

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Monday, December 10, 2012
6:30 p.m.

District Board and Training Center
340 Fair Street

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.

6:00 pm: Two board members are available to listen to the public on a drop in basis.

	<u>Time</u>
I. Roll Call: Dennis Hatfield Kathi Swanson Eric Busse John Rasmussen Tina Rossmiller Sharon Skinner Nancy Hurley HS Rep. Hunter Johnson HS Rep. Marissa Haegele	1 min.
II. Approve Agenda.	1 min.
III. Public Announcements/Recognition/Upcoming Events: • Adult School Crossing Guard Recognition Week – January 14-18 • Wisconsin Association of School Board Convention – January 22-25	5 min.
IV. District Administrator Report – Summary of WASBO/WASPA Conference.	5 min.
V. High School Board Representatives'/Principals'/Administrators' Reports – High School Events and Good Things Happening in our Schools.	10 min.
VI. Information & Discussion:	70 min.
A. Mapping to the Common Core, A Solution Tree Book – Susan Udelhofen.	
B. Staff Planning Survey Results.	
C. Handbook Committee Update –	
1. Written Draft, Part II, Sec. 1-2 (Certified Staff-Professional Hours/Workday and Professional Growth) and Part III, Sec. 1 (Support Staff-Hours of Work, Work Schedule, and Job Descriptions).	
2. Outline, Part II, Sec. 3 (Certified Staff-Certified Staff Supervision and Evaluation) and Part III, Sec. 2 (Employee Evaluation).	
D. School Board Election Update.	
E. Wisconsin Association of School Boards (WASB) Convention Resolutions.	
F. Open Enrollment Class Limits.	
G. First Reading of Policy: #548 – Support Staff Evaluation.	
H. Second Reading of Policies: #428-Public School Open Enrollment; #526.1-Employee Evaluation; #526.2-Employee Remediation Procedure; #526.2 Form-Plan of Remediation Form; #529-Employee Discipline; and #545.1-	

Support Staff Work Schedule.

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| VII. Business (Action Item): | 10 min. |
| A. Approval of Employee Handbook, Part I, Sec. 14-16 (All Employees-Benefits for All Employees, Work Stoppage, and Conformity to Law). | |
| B. Approval of HVAC (Heating, Ventilation and Air Conditioning) Maintenance Agreement. | |
| C. Approval of Staff Hire: Special Education Assistant. | |
| VIII. Consent (Action Items): | 2 min. |
| A. Approval of November 12 and 26 Regular Meeting Minutes. | |
| B. Approval of Open Enrollment Exception Applications. | |
| IX. Set January 14, 2013, Regular Meeting Agenda. | 5 min. |
| X. Ten Minute Break. | 10 min |
| XI. Executive Session – Under Wisconsin State Statute 19.85(1)(c)(e) to Discuss District Administrator and Administrative Personnel Evaluations and Salaries. | 30 min. |

Mission Statement:

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

Vision Statement:

Creating a culture of excellence in:

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

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

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

Posted: 12/6/12

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

**Monday, December 10, 2012
6:30 p.m.**

**District Board and Training Center
340 Fair Street**

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.

6:00 pm: Two board members, Nancy Hurley and Kathi Swanson, are available to listen to the public on a drop in basis.

				<u>Time</u>
I. Roll Call:	Dennis Hatfield Tina Rossmiller HS Rep. Hunter Johnson	Kathi Swanson Sharon Skinner 	Eric Busse Nancy Hurley HS Rep. Marissa Haegele	John Rasmussen 1 min.
II. Approve Agenda.				1 min.
Suggested Motion: I move we approve the agenda as presented.				
III. Public Announcements/Recognition/Upcoming Events:				5 min.
	<ul style="list-style-type: none"> • Adult School Crossing Guard Recognition Week – January 14-18 • Wisconsin Association of School Board Convention – January 22-25 			
IV. District Administrator Report – Summary of WASBO/WASPA Conference.				5 min.
V. High School Board Representatives'/Principals'/Administrators' Reports – High School Events and Good Things Happening in our Schools – <i>Enclosed are the reports.</i>				10 min.
VI. Information & Discussion:				70 min.
	<p>A. <u>Mapping to the Common Core, A Solution Tree Book</u> – Susan Udelhofen – <i>Susan Udelhofen will discuss her work with the District on curriculum mapping and how the developments taking place in Evansville have contributed to her forthcoming book that will be published by Solution Tree.</i></p>			
	<p>B. <u>Staff Planning Survey Results</u> – <i>Results to the survey will be presented by Bill Foster from School Perceptions. These results will be posted on the website.</i></p>			

- C. Handbook Committee Update –
 - 1. Written Draft, Part II, Sec. 1-2 (Certified Staff-Professional Hours/Workday and Professional Growth) and Part III, Sec. 1 (Support Staff-Hours of Work, Work Schedule, and Job Descriptions) – *Enclosed is this section and policy #723.3 that is referenced in this section.*
 - 2. Outline, Part II, Sec. 3 (Certified Staff-Certified Staff Supervision and Evaluation) and Part III, Sec. 2 (Employee Evaluation) – *Enclosed is the outline.*

- D. School Board Election Update – *As of this writing we have nothing new to report. Neither Eric nor Nancy has taken out papers to run or not to run. A prospective School Board Member Information Session was held on Monday, December 3 and no one showed up.*

- E. Wisconsin Association of School Boards (WASB) Convention Resolutions – *We should be getting the resolutions any day and will pass along to the Board. These resolutions will be considered for the WASB January convention.*

- F. Open Enrollment Class Limits – *The Board will need to vote at the January meeting, whether to set enrollment number limits, per policy #428-Public School Open Enrollment.*

- G. First Reading of Policy: #548-Support Staff Evaluation – *I am suggesting that we remove this policy as support staff would fall under #526.1, #526.2 and #526.2 Form.*

- H. Second Reading of Policies: #428-Public School Open Enrollment; #526.1-Employee Evaluation; #526.2-Employee Remediation Procedure; #526.2 Form-Plan of Remediation Form; #529-Employee Discipline; and #545.1-Support Staff Work Schedule - *These policies come forward with suggested changes.*

VII. Business (Action Item):

10 min.

- A. Approval of Employee Handbook, Part I, Sec. 14-16 (All Employees-Benefits for All Employees, Work Stoppage, and Conformity to Law).

Suggested Motion: I move we approve the Employee Handbook, Part I, Sec. 14-16 (All Employees-Benefits for All Employees, Work Stoppage, and Conformity to Law) as presented.

B. Approval of HVAC (Heating, Ventilation and Air Conditioning) Maintenance Agreement – Ms. Treuden will present in Mr. Francis' absence.

Suggested Motion: I move we contract for HVAC systems maintenance with North American Mechanical Inc. (NAMI).

C. Approval of Staff Hire: Special Education Assistant – We are hoping to have a recommendation to hire for this position by Monday night. This position will fill the one vacancy by previous employer who resigned in November.

Suggested Motion: I move we approve the hiring of _____ as a special education assistant at Levi Leonard, at a rate of \$ _____.

VIII. Consent (Action Items): Do you want any items removed from the consent? 2 min.

A. Approval of November 12 and 26 Regular Meeting Minutes.

B. Approval of Open Enrollment Exception Applications.

Suggested Motion: I move we approve the consent agenda items of:

- November 12 and 26 regular meeting minutes;
- No open enrollment exception applications at this time, as presented.

IX. Set January 14, 2013, Regular Meeting Agenda – *Draft agenda enclosed.* 5 min.

X. Ten Minute Break. 10 min.

XI. Executive Session – Under Wisconsin State Statute 19.85(1)(c)(e) to Discuss District Administrator and Administrative Personnel Evaluations and Salaries. 30 min.

Suggested Motion: I move we move into executive session, under Wisconsin State Statute 19.85(1)(c)(e) to discuss district administrator and administrative personnel evaluations and salaries.

Roll Call Vote.

Estimated time of adjournment, prior to Executive Session, is 8:29 pm.

REMINDER: Special Board Meeting, Monday, December 17.

District Administrator Report

Jerry Roth

12-10-12

My report this month is an overview of a few learning sessions that I attended as part of the Wisconsin Association of School Business Officials and Wisconsin Association of School Personnel Administrator's Conference on November 28 and 29.

Legislative Update: Rep. Steve Kestell (R-Elk Hart Lake) and Senator Kathleen Vinehout (D- Alma)

Representative Kestell and Senator Vinehout each gave their opinion of the effects of Act 10 on public education. Kestell believes the reduction in school funding as means to help balance the state budget has been successful and that Act 10 has provided local school districts with greater control of school management. He also stated that he believes Governor Walker may increase the per pupil expenditure for the 2013-2014 school year. Senator Vinehout was not as supportive of the reduction in school funding to balance the state budget. She noted many examples of school districts that are struggling to balance their own budgets due to the reduction. Her hope is that state government can come together to work on a plan to improve funding for schools. She is hopeful that Governor Walker will increase the per pupil expenditure for 2013-2014.

Moving from Contracts to Employee Handbooks: Gary Ruesch

Attendees of this session were reminded that handbooks are not collective bargaining agreements, but in the process of developing a handbook, school boards may want to consider including input from employee groups. Each district has handled this process in various ways with some districts not including employee groups to participate, while others have. Through discussion with participants of this session, there was a consensus that seeking employee input is valuable as it helps to settle some of the anxieties that exist with employees as we move from a collective bargaining agreement to a handbook.

The New Landscape of Comparability: Mike Julka

Historically, school districts have been able to seek comparable compensation data from other school districts in their region or from around the state. It has been a fairly common practice to seek information related to working conditions, salary, benefits, etc., because most districts were similar in their approach in compensating employees. In the future, this may get more complicated. This is due to the possibility of increased competition for hard to fill positions where salaries may vary widely within an employee group. To further complicate this issue, many districts are moving away from such things as a percentage increase in wage settlements to a fixed dollar amount, along with changing or eliminating step and lane increases. The cost of health care is increasing at a very high rate and the new health care reform movement towards a state or national health care exchange to help control some of these costs will provide further complications in determining employee compensation. In the short term we may continue to seek comparable compensation information, but the future is uncertain.

December Board Report

Hunter Johnson and Marissa Haegele

- Student Council is initiating a new committee program where all members are divided up into five topical subjects that will improve the impact of Student Council in both high school and community aspects.
 - Service Committee: This group will orchestrate and run service projects that benefit the community throughout the year, such as the mitten drive, food drive, community events and other volunteer efforts.
 - Public Relations Committee: This group will create and administer various surveys throughout the school to gather the input of students on issues they may have. The group will act on the results to improve these problems.
 - Environmental Committee: This group will start environmentally benefiting programs in the school and the community to help reduce consumption and improve the impact we have on the environment.
 - Interpersonal Committee: This group will plan events, games, retreats, bonding activities, etc. for student council, the school, and the community to help lighten attitudes and overall cooperation.
 - Reformation Committee: This group is responsible for the reformation of student council as a whole through revising the constitution, creating new policies and rules, changing the impact student council has and its boundaries, and initiating parliamentary procedure for this year and years to come.

- The Advanced Placement Chemistry and part of the General Chemistry class visited the Whitewater Science Department on a field trip Friday, November 30th. There, the students were able to conduct a spectrometry lab with the use of more advanced equipment and using the results from that experiment compared the results from a previous experiment in the High School. The Chemistry classes plan to revisit the Whitewater Science Department again for another experiment in the spring.

- The Evansville Craft Fair was held Saturday, December 1st in the middle school gym. NHS members volunteered to help set up and ring bells during the Craft Fair for the AWARE group. The Junior Class was given the generous opportunity to run the concession stand as a fundraiser for their Junior Prom. A big thanks goes out to Deb Herbers for handing over the fundraiser to the Juniors and donating at least a dozen pies baked by her 8th grade class to sell throughout the day.

- In the past month, NHS has volunteered not only at the craft fair, but also through the Middle School Tutoring Program. Every other Wednesday, NHS sends four to six members to the Middle School to assist the students with their homework.

- EHS Band is having a concert December 10th and Choir is having a concert the following night.

Upcoming Events:

- The Junior and Senior Classes are going to partner in hosting an overnight lock-in for high school students. All proceeds will go towards Prom for the Juniors and graduation caps and gowns for the Seniors.

Levi Leonard Elementary

School Board Report

December 10, 2012

Early Release Days: The November Early Release Day was used current student needs and to strategize among the teachers as to how these can be met. When not in a grade level meeting for this discussion, Teachers are working in grade levels to continue development of common assessments based on Common Core Standards. In December, we will continue both of these efforts as well as discussing with Kindergarten teachers recent information concerning the PALS assessment. Three kindergarten and two resource teachers will attend a workshop on PALS and data use on Dec. 10.

Title 1 Family Pajama Night: This was held on November 5, from 6:00-7:00 PM. About 150 students and parents attended. Everyone seemed to enjoy the activities and several parents mentioned how pleased they were with both the format and the information of the meeting. We are now in the process of planning a spring information night.

Positive Behavior Intervention System (PBIS): Last year we created a matrix that lists appropriate behaviors in various locations on campus. We also introduced our "voice-o-meter" of appropriate leveled voices last year. This year, we presented a video of what these behaviors look like to students at the beginning of the year. Teachers have used it in classes and we will show it again in January. This is accompanied with practice of appropriate voice levels. Teachers talk about the matrix behaviors in class, use the same language and reinforce these behaviors. In addition, we will begin to use compliment slips to celebrate appropriate student behaviors when we see them. Beginning in January, we will have a behavior of the week and the class with the most compliments in that area will be highlighted with their picture on the front hall bulletin board.

We are also working on a flow chart process of interventions for students when they have difficulty with appropriate behavior.

Upcoming events:

- 5 SIT meeting
- 12 Norwegian Dancers to perform in the TRIS gym at 8:30 for elementary and at 9:45 for intermediate students
Early Release Day – Assessment and collaboration meetings
- 13 Toys for Evansville Distribution in the Grove Campus Cafeteria
- 19 Staff meeting

Please join us for any of these events or drop in to visit during the school day.

Lou Havlik

Elementary Principal

Theodore Robinson Board Report

December 2012

Testing:

WKCE testing is completed. MAP testing begins January 9th.

Around the Building:

Mrs. Greve-Shannon and Mrs. Volk had a great turn out for their first National Parental Involvement Day on November 15th. Parents came to the room and visited stations around the room. At each station, a pair of students explained something about our classroom routine or some of the reading comprehension strategies we are learning in Reading Workshop. The kids LOVED being the experts and it was a great way for parents to see the more complex and higher level thinking skills their children are working on in reading.

Staff continues to work on aligning curriculum to the CCSS. Mrs. Doyle is working with the 3rd grade staff to assist them with the implementation of guided reading. The 3rd grade staff has been many hours in making this transition go smoothly. Mrs. Strieker is working with the grade 4th and 5th grades in the continued implementation of guided reading. This year 4th and 5th grade level is in the process of developing common assessments and incorporating the informational text standards into their curriculum. The teachers on these teams have also put in many hours in the development of materials. Thank you to everyone for working diligently on the curriculum development.

On November 13th the AT&T Pioneers group and State Representative Ringhand came in and presented all 3rd graders with dictionaries and taught them how to use them.

The PTO continues to be supportive of our students' educational needs. They donated money to a classroom to get some higher level books, purchased a computer cart for our laptops, and paid for 4 teachers to go to CESA 2 for ipad training. Their continued support is greatly appreciated.

Each grade level has had their 1st data/rti intervention team meeting. These meetings have been very beneficial to ensure we are meeting the needs of all of our students. Data was used to determine which students would receive tier 2 and/or tier 3 interventions (remedial or gt)

As a building we continue to work on our transition within the building, PBIS matrix. We have our next RTI/PBIS/Character Ed meeting on Wednesday, December 5th at 3:15.

Upcoming Events:

December 12th 8:30 and 9:45 Stoughton Norwegian Dancers will be performing for LLE and TRIS students

J.C. McKenna Middle School
Bob Flaherty

Select members of school Leadership/Site Council are attending a two hour session with Michael Rettig. Mr. Rettig is an expert scheduler and will review our current schedule along with helping us to look at some different possibilities to increase the amount of academic time students have in the classroom. He will also review some of the changes we made last year to see if he can fix some of the problems that have cropped up during the year. The middle school continues to flesh out action plans for the goals the Leadership/Site Council discussed last week. We will finish these plans by the end of the month.

Mike Czerwonka and myself are the middle school representatives on the alternative school committee. We spent time brainstorming changes we can make in the future to meet the needs of all our students and to increase the success rate of all students in the District.

I included a copy of my letter to parents in news notes. It covered a lot of ground that you might be interested in.

Dear Parents,

Thank you for attending conferences this month. The turn out was over 95% and it was great to watch students connecting with teachers and parents regarding their academic progress. Research shows that one of the most powerful forces in improving student achievement is to have students take more responsibility for their learning, and student lead conferences is just one way we allow students to do so. If you would like to contact or meet with an individual teacher regarding an academic or other concern, please contact the teacher at school or request to have a meeting.

Measure of Academic Progress (MAP) Tests : This is the first year we included a discussion of your child's MAP scores in conferences. You will find this document to be valuable because it objectively tracks student progress over several years. I sat in on a number of conferences in which students showed tremendous gains in reading over the past two years. This was wonderful to see! You can find more information about MAP tests at the NWEA website: <http://www.nwea.org/support/article/930/parent-toolkit>

Water Bottles: After Thanksgiving break we are implementing a new policy for water bottles in the middle school. We know hydration is important for the brain to work, but lately I am concerned about what beverages students may have in their water bottles while at school. In order to improve school safety, only clear, hard sided water bottles will be allowed in school and classrooms. In addition, we have water fountains (bubblers) scattered throughout the building so students have access to water if they do not have appropriate water bottles to bring to school. Thank you for your cooperation. If you have any concerns, please contact me at 608-436-2668.

What We Do On Early Release Days: It is important that teachers have time to work together to make their lessons meet the learning needs of all students. On November 14, 2012, staff work included:

Special Education teachers worked on making sure students were getting the support they need in their assigned classes. They also worked on how to write better plans for students who have behavioral issues along with a host of other topics.

Math and language arts teachers spent time working on curriculum to guarantee that students are learning the most important skills they need to succeed in the future. Wisconsin has Common Core Standards in math and language arts that define the essential learning every student needs to know to be prepared for future endeavors at school and work.

The remainder of the staff worked on seeing how much they already integrate new reading and writing standards in their classrooms. Many teachers also took some time to prepare for student led conferences that took place the following day.

EHS Board Report – Scott Everson, EHS Principal

December 10, 2012 ECSD Board Meeting

- Our Leadership Team has initiated the next informational stage in the investigation of the Laude system. We will be offering information and providing examples of how Laude programs work in other WI high schools to all staff next Wednesday, December 12. Following that, we will be issuing a staff survey. Likewise, we will also be providing information to parents and issuing a parent survey as well.
- Our Leadership Team agenda next Monday is focused on an overlapping Response to Intervention (Rtl) format on top of our schedule that will allow for specific, purposeful Tier II and Tier III intervention (primary focus Literacy and Mathematics skill deficit mitigation) and progress monitoring. This may result in an outside-the-box scheduling change that eventually may come before the Board. I will keep you updated on our progress.
- Next week is our third Parent Teacher “conferences” session of the school year. This never-been-tried format requires HS teachers to contact every student who is failing and/or currently struggling in their class. More information to come next month regarding the teachers’ perception of this format...
- Susan Dantuma, the articulation specialist from Blackhawk Technical College, has met with our Career and Technical Education Department teachers about the articulation process with BHT (and Madison College). She will be meeting with our core area staff next Wednesday, December 12. One of our Leadership Team initiatives is to investigate and examine ways to maximize possibilities for EHS students to accrue college credit while enrolled in high school.
- Our Alternative Education 6-12 committee has met several times and we are continuing to progress toward a vision of future implementation. We have analyzed data – including every single student who did not graduate from EHS in the past 13 years, brainstormed myriad ideas, and have problem-solved foreseeable obstacles in this challenging process.
- All Fall Sports seasons are finished and all sports banquets have been successfully completed and were well-attended.

School Board Report
December 10, 2012
Curriculum Topic: Response to Intervention

Evansville Community School District
Office of Curriculum and Instruction
Paula J. I. Landers, Director of Instruction

Response to Intervention (RtI) is a system of instructional practices and processes that help teachers meet the needs of all students. The essential components of any RtI system include teacher collaboration, high quality instruction, and a balanced assessment system – all occurring in a culturally responsive environment. Typically an RtI system delivers student support for learning progressively. This is done through a three tiered framework – with tier one addressing the needs of all learners and tier three addressing the needs of students farthest from their grade-level learning targets.

Tier I: Universal Instruction

Tier I, or universal instruction, takes place in the general education classroom and includes all related curriculum, instruction, assessment, programs and services, and behavioral expectations. Because the general education classroom is accessible to all students, this first tier is also called "universal instruction."

High quality instruction in the general education classroom is anchored in a curriculum that is based upon adopted state standards with clearly identified learning targets that focus student learning. Teachers use engaging and supportive instructional practices when creating lesson plans and units of study. Learning is personalized, active, and flexible. Assessments are well-balanced between formative (for learning) and summative (of learning) and support the general education teacher to determine the learning needs in the classroom. Common formative and summative assessments clearly indicate the learning target being evaluated so that teachers can provide additional instruction to students where they need it most.

Tier II: Targeted Instruction

Tier II, or targeted instruction, takes place outside of the general education classroom. Based upon assessment data from multiple points, teacher teams determine that specific students need additional instructional time to master, or go beyond, specific learning targets at their grade level. Tier II instructional time is provided in addition to the instruction that takes place in the general education classroom.

Only instructional programs and materials that have been proven, through research, to help students learn must be used at a Tier II level. Teachers providing the additional instruction must be trained in using the selected materials and must apply the materials exactly as designed, typically to small groups of students. Tier II student learning is monitored. When students have met the grade level expectation, they no longer need to complete the additional instructional time and return to universal programming. This is true for students exceeding grade-level expectations as well.

Tier III: Intensive Instruction

Intensive instruction is provided to students receiving Tier II supports, but who still need additional instruction to meet their needs. Typically Tier III interventions are administered in very small groups of 1-3 students. Students beyond their grade level learning targets may be accelerated. For others, teacher specialists administer Tier III interventions with scientifically researched materials, and do so exactly as the program demands. Tier III student learning is monitored, and when students have made appropriate progress, they will discontinue Tier III and return to Tier II or I service levels. Students who cannot make progress with interventions provided in all three tiers and whose progress on specific learning targets has been consistently monitored may be considered for a special education referral. The Specific Learning Disability, or SLD, Rule taking effect in December of 2013 will require school districts to have adequate progress monitoring data for each student before a referral for special education can be considered.

ECSD School Board Report

December, 2012

Vaunce Ashby, Director of Student Services

My school board report for the month of December will elaborate on the connection between students who have been unable to succeed after academically-based Intensive Instruction (RTI) and special education. The focus will be on a change in the eligibility criteria for students who receive Special Education services due to a Specific Learning Disability. Students with Specific Learning Disabilities (SLD) represent one of the largest disability areas in our state. Almost one third of students with disabilities have been identified as having a Specific Learning Disability. There are about 37,000 children with a primary disability of SLD in Wisconsin. This represents slightly less than 4% of the total PK-12 student population in the state.

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

Students with SLD are educated using a variety of approaches including individual, small and large group instruction. Special education and related services often consist of specialized instruction in academic compensatory skills as identified by a student's IEP team. A large number of students with SLD receive most of their instruction in the general education setting with supplemental specialized instruction and support provided by certified special education teachers. Collaboration between general and special educators is critical to the success of these students.

Wisconsin's SLD eligibility rule was revised and will become effective on December 1, 2013. The revised rule is intended to fit within the multilevel system of supports (commonly known as RTI) our district along with schools throughout the state are establishing. Before a team of educators can determine whether a student has a SLD, the team must document that the student, after intensive interventions (RTI), demonstrates inadequate achievement and insufficient progress in one or more of eight key academic areas. If the SLD criteria are met, the IEP team goes on to determine whether the student needs special education. An affirmative answer to both of these questions allows the school to offer the family special education services for the student in the area of SLD.

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: School Perceptions Survey
Date: December 10th, 2012

Attached is a report from School Perceptions showing the results of the staff survey. Bill Foster will be present at the meeting to go through the report and answer any questions. The survey results will be posted on the District web-site following tonight's meeting.

Evansville Community School District

Staff Planning Survey Results

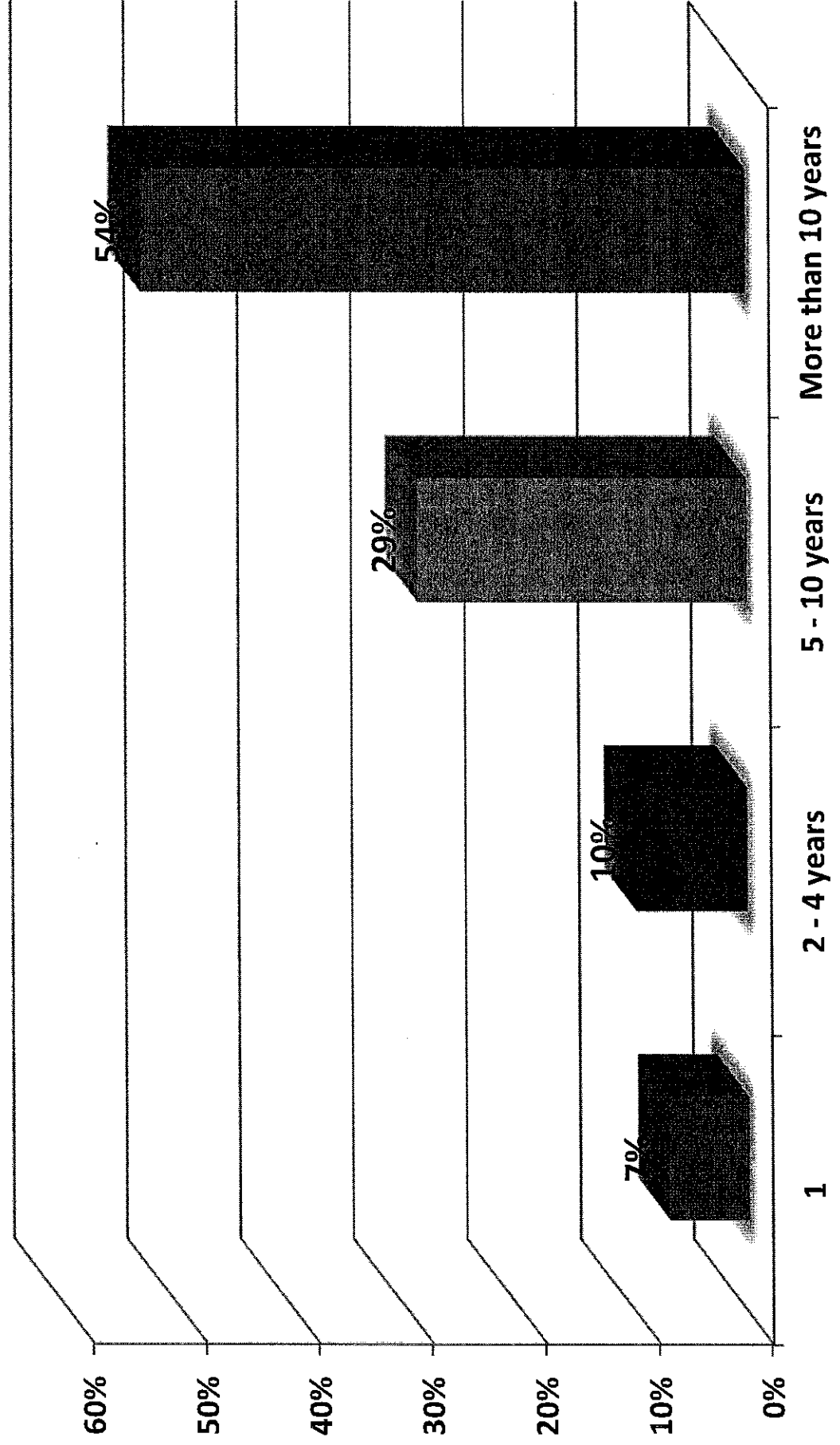
Fall 2012

Survey Summary

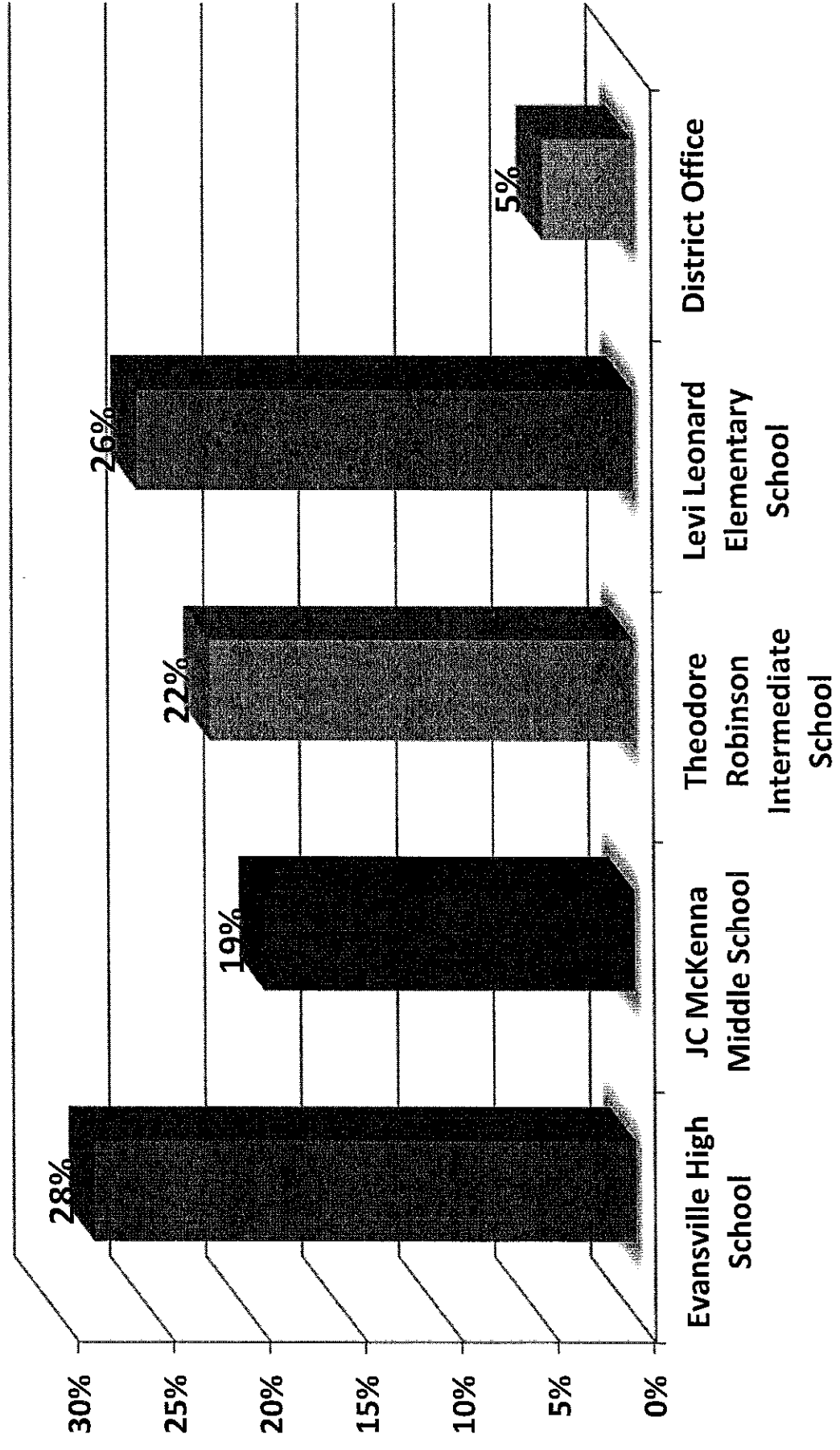
- The Staff Climate Survey was conducted in early November of 2012
- Total responses = 213 (91%)

Section I: **Respondent Information**

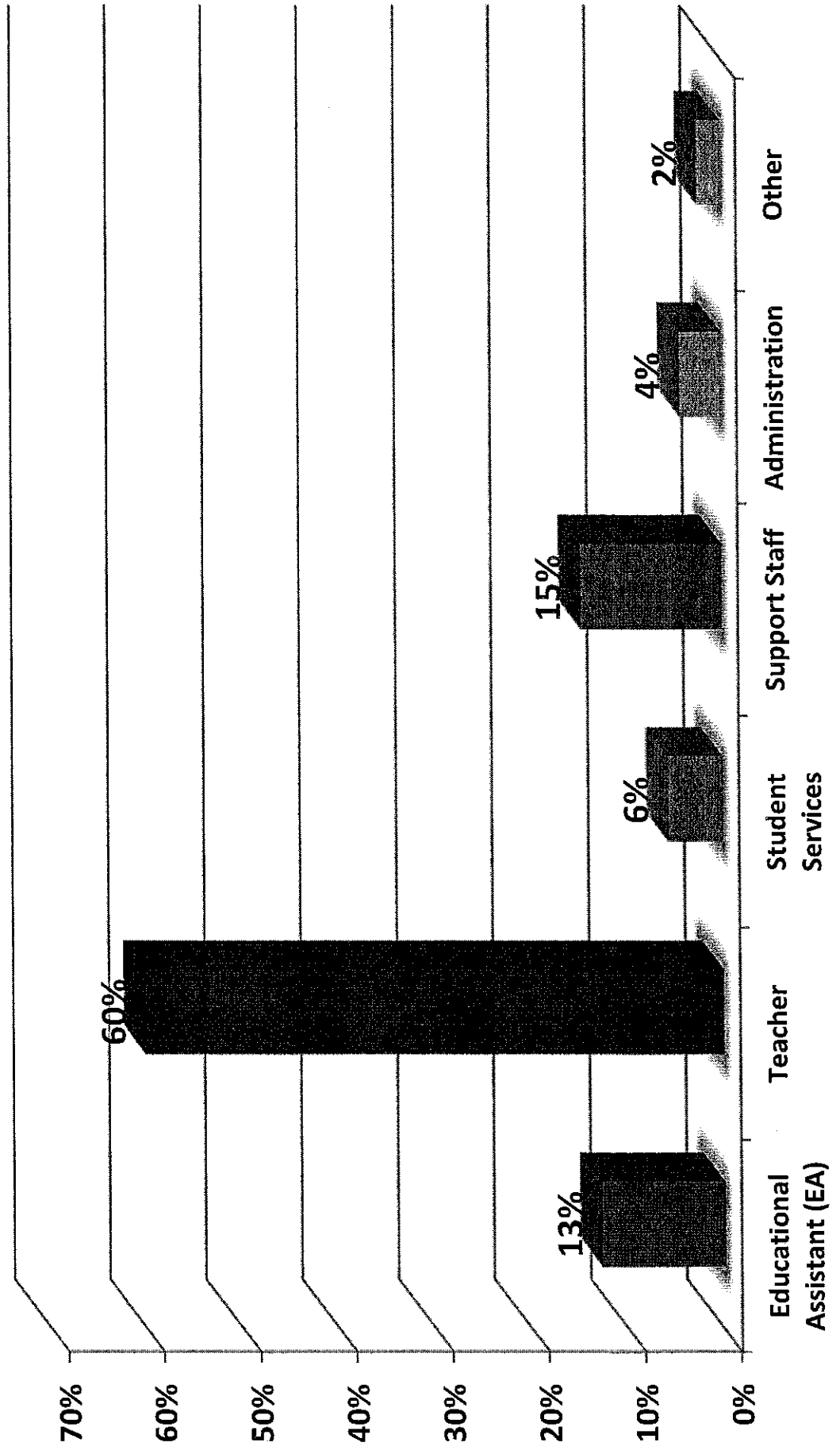
Including the current year, how many years have you worked for this District?



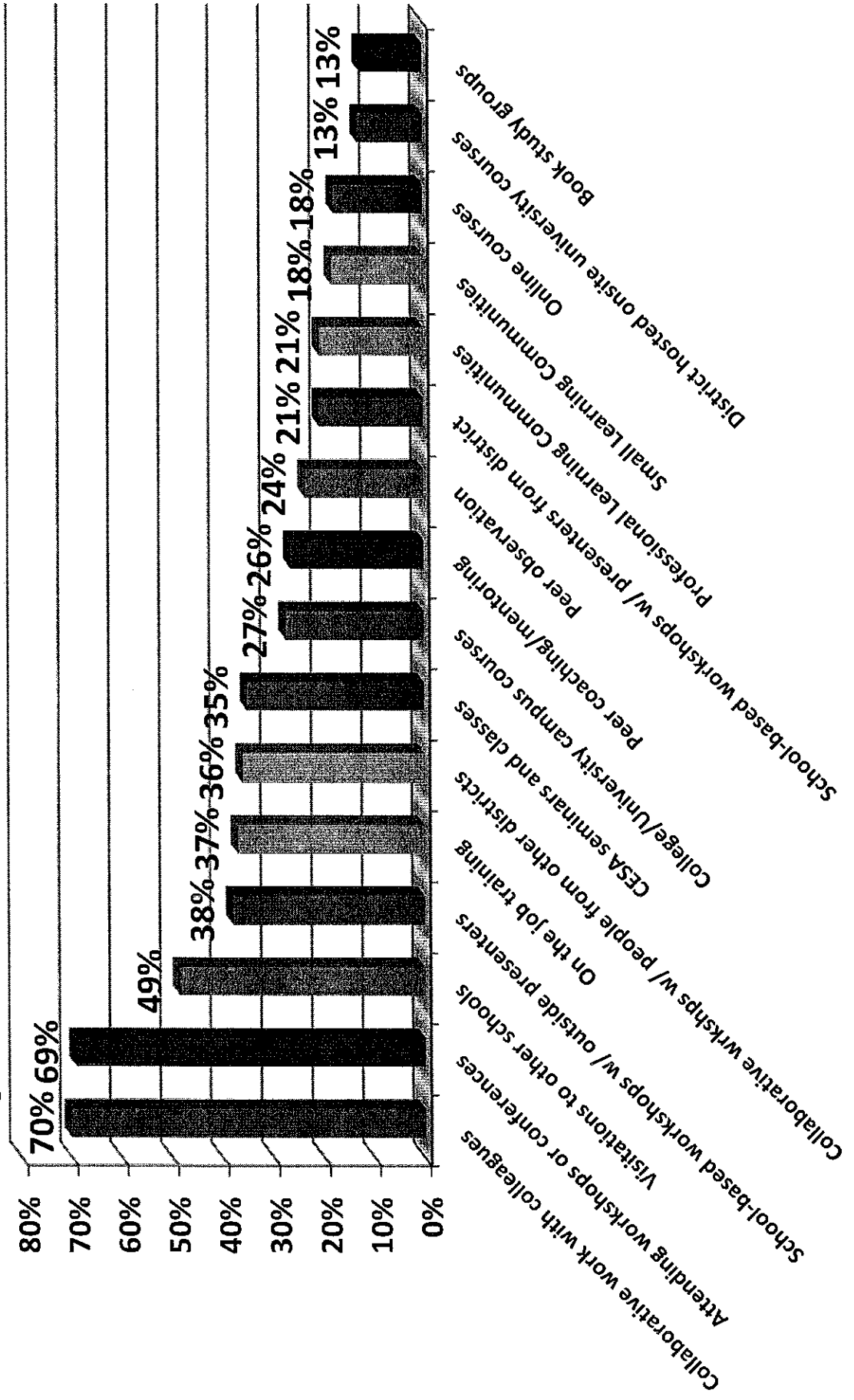
At which location do you spend the most time?



What best describes your position?



Which of the following professional development activities do you prefer?



Section II:

Budget Planning

Greatest challenges the District will face in the near future: Each respondent could select 7 items

Item	Average
Keeping up-to-date with technology (such as improving network, phones, use of one-to-one devices)	71%
Maintaining school facilities	60%
Providing support services when students have difficulty learning	55%
Recruiting and retaining high quality staff in an increasingly competitive market	47%
Meeting the increasing health needs of students (e.g., Autism, mental health issues, etc.)	43%
Meeting the annual measurable objectives for student achievement from the state and federal government	41%
Sustaining high quality academic programs over time	41%
Providing training/development opportunities to enhance skills of staff	33%
Developing new and innovative programs to improve student learning	32%
Preparing students for life after high school	31%
Broadening educational opportunities for at-risk students	29%

Greatest challenges the District will face in the near future? (cont'd)

Item	Average
Narrowing achievement gaps	26%
Providing counseling, psychologist and social work services	26%
Maintaining advanced instructional programs (e.g., Advanced Placement, Gifted/Talented, College/Tech credit courses, etc.)	22%
Broadening services to address the social needs of an increasing diverse student population	22%
Improving the quality of co-curricular and extra-curricular programs (e.g. music, arts, athletics, etc.)	20%
Helping students with career planning	14%
Improving communications with our parents and community	13%
Preparing students for college	13%
Improving school security	12%
Increasing student enrollment	10%

Section III:
Life, College & Career Readiness

Life, College & Career Readiness

Each respondent could select 3 items

Item	Average
Critical Thinking and Problem Solving (i.e. demonstrating originality and inventiveness)	73%
Communication (i.e. speaking and writing)	65%
Citizenship (i.e. effectively participate with respect to rights and responsibilities)	46%
Information Technology (i.e. use technology to research, organize, evaluate and communicate information)	43%
Collaboration (i.e. teamwork)	35%
Creativity and Innovation (i.e. elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts)	32%

Section IV:

Measuring Success

How do you define excellence in the Evansville Community School District?

Each respondent could select 5 items

Item	Average
Quality administrators and staff	77%
Number of students in each class per teacher (class size)	55%
Number and quality of special programs available to meet student needs	55%
Comparisons to the achievement data of other school districts	44%
Student performance on tests (i.e. graduation rates, state testing results, and ACT scores)	41%
Condition of District facilities	37%
Amount of community involvement in school and student activities	36%

How do you define excellence in the Evansville Community School District? (cont'd)

Item	Average
Student citizenship	35%
Your personal experience with District schools	24%
Number and success of extracurricular activities (clubs and sports)	18%
Number of discipline issues	17%
Awards and recognition the District, schools, teachers and students receive	12%
Amount of money allocated for the education of each student (cost per student)	11%
Newspaper articles about school or District achievements and recognition	2%

Section V: Planning

Please indicate your level of agreement

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average
Caring relationships exist among staff and students that are built on trust and respect.	4.3
Students are safe at school.	4.12
The staff work together to seek knowledge, skills and strategies and apply this new learning to their work.	3.82
The staff share visions for school improvement that have an undeviating focus on student learning.	3.69
The staff plan and work together to search for solutions to address diverse student needs.	3.69
Shared values support norms of behavior that guide decisions about teaching and learning.	3.48
Leadership is promoted and nurtured among staff.	3.47
Stakeholders are actively involved in creating high expectations that serve to increase student achievement.	3.46
The staff are consistently involved in discussing and making decisions about most school issues.	3.42
School staff and stakeholders learn together and apply new knowledge to solve problems.	3.4
The staff have accessibility to key information.	3.37
School goals focus on student learning beyond test scores and grades.	3.37

Please indicate your level of agreement

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average
Outstanding achievement is recognized and celebrated regularly in our school.	3.34
A collaborative process exists for developing a shared sense of values among staff.	3.32
A collaborative process exists for developing a shared vision among staff.	3.28
Professional development focuses on teaching and learning.	3.26
Decision-making takes place through committees and communication across grade and subject areas.	3.24
A variety of opportunities and structures exist for collective learning through open dialogue.	3.24
Opportunities exist for instructional coaching and mentoring.	3.23
The school facility is clean, attractive and inviting.	3.22
Opportunities are provided for staff to initiate change.	3.19
A culture of trust and respect exists between all groups (i.e. staff, administration, board).	3.09
Appropriate technology and instructional materials are available to staff.	2.93
Opportunities exist for staff to observe peers and offer encouragement.	2.92
Fiscal resources are available for professional development.	2.53

Critical for District focus

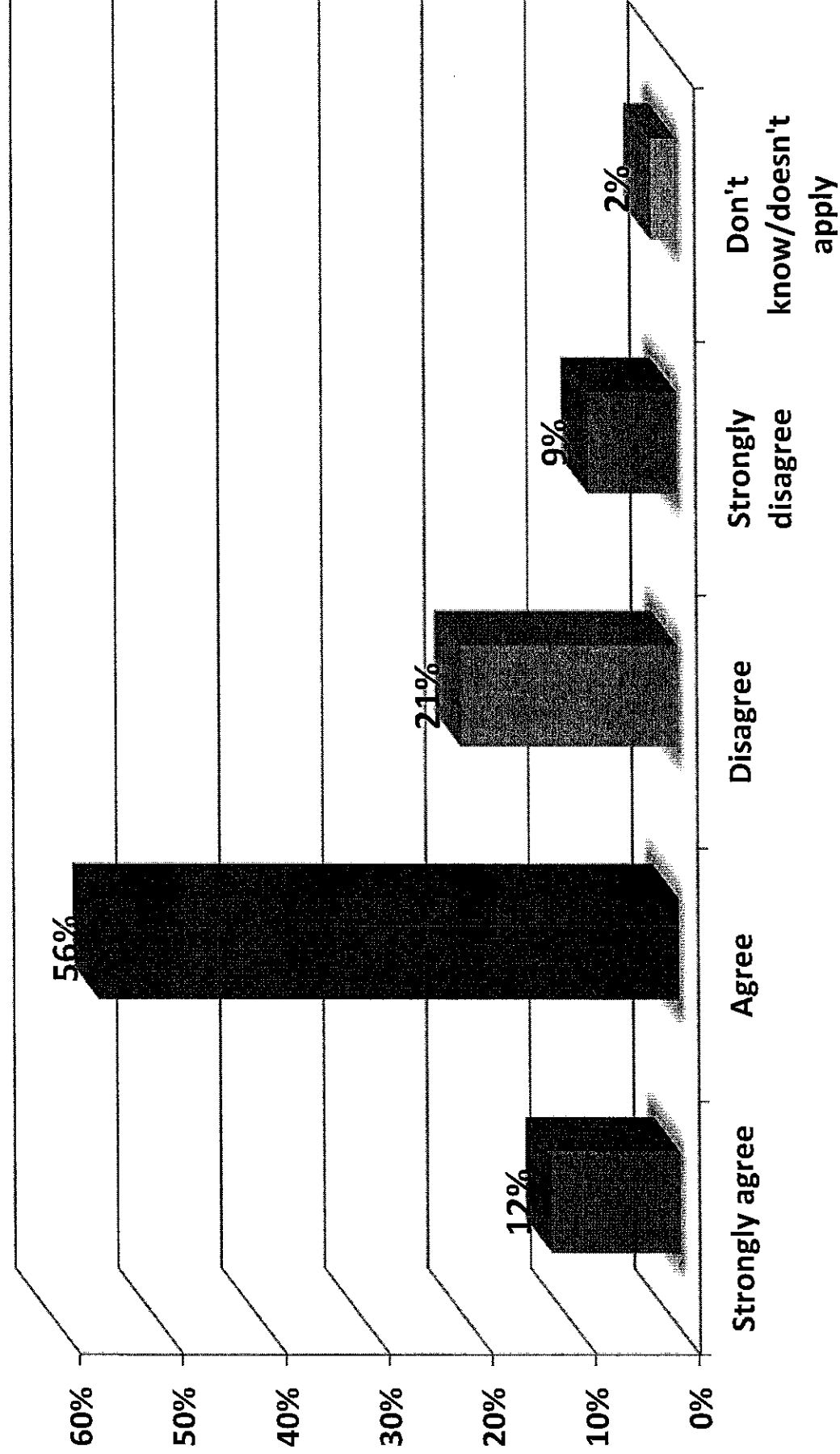
Item	Average
The staff are consistently involved in discussing and making decisions about most school issues.	32%
A culture of trust and respect exists between all groups (i.e. staff, administration, board).	30%
School goals focus on student learning beyond test scores and grades.	25%
Appropriate technology and instructional materials are available to staff.	23%
Decision-making takes place through committees and communication across grade and subject areas.	23%
The staff plan and work together to search for solutions to address diverse student needs.	21%
Professional development focuses on teaching and learning.	21%
The staff work together to seek knowledge, skills and strategies and apply this new learning to their work.	20%
Opportunities are provided for staff to initiate change.	19%
A collaborative process exists for developing a shared sense of values among staff.	19%
The staff have accessibility to key information.	18%
The school facility is clean, attractive and inviting.	17%
Leadership is promoted and nurtured among staff.	16%

Critical for District focus

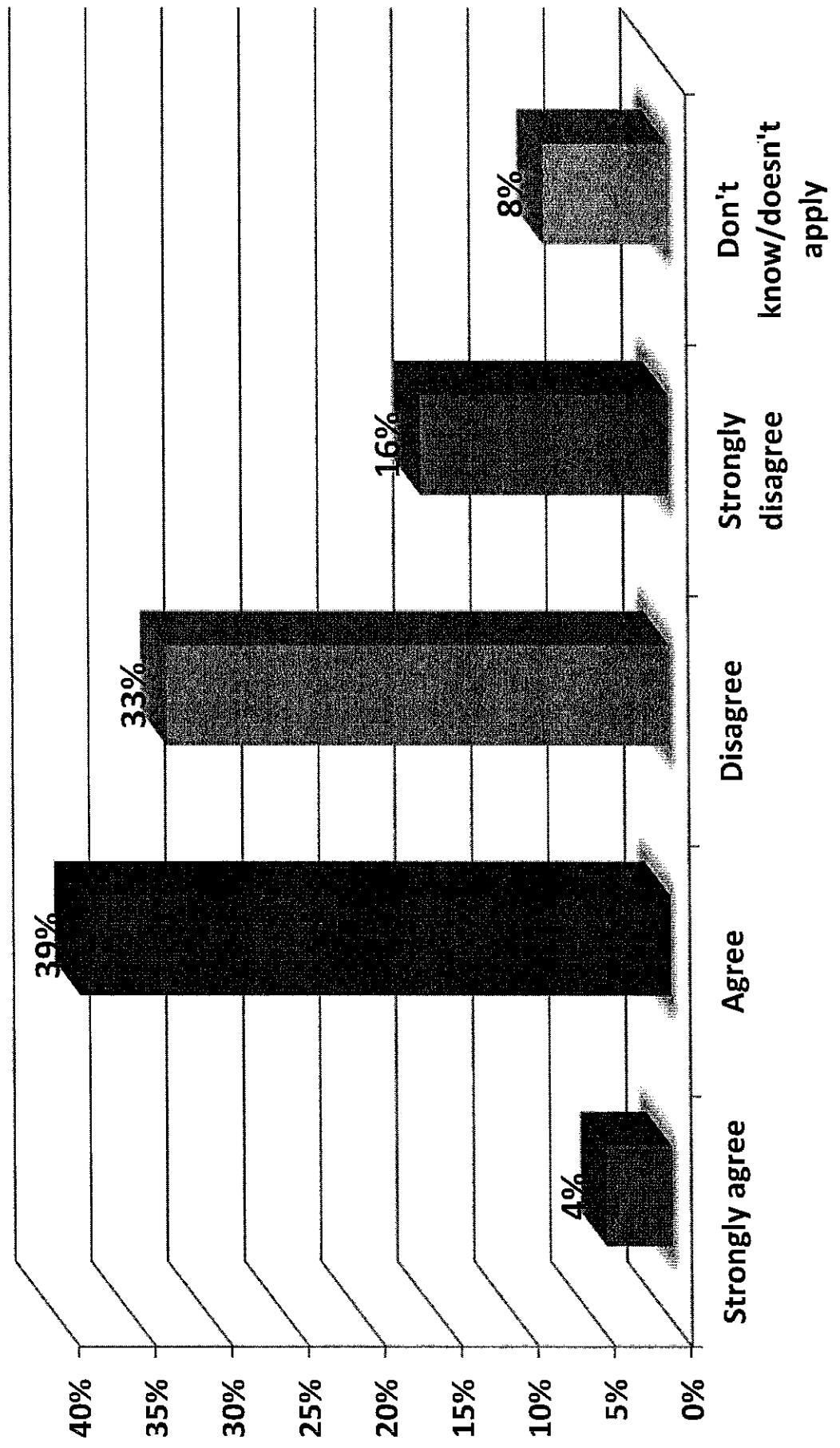
Item	Average
The staff share visions for school improvement that have an undeviating focus on student learning.	15%
A collaborative process exists for developing a shared vision among staff.	15%
Opportunities exist for staff to observe peers and offer encouragement.	13%
Fiscal resources are available for professional development.	13%
Students are safe at school.	13%
Shared values support norms of behavior that guide decisions about teaching and learning.	13%
Stakeholders are actively involved in creating high expectations that serve to increase student achievement.	13%
Opportunities exist for instructional coaching and mentoring.	12%
Caring relationships exist among staff and students that are built on trust and respect.	12%
A variety of opportunities and structures exist for collective learning through open dialogue.	10%
Outstanding achievement is recognized and celebrated regularly in our school.	9%
School staff and stakeholders learn together and apply new knowledge to solve problems.	8%

Section VII: Technology

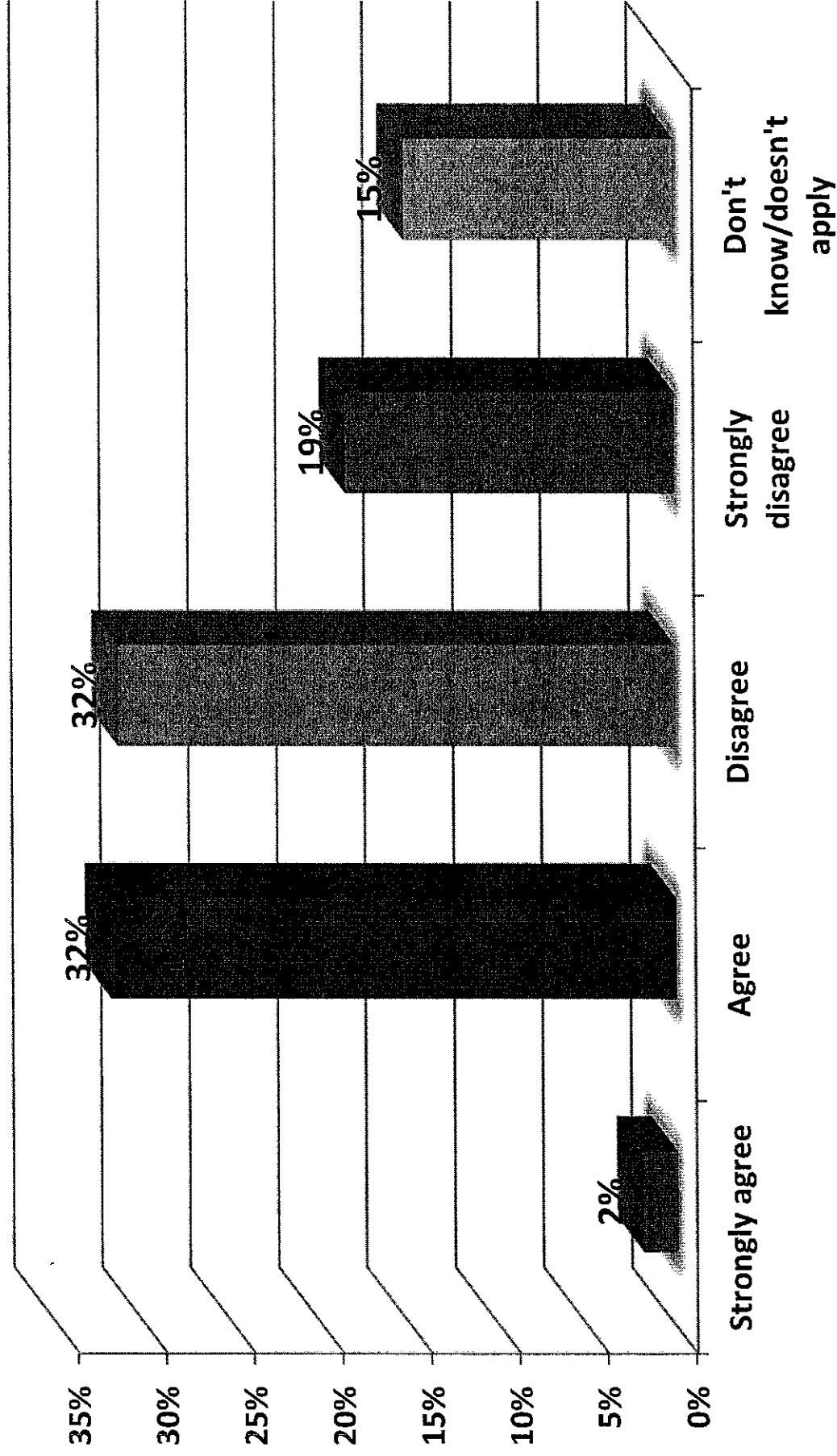
I have adequate access to technology while at school.



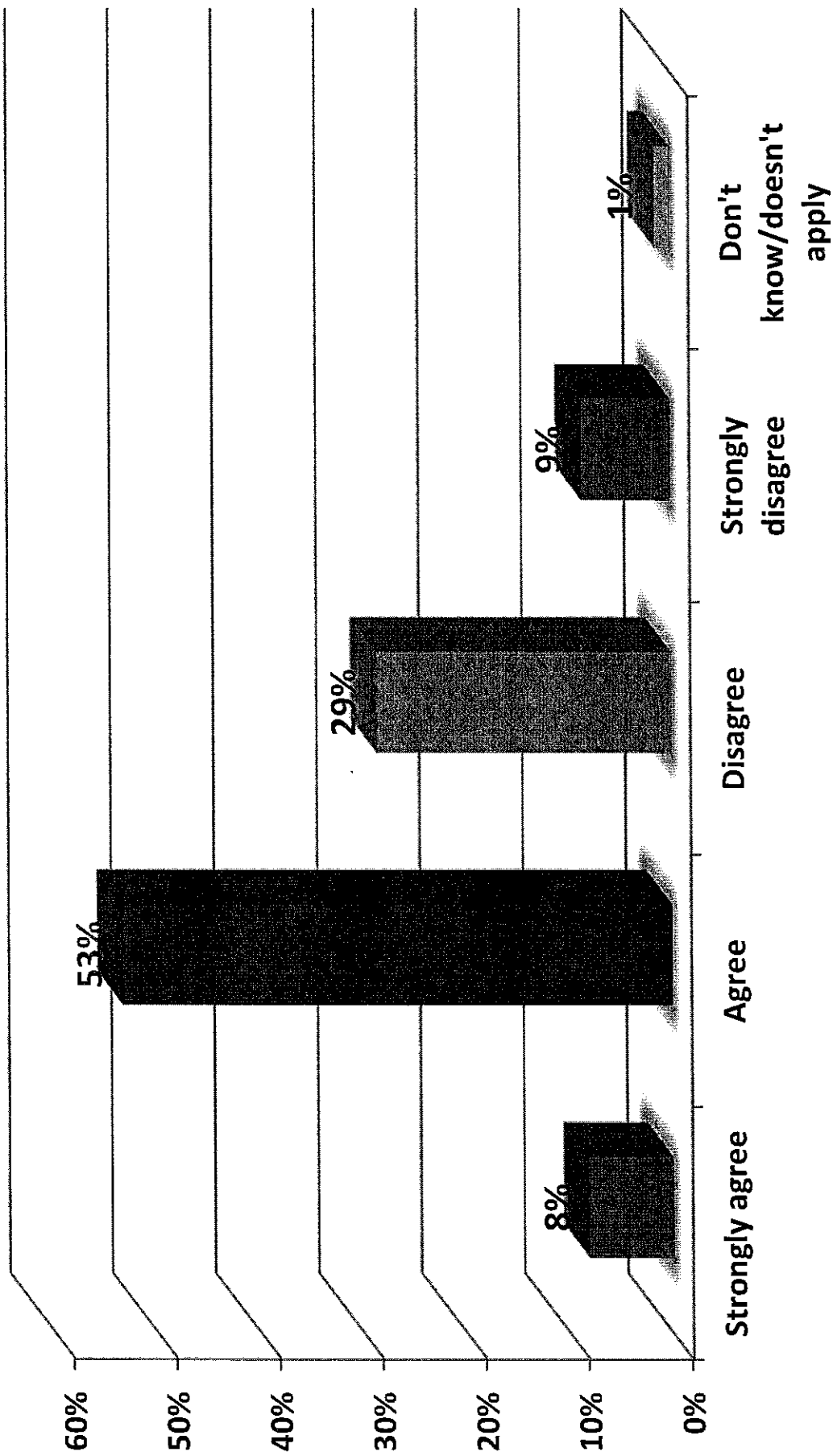
Our school has adequate computer access for students.



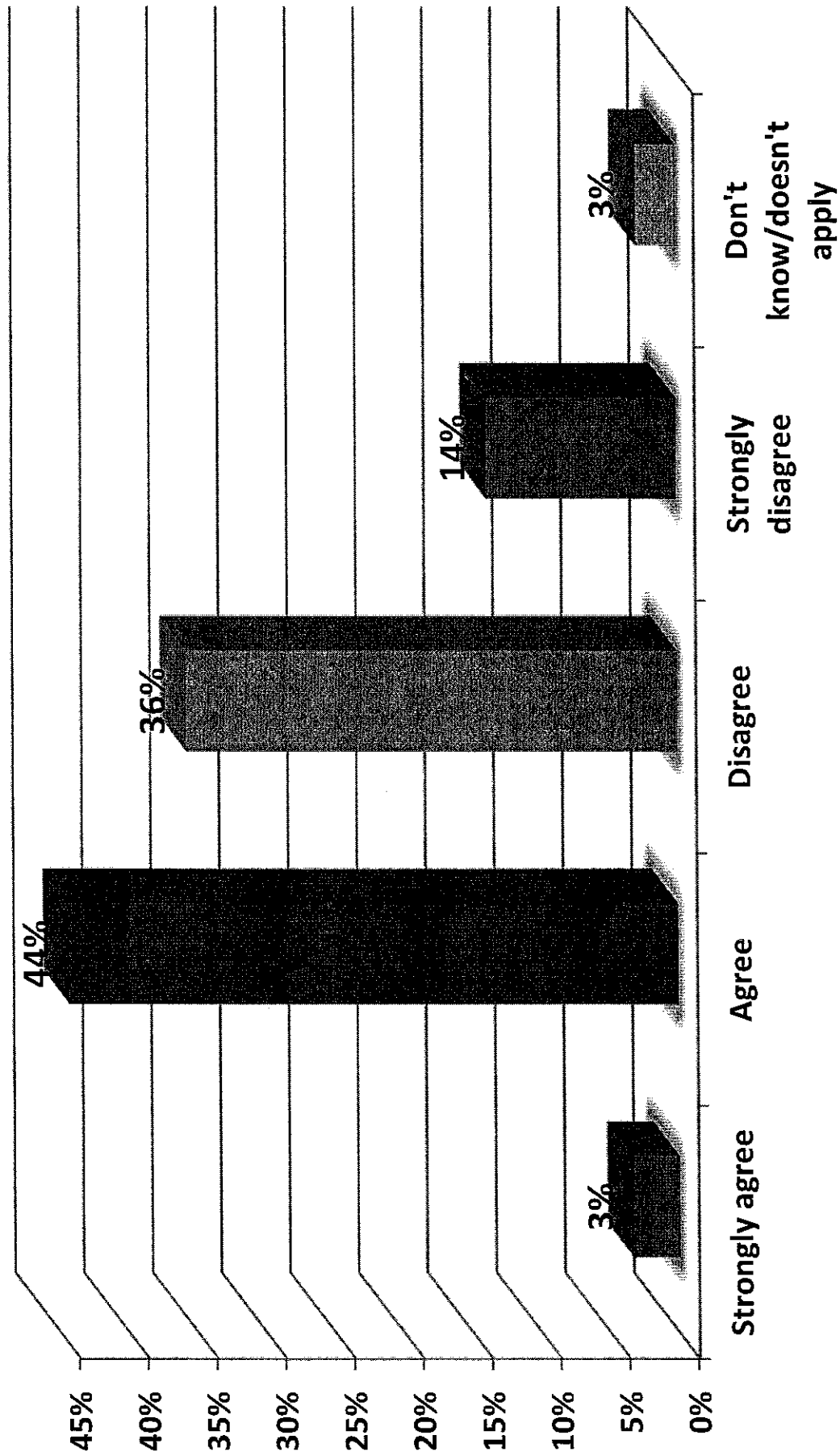
Our students are learning appropriate computer skills.



