect, effective communication, positive relationships, involvement and collaborative decision-making</p>		
<p>Timeline For Completion: The committee plans to create an action plan to shift building and district-wide climate and culture in a positive direction starting at the beginning of the 2017-2018 school year. This is a fluid process and the team understands the importance of front-loading these conversations to ensure a sustainable action plan can be carried out.</p>		
<p>Budget: \$1,500 for End of Year Celebration</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p>		
<p>The Climate and Culture CSI Committee started from scratch this year to include new chairs, new committee members, new norms, new way to develop our action plan, and a new goal. To emphasize important areas to concentrate our attention, the committee met with a variety of focus groups to gather answers to the following questions:</p>		
<ol style="list-style-type: none"> 1. What is currently going well in your building? District-wide? 2. What are some areas related to culture and climate that you feel need improvements in your building? District-wide? 3. What ideas do you have to help build a more position environment in your building? District-wide? 		

CSI Action Plan Template

Committee members met with similar-position groups. Examples of these small groups include food services workers, custodians, teachers, health clerk, and educational assistants. The opinions and feedback gathered in these focus groups remained anonymous and were summarized on individual post-its – color coded by building. The committee categorized each post-it in similar categories for building specific and district-wide feedback in three rounds – one round for things going well, another for areas of improvement, and a third for ideas for change that are within our sphere of influence. Our norms were reviewed before each meeting to ensure we: Celebrate Success. Listen to understand. Give the benefit of the doubt. Assume the best. Treat each other with dignity and respect. Acknowledge the past, but focus on the future. Reviewing the feedback from each focus group, filtering out items out of our sphere of influence, and starting the brainstorming process took until the end of the year. This group also planned and prepared the End of Year Staff Recognition Event, which helped increase attendance by about 75% from last year to this year.

Although the committee worked hard to collect credible and meaningful staff feedback, the data was informal and lacking numerical measurement. Because culture and climate has a direct impact on health and wellness, the Culture and Climate CSI committee plans to merge with the district's Wellness Committee and use the Annual Aggregate Health Assessment Report to set measurable goals and determine progress. The honest and, sometimes painful, conversations that occurred during our meetings this year were critical to building a sustainable committee going forward and the incorporation of the Health Assessment data will allow us to follow the Plan Do Study Act format starting next year.

DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan			
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:

CSI Action Plan Template

1.				
2.				
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?				
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .				
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)	
1.				
2.				
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2				
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .				
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)	
1.				
2.				
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #3				

CSI Action Plan Template

ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Study: Analyze Data After Implementing Action Plan Approach To be completed by May .			
MEASURE/INDICATOR (from Act step Plan #3 above)	Evidence of Progress/Effectiveness (include data)	Analysis of Evidence (Describe why this evidence shows the action step was effective)	
1.			
2.			
Act - Year-End Conclusion: At the end of the year, reflect on your progress and determine the focus for the coming year. Select the option that this strategic planning team will pursue in 2016-2017 with this strategic focus area.			
1.	Year-long target goal has been met and will be changed to a new target goal in the strategic focus area		
2.	Year-long target goal has not been met, but the current plan is effective and will be continued		
3.	Year-long target goal has not been met, but the plan will continue with new strategies applied		
4.	Year-long target goal has not been met and the team will move in a different direction		
5.	Other – please explain in space below		

October 4, Region 12*, \$31

Sheraton Madison Hotel, 706 John Nolen Drive, Madison,

Regional Meeting and Workshop Registration Information

- Regional Meeting registration fees vary by region. See reverse for details.
- Workshop registration is \$65 per person.
- Receive a \$10 discount for attending a workshop and a Regional Meeting. (If attending a workshop and Regional Meeting in different regions, contact the WASB to receive the discount.)
- Use the 2017 Regional Meeting online registration system at WASB.org to register for a Regional Meeting, workshop or both.

Pre-Regional Meeting Workshop (optional)



4 pm – Registration

4:30-6:30 pm – Workshop Program

Workshop Registration: \$65 per person. Receive a \$10 discount for attending a workshop and the Regional Meeting.

(Regional Meeting fees vary by region.)

Implications of the 2017-19 State Budget for School Boards

Beyond its funding provisions, the 2017-19 state budget included numerous changes to state law impacting Wisconsin public school districts. As a result, school boards may need to review their policies and make budget adjustments. At this workshop, learn more about the specifics of the major statutory changes and implications on local district policies. Make sure your district doesn't fall behind in making the appropriate and necessary changes.

WASB Legal Services Staff

A Pre-Regional Meeting Workshop will be held prior to each Regional Meeting in the same facility as the Regional Meeting. The workshops are open to school board members, district administrators, administrative assistants and other relevant staff. Members are welcome to attend a workshop in any region.

Regional Meeting registration is not required for a workshop. However, pre-registration is strongly recommended as workshop capacity may be limited in some locations.

Regional Meeting Program



6 pm – Registration / Networking

6:30 pm – Dinner • 7:30-9 pm – Regional Meeting Program

Regional Director Welcome

Member Recognition Awards

At each Regional Meeting, the WASB recognizes school board members who have reached a new achievement level in the WASB Member Recognition Program by attending and participating in activities and events sponsored by the WASB and the National School Boards Association (NSBA).

Elections (Regions 3, 6, 8, 12 and 14)

Each member school board and CESA board has one vote to elect a WASB regional director.

Legislative Update: 2017-18 Legislative Session Preview

School districts, as always, face a myriad of potential legislative changes to the laws and rules that impact them. At the Fall Regional Meetings, the WASB Government Relations staff will brief members on the most pertinent proposals and lead a discussion on how board members, administrators and other school leaders can be advocates for their districts.

This is your opportunity to learn more about pending legislation as well as provide feedback on the WASB's advocacy efforts, including how the WASB can help local boards become more effective advocates. (Please note: The 2017-19 state budget will be covered extensively in the pre-meeting workshop.)

WASB Government Relations Staff

Executive Director's Report

John Ashley, WASB Executive Director, will conclude the evening with a report to members about the activities and future direction of the WASB.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

**Board of Education Regular Meeting Agenda
Monday, September 11, 2017
6:00 pm
District Board and Training Center
340 Fair Street (Door 36)**

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

- I. Roll Call: Mason Braunschweig Melissa Hammann Thomas Titus
 Eric Busse Keith Hennig HS Board Rep Ava Parker
 David Hamilton John Rasmussen HS Board Rep Maddy Krueger
- II. Approve Agenda.
- III. Public Announcements/Recognition/Upcoming Events:
 - Annual School Board Meeting – October 23, 7:00 pm
 - Welcome High School Student Board Representatives – Ava Parker and Maddy Krueger
 - Introduction of K-5 New Staff
- IV. Public Presentations.
- V. Information & Discussion:
 - A. High School Student Board Representative Report.
 - B. 2018 Potential Facilities/Operations Referendum Update.
- VI. Public Presentations.
- VII. Business (Action Items):
 - A. Approval of Staff Changes:
- VIII. Consent (Action Items):
 - A. Approval of August 28, 2017, Regular Meeting Minutes.
 - B. Approval of August Bills.
- IX. Future Agenda – September 25, 2017, Regular Board Meeting Agenda.
- X. Adjourn.

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

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

Posted: