

Benefits) and Part III, Sec. 7-11 (Support Staff-Paid Vacation, Holidays, Leave Benefits, Insurance Benefits, and Retirement Benefits).

- B. Approval of Employee Handbook Written Draft Part IV (Administrative and District Level Staff), Part V (Co-and Extra-Curricular Staff), and Part VI (Substitute and Seasonal Staff).
- C. Approval of Staff Changes: High School Assistant Girls Soccer Coach; Teacher Retirement; Support Staff Resignation; Hiring of Food Service Worker; and Two Part-Time Media Clerk Positions.
- D. Approval of 2013-2014 Teacher Contracts.
- E. Approval of 2013-2014 Co-and Extra-Curricular Contracts.
- F. Approval of Use of Fund Balance to Not Exceed \$63,000 for Voice Mail System.
- G. Approval of Use of Fund Balance to Offset General Fund 10 Budget Expenses.

- VIII. Consent (Action Items): 2 min.
 - A. Approval of February 11, 2013, Regular and March 6, 2013, Special Board Meeting Minutes.
 - B. Approval of January Bills and Reconciliation.
- IX. Set March 25, 2013, Regular Meeting Agenda. 5 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:3/7/13

- C. Discuss School Board Member Position – Ms. Swanson will lead the discussion.
- D. Discussion of Non-Budgeted Expenditure – Phone System – Ms. Treuden has enclosed information.
- E. Discuss New Courses Approval for AP Spanish and AP Portfolio Art - Meeting the needs of advanced learners and providing rigorous learning opportunities for students remains a priority at Evansville High School. Next year the high school would like to add two Advanced Placement courses that will serve as capstone courses in their respective departments: AP Spanish and AP Portfolio Art. Details of the new courses are included in the Board Packet. AP courses provide college level curriculum to students, and upon successful completion of the summative AP assessment in May, students may earn college credit for their work.
- F. Third Reading of Policies: #527.3-Employee Grievance Procedures, and #527.2 Form-Grievance Form – These policies come forward with suggested changes from our attorney. I believe we should review these again, before we approve them.
- G. Discussion of Second April Board Meeting – Ms. Swanson will lead discussion: to combine reorganization meeting with second regular meeting of the month or have two separate meetings (April 22 or April 29). The first April Board meeting will be April 8th.

VII. Business (Action Items):

30 min.

- A. Remove From the Table, Motion to Approve the Employee Handbook Written Draft, Part II, Sec. 7-8 (Certified Staff-Insurance and Leave, Retirement Benefits) and Part III, Sec. 7-11 (Support Staff-Paid Vacation, Holidays, Leave Benefits, Insurance Benefits, and Retirement Benefits) – Please approve this section of the Employee Handbook. By removing this item from the table (which was at the February 25 meeting, you may resume conversation or vote right away.

8:01

Suggested Motion: I move we take from the table, motion to approve the employee handbook written draft, Part II, Sec. 7-8 (Certified Staff-Insurance and Leave, Retirement Benefits) and Part III, Sec. 7-11 (Support Staff-Paid Vacation, Holidays, Leave Benefits, Insurance Benefits, and Retirement Benefits).

- B. Approval of Employee Handbook Written Draft Part IV (Administrative and District Level Staff), Part V (Co-and Extra-Curricular Staff), and Part VI (Substitute and Seasonal Staff) – Please approve this section of the Employee Handbook.

Suggested Motion: I move we approve the employee handbook written draft, Part IV (Administrative and District Level Staff), Part V (Co-and Extra-Curricular Staff), and Part VI (Substitute and Seasonal Staff) as presented.

C. Approval of Staff Changes: High School Assistant Girls Soccer Coach; Teacher Retirement; Support Staff Resignation; Hiring of Food Service Worker; and Two Part-Time Media Clerk Positions –

Please approve the co-curricular contract for Tristram Bisgrove as the high school assistant girls soccer coach, for a stipend of \$1,965.

Suggested Motion: I move we approve the high school assistant girls' soccer coach contract for Tristram Bisgrove for a stipend of \$1,965.

Please approve the retirement of Joan Brooke, Librarian for Levi and Theodore, at the end of the 2012-2013 school year and resignation of support staff Connie Worm, Media Clerk at Levi and Theodore, effective March 15, 2013.

Suggested Motion: I move we approve we regrets the retirement of librarian, Joan Brooke, effective at the end of the 2012-2013 school year and the resignation of support staff, Connie Worm, effective March 15, 2013.

Please approve the hiring of Sandra Wagner, as a Food Service Cook 1, at a salary of \$14.12/hour.

Suggested Motion: I move we approve the hiring of Sandra Wagner as a Food Service Cook 1, at a salary of \$14.12/hour.

Please approve the District to replace the full-time media clerk position to two part-time media clerk (each to work five hours) positions. See enclosed memo.

Suggested Motion: I move we approve to replace the full-time media clerk position with two part-time media clerk positions.

D. Approval of 2013-2014 Teacher Contracts – Please approve the 2013-2014 teacher contracts as presented.

Suggested Motion: I move we approve the 2013-2014 teacher contracts, at a salary not less than their current 2012-2013 salary, as presented.

E. Approval of 2013-2014 Co-and Extra-Curricular Contracts – Please approve the 2013-2014 co-and extra-curricular contracts as presented.

Suggested Motion: I move we approve the 2013-2014 co-and extra-curricular contracts as presented.

F. Approval of Use of Fund Balance to Not Exceed \$63,000 for Voice Mail System –

Suggested Motion: I move we approve the use of Fund Balance to not exceed \$63,000 for a new voice mail system.

Roll Call Vote!

G. Approval of Use of Fund Balance to Offset General Fund 10 Budget Expenses -

Suggested Motion: I move we approve the use of Fund Balance of up to \$63,000 to offset General Fund 10 budget expenses.

Roll Call Vote!

- VIII. **Consent (Action Items): Do you want to remove any items?** 2 min.
A. Approval of February 11, 2013, Regular and March 6, 2013, Special Board Meeting Minutes. 8:03
B. Approval of January Bills and Reconciliation.

Suggested Motion: I move we approve the consent agenda items: February 11, regular minutes and March 6 special board meeting minutes; and the January bills and reconciliation as presented.

Roll Call Vote!

- IX. **Set March 25, 2013, Regular Meeting Agenda – *Enclosed is a draft of the meeting.*** 5 min.
8:08
X. **Adjourn.** 1 min.

Suggested Motion: I move we adjourn the meeting. 8:09

District Administrator Report

Jerry Roth

3-11-13

Technology Planning

Technology Audit Summary:

PDS completed a technology infrastructure assessment for the Evansville Community School District on February 11. The four areas assessed included: network infrastructure (LAN/WAN), wireless infrastructure, server/storage/backup infrastructure and current phone system. The purpose of the assessment was to evaluate the current state, provide recommendations for improvement or changes, cost estimates and timelines.

Technology Improvement Options:

Based on the recommendations provided by PDS and District level priorities developed by District Administrator, Jerry Roth, Director of Curriculum and Instruction, Paula Landers, Business Manager, Doreen Treuden and Technology Coordinator, Larry Martin, the following options for implementing technology improvements are presented for consideration:

Option 1:

Complete all technology upgrades (network infrastructure (LAN/WAN), wireless infrastructure, server/storage/backup infrastructure and current phone system) as recommended by PDS. The timeline for the upgrades will need to be specifically determined, but the general timeline for all upgrades begins this spring and will be completed by the summer of 2014. Completing all upgrades at one time will ensure that the entire District will benefit from these upgrades simultaneously.

Option 2:

Complete the voicemail, telephone pilot, and upgrades to switches for this work immediately with a completion date of August 2013.

Complete the LAN, phone system and wireless solutions District-wide in the following multiple school year timeline:

- LAN 2013-2014
- Phones system 2014-2015
- Wireless 2015-2016

The option 2 timeline extends the completion of all upgrades over a three school year cycle. Each school would benefit from the same upgrades each of the three years.

Option 3:

Complete the voicemail, telephone pilot, and upgrades to switches for this work immediately with a completion date of August 2013.

Complete the LAN, phone system and wireless solutions in the following school year timeline:

- High School 2013-2014 LAN, phone system, and wireless
- Grove Campus/District Office 2014-2015 LAN, phone system, and wireless
- Middle School 2015-2015 LAN, phone system, and wireless

The option 3 timeline extends the completion of all upgrades over a three school year cycle. Each school would have upgrades completed in different school years. This option provides for the least continuity across the District.

High School Board Report

Student Council:

The Laude System was discussed with the general student council just to discuss possible pros and cons. After being briefly informed, the members voted to show their overall interest in the program, resulting in an overwhelming approval of the idea.

Talent Show and Winter Dance: Student Council hosted a Community Talent Show on February

23rd, that showcased nine acts which included six high school, one middle school, and two group performances.

Committee Updates: The Public Relations Committee will administer a survey explaining the Laude System to the student body which the results will then be presented by the Principal's Advisory Committee to Mr. Everson.

NHS:

National Honor Society has been selling "Men of NHS" calendars which seem to have become a big hit. Each page displays one of the male members representing a theme corresponding with the particular month. All proceeds are going towards NHS which will then be used for future service projects or fundraisers.

Music Department:

Solo and Ensemble: For the last two months, the Evansville High School Music Department has been preparing for the Annual Solo and Ensemble Festival which EHS is hosting this year. The students are thrilled to both perform their entries and assist at the event along with volunteer parents.

Kiddie Arts Camp: The EHS Band and Choir students hosted a Kiddie Arts Camp for grades 1st through 4th. Over seventy-five students participated in the camp. Activities included creating rain-sticks, juggling, learning chants and songs. The camp concluded the day with a concert for the public where the participants showed off what they had learned.

New York Trip: The music department's trip to New York will be happening at the end of March during Spring Break. The students have become very excited because they recently assigned room placement and selected the production that they wish to see.

Future Business Leaders of America:

The FBLA club attended their Regional Competition at Beloit Memorial where ten of them were chosen to move on. The State Competition will be held in April.

Forensics:

The Forensics Team participated in RVC recently where four of them earned awards. They have two more meets this spring where they will be presenting their events.

Evansville Community Service Project:

Evansville Community Service Project, ECSP, is a new group within the school that focuses on giving back to our community by volunteering, service projects, and fundraising. ECSP is a volunteer group similar to NHS, however, it is open to any student that is interested. Each month, the group has a goal or focus that is directed towards a particular section of our community including the elderly, underprivileged, youth, etc. This group is also partnered with the senior project which is starting with the class of 2015. They will assist the students by finding compatible community connections. So far, the group has assisted the Youth Center during Fourth of July Celebrations, Building A Safer Evansville (BASE) by promoting their Fourth of July awareness logo, the Care Closet by cleaning outside of the store, and Evansville Community Partnership (ECP) by volunteering at the Chili Cook-Off and also plans to help out at the Energy Fair.

ECSP Movie Night:

In February, ECSP had a Family Movie Night which was their first community event. The event was a free admission movie shown in the high school's Performing Arts Center. There were two movies shown, Despicable Me and The Avengers, in order to intrigue different types of people and families. The group feels as though they had a huge success considering over eighty people attended the movie night. They also received an immense amount of positive feedback which included how the PAC made everyone feel as though they were actually in a movie theater. They plan to have another one in the spring. A special thanks goes out to Mary Beth Anderson for chaperoning, Joey Allen for donating her time and supplies to provide popcorn, Mrs. Stieber-White for assisting the technical setup, and Mr. Everson for supporting the event.

Levi Leonard Elementary

School Board Report

March 11, 2013

We have the following measures in place for school security:

- We have rearranged schedules so that our Health aide can be in the office at all times.
 - Our Administrative Assistant is here half time
 - Educational assistants help out as their schedules permit.
- Visitors have a table next to the door on which to sign in. They are expected to wear a visitor badge. If they do not do this, the Health clerk, an assistant or I ask them to do so.
- If parents need to deliver things to school during the day, we ask them to leave it at the office rather than going into the school.
- Parents are asked to wait in the lobby for students at the end of the day instead of in the hallways.
- Non-elementary students have been asked not to enter the building, to go around to the Fair Street entrance for their sports or to walk around the building entirely.
- We do not allow parents to remove their children from the playground without talking to someone in the office first. The office staff then calls the playground supervisor.
- Parents sign their student out and then back in for appointments.

Phones are answered in a timely manner, but there are times when the volume of calls or visitors to our office do not allow for each call to be answered immediately. We always call back when messages are left.

Professional Development: On March 7 & 8, Julie Creek-Hessler, Jackie Andrew, Mackensie Wade and Sandra McClellan, all kindergarten teachers, will attend a Kindergarten Conference. The emphasis is on specific literacy, math and other content instruction.

Upcoming Events - March:

5 Kindergarten Orientation 6:30 PM
15 Early Childhood Screener
20-22 Kindergarten screener
27 Staff meeting

Please join us for any of these events!

Theodore Robinson Board Report

March 2013

Around the Building:

- 4th grade concert was a great success and very well attended, even with the poor weather conditions.
- Each grade level continues to meet monthly with the data team to re-evaluate the students receiving level 2 and level 3 interventions during, before, and after school. We began looking at the embargoed WKCE data and the winter MAP data to ensure that if a student scored minimal or basic on either data point that they are receiving additional services.
- Met with educational assistants to see how things are going. We began discussions about placements for next year. Everyone would like to be at TRIS next year if possible.
- Hoops for Heart was very exciting and we had a lot of students participate.
- 4th Grade went on their field trip to the Capital and Veteran's Museum
- Lou and I have been working on the K-5 schedule framework so we can take it to our scheduling committee
- Parent teacher conferences were well attended. All parents that needed to be seen came at their scheduled time.
- The 4th graders will be taking the NAEP test on March 5th from 9:00 – 10:30
- The office coverage has changed to enable there to be more coverage during the 12:00 – 12:40 time when we have multiple student needs that need to be covered. Sue D. from district office will be coming over to assist during this time period. I have changed one of the aides work schedules so she will be in the office from 12:45 – 2:15 to help cover phones.

Middle School Board Report 3/3/13

During staff development the building spent time on reviewing our current "Foundations" and looking for ways to improve the activities and procedures. Currently, students are either working in small groups with academic teachers on reading, writing, and mathematics, or they are working on enrichment and character education activities. Based on the discussion with staff, we will make a number of changes in the programming for the remainder of the year.

We had over ninety percent attendance at 6th and 7th grade conferences this year. Having students "run" the conferences in these grade levels greatly contributes to increasing the number of parents in the building. In 8th grade we took a page out of the high school playbook and invited all parents to attend, but we targeted students who need more support from school with special invitations as well. We had approximately sixty percent of our 8th grade parents attend conferences, but almost all of the parents who received special requests came to conferences.

The Valentine Dance was a hit at the middle school. During the past six years, dances have become extremely popular and it is not unusual to have over half the school in attendance. I will make sure the board gets advanced notice before the next dance so that you can attend!

From the "Nice" to get e-mail category;

Mr. Flaherty, I wanted to let you know that I am very pleased with Mrs. Kopf. For years I have felt that my daughter was wrongly placed in her math class. During her 6th grade year I have many conversations with her math teacher and eventually the Gifted and Talented teacher. I was always met with the response, "she is appropriately placed" during her 7th grade year I didn't push the issue, though she continued to test very well and get "A's". Mrs. Kopf has finally realized that she has not been challenged enough and was a bit bored. A big thanks to Mrs. Kopf for recognizing what I have known all along. This is what truly makes a teacher...recognizing that a student was not challenged, praising them for their accomplishments, yet encouraging them to strive to greater things. Have a great weekend!

The Federal Government conducted NAEP testing with a randomly selected group of students in mathematics and language arts. Students completed the testing in less than two hours. I am pleased to report that the monitors that worked in our school reported that are students were wonderful to work with and one of the best groups they have worked with in months. Nice to know!

EHS Board Report – Scott Everson, EHS Principal

March 11, 2013 ECSD Board Meeting

- Our Leadership Team continues its investigation of the Laude system. At this point, we are giving strong consideration to tabling the implementation proposal and to conduct further investigation next school year. We have a number of staff members that are suggesting we communicate with other districts who have experienced the actual implementation of a Laude system with actual impact on graduates, beyond the stage many districts are in which is only implementation for future graduates.
- On February 28 and March 1, a team of district educators attended the National At-Risk Education Network – Wisconsin Chapter annual conference. We have been brainstorming throughout the year about the possibility of proposing the startup of a small alternative program designed to target our students who become “dropouts.” Typically in Evansville, these cohort students become homebound instruction students and subsequently dropout status. At EHS over the past 10 years, we have averaged over five students per year who start high school as 9th graders but become dropout status prior to finishing as 12th graders. This conference allowed us to connect with a couple DPI resources as well as resources from other districts who have created alternative programs themselves. We are excited about the possibilities!
- Our EHS Leadership Team continues to work out details on implementation of a multi-tiered system of supports here at the high school for our required Response to Intervention model.
- A team of local graduates and historians has been assembled to brainstorm the creation of an Evansville High School Wall of Fame. Participants include John Rasmussen, Ron Buttchen, Randy Keister, Sue Deininger, John Willoughby, Ruth Ann Montgomery, Angela Wyse, Pete Shaw, and myself. Hopefully, in time, we will have a proposal to the Board about an EHS Wall of Fame process.
- EHS Freshman wrestler Jordan Meyer represented our wrestling program and high school as he competed in the individual State wrestling tournament on February 24 and 25. Jordan wrestled well and placed 6th in his division weight class! This is an exceptional accomplishment for a 9th grader and we are very proud of him!
- On March 5, we will be sending an EHS varsity and junior varsity Math Competition Team to Brodhead High School for the 2013 Rock Valley Conference Math Meet. Representing our varsity team are students Hunter Johnson, Bryan Rutkowski, Cody Pinnow, Jake Schroeder, Min Park, Nate Heller, Maggie Jensen, and Katrina Veit. On our JV team, we have Alex Diebold, Thomas Allen, Emily Langer, Sam Topel, Jake Kennedy, Wes Park, Noah Schiller, and Logan Kulikowski. Good luck, Mathletes!
- The Spring sports meeting is on Monday, March 4, and the season kicks off with Track practice starting on March 5 already.
- Our inaugural ‘Students Against Destructive Decisions’ (SADD) group will meet for the first time on Tuesday, March 5. This student-led group is a project that stemmed from the Building a Safer Evansville (SAFE) group. We are excited for this preventative group to bring further awareness to our EHS students related to alcohol, tobacco, and other drug use and abuse. This group will create some formal awareness events in the near future.

Evansville Community School District School Board Report

March, 2012

Vaunce Ashby, Director of Student Services

On February 8, 2013 our district hosted CESA 2's quarterly Early Childhood (ECH) Networking Meeting. There were 75 ECH teachers and Directors in attendance. One component of the sessions focused on the concepts of Response to Intervention (RtI) aligning with early childhood programs in health, mental health, home visiting, child care, Head Start, and early childhood special education. In order for the framework to be most effective at this level, the unique characteristics of young children and their circumstances must be considered.

RtI in Early Childhood seeks to explore what RtI in Early Childhood should look like. The topics included:

1. Evidence-based teaching
 - a. Differentiated instruction
 - b. Intentional Teaching
 - c. Learning environment
 - d. Using child data to improve learning
2. The use of WI Model Early Learning Standards (similar to Common Core State Standards) to guide curriculum decisions (I will discuss this in a future report)
3. Collaboration in the context of culturally responsive practices
4. Balanced assessment
5. Screening and assessment tools /strategies

These quarterly meetings also give our ECH staff an opportunity to network with peers from surrounding communities.

Parents of school age children three, four and five may contact me to request screening at any time during the school year but we also schedule screening opportunity for our families in our district twice a year. The next Screening is March 15, 2013. I have included the letter that was sent to our families. We usually have 10-15 parents register for the screening day itself and another 3-5 who cannot make the actual day but schedule to have the screening done at a different time.

Currently we have 20 students in our ECH program.

Evansville

Community School District

340 Fair Street
Evansville, WI, 53536

Vaunce Ashby
Director of Student Services
ashbyv@evansville.k12.wi.us

Tammy Heissner
Administrative Assistant
heissnert@evansville.k12.com

February 22, 2013

Dear Parents/Guardians,

The Evansville Community School District has special education preschool programs available for children three, four and five years of age who have been identified as having special needs. State and federal laws require school districts to actively locate and screen preschool age children and to offer services to those children who qualify. Research has shown that early intervention for children with disabilities can make their later school experiences more successful.

Our district is inviting children to be screened who are three-years, nine-months old by March 15, 2013. We also invite any three-year, nine-month to four year old children who are new to the district or haven't been screened in the past to attend the upcoming screener.

Your child will be encouraged to play and engage in activities during which social, communication, motor, and early learning skills will be observed. School personnel familiar with child development will be available to share their observations and discuss any questions or concerns you may have. **This screening will take place on the morning of Friday, March 15, 2013, at Levi Leonard Elementary School.**

Please call Tammy Heissner at 882-3384 between the hours of 7:30 a.m. and 4:00 p.m. before Friday, March 8, 2013 if you wish to schedule an appointment for your child. **This screener is not mandatory but is strongly recommended if you have concerns about the early childhood development of your child.**

Thank you for your interest in helping us to plan for your children. Please feel free to call the Student Services Office at 882-3391 if you have any questions.

Sincerely,

Vaunce Ashby
Director of Student Services

Lou Havlik
Levi Leonard Elementary Principal

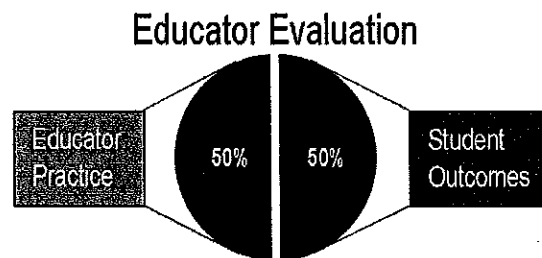
School Board Report
March 11, 2013
Curriculum Topic: Educator Effectiveness Initiative – Part III

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

Last month's Board Report provided additional information related to the professional practice side of the Educator Effectiveness framework, and detailed the two models under development in Wisconsin: the DPI model and the CESA6 model. This board report will focus on the **student outcomes** component of Educator Effectiveness.

In mid-February, DPI changed their messaging and graphic representation of the Educator Effectiveness model. The updated graphic for educator effectiveness appears below. As before, 50% of an educator's evaluation is measured by professional practice, and 50% is based upon student outcomes. The change in the graphic is the *absence of detail* regarding which data comprise the student outcomes portion of the model.

Currently, DPI has a work group reviewing the "complex measurement issues" present in the proposed Educator Effectiveness system. The work group will make recommendations to address identified measurement issues. DPI's updated message indicates that data used for teacher and principal effectiveness evaluations may vary slightly, with the emphasis for teachers focused on *individual student* results and the emphasis for principals focused on *school-wide* results.



Data for Teacher Effectiveness Evaluation

When available, DPI is recommending that districts use:

- **Individual student** value-added data on state mandated standardized tests – grades 3 through 7 reading and mathematics;
- District-adopted standardized assessment data;
- **Student Learning Objectives** (SLOs) – collaboratively established goals set by teachers and their principal designed to measure growth in student achievement during the course of the year. SLOs can be based upon standardized or local common assessments;
- Choice of district data aligned to school and district goals;
- School-wide reading scores for K-8 and graduation rate for 9-12.

Data for Principal Effectiveness Evaluation

When available, DPI is recommending that districts use:

- **School-wide** value-added data on state mandated standardized tests in the principal's school;
- District-adopted standardized assessment data;
- **School Learning Objectives** (SLOs) agreed upon by principals and district leaders to measure growth in whole school performance over the course of the year;

- Choice of district data aligned to school and district goals;
- School-wide reading scores for K-8 and graduation rate for 9-12.

Value-Added Data

As one data component, Wisconsin's Educator Effectiveness system will include teacher-level and school-wide value-added measures developed by the Value-Added Research Center (VARC) at the University of Wisconsin – Madison. Value-added is a type of statistical growth model that estimates student academic growth after controlling for individual student factors such as prior knowledge and demographic characteristics. Value-added models “equalize” student data making it comparable across classrooms and schools that may be very different in the populations they serve. To learn more about the value-added growth model, see <http://varc.wceruw.org/tutorials/Oak/index.htm>.

DPI states that “there are technical and policy implications associated with using value-added for high-stakes decisions around educator evaluation, as there are with any performance measures used for this purpose. The Wisconsin Educator Effectiveness Design Team and Coordinating Council, working in conjunction with DPI and outside experts, are carefully reviewing these issues, and will continue to monitor all aspects of the system for reliability, validity, and fairness.”

2013-14 Middle School Student Handbook Changes

Page 14:

- (Original) Students need to stay in their seats until finished eating
- Students need to stay in their seats until finished eating and are excused from the table.

Page 17

- (Add) As part of the Safety Response Plan, we remind students that all visitors to school need to enter the building through the office. **STUDENTS SHOULD NOT ALLOW NON-STAFF MEMBERS TO ENTER THE BUILDING AT ANY OTHER DOOR DURING THE SCHOOL DAY.**

Page 18:

- (Original) The bus driver retains the right to assign seats.
- The bus driver will assign seats and can change seating anytime the driver feels such a change is necessary.
- (Original) Boom boxes, radios, tape players, walkmans, or any other electronic or battery powered devices are prohibited (Unless permission is granted from the bus driver).
- Boom boxes, radios, or any other electronic or battery powered devices that cause a disturbance on the bus.

In Consequence Sections in the Handbook.

(Original) Possible referral to the District Administrator for review and possible recommendation to the School Board for expulsion.

Possible referral to the District Administrator for pre-expulsion or recommendation to the School Board for expulsion.

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: District Voicemail System
Date: March 11, 2013

The District voicemail system is in need of replacement. The recent technology audit completed by PDS confirmed that the voicemail system cannot be repaired if we experience a complete system failure. At present we are resetting the system weekly to “fix” problems with the system.

I am recommending that the Board of Education consider replacement of the voicemail system now. The estimated expense is \$63,000. The expense is not included in the current 2012-2013 budget. In order to allow for the expense in the current budget, I would bring a recommendation to the Board to use Fund Balance to pay for the new voicemail system. According to Board Policy #662.3, the Board would consider approval of two separate motions to use Fund Balance.

“To provide good fiscal management of the unreserved, designated fund balance, two separate motions shall be required to use any portion of these funds for purposes other than meeting cash flow needs. The first motion must identify the amount of dollars to be transferred from the unreserved, designated fund balance to the operating budget. A second motion must identify the purpose of the expenditure(s). Both of these motions shall be approved by a minimum of five board members.”

If the Board agrees to move forward with replacing the voicemail system, Larry and I will send out a Request for Proposal to vendors and bring forward a recommendation to the Board very soon.

GENERAL FUND BALANCE

The Board of Education recognizes the need for carrying an operating reserve in the General Fund to:

1. provide adequate working capital sufficient to meet the District's cash-flow requirements, thus minimizing any cash-flow (short-term) borrowing during the annual operating cycle;
2. function as a safeguard to fund unanticipated expenses that the District might incur; and
3. demonstrate fiscal responsibility resulting in a higher credit rating, which will help to reduce District borrowing costs.

In recognition of these needs, the Board of Education shall strive to develop a district budget which will add sufficient funds each year to the Fund 10 fund balance. The Board's goal for the unreserved designated fund balance shall be ten percent (10%) of Fund 10 audited expenditure as of June 30, 2010 and fifteen percent (15%) by 2020.

The fund balance will consist of two components:

1. Reserved fund balance set aside for specific long term costs such as: parking fees set aside for parking improvements and maintenance, and musical instrument fees set aside for instrument purchase.
2. Unreserved, designated fund balance (i.e., cash flow).

To provide good fiscal management of the unreserved, designated fund balance, two separate motions shall be required to use any portion of these funds for purposes other than meeting cash flow needs. The first motion must identify the amount of dollars to be transferred from the unreserved, designated fund balance to the operating budget. A second motion must identify the purpose of the expenditure(s). Both of these motions shall be approved by a minimum of five board members.

Legal Ref.: Section 65.90 Wisconsin Statutes

MEMO

TO: Evansville Board of Education
FROM: Scott Everson, High School Principal
RE: AP Proposal Questions
DATE: March 11, 2013

- **The process to approve AP courses?**

The process in the ECSD to take the idea of offering an AP course to the actual Board request for approval has been almost two years for each class. As part of the process, we try to arrange for prospective teachers to attend a College Board instructional review workshop for their associated class. There is a district-approved form that walks through the various steps and communication with stakeholders along the way, ending with the Superintendent.

- **Why these course verses other courses?**

We piloted the AP Studio Art with a couple students previously and it was very successful. The transition from Spanish V to AP Spanish was logical and fairly simple. As all of our current AP classes are core area, we believed that promoting opportunities in these two elective areas would be a great benefit to our students. We have a hopeful implementation schedule for the next several years that also addresses AP Biology, AP World History, existing AP English course revisions, AP Statistics, and possibly AP Economics. The decision to offer AP courses over non-AP courses is related to our desire to continually create a building culture of excellence and give students as many opportunities as possible. Over 60 percent of our students go on to post-secondary education. We believe any opportunity we provide to students to allow them a “leg up” prior to post-secondary is a good thing; furthermore, if we can help mitigate the ridiculously ever-increasing cost of college tuition, that’s a benefit to students and parents as well.

- **How does EHS AP offering compare to other schools, number of offerings and subject area?**

We currently only officially have four AP classes this year (AP English; AP Calculus AB; AP Chemistry; AP US History). In total, we offer six if we include the AP Calculus BC through ‘4 Lakes’ distance learning and AP Environmental Science which did not have enough student registration to run. In comparison, other RVC North schools offer:

East Troy – 7 (5 core area)

Edgerton – 7, will have 8 as of next year (6, 7 core area)

Jefferson – 11 (9 core area)

McFarland – 9 (9 core area)

Whitewater – 14 (12 core area)

As additional information, here is recent EHS history of the number of students taking exams, and the overall number of AP exams taken:

2008	21 students	40 exams
2009	24 students	41 exams
2010	26 students	50 exams
2011	35 students	61 exams
2012	43 students	86 exams

In comparison, based off of DPI School Performance Reports for 2010-2011, other RVC North schools were as follows for the 2010-2011 school year:

East Troy	51 students	87 exams
Edgerton	70 students	90 exams
Jefferson	55 students	93 exams
McFarland	107 students	170 exams
Whitewater	102 students	203 exams

- **Explain if there is a budget impact, school or district.**

AP Studio Art and AP Spanish will have a minimal budget impact. We will need to provide Diego Ojeda some summer curriculum work time to finalize the resources (e.g., on-line internet instructional links and resources) used for instruction and interaction with authentic Spanish media. All other supplies and budgetary items will be absorbed through existing EHS departmental budgets.

- **What happens when there are low numbers of student who want to take the class?**

We will make the same determinations regarding AP classes as we would any other class when it comes to analyzing registration numbers, balancing our schedule, and maintaining high rigor offerings for our students. In the past, we have gotten approval to run AP Environmental Science, for instance, with lower numbers utilizing a teacher overload.

2012-2013 ECSD NEW COURSE APPROVAL FORM

Date: January 30, 2013

Department Chairperson/Building Coordinator: Diego Ojeda

Department: World Language

Building: High School

Proposed Course Title: AP Spanish

Grade Level: High School

Course Length: 2 Terms

Credits: 1

Requirement/Elective: Elective

Meeting Frequency: Daily

Anticipated Enrollment: 20

Prerequisites: Spanish I, II, III, IV

Anticipated Course Implementation Date: 2013-14 School Year

Principal's Approval: 1/30/13

Comments: The Spanish Department has been working over the past two years to better align curriculum and attended College Board training in preparation for implementation of AP Spanish.

Review & Discuss Within the Building Between Departments – Date: 2010-11 and 2011-12 school years

Comments:

System wide Curriculum Committee Review Date: 2.27.13

Comments: The 7-12 Spanish teachers were supportive of implementing AP Spanish in place of Spanish V and believe that this transformation will be a benefit to our students. The team reviewed and discussed the new course proposal and AP Spanish syllabus. The team believes that adding a more rigorous capstone course in Spanish will raise the bar of expectations in reading, writing, listening, and speaking fluency in the beginning level classes. In addition, Spanish instruction will need to focus on developing student competency in the five areas designated by the American Council on the Teaching of Foreign Languages—communication, cultures, connections, comparisons, and communities—in order to support students in becoming advanced language users.

Director of Instruction/District Administrator's Approval: 3.4.13

The District Administrator and Director of Instruction discussed this course proposal with Mr. Everson. This course option is one in an on-going effort to increase the learning opportunities for students who wish to earn college credits during their high school experience, or would like the challenge and rigor that Advanced Placement courses offer.

Board of Education Approval Date: _____

I. COURSE INFORMATION

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

This course would replace Spanish V in the EHS Course Guide. The intention is to provide students the opportunity to engage in a rigorous curriculum that meets College Board standards so they may take the AP Exam for credit and allow students who attend the UW system the ability to gain retroactive credit.

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

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes including:

- Interpersonal - interactive communication
- Interpretive - receptive communication
- Presentational - productive communication

It is also aligned with the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in Spanish at an advanced level.

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

A syllabus will be submitted to the College Board for approval. The window for submitting a syllabus opens on March 1, 2013. The College Board gives the following guidelines for syllabus development for AP Spanish:

1. The teacher uses Spanish almost exclusive in class and encourages students to do likewise.
2. The course provides students with a learning experience equivalent to that of a third-year college course in Spanish Language. Instructional materials, activities, assignments and assessments are appropriate to this level.
3. Instructional materials include a variety of authentic audio and/or video recordings that develop students listening abilities.
4. Instructional materials include authentic written texts, such as newspaper and magazine articles, literary texts, and other nontechnical writings that develop students reading abilities.
5. The course provides students with regular opportunities, in class to develop their speaking skills in a variety of settings, types of discourse, topics, and registers.
6. The course provides instruction and frequent opportunities to write a variety of compositions in Spanish
7. The course provides frequent opportunities for students to integrate the four language skills through the use of authentic materials.

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

Websites, Blogs, media identified on the College Board Website

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3499.html

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

Which of these are used: Check with "X"

- X Lectures Demonstrations Field Trips
- X Discussions Term Papers X Check Quizzes
- Special Reports X Extra Reading Individual Study Contracts
- Laboratory
(Hands-On) X AV Materials Other

F. Student Assessment Procedures:

Speaking, writing, quizzes, exams

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

Preliminary teacher training occurred in the 2010-11 and 2011-12 budget years. In addition, collaboration time was used to do some of the alignment work necessary in Spanish I-IV for this course to be successful.

H. Financial Impact