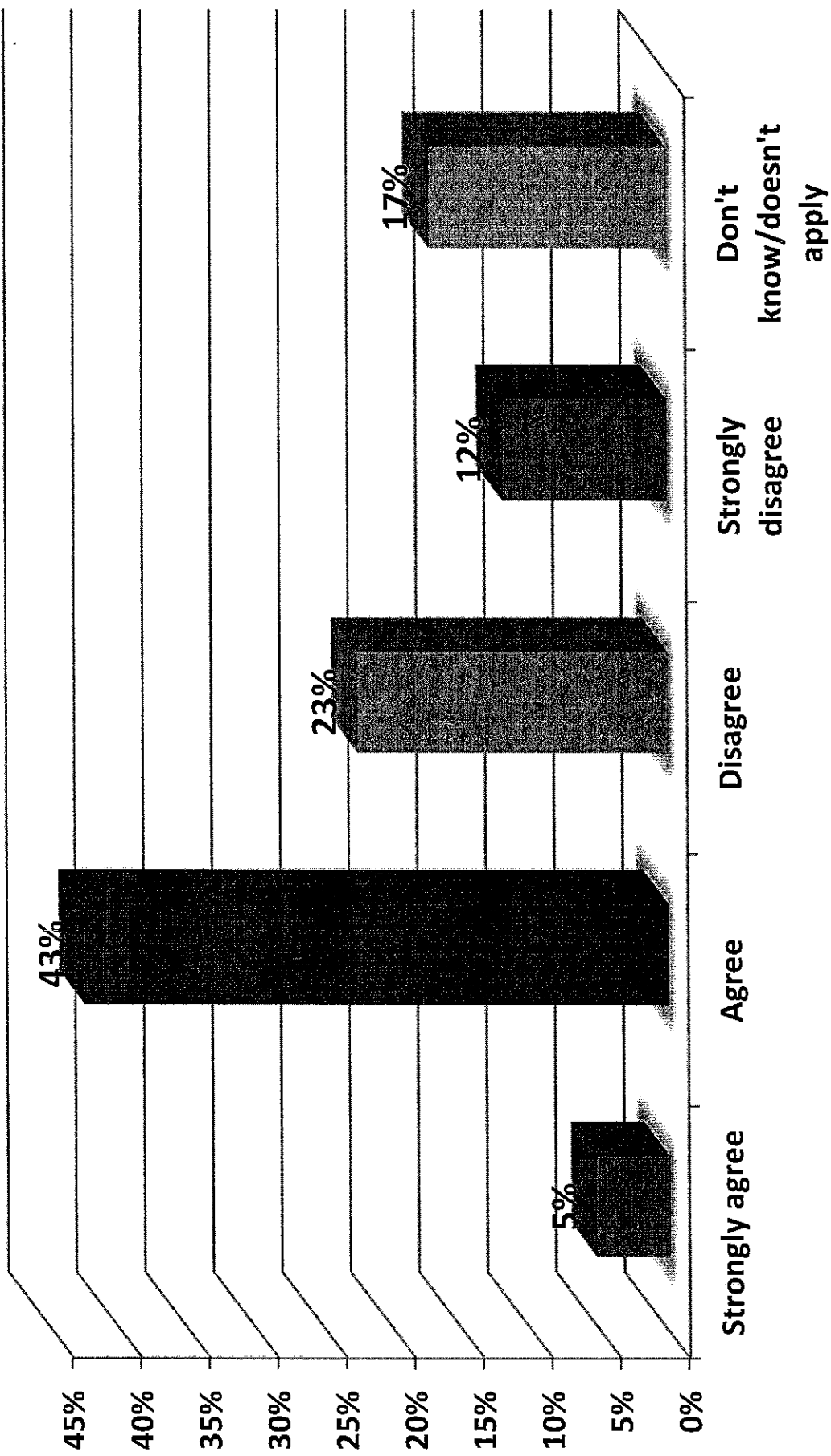
I receive sufficient support in my use of technology.



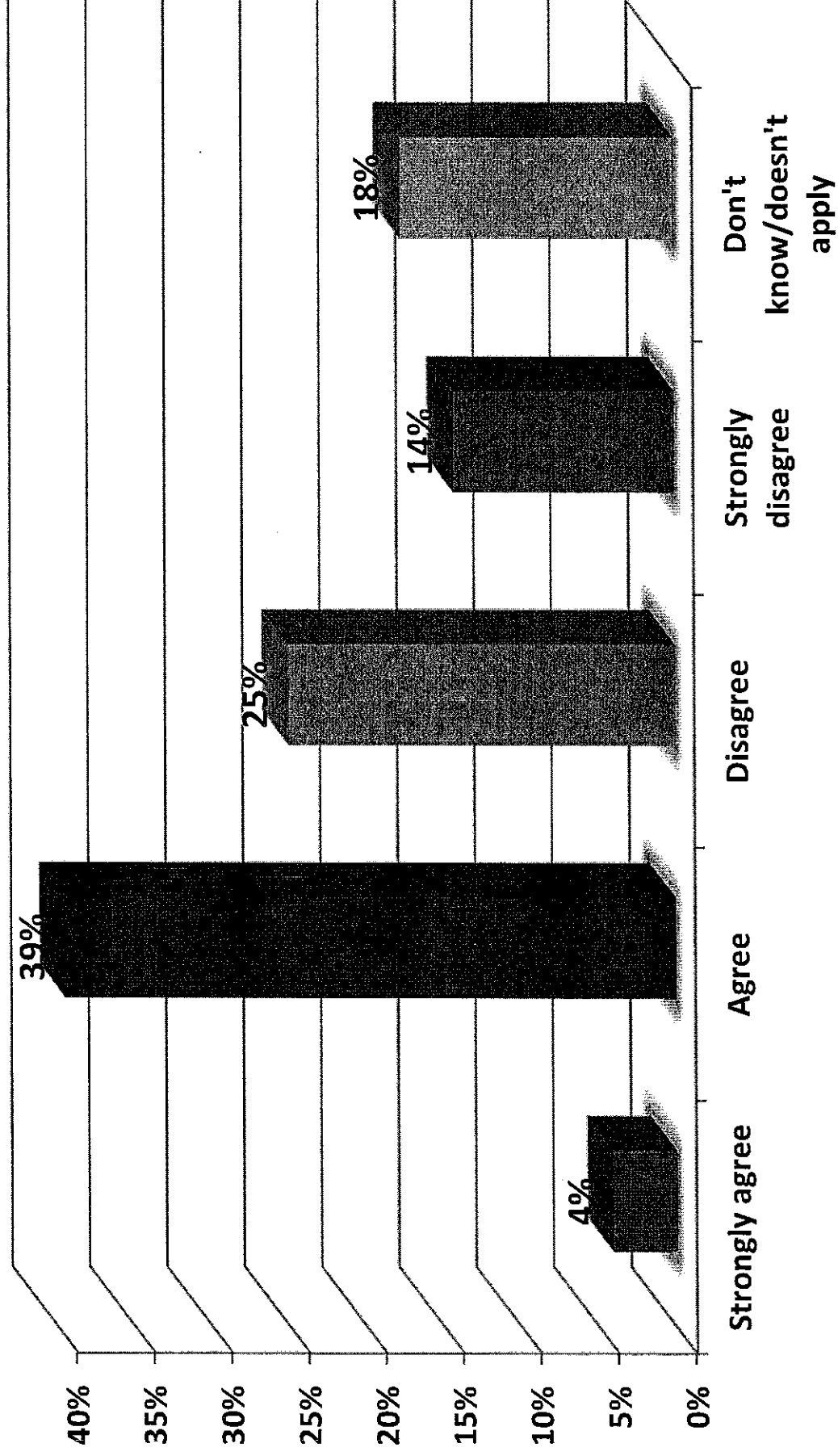
The District's technology is reliable.



I have adequate software to support classroom instruction. *(Teachers Only)*



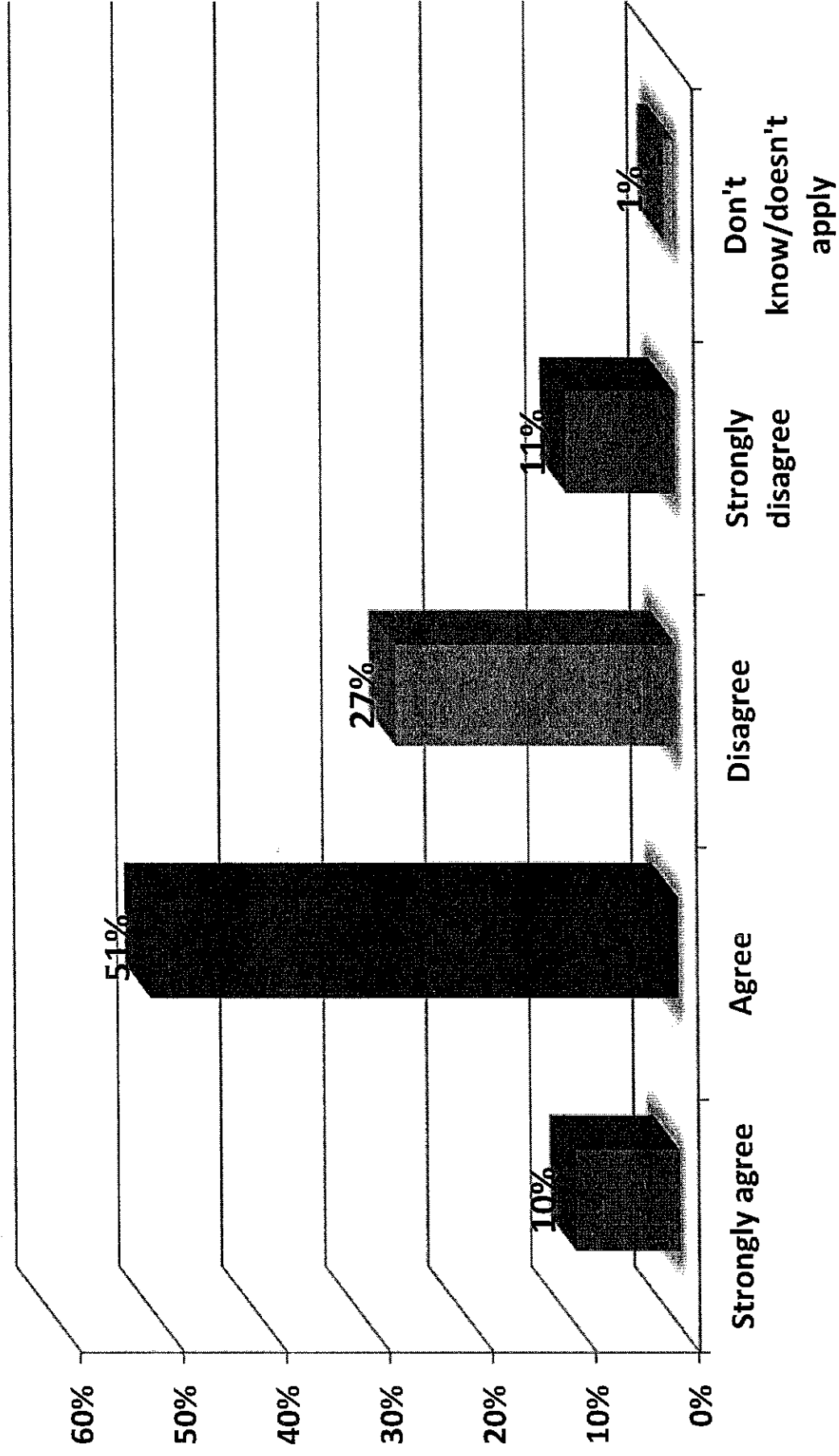
I have adequate technical support for classroom instruction. *(Teachers Only)*



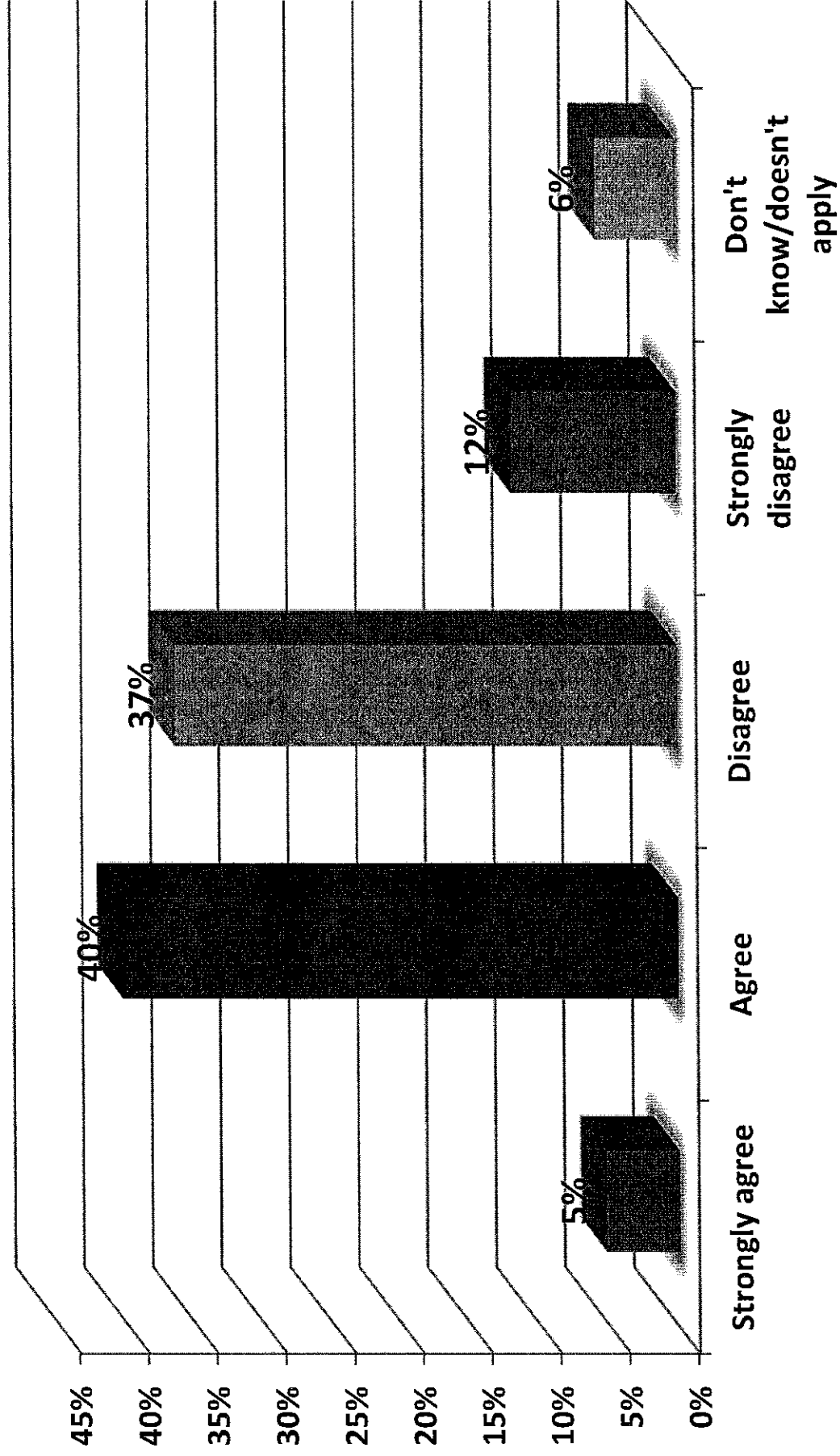
Section VIII:

Facilities

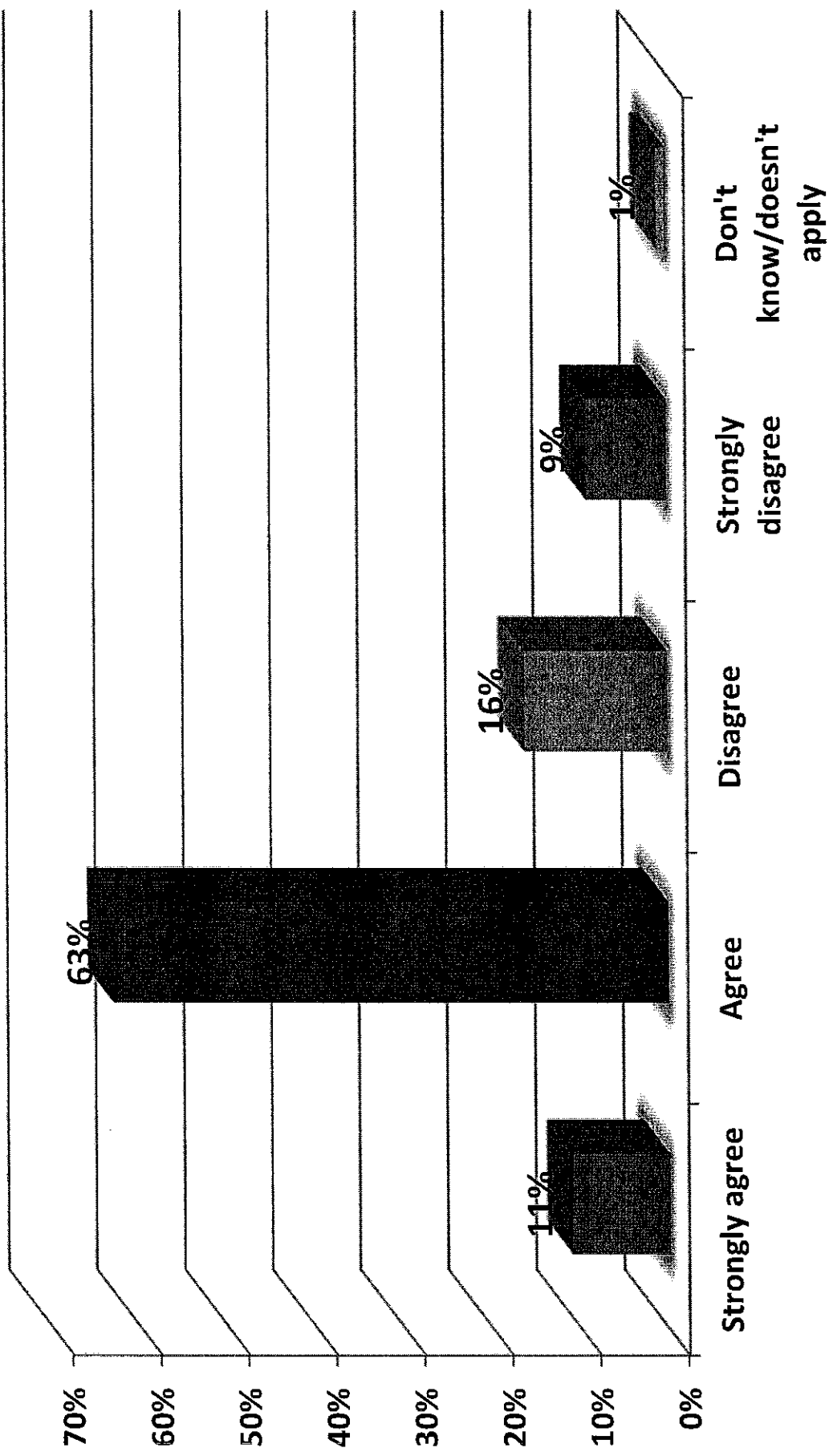
Our school(s) buildings and grounds are clean and well-kept.



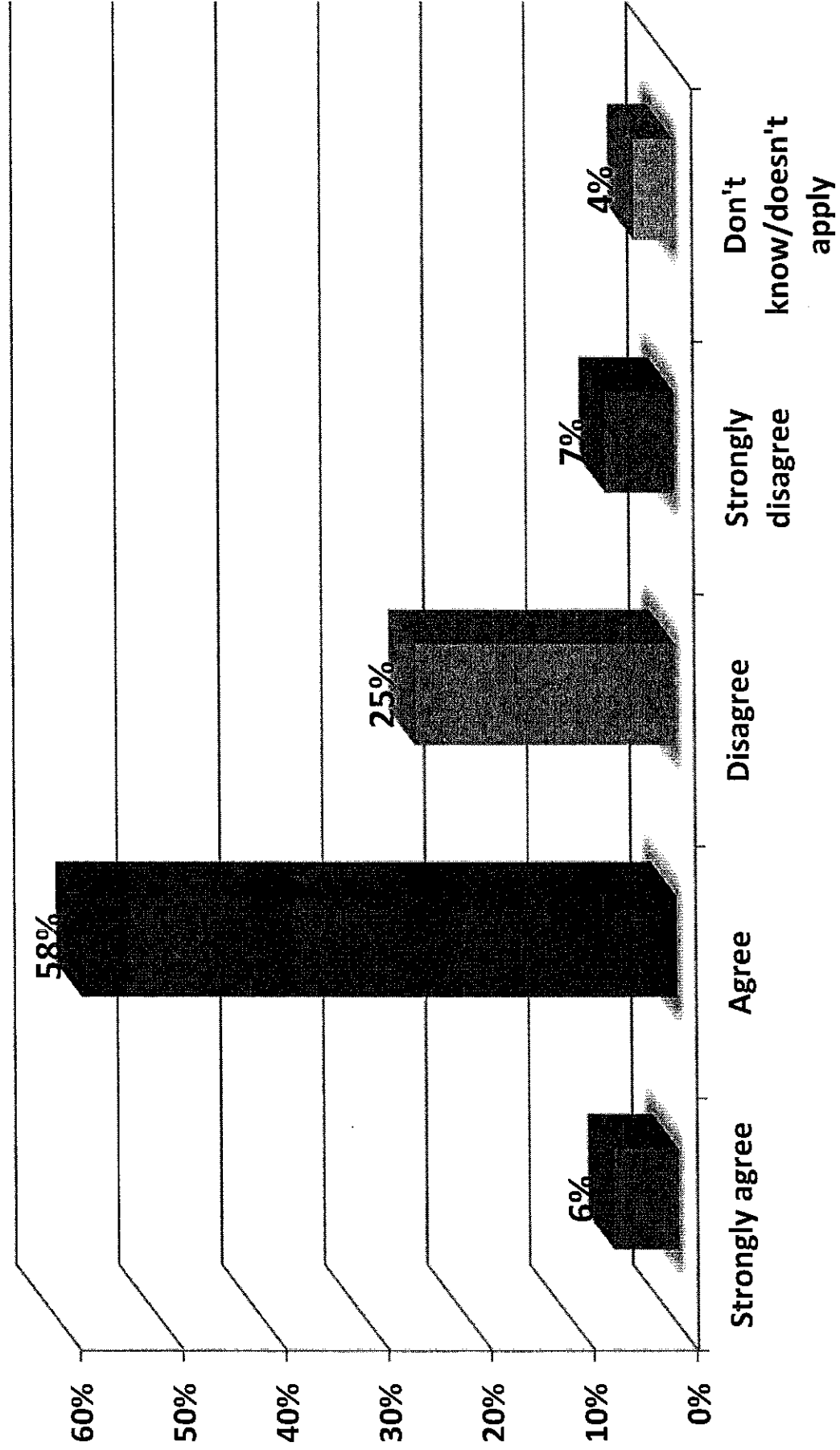
Work orders are responded to in a timely manner.



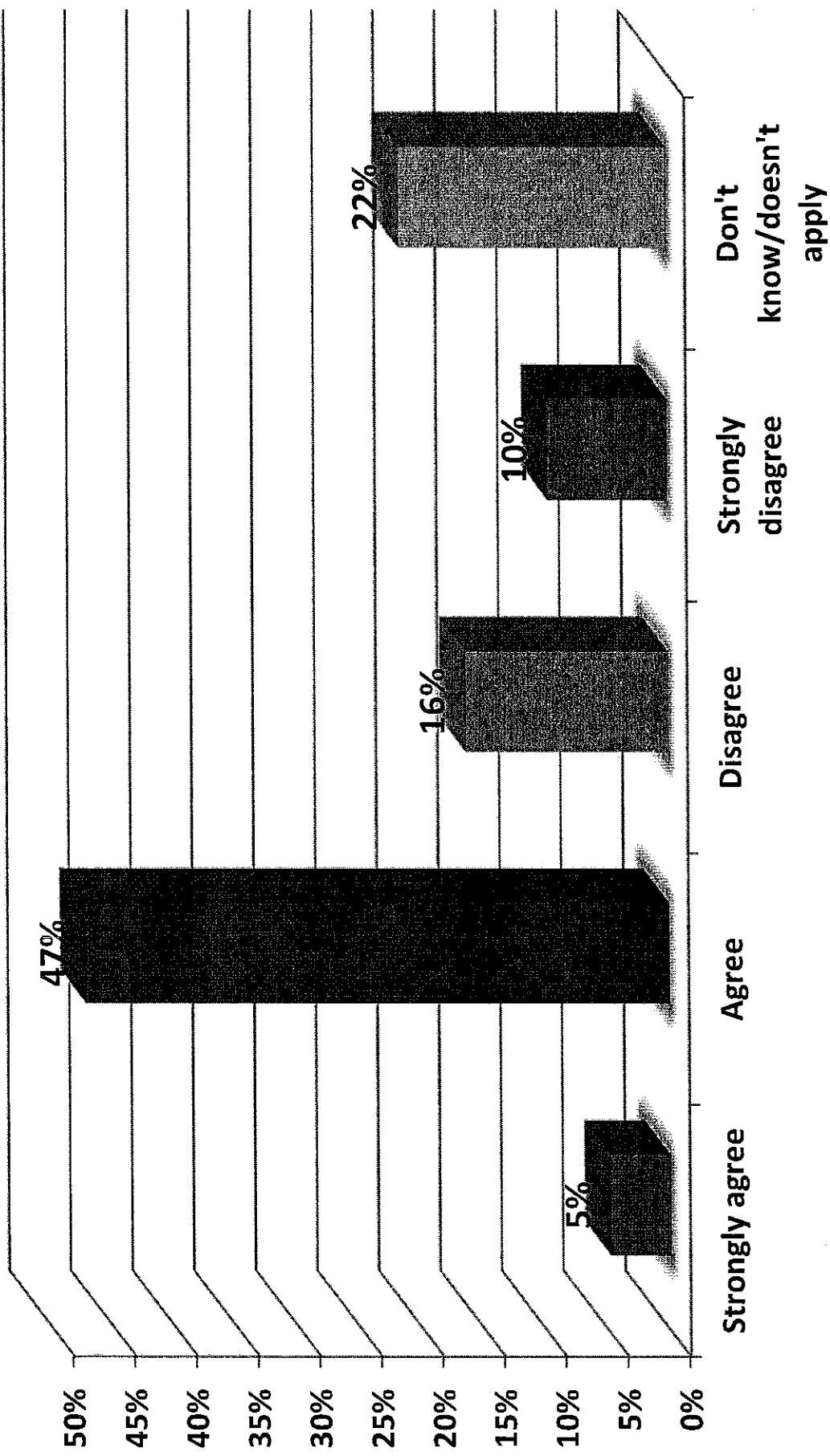
Our school(s) has adequate parking during the school day.



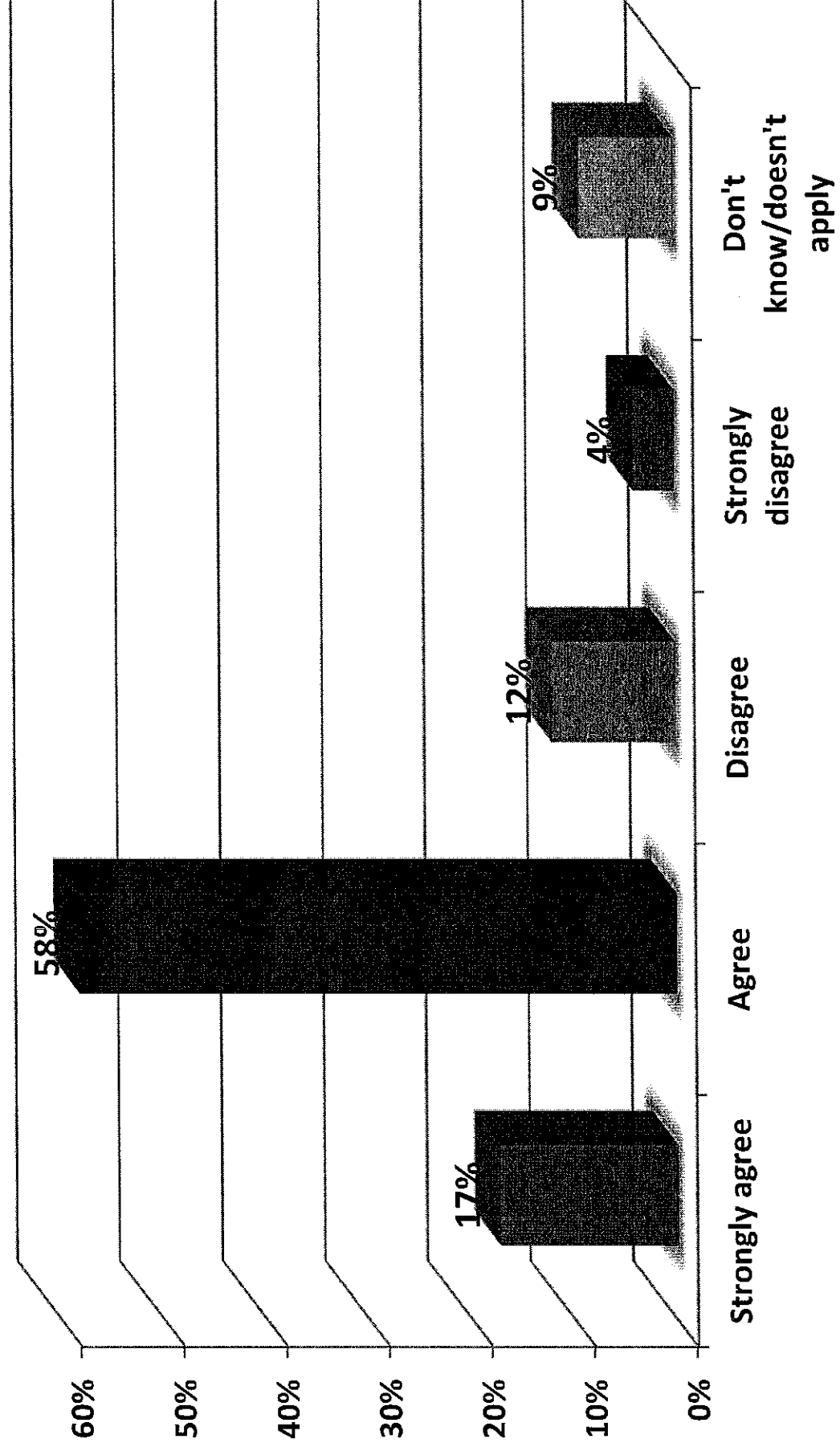
Our school(s) has adequate classrooms and instructional space.



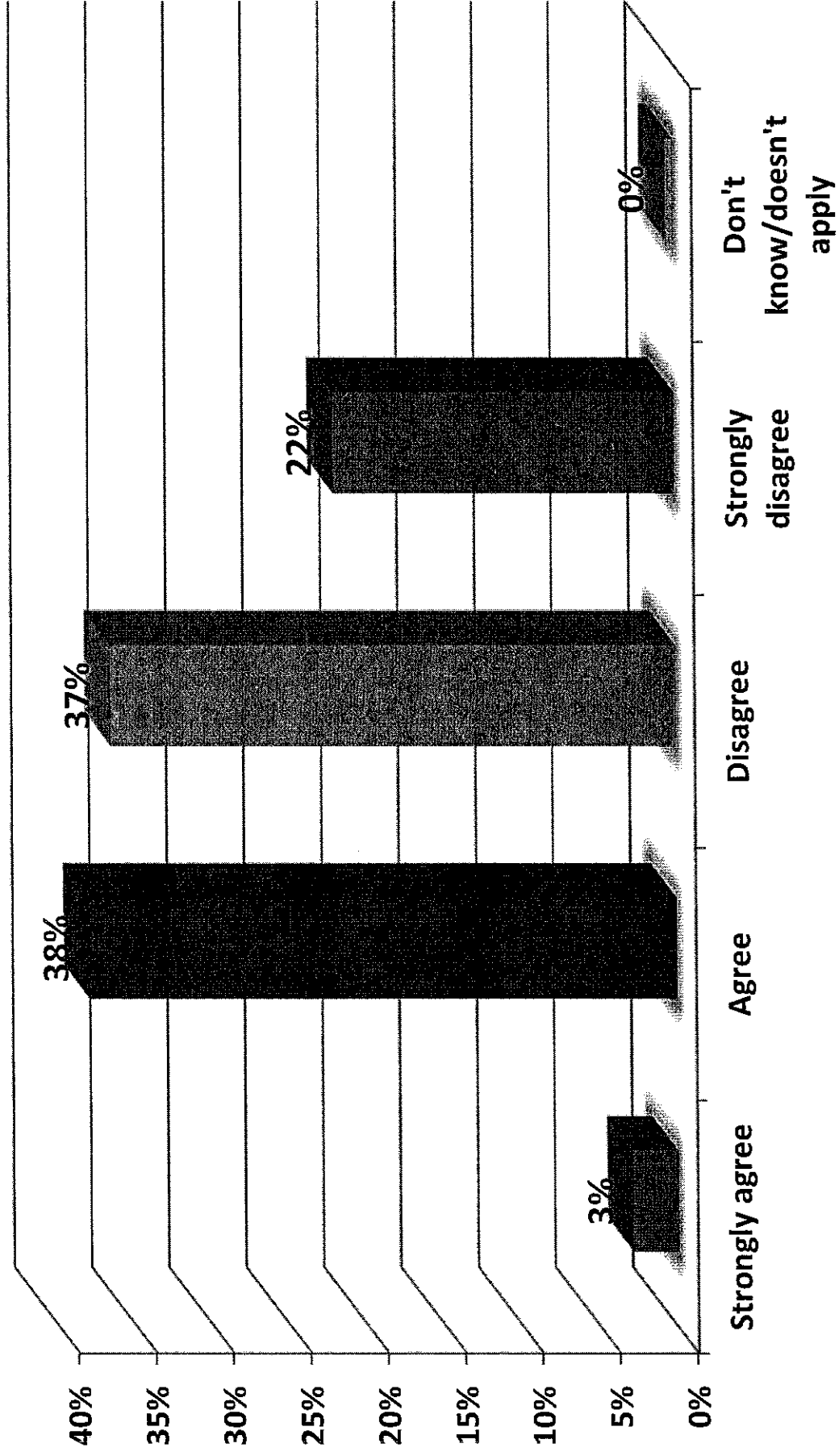
Our school(s) has safe and adequate playground space.



Our school(s) has adequate athletic space.



Our school(s) maintain comfortable room temperatures.

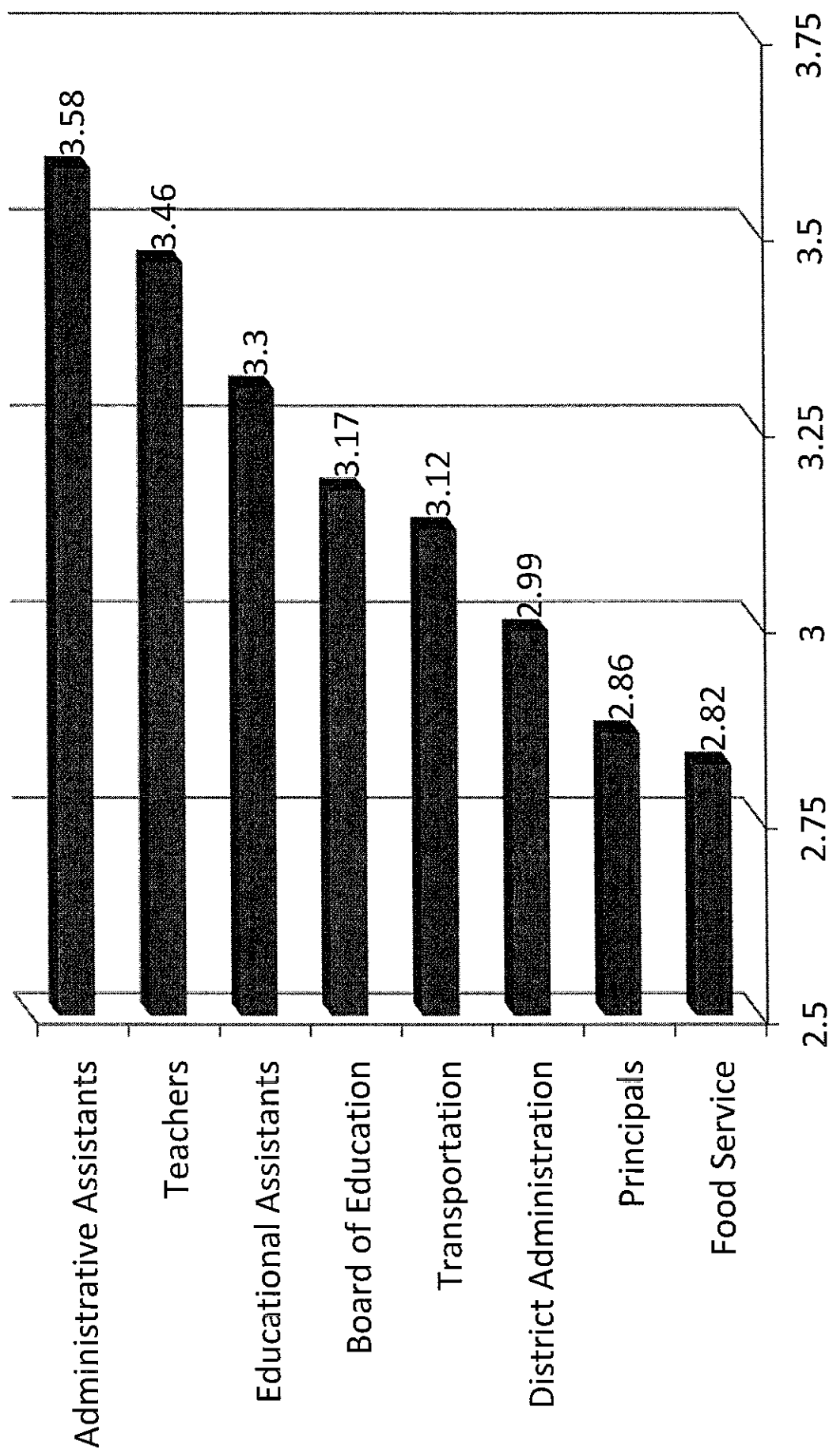


Section IX:

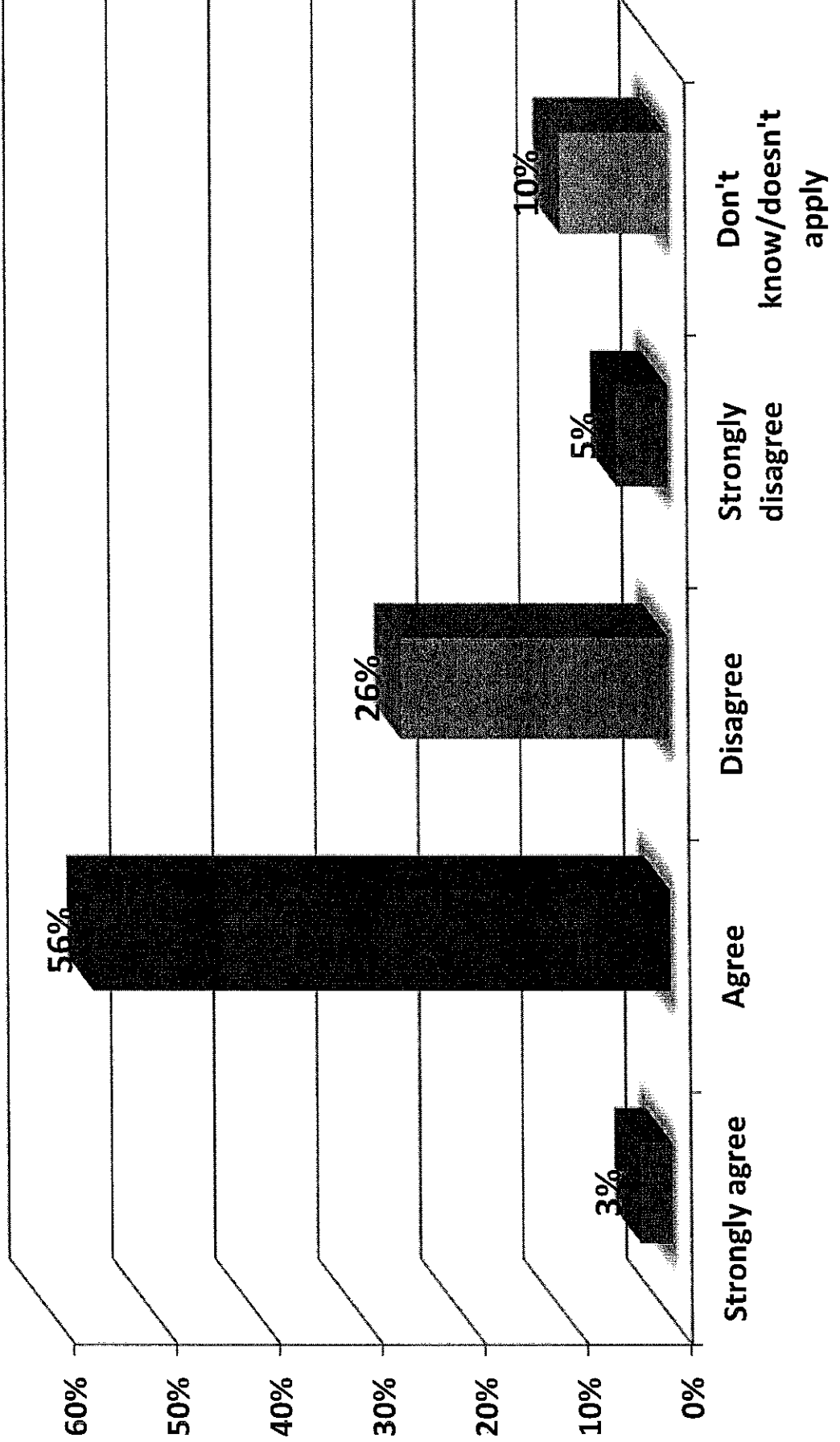
Overall Satisfaction

Please rate your overall perception of the District in the following areas:

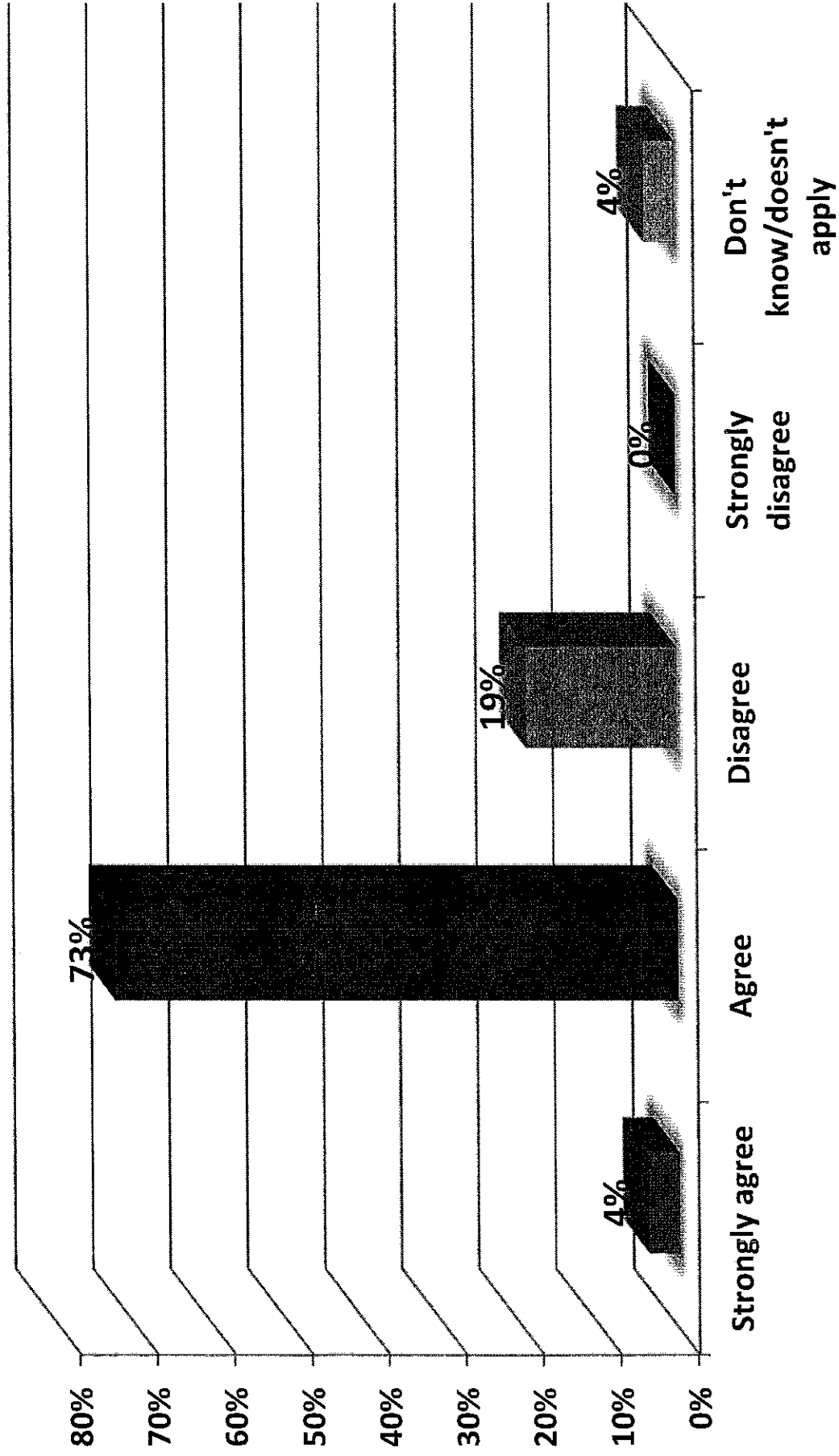
Excellent (4), Good (3), Fair (2), Poor (1)



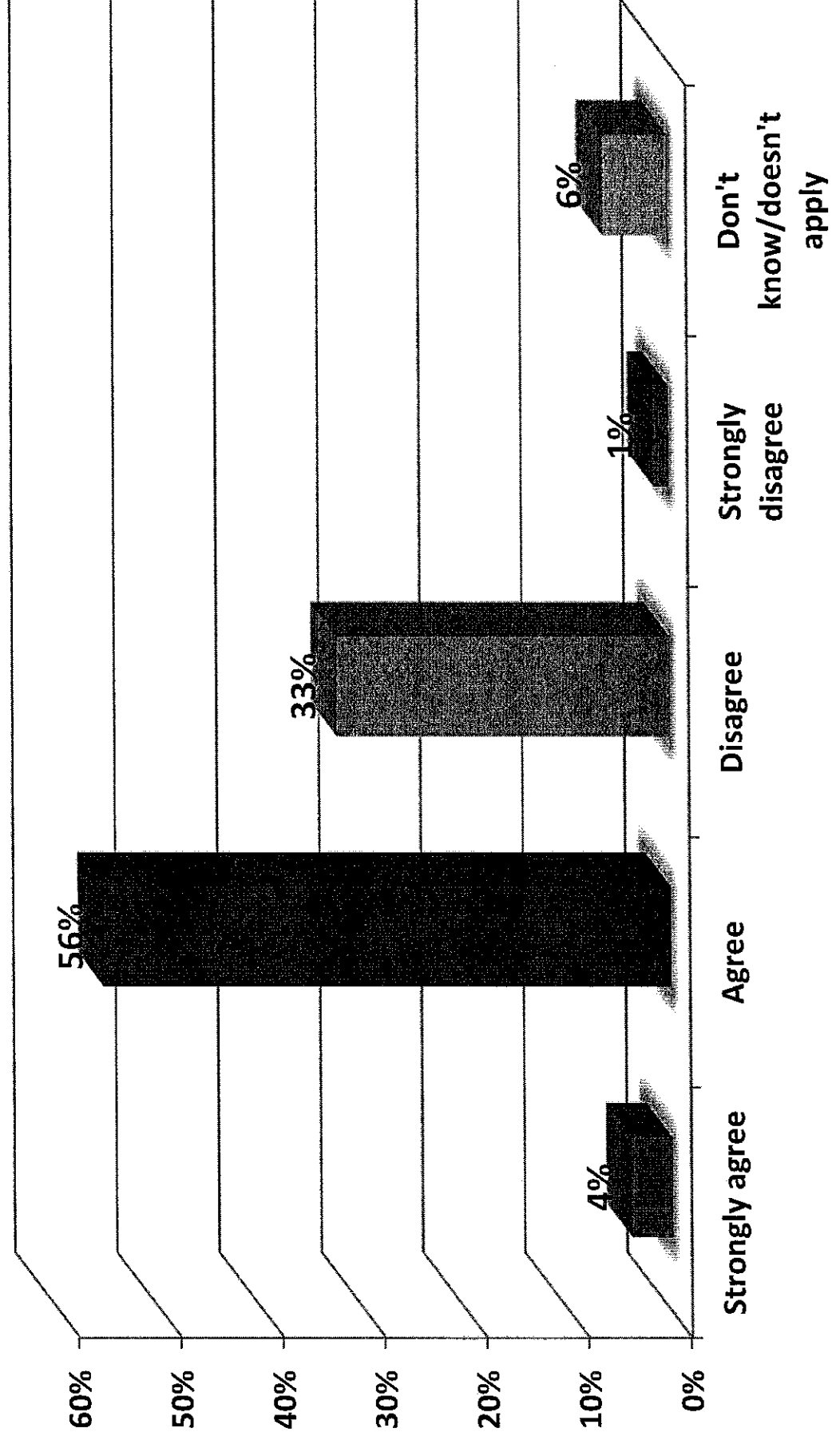
I am satisfied with the financial management of the District.



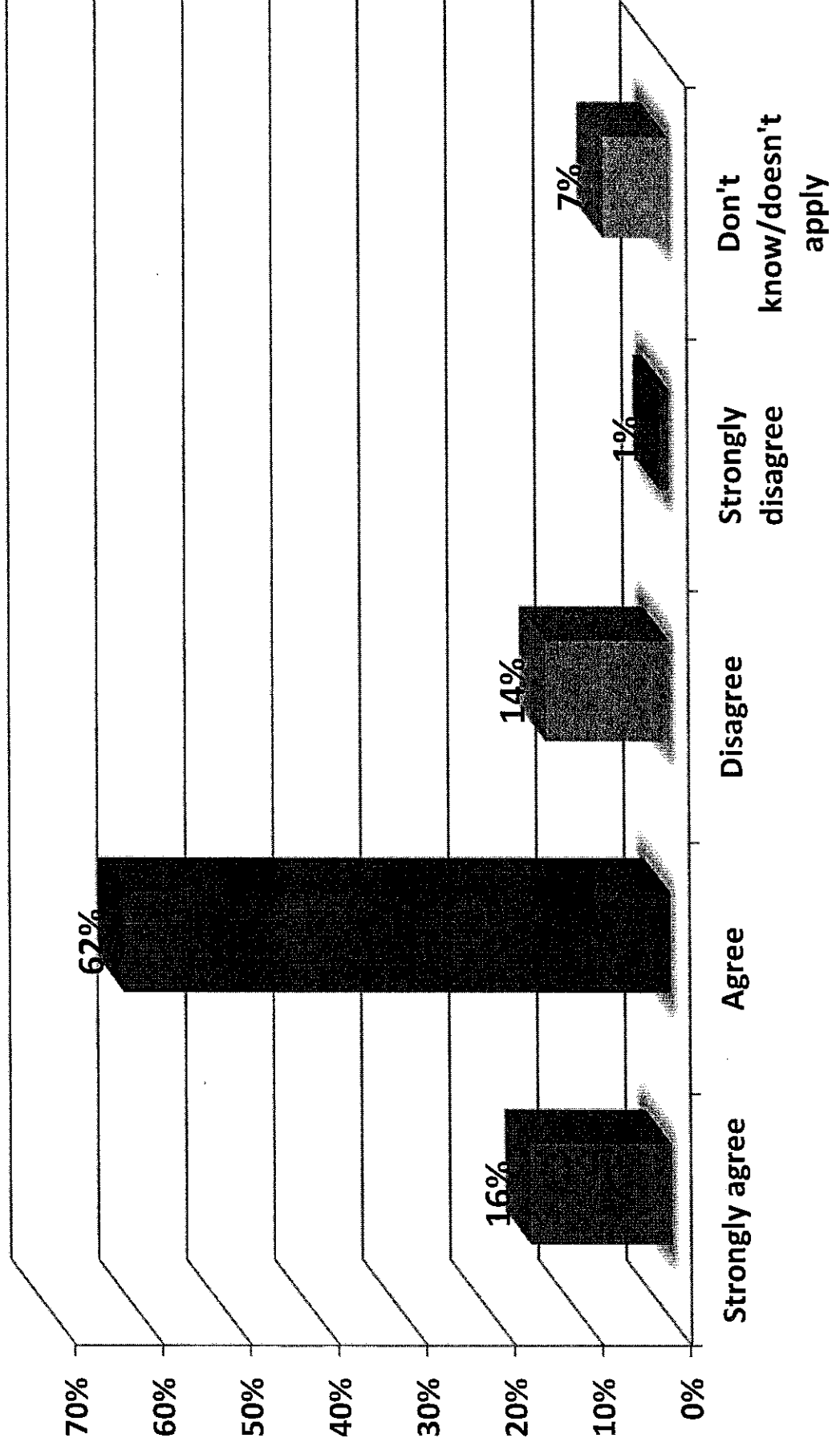
I am satisfied with the level of student achievement in our District.



I am satisfied with the instructional resources provided by our District.

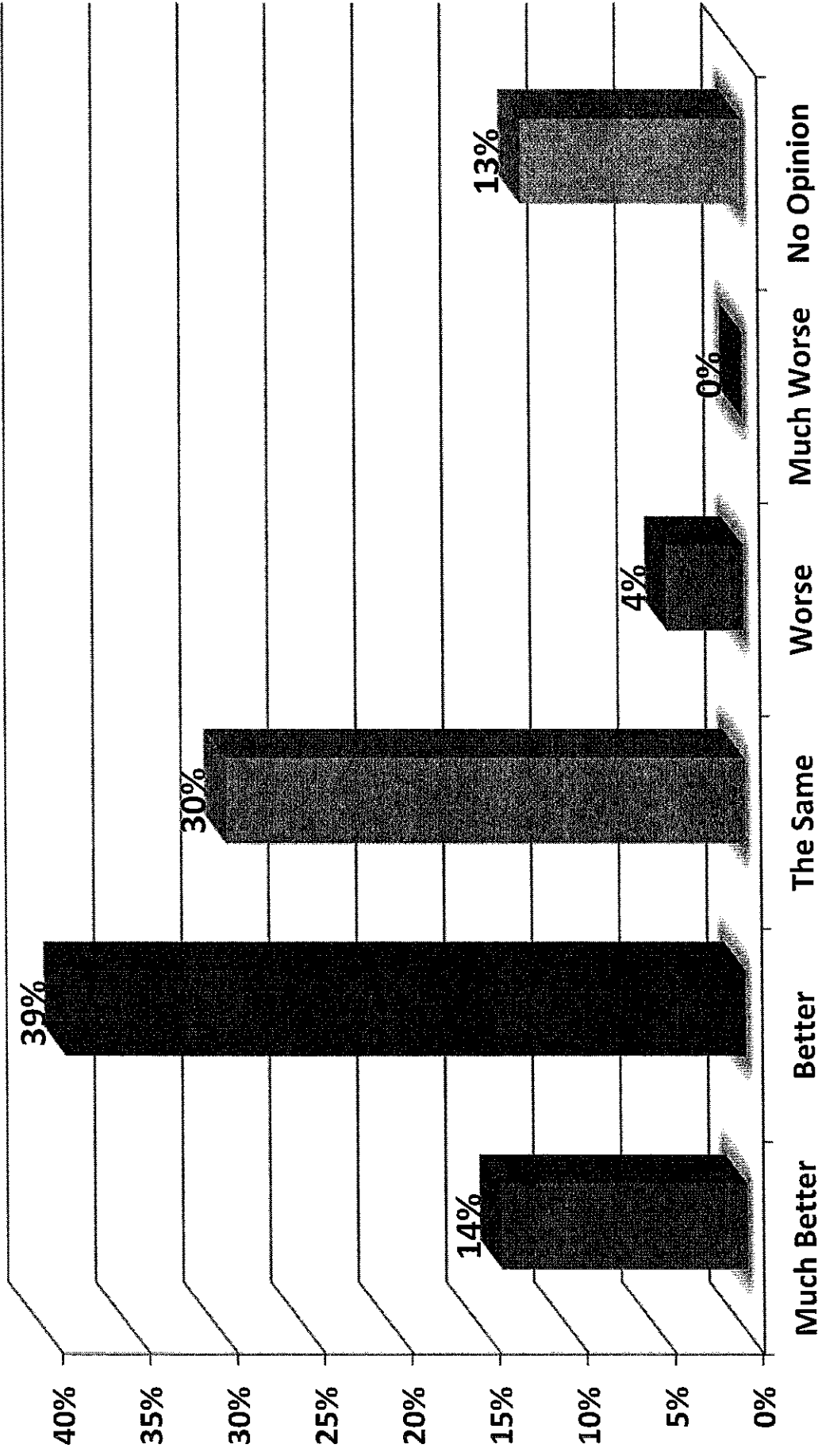


I would recommend this District to others seeking employment.

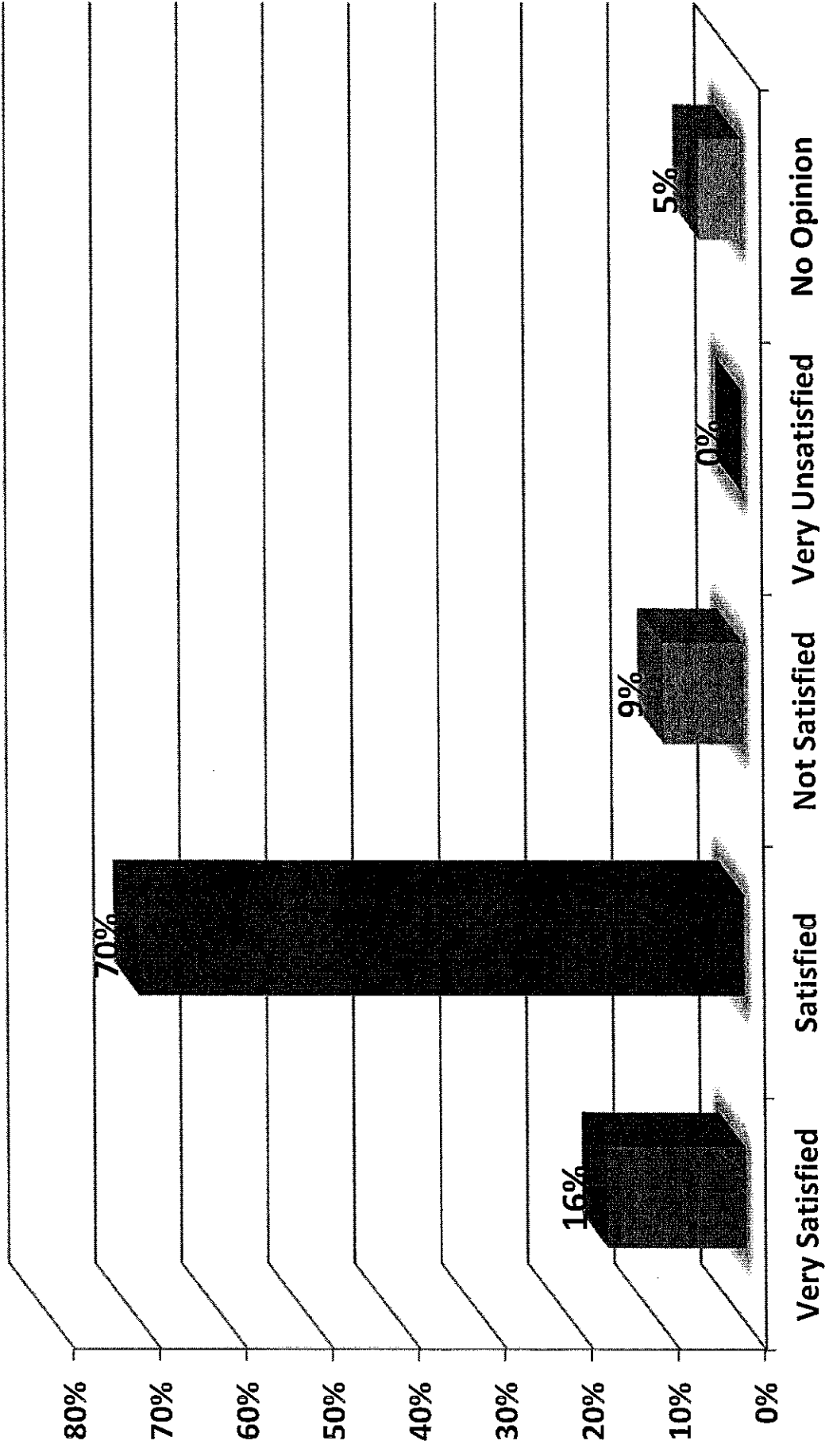


How would you rate the District compared to neighboring public school districts?

districts?



Overall, how satisfied are you with the District?



Thank you!

Yellow

1 **PART II** **Certified Staff**

2
3 **Section 1** **PROFESSIONAL HOURS/WORKDAY**

4
5 **1.01 Normal Hours of Work**

6 *Refer to Policies: 535 – Assignments and Transfers for additional information*
7 *536 – Reduction in Work Force*

8 Teachers are professional employees as defined by the federal Fair Labor Standards Act and the
9 Wisconsin Municipal Employee Relations Act, § 111.70(1)(L), Wis. Stats.

10
11 All teachers must be on duty at 7:45 am and continue on duty until 3:45 pm each school day.
12 Teachers may leave the school at noon hour. Teachers may leave the school at other times,
13 including during the preparation period, only with principal or designee approval.

14
15 **1.02 Administratively Called Meetings**

16 All meetings, except IEP (individual educational plans) meetings, will be held on Monday
17 through Thursday only and last no later than 4:00 pm. IEP meetings will be held by mutual
18 agreement. Teachers will be paid for time spent after 4:00 pm for IEP meetings. Teachers will be
19 notified of their obligation to participate in individual or group meetings before 3:15 pm.
20 Teachers can be excused from such duty at the principal's or designee's discretion. Head coaches
21 will be excused at 3:15 pm on each school day during their coaching season.

22
23 **1.03 Attendance and Supervision at School Events**

24 Teachers will attend all school events required by their administrator. These events include, K-8
25 open houses, K-12 student orientations, and high school graduation. Teachers who have a co-
26 curricular conflict or have pre-approved coursework to attend may be excused at the discretion of
27 the District Administrator or designee. Such conflict should be communicated to the applicable
28 administrator as soon as possible before the date of the event.

29
30 **1.04 Emergency School Closures**

31 *Refer to Policy 723.3 – Emergency Closings*

32 In the event the District is closed or an individual building(s) is closed, on a full or partial day
33 basis for emergency reasons, closures may be made up at the discretion of the District. The
34 District shall, at a minimum make up all days/hours necessary to guarantee the receipt of state
35 aids and/or necessary to meet the minimum annual school year requirements (days and hours) of
36 the State of Wisconsin.

37
38
39 **Section 2** **PROFESSIONAL GROWTH**

40
41 **2.01 Requirement for Remaining Current**

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

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2.02 Lane Advancement

Teachers planning any movement on the salary schedule for the following school year must submit a Salary Schedule Movement form to the District Office on or before the last day of classes for the Evansville Community School District. Each year, forms will be placed in the faculty lounge in each building or will be available from the District Office.

- A. Teachers who complete credits before the first day of classes and provide the District Office with transcripts (other official documents may be used until official transcripts are available) will receive full lane movement.

- B. Teachers who earn credits during the District’s first semester will be moved to the next lane at the start of the second semester. Teachers who make a lane advancement will receive one half of the full year lane advancement salary increase for the second semester.

- C. Salary Advancement Consistent With P.I. 34
 - 1. Teachers who are working to qualify their licenses consistent with the requirements of P.I. 34 will advance to the BA+6 lane on the salary schedule after completion of their first professional development plan (PDP) provided the PDP is consistent with and supports building and/or District goals for the school years in which it is developed. Teachers may use PDP completion only one time to move a lane prior to obtaining a Master’s Degree.

 - 2. Once a teacher has reached the Master’s lane on the salary schedule, his/her completion of each subsequent PDP will be equivalent to earning six (6) credits for movement on the salary schedule provided the PDP is consistent with and supports building and/or District goals for the school years in which it is developed or has written approval of the District Administrator.

 - 3. Teachers may advance a lane on the salary schedule for either PDP completion or for credits earned. Credits may be used as part of a PDP or toward a six (6) credit advancement, but not both.

91 **PART III** **Support Staff**

92
93 **Section 1** **HOURS OF WORK, WORK SCHEDULE, AND JOB**
94 **DESCRIPTIONS**

95
96 **1.01 Notice of Assignment**

97 Each employee shall be issued an annual Notice of Assignment that shall be consistent with, but
98 subservient to, this *Handbook* by June 1. The letter of appointment shall identify the employee,
99 the date of hire, the position(s) that the employee is employed for, the length of the work year,
100 the length of the work day, the tentative starting and ending times of the work day, and the pay
101 rate for the position. This section shall not be construed as a guarantee or limitation on the
102 number of hours per day or hours in a work week which may be scheduled or required by the
103 District.

104
105 A new letter of appointment shall be issued in cases of transfers, promotions, demotions, and
106 partial or full layoff/reduction in force. In the case of a change of assignment the employee shall
107 be provided with at least five (5) calendar days' notice of the change of assignment, if
108 practicable, as determined by the administration.

109
110 **1.02 Job Descriptions**

111 **This area will be worked on at a later date.**

112
113 **1.03 Regular Workday and Starting and Ending Times**

114 *Refer to Policies: 545 – Support Staff Assignment for additional information*
115 *545.1 – Support Staff Work Schedule for additional information*
116 *546.4 – Reduction in Support Staff Workforce for additional*
117 *information*

118 A regular full-time workday is a minimum of seven (7) hours, excluding lunch time. Because of
119 different schedule requirements, employee's starting, lunch, and finishing times may vary in
120 different assignments and locations. The employee's immediate supervisor will schedule
121 working hours, break periods, and lunch periods.

122
123 **1.04 Regular Work Week**

124 *Refer to Policies: 545 – Support Staff Assignment for additional information*
125 *545.1 – Support Staff Work Schedule for additional information*
126 *546.4 – Reduction in Support Staff Workforce for additional*
127 *information*

128 A regular full-time work week is a minimum of thirty-five (35) hours. The regular work week is
129 five (5) consecutive days unless the immediate supervisor assigns the employee to a different
130 work schedule. This section shall not be construed as a guarantee or limitation on the number of
131 hours per day or hours in a work week which may be scheduled or required by the District.

132
133 **1.05 Part-Time Employees**

134 *Refer to Policies: 545 – Support Staff Assignment for additional information*
135 *545.1 – Support Staff Work Schedule for additional information*

136 546.4 – Reduction in Support Staff Workforce for additional
137 information

138 A schedule of hours shall be prepared for part-time employees. Such schedule shall be made
139 known to the affected employees.
140

141 **1.06 Additional Hours and Overtime - Approval and Assignment**

142 *Refer to Policy 545.1 – Support Staff Work Schedule for additional information*

143 A. Approval: In order for an employee to work beyond his/her assigned hours in any
144 week, prior approval must be obtained from the immediate supervisor.
145

146 B. Assignment: Overtime shall be approved at the discretion of administration.
147

148 C. Pay Rate for Overtime: Time worked over forty (40) hours per week is paid at one
149 and one-half (1.5) rate. Time over forty (40) hours per week does not include sick,
150 vacation, holiday, or personal leave time. For the sole purpose of determining the
151 appropriate pay period for the receipt of overtime pay, a week is defined as a pay
152 period starting at 12:00 a.m. on Sunday and ending at 11:59 p.m. on Saturday.
153

154 **1.07 Lunch Period**

155 *Refer to Policy 545.1 – Support Staff Work Schedule for additional information*

156 Support staff will have a thirty (30) minute duty free lunch break.
157

158 **1.08 Emergency School Closings**

159 *Refer to Policy 723.3 – Emergency Closings for additional information*

160 Food Service, Education Assistants, Attendance/Health Clerks, and Media Clerks

161 Employees will not be required to report for work when school is closed to students due to
162 inclement weather or other emergencies or if the school is closed by the state or other agency. If
163 students are dismissed early or if school has a delayed start, employees may, at their option,
164 leave early or arrive late.
165

166 Snow emergency days will not be made up unless required to meet DPI requirements for hours
167 and days of instruction. If school is cancelled due to adverse conditions employees will be paid
168 for the first day of school cancellation due to such adverse conditions. If there are additional such
169 days that are not required to be made up, employees have the option to use sick leave or personal
170 leave, if available, to keep the days in paid status. If days are to be made up, the use of personal
171 and sick leave is not permitted.
172

173 Employees not required to work may use paid leave in fifteen (15) minute increments to preserve
174 said time in paid status. Employees leaving early or arriving late who do not choose to use paid
175 leave will be paid only for hours worked.
176

177 Administrative Assistants, Guidance Secretary, Athletic Secretary, Bilingual Resource Specialist,
178 and Technology Specialists

179 Employees may be required to report for work on inclement weather or emergency days. They
180 may be dismissed when their immediate supervisor determines work is completed or
181 weather/emergency conditions warrant.

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Snow emergency days will not be made up unless required to meet DPI requirements for hours and days of instruction. If school is cancelled due to adverse conditions employees will be paid for the first day of school cancellation due to such adverse conditions. If there are additional such days that are not required to be made up, employees have the option to use sick leave, personal leave, or vacation leave, if available, to keep the days in paid status. If days are to be made up, the use of personal and sick leave is not permitted.

Employees not required to work may use paid leave in fifteen (15) minute increments to preserve said time in paid status. Employees leaving early or arriving late who do not choose to use paid leave will be paid only for hours worked.

Custodians

If school is closed due to an act of nature, a disaster or any other emergency, employees may use personal, sick or vacation time to remain whole. In cases where it is safe for staff to be in the building, those approved to come into work may do so and be paid.

1.09 Professional Development

Refer to Policy 547 – Staff Development Opportunities for Support Staff

Approved: April 14, 1986
Revised: July 10, 2006
Revised: July 16, 2007

723.3

EMERGENCY CLOSINGS

The District Administrator shall have authority to close the district schools in the event of hazardous weather or other emergencies which threaten the health or safety of students and personnel. This decision shall be based on the prevailing conditions across the district. Individual circumstances may vary. It is a parental decision to keep a child home should their circumstances lead them to a different conclusion.

When determining whether or not to close school due to hazardous weather, the District Administrator shall consult, as applicable, with the District bus Contractor, Buildings and Grounds director/Safety Coordination, other area districts, National Weather Service, law enforcement, county health and emergency management agencies. Upon reaching a decision to close the schools, the District Administrator will post the announcement on the District website and notify local television and radio stations who participate in announcing school closings. This information will be communicated annually to families.

The District Administrator shall develop other plans as necessary for the closing of the schools, late start, and early dismissal to provide for orderly procedures. It is the responsibility of each family to have a plan in place for their child(ren) should schools start late or end early.

Every effort will be made to have school cancellation/late start notification posted by 6:15 a.m. and early dismissal by 11:00 a.m.

Legal Ref.: Sections 115.01(10) and 121.02(1)(f)(i) Wisconsin Statutes
PI 8.01(2)(f), Wisconsin Administrative Code

TO: JERRY ROTH AND EVANSVILLE SCHOOL BOARD
FROM: REDDERS, DEE JAY
SUBJECT: HANDBOOK
DATE: DECEMBER 3, 2012
CC:

Attached please find ideas for consideration when drafting the Employee Handbook. Below is a list of those ideas:

1. Professional Hours/Workday
2. Professional Growth
3. Part III – Support Staff

PART II – CERTIFIED STAFF

SECTION 1 – PROFESSIONAL HOURS/WORKDAY

1.01 Normal Hours of Work

What are the hours that you are anticipating and how is it different from current hours?

We have teachers that work well beyond this already, so whatever terms we agree to would have to include the meetings. (So, in other words, no meetings beyond 8 hours)

1.02 Administratively Called Meetings

Strike from language...we feel this would create undue burden on staff as they try and negotiate their lives outside of the school day.

1.03 Attendance and Supervision at School Events

Clarify the proposed expectation for participation in school events such as graduation, orientation, and music programs.

1.04 Consultation With Parents

No concerns at this time.

1.05 Emergency School Closures

Are emergency days going to continue to be built into the calendar?

SECTION 2

PROFESSIONAL GROWTH

2.01 Requirement for Remaining Current

2.02 Lane Advancement

Part B – Needs clarification

PART III

Support Staff

Section 1

HOURS OF WORK, WORK SCHEDULE, AND JOB DESCRIPTIONS

1.01 Letter of Appointment
Line 94-96 – Please clarify.

1.02 Job Descriptions
This area will be worked on at a later date.

1.03 Regular Workday and Starting and Ending Times

1.04 Regular Work Week
Lines 117-119 – Please clarify

1.05 Part-Time Employees

1.06 Additional Hours and Overtime - Approval and Assignment
B. Considerations for overtime should not overshadow the importance of maintaining full-time support staff.

1.07 Lunch Period

1.08 Emergency School Closings

Part II, Section 3

Part III, Section 2

December 10, 2012 – BOE Discussion

January 14, 2013 – Draft for BOE Changes

January 28, 2013 – Potential BOE Approval

Blue

PART II Certified Staff

SECTION 3 **CERTIFIED STAFF SUPERVISION AND EVALUATION**

3.01 General Provisions

3.02 Evaluators

- Policies 526.1 – Employee Evaluation, 526.2 – Employee Remediation Procedure, and 526.2 Form – Plan of Remediation Form
- State Statutes

3.03 Evaluation Process – Conditions for Certified Staff

- Policies 526.1 – Employee Evaluation, 526.2 – Employee Remediation Procedure, and 526.2 Form – Plan of Remediation Form
- State Statutes

PART III Support Staff

SECTION 2 **EMPLOYEE EVALUATION**

2.01 Evaluation

- Policies 526.1 – Employee Evaluation, 526.2 – Employee Remediation Procedure and 526.2 Form – Plan of Remediation Form
- State Statutes

2.02 Procedures and Instruments

2.03 Frequency

- Policies 526.1 – Employee Evaluation, 526.2 – Employee Remediation Procedure and 526.2 Form – Plan of Remediation Form
- State Statutes

2.04 Receipt of Evaluation

- Policies 526.1 – Employee Evaluation, 526.2 – Employee Remediation Procedure and 526.2 Form – Plan of Remediation Form
- State Statutes

2.05 Comments/Disputes

- Policies 526.1 – Employee Evaluation, 526.2 – Employee Remediation Procedure and 526.2 Form – Plan of Remediation Form
- State Statutes

2.06 Evaluators

- Policies 526.1 – Employee Evaluation, 526.2 – Employee Remediation Procedure and 526.2 Form – Plan of Remediation Form
- State Statutes

**STUDENT ENROLLMENT
Class Sizes 2012-13**

	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	Average Class Size 2013-2014
	<u>Enrolled</u> <u>21-Sep</u>	<u>Enrolled</u> <u>12-Sep</u>	<u>Enrolled</u> <u>18-Sep</u>	<u>Enrolled</u> <u>10-Sep</u>	<u>Enrolled</u> <u>16-Sep</u>	<u>Enrolled</u> <u>21-Sep</u>	<u>Enrolled</u>	<u>Sections</u>
S/L Only	4	4	5		5	2	2	2
ECH	16	13	12	17	15	14	14	2
K	126	146	148	131	124	145	135	7
1	140	130	154	148	126	122	145	8
2	151	139	130	144	143	122	122	7
	437	432	449	440	413	405	418	24
3	145	156	141	138	142	152	122	7
4	128	147	151	134	136	140	152	9
5	140	130	144	144	138	138	140	6
	413	433	436	416	416	430	414	20
6	112	146	126	144	143	139	138	5
7	133	112	146	133	140	144	139	6
8	150	135	107	146	136	141	144	6
	395	393	379	423	419	424	421	18
9	156	161	134	115	151	137	141	
10	136	134	154	126	105	144	137	
11	144	133	123	141	128	99	144	
12	118	145	131	127	143	118	99	
	554	573	542	509	527	498	521	
District	1,799	1,831	1,806	1,788	1,775	1,757	1,774	

135 for Kindergarten is an estimate

Suggestion: To Remove This Policy

SUPPORT STAFF EVALUATION

Written performance evaluations for support staff are to be made by the building principal and/or immediate supervisor. The written evaluation(s) shall be based upon the administrator's judgment with input from others who supervise or direct the support staff member.

All support staff will be evaluated annually. The supervisor may request more frequent evaluations.

All formal evaluations of the work performance of support staff shall be conducted openly and with full knowledge of the support staff member.

The Administrator and/or supervisor conducting the evaluation meeting will notify the support staff member at least five (5) days in advance of the meeting time and place. Within five (5) days following the evaluation meeting, the support staff member may request a second meeting for clarification and/or discussion of any concerns. A copy signed by the support staff member and evaluator shall be submitted for filing in the support staff member's permanent file. A signature indicates the support staff member was present and received a copy of the written evaluation. If the support staff member disagrees with something in the evaluation he/she may submit an attachment within five (5) days of the receipt of the evaluation.

Upon recognition of concerns identified in the evaluation, assistance shall be provided to the support staff member within ten (10) days in order to rectify the concerns.

In the event the support staff member refuses to sign the evaluation, this will be noted on the evaluation and filed in the support staff member's permanent file.

PUBLIC SCHOOL OPEN ENROLLMENT

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

Nonresident Students Coming Into the District

The parent(s)/guardian(s) of nonresident students who wish to attend school in the Evansville School District shall submit the required application form to the Open Enrollment Coordinator, in the District Office during the Open Enrollment Application period. Parents may contact the District Office if they need assistance.

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

1. Application is submitted during the required time period.
2. Space in buildings is available.
3. Space in the class is available.
4. Impact on student-teacher ratios.
5. Projection for future school growth.
6. Status as an Evansville student during the current school year. Any applicant who is currently attending the Evansville Community School District will be included in the count of occupied spaces.
7. Expulsion (current or prior two school years) or expulsion proceedings.
8. Habitual truancy.
9. Ability to satisfy individualized education program (IEP)/services needs of a student with disabilities.
10. Whether the student has been referred for a special education evaluation that has not been completed.
11. Undue financial burden due to special education program or related services.

Guidelines for Termination Due to Habitual Truancy

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

“Habitual truant” means a pupil who is absent from school without an acceptable excuse for part or all of five or more school days on which school is held during a school semester.

Students With Disabilities

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

Students Referred for a Special Education Evaluation

An Open Enrollment application shall be denied if the nonresident student has been reported or identified as having a possible disability but not yet evaluated by an IEP team in the resident district. Assuming other acceptance criteria are and continue to be met, the District may reconsider a denial under this criteria if the IEP is completed, forwarded to the District, and reviewed by the District prior to the close of the period during which applications would normally continue to be reviewed or accepted from any waiting list.

Space Availability

If space available limits the District's ability to accept Open Enrollment students, the Board will set limits by grade level no later than the regular January board meeting if there are substantial factors that limit our ability to accept students. The Board will hear preliminary recommendations on enrollment limits at the December board meeting.

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

1. Continuing students.
2. Siblings of continuing students.

Remaining spaces will be filled by a random lottery. Any unassigned students will be placed on a waiting list created by a random lottery. If an opening occurs, the district administrator will review the waiting list by the grade level of the opening and the next eligible student will be selected. Parent(s)/guardian(s) will be notified by phone and mail. They will have 10 calendar days to accept the opening. If they do not respond or if they decline, another applicant will be selected. No applicants will be selected after the third Friday in August.

Full-time nonresident Open Enrollment students are eligible to participate in all co-curricular and extra-curricular student activities and organizations. WIAA sports are governed by WIAA laws and bylaws.

The District does not require students to reapply for open enrollment when entering middle or high school.

Nonresident Part-Time High School Students Coming Into the District

A nonresident high school student may apply for enrollment in a course(s) at Evansville High School under the State Open Enrollment Law and Program. Students must apply through the Open Enrollment Coordinator in the District Office and be accepted for each course. When accepting or rejecting a nonresident's application for part-time enrollment, the District shall consider the following criteria:

1. The request is made according to the required timeline.
2. Nonresident students take no more than 2 courses at a time.
3. The prerequisites for entry into a course are met.
4. Availability of space in the course selected for enrollment.
5. Enrollment preference in a course will be given to resident students.

Part-time students will participate in their resident school district's activities and organizations, except for activities that are extensions of Evansville courses in which they are enrolled.

Resident Students Going Out of the District

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

1. The application is submitted during the required time period.
2. A student IEP or a change in services required does not place an undue financial burden on the Evansville District.

Resident students enrolled in other public school districts, including virtual charter schools, will be eligible to participate in Evansville District courses or programs based on satisfying the following conditions:

- a. The request is made in a timely manner.
- b. The student presently resides within Evansville Community School District boundaries.
- c. The student satisfies local standards for admission, i.e., completion of enrollment and attendance forms.
- d. The requested course is suitable for part-time enrollment.
- e. The student participates in up to 40% of the school day.
- f. There is sufficient space in the classes selected.
- g. There will be random selection of overflow-qualified applicants.
- h. Participants may be revoked if attendance below the District average.
- i. Eligibility to participate in future classes will depend on successful completion of classes. A contract outlining these expectations is encouraged.

Resident Part-Time High School Students Going Out of the District

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

1. The request is made according to the required timeline.
2. Students may take no more than 2 courses at a time.
3. For students with disabilities, courses must be consistent with the student's IEP.
4. Each course must be consistent with Evansville High School graduation and transfer credit requirements.
5. The tuition cost of the course(s) must not impose an undue financial burden on the Evansville operating budget.

Pre-School Children

A child who resides in Evansville may attend a District operated pre-kindergarten, 4-year old kindergarten, early childhood education, or school-operated day care only if Evansville offers the same

type of program, and the child is eligible to attend that program in the Evansville Community School District.

Transportation

Transportation for all students selecting an Open Enrollment option shall be the responsibility of the parent/guardian. The parent/guardian of students who are eligible for free or reduced price lunch is also eligible for reimbursement of transportation costs by the Department of Public Instruction. As a resident district, Evansville Community School District will not allow non-resident districts to enter the District to pick up or drop off Open Enrollment students. As a non-resident district, Evansville will not pick up students within their resident school districts. Students who can get to a district bus stop will be transported, provided space is available. Transportation for students with disabilities, if included as a related service in the student's IEP, will be provided.

Appeal of Rejection

If an application for enrollment is rejected as outlined above, the student's parent(s)/guardian(s) may appeal the decision to the Department of Public Instruction within 30 days after the decision.

APPLICATIONS SUBMITTED UNDER ALTERNATIVE OPEN ENROLLMENT CRITERIA AND PROCEDURES

Eligibility Criteria

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

1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within 30 days of the resident school board's determination.
2. The student is or has been a homeless student in the current or immediately preceding school year.
3. The student has been the victim of repeated bullying and harassment and all of the following apply:
 - a. The student's parent/guardian must have reported the bullying or harassment to the school board or designee under a bullying/harassment complaint process and;
 - b. In spite of action taken by the Board or designee the repeated bullying and harassment continues.
4. The place of residence of the student's parent/guardian and of the student has changed as a result of military orders. The application must be made within 30 days of the date on which the military orders changing the place of residence were issued.
5. The student moved into Wisconsin. The application must be made within 30 days after moving into the state.
6. The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent/guardian. The application must be made within 30 days after the student's change in residence.
7. The student's attendance in a school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this

exception and why attendance at the nonresident school district is in the best interest of the student.

Application Review and Approval Process

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

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

Legal Ref.: Sections 115,787 Wisconsin Statutes (Individualized Educational Programs)

118.13 (Pupil Discrimination Prohibited)

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

118.51 (Full-Time Open Enrollment)

118.52 (Part-Time Open Enrollment)

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

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

121.55 (Methods of Providing Transportation)

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

Revised: June 14, 2004

526.1 538

Revised: August 14, 2006

Revised: 1st Reading: 11-26-12; 2nd Reading: 12-10-12

EMPLOYEE EVALUATION

The Evansville Community School District Board of Education, in order to ensure high quality performance, and to advance **the** District's mission, goals, programs, and services, ~~the Board~~ requires annual review and/or regular evaluation of each employee. The District Administrator and administrative staff, with the involvement of employees, shall develop procedures to serve as a basis for improving job performance. Evaluations will be based on written job descriptions.

Evaluation of certified staff, administrative assistants, secretaries, clerks, educational assistants, and receptionist, will be conducted by supervising administrators.

Custodians and building and grounds employees will be evaluated by the Director of Building and Grounds.

Food service employees will be evaluated by the District food service provider with input from the Business Manager.

Coordinators and specialists will be evaluated by the Business Manager and/or the Director of Curriculum and Instruction.

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

Revised: March 8, 1993

526.2 538.2

Revised: November 14, 2005

Revised: 1st Reading: 11-26-12; 2nd Reading: 12-10-12

EMPLOYEE REMEDIATION PROCEDURE

The Evansville Community School District believes that employees within the District should be given ample opportunity to reach their professional potential. If an employee is determined to be deficient by his/her supervisor, the employee will be given an opportunity to remediate the deficiency (ies).

When an employee's performance is judged to be deficient, the supervisor shall notify the employee that a remediation procedure is beginning. The notification shall be written and given to the employee during a conference held for that purpose. At the conference, the employee will receive a written remediation plan which will include the following:

1. Statement of Deficiency: This section includes a specific statement pertaining to the deficiencies.
2. General Statement of Plan of Assistance: This section includes the purpose of the plan, the role of the supervisor, a directive statement that the plan is to be followed, and what action will occur if desired improvements are not achieved.
3. Program to be Followed: This section includes a very specific statement as to what is expected of the employee (refer to all areas stated in #1 above), a series of reasonable activities and time lines for each area of deficiency, and what assistance will be offered by the supervisor or other resources.
4. Monitoring System: This section includes the schedule of conferences and observations to determine progress, the method of altering or adjusting the program and a specific time for final assessment of the plan.
5. Final Evaluation: This section includes a final assessment of the satisfactory or unsatisfactory achievement of the plan.
6. Recommendation: This section includes the supervisor's recommendation regarding the future status of the employee.
7. Employee Group Representation: The employee will be notified that they may bring a colleague or employee group representative to each meeting related to the remediation procedure.
8. Guidelines
 - a. The Supervisor(s) shall assist the employee as soon as possible when concerns about performance arise.

- Use of the “Employee Evaluation Form”.
 - Use of the corrective supervision process, if appropriate. Supervisors may suggest the use of assistance services through District providers to an employee involved in remediation prior to recommended suspension, dismissal or non-renewal. If a deficiency continues, following the above procedures, the supervisor may recommend suspension, dismissal or non-renewal.
- b. Each plan of remediation will follow the policy, Plan of Remediation Form. ~~Policy #_____~~. Each plan of remediation will be reviewed by members of the administrative team and must be approved by the District Administrator, **prior to being presented to the employee.**
- c. The Board will be notified during executive session of each employee who is placed on a plan of remediation.

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

Local Ref.: Policy #526.2 Form - Plan of Remediation Form

Plan of Remediation Form

Name of Employee: _____

Supervising Administrator: _____

Date(s) Reviewing with Employee: _____

Employee will be notified that he/she may bring a colleague or employee group representative to each meeting regarding remediation.

Statements of Deficiencies:

(Include specific statements pertaining to the deficiencies, current level of performance and supporting evidence.)

Plan of Remediation:

(Define specific expectations for each area of deficiency, activities for improvement, assistance provided by the supervisor, resources and time lines for improvement.)

Monitoring System:

(Schedule; observations, activities, review conferences and a timeline for final assessment of performance)

Final Evaluation:

(Include a final assessment of the progress/performance - employee will be rated as satisfactory or unsatisfactory.)

Recommendation:

(Supervisor's recommendation regarding future employment status of the employee)

EMPLOYEE DISCIPLINE

The Evansville Community School District has high expectations for all employees and supports each employee as he/she continuously seeks to improve. When an employee's behaviors or actions do not meet the expectations of the District, administration may take the appropriate measures to address concerns.

Any employee may be suspended with or without salary and fringe benefits by the District Administrator for insubordination, misconduct, immorality, inefficiency, or any other reason based on facts known by the District Administrator and considered unacceptable for an employee of the District. Suspension shall be for such time as may be necessary to complete the investigation and may be extended in the event dismissal proceedings are started. The suspension may be extended for such time as is necessary to complete dismissal proceedings.

If the District Administrator determines from the investigation that the suspension was warranted, the suspension period will be without salary and fringe benefits. If the investigation determines that the suspension was not warranted, the staff member will then receive salary and fringe benefits for the term of his/her suspension. Suspension may or may not lead to dismissal.

SUPPORT STAFF WORK SCHEDULE

The **Evansville Community School** District Administrator, in conjunction with the appropriate administrators, will establish the work schedules for the support staff in keeping with the standard workday and work week.

Support staff may be assigned up to 40 hours in a week as needed to meet the needs of the District. The actual work hours of each support staff will be determined on a yearly basis and designated on the annual Notice of Assignment. These assignments will be made based on the current needs of the District. The assignment can be changed based on student enrollment and staffing needs.

Support staff who work more than three and one half hours (3.5) and fewer than seven and one half (7.5) hours per day are entitled to a paid fifteen (15) minute break as scheduled by their immediate supervisor.

Support staff who work at least seven and one half (7.5) consecutive hours are entitled to two (2) paid breaks of fifteen (15) minutes as scheduled by their immediate supervisor. During their paid breaks support staff are not permitted to leave the building and are expected to be available in emergency situations.

All support staff who work more than six (6) consecutive hours are entitled to a thirty (30) minute unpaid duty free lunch as scheduled by their immediate supervisors.

Support staff are expected to work all student contact days and may be expected to work professional development days. Any deviation from the scheduled hours and days of work needs the approval of the immediate supervisor.

1 **PART I** **All Employees**

2
3 **Section 14** **BENEFITS APPLICABLE TO ALL EMPLO**

Green

4
5 **14.01 Cafeteria Plan/Flexible Spending Account**

6 The District will provide an Internal Revenue Service authorized cafeteria plan/flexible spending
7 account (FSA) under applicable sections of the Internal Revenue Code (*§ 105, § 106, § 125 and*
8 *§ 129*) to permit employees to reduce their salary and contribute to an FSA to cover the
9 following expenses:

- 10 A. Payment of insurance premium amounts (*IRC § 106*);
- 11
- 12 B. Permitted medical expenses not covered by the insurance plan (*IRC § 105*) to a
13 maximum of two thousand five hundred (\$2,500) per calendar year.
- 14
- 15 C. Dependent care costs (*IRC § 129*) subject to the limitations set forth in the
16 Internal Revenue Service Code.
- 17

18 An employee may designate, under the flexible reimbursement plan/cafeteria plan, a maximum
19 of two thousand five hundred dollars (\$2,500) of eligible health and dental care expenses not
20 covered by the insurance plan (*IRS Code § 105, § 125*) per plan year.

21

22 Payments and the designation of amounts to be contributed to the employee's account will be
23 subject to the procedures, rules and regulations of the plan's administrating agency. The provision
24 of this plan shall be contingent upon the continuance of this benefit under the applicable Internal
25 Revenue Code Sections (*§ 105, § 106, § 125 and § 129*).

26

27 **14.02 Dental Insurance**

28 The District shall provide dental insurance to eligible employees. The insurance carrier(s),
29 program(s), and coverage(s) will be selected and determined by the Board with recommendation
30 from the Insurance Committee. Eligibility for, and payment toward coverage for individual
31 employment groups are set forth in the applicable part of the *Handbook* covering such
32 employees. No duplicate payments shall be paid by the District.

33

34 **14.03 Health Insurance**

35 The District shall provide health insurance to eligible employees. The insurance carrier(s),
36 program(s), and coverage(s) will be selected and determined by the Board with recommendation
37 from the Insurance Committee. Eligibility for, and payment toward coverage for individual
38 employment groups are set forth in the applicable part of the *Handbook* covering such
39 employees. No duplicate payments shall be paid by the District.

40

41 **14.04 Liability Insurance**

42 The District shall provide liability coverage for all employees in the exercise of their professional
43 duties. This liability coverage is a component of the overall District liability and property
44 insurance program and the benefits or carrier will be determined by the Board.

45

46 **14.05 Life Insurance**

47 The District shall provide life insurance to eligible employees. The insurance carrier(s),
48 program(s), and coverage(s) will be selected and determined by the Board. Eligibility for, and

49 payments toward, coverage for individual employment groups are set forth in the applicable part
50 of the *Handbook* covering such employees.

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52 **14.06 Long-Term Disability**

53 The District shall provide long-term disability insurance to eligible employees. The insurance
54 carrier(s), program(s), and coverage(s) will be selected and determined by the Board. Eligibility
55 for, and payment toward, coverage for individual employment groups are set forth in the
56 applicable part of the *Handbook* covering such employees.

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58 **14.07 Short-Term Disability**

59 The District shall make available short-term disability insurance to eligible employees.
60 Participation in such shall be optional and the premium for such will be paid by the employees
61 choosing to participate. The insurance carrier(s), program(s), and coverage(s) will be selected
62 and determined by the Board.

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64 **14.08 Wisconsin Retirement System (WRS) Contributions**

65 The Board shall contribute the employer's share. The employee shall pay the employee's WRS
66 contribution as required by state statute.

67

68 **14.09 Retirement Benefits**

69 The District shall provide retirement benefits to eligible employees. The benefits will be
70 determined by the Board. Eligibility for, and benefits, for individual employment groups are set
71 forth in the applicable part of the *Handbook* covering such employees.

72

73 **14.10 COBRA Law Continuation of District Health Plan Participation**

74 The District, pursuant to the Federal Consolidated Omnibus Budget Reconciliation Act
75 (COBRA) and state law, offers employees the opportunity to remain on the District's health and
76 dental insurance plan at the group rate in certain instances where coverage under the plan would
77 otherwise end.

78

79 A. Qualifying Events [First qualifying events]: An employee, employee's spouse and an
80 employee's dependent children (if any) covered by and participating in the District's
81 health insurance plan (medical, dental, and vision), may qualify for continuation coverage
82 if District sponsored coverage is lost due to the occurrence of any of the following
83 qualifying events:

84

85 1. Voluntary or involuntary termination of employment for any reason other than "gross
86 misconduct."

87

88 2. Death of the covered employee;

89

90 3. Divorce or legal separation from the covered employee;

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92 4. Loss of "dependent child" status;

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94 5. Eligibility for Medicare entitlement;

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96 6. Reduction in work hours such that the employee no longer qualifies for coverage
97 under the plan.

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B. Period of COBRA Continuation: In the event of one of the above qualifying events, COBRA coverage is available for up to eighteen (18) months, but may be extended to a total of twenty-nine (29) months in certain cases of disability (*see* Disability Extension below) or up to thirty-six (36) months if a qualifying spouse or dependent suffers a second qualifying event. The employee, employee's spouse and each covered dependent has an individual right to request COBRA coverage. Additionally, any child born to or placed for adoption with a covered employee during a period of continuation coverage is automatically considered a qualified beneficiary.

C. COBRA Extension (Second qualifying events): A spouse or dependent child may be eligible for COBRA extension coverage for a period of up to thirty-six (36) months if coverage is lost due to one of the following second qualifying events:

1. The employee's death;
2. Divorce or legal separation;
3. The covered employee becomes eligible for Medicare;
4. A child loses his/her "dependent child" status.

**Note:* The second event can be a second *qualifying* event only if it would have caused the qualified beneficiary to lose coverage under the plan in the absence of the first qualifying event.

D. Premium Cost & Payment: The cost for this extended continuation coverage shall not exceed the group rate in effect for an active group member, including the District's contribution (i.e., the total amount the employee and District have been paying for health insurance coverage). If the cost for COBRA coverage changes during an employee's participation the employee will be notified of the new premium in writing prior to its due date.

E. Termination of Coverage: Employee continuation coverage may be terminated automatically if:

1. The employee fails to make a monthly premium payment to the District on time;
2. The employee obtains similar coverage through a different employer;
3. The employee becomes eligible for Medicare and converts to an individual policy;
4. The District terminates its health plan;
5. The employee's guaranteed continuation period expires.

The employee or a qualified beneficiary have the responsibility to inform the District of a divorce, legal separation, or a child losing dependent status under the group health plan within sixty (60) days of the qualifying event. The District will then notify any other

147 covered dependents that are affected by the event of their right to elect COBRA
148 coverage.

149
150 COBRA participants must also notify the District if they experience additional COBRA
151 qualifying events during their COBRA term that might qualify them for additional
152 months of extended coverage.

153
154 F. Disability Extension: If an employee elects COBRA continuation coverage based on
155 termination of employment or reduction of hours, and the employee or a qualified
156 beneficiary from his/her family becomes disabled (as determined by Social Security)
157 anytime within the first sixty (60) days of COBRA continuation coverage, the employee
158 and his/her family's qualified beneficiaries may elect a special additional eleven (11)
159 month extension, for a total of twenty-nine (29) months of COBRA continuation
160 coverage. To elect the eleven (11) month extension, the employee must notify the Plan
161 Administrator within sixty (60) days of the date Social Security determines that the
162 employee or a qualified beneficiary from his/her family is disabled and within the first
163 eighteen (18) months of COBRA continuation coverage

164
165
166

167 **Section 15** **WORK STOPPAGE**

168
169

170 The employee groups shall not authorize, ratify or condone either directly or indirectly any
171 strike, work stoppage, or any other concerted interference with work on the part of the
172 employees.

173

174 In addition, to any other remedy provided by law, any employee who engages in any strike, work
175 stoppage, slowdown, or other concerted interference with work, whether or not such action is
176 authorized, ratified, or condoned by the employee groups shall be subject to discharge,
177 suspension, loss of benefits, or other discipline as determined by the District.

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179

180 **Section 16** **CONFORMITY TO LAW**

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182

183 If any provision of this *Handbook*, or addendum thereto, is held to be invalid by operation of law
184 or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any
185 sections, or addendum thereto, should be restrained by such tribunal, the remainder of this
186 agreement shall not be affected thereby.

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
 From: Doreen Treuden, Business Manager and Joe Francis, Director of Buildings and Grounds
 Re: Maintenance Contract for HVAC Systems
 Date: December 6, 2012

Proposals were requested from four service contractors to maintain the heating, ventilating and air conditioning system for the District. Proposals were received from all four contractors. In addition to the proposals, Joe Francis and I interviewed each contractor and Joe checked references for each contractor. Below is a summary of the pricing offered from each contractor.

<u>Maintenance Fee</u>				
	Honeywell	NAMI	JF Ahren	Johnson Controls
Year 1	\$26,862.00	\$23,375.00	\$22,476.00	\$ 38,136.00
Year 2	\$27,667.86	\$23,375.00	\$23,376.00	\$ 39,280.00
Year 3	\$28,497.90	\$23,375.00	\$24,311.00	\$ 40,458.00
Totals	\$83,027.76	\$70,125.00	\$70,163.00	\$ 117,874.00
<u>Hourly Rate</u>				
	107.50/hr	97.85/hr	109.00/hr	106.00/hr
				125.00/hr

We recommend approval of the NAMI proposal for the following reasons:

- NAMI received high recommendations from other school districts
- NAMI was the HVAC contractor for the high school and currently is the vendor we use for the HVAC control system
- NAMI has agreed to hold the price of the service contract for three years
- NAMI has offered a 30-day release from the service contract if we are dissatisfied with their service
- NAMI has offered additional services to track energy consumption at the high school at no additional cost

The expiring HVAC service contract was \$28,310 per year and the total cost of HVAC service and repair was \$62,164 for 2011-2012. The minimum savings to the District with the NAMI contract is estimated to be \$4,935 per year for three years.

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF REGULAR MEETING

The regular meeting of the Board of Education of the Evansville Community School District was held Monday, November 12, 2012, at 6:30 pm in the District Board and Training Center room.

The meeting was called to order by President Kathi Swanson. Roll call was taken. Members present: Hatfield, Rossmiller, Swanson, Skinner, Busse, Hurley, Rasmussen, HS Reps, Johnson and Haegele.

APPROVE AGENDA

Motion by Mr. Busse, seconded by Ms. Rossmiller, to approve the agenda as presented. Motion carried, 7-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- American Education Week – November 11-17
- Veterans Day program at High School this morning was excellent; thanks to all.
- Congratulations: Ms. Havlik/Ms. Wick/Mr. Flaherty and staff – respect and attention of students during Veterans Day program.
- Play last weekend was well done.
- Thanks to Mr. Everson for the after school, Gaming Program.

DISTRICT ADMINISTRATOR REPORT

Mr. Roth's submitted report was on his first 100 days as District Administrator.

HIGH SCHOOL BOARD REPRESENTATIVES'/PRINCIPALS'/ADMINISTRATORS' REPORTS

Ms. Haegele and Mr. Johnson shared their report on high school events. Ms. Havlik, Ms. Wick, Mr. Flaherty, Mr. Everson, Ms. Ashby, and Ms. Landers' submitted reports included good things in our buildings. Discussion.

INTRODUCTION OF NEW STAFF

Building principal, Ms. Havlik, introduced new staff for this school year.

INFORMATION & DISCUSSION

Ms. Swanson presented documents for discussion on Just Cause and At Will Standard. Discussion. Consensus of the Board that the Employee Handbook to use "at-will" status for all employees. Public presentation, employee spoke in opposition of grievance/remediation process. Mr. Roth will present polices #538-Evaluation of Faculty and Staff, #538.2-Teacher Remediation Procedure and Remediation Form to the Board for a first reading.

Ms. Swanson presented for the Employee Handbook, the written draft, Part I, Sec. 9-13 (All Employees-Jury Duty Leave, Bereavement Leave, Personal Leave, Uniformed Service Leave, and Unpaid Leaves of Absence) and a document from the Evansville Education Association for

consideration for this section. Discussion. Section 13.03, title will change to Other Unpaid Absence.

Ms. Swanson presented for the Employee Handbook, the outline, Part I, Sec. 14-16 (All Employees-Benefits for All Employees, Work Stoppage, and Conformity to Law). Discussion.

Ms. Swanson presented a School Board Election Timeline.

Ms. Swanson asked for selection of the Delegate and Alternate to Wisconsin Association of School Board Convention. Discussion. Mr. Rasmussen will serve as Delegate and Mr. Busse as Alternate.

Business Manager, Ms. Treuden, presented a draft 2013-2014 Budget Calendar. Discussion. Board budget meeting will be held on January 12.

No Insurance Committee update; next meeting is Thursday, November 15.

Mr. Hatfield and Mr. Rasmussen gave an update on the Extra-Co-Curricular Committee meeting of November 8.

Ms. Swanson presented for a second reading, policies: #141-Board Officers and #142-Board Consultants.

BUSINESS (Action Items)

Motion by Ms. Rossmiller, seconded by Ms. Skinner, moved to approve the Employee Handbook, Part I, Sec. 4-8 (All Employees-Grievance Procedures, Pay Periods, Compensation and Expense Reimbursement, Worker's Compensation, and Sick Leave) as presented. Discussion. A section on Sick Leave Bank will be added to this approved section. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the Handbook Introduction Letter as presented. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to approve the resignation of Dulcie Bergsma, special educational assistant. Motion carried, 7-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Ms. Skinner, moved to approve the hiring of Jennifer Hansen, as a part-time Food Service Cook 1 (3 hours/day) at TRIS. Motion carried, 7-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved "Whereas the following school districts have handicapped children, and whereas it appears that the educational interest of all children in the school districts will be served best by the districts joining together to offer special services, as authorized by the Department of Public Instruction, to meet the needs of the handicapped children." "Be it, and it is hereby resolved that the school boards for Parkview School District and Evansville Community School District agree to establish and maintain, on a

cooperative basis, a handicapped children's special education program(s) pursuant to section 66.0301 of the Wisconsin Statutes." Discussion. Motion carried, 7-0 (roll call vote).

CONSENT (Action Items)

Motion by Mr. Rasmussen, seconded by Ms. Rossmiller, moved to approve the consent agenda items of: October 8 Regular meeting minutes; open enrollment exception applications: Students A, B, and C, to leave Evansville and attend Parkview; and the September and October reconciliation reports and bills, as presented. Discussion. Motion carried, 7-0 (roll call vote).

FUTURE AGENDA

November 26, 2012, regular meeting agenda shared.

ADJOURN

Motion by Mr. Rasmussen, seconded by Ms. Skinner, moved to adjourn. Motion carried, 7-0 (voice vote).

Meeting adjourned at 8:29 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved:
Kathi Swanson, President

Unapproved minutes

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF REGULAR MEETING

The regular meeting of the Board of Education of the Evansville Community School District was held Monday, November 26, 2012, at 6:30 pm in the District Board and Training Center room.

The meeting was called to order by President Kathi Swanson. Roll call was taken. Members present: Hatfield, Rasmussen, Hurley, Swanson, Rossmiller, and Busse. Absent: Skinner.

APPROVE AGENDA

Motion by Mr. Rasmussen, seconded by Ms. Rossmiller, moved to approve the agenda as presented and adding a five minute break before item XI, Executive Session. Motion carried, 6-0 (voice vote).

Public presentation, employee spoke on contract proposal and problems.

PRESENTATION

Curriculum Director, Ms. Landers, presented on RTI (Response to Intervention). Discussion.

CONSENT (Action Items)

Motion by Mr. Hatfield, seconded by Mr. Busse, moved to approve the consent agenda items of: October 29 minutes; no action on open enrollment exceptions; and policies #141-Board Officers and #142-Board Consultants as presented. Motion carried, 6-0 (voice vote).

BUSINESS (Action Items)

Motion by Mr. Busse, seconded by Mr. Hatfield, moved to approve Part I, Sec. 9-13 (All Employees-Jury Duty Leave, Bereavement Leave, Personal Leave, Uniformed Service Leave, and Unpaid Leaves of Absence) as presented. Motion carried, 6-0 (voice vote).

Motion by Mr. Hatfield, seconded by Ms. Rossmiller, moved to approve the 2013-14 budget calendar as presented and thanked Ms. Treuden. Motion carried, 6-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to approve the Resolution for Evansville Community School District Board of Education sequestration cuts to education funding as presented. Discussion. Motion carried, 5-1 (Hatfield)(voice vote).

BUDGET FINANCE

Ms. Hurley shared the Evansville Education Foundation November 26 minutes and invited all to their first Annual Awards Reception on December 4, 2012.

Ms. Rossmiller gave an update on the Insurance Committee meeting of November 15. Discussion. The next meeting is December 13.

Mr. Cashore gave an update on the extra/co-curricular meeting of November 8. The next meeting is December 5.

Budget Finance agenda items discussed for next meeting.

POLICY

Ms. Hurley presented for a first reading, policies: #428-Public School Open Enrollment, #529-Staff Discipline, #538-Evaluation of Faculty and Staff, #538.2-Teacher Remediation Procedure, #526.2 Form-Plan for Remediation; and #545.1-Support Staff Work Schedule. Discussion. Policies will be brought back for a second reading.

Policy agenda items discussed for next meeting.

HANDBOOK COMMITTEE

Ms. Swanson presented the Employee Handbook written draft Part I, Sec. 14-16 (All Employees-Benefits for All Employees, Work Stoppage and Conformity to Law). Discussion: Employees gave input.

Ms. Swanson presented the Employee Handbook outline, Part II, Sec. 1-2 (Certified Staff-Professional Hours/Workday and Professional Growth) and Part III, Sec. 1 (Support Staff-Hours of Work, Work Schedule, and Job Descriptions). Discussion.

BOARD DEVELOPMENT

Ms. Swanson led discussion of the role of the Board Treasurer. Discussion.

Ms. Swanson led discussion on the book, Becoming a Better Board Member, chapters 2 and 8. Discussion. Chapters 3 and 4 will be discussed at the January 28 meeting.

Board Development agenda items discussed for next meeting.

FUTURE AGENDA

December 10 regular Board meeting agenda presented. Discussion.

A three minute break was taken.

EXECUTIVE SESSION

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to move into executive session under Wisconsin State Statute 19.85(1)(e) to Discuss Evansville Education Association (EEA) and Evansville Education Association Auxiliary (EEAA) negotiations. Motion carried, 6-0 (roll call vote).

Meeting adjourned from executive session at 9:49 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved:
Kathi Swanson, President

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

**Monday, January 14, 2013
6:30 p.m.**

**District Board and Training Center
340 Fair Street**

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.

6:00 pm: Two board members are available to listen to the public on a drop in basis.

	<u>Time</u>
I. Roll Call: Dennis Hatfield Kathi Swanson Eric Busse John Rasmussen Tina Rossmiller Sharon Skinner Nancy Hurley HS Rep. Hunter Johnson HS Rep. Marissa Haegele	1 min.
II. Approve Agenda.	1 min.
III. Public Announcements/Recognition/Upcoming Events: • Adult School Crossing Guard Recognition Week – January 14-18 • Wisconsin Association of School Board Convention – January 22-25 • Open Enrollment Application Period – February 4 – April 30	min.
IV. District Administrator Report –	min.
V. High School Board Representatives'/Principals'/Administrators' Reports – High School Events and Good Things Happening in our Schools.	min.
VI. Information & Discussion:	min.
A. CESA 2 Presentation by Gary Albrecht.	
B. 2011-2012 District Audit Report Presentation.	
C. Handbook Committee Update –	
1. Written Draft, Part II, Sec. 3 (Certified Staff-Certified Staff Supervision and Evaluation) and Part III, Sec. 2 (Support Staff-Employee Evaluation).	
2. Outline, Part II, Sec. 4-6 (Certified Staff-Discipline and Discharge, Certified Staff Assignments, Vacancies and Transfers, and Reduction in Force, Positions and Hours) and Part III, Sec. 3-6 (Support Staff-Discipline and Discharge, Job Vacancies, Reduction in Force, Positions and Hours, and Resignations From Employment).	
D. School Board Election Update.	
E. Wisconsin Association of School Boards (WASB) Convention Resolutions.	
F. First Reading of Policies:	
G. Second Reading of Policy: #548 – Support Staff Evaluation.	

- H. Insurance Committee Update.
- I. Extra/Co-Curricular Committee Update.
- VII. Business (Action Item): min.
- A. Approval of Part II, Sec. 1-2 (Certified Staff-Professional Hours/Workday and Professional Growth) and Part III, Sec. 1 (Support Staff-Hours of Work, Work Schedule, and Job Descriptions).
- B. Approval of Open Enrollment Class Limits.
- VIII. Consent (Action Items): min.
- A. Approval of December 10 Regular Meeting Minutes.
- B. Approval of Open Enrollment Exception Applications.
- C. Approval of Policies: #428-Public School Open Enrollment; #526.1-Employee Evaluation; #526.2-Employee Remediation Procedure; #526.2 Form-Plan of Remediation Form; #529-Employee Discipline; and #545.1-Support Staff Work Schedule.
- D. Approval of November and December Reconciliation and Bills.
- IX. Set January 28, 2013, Regular Meeting Agenda. min.
- X. Adjourn. 1 min

Mission Statement:

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

Vision Statement:

Creating a culture of excellence in:

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

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

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

Posted: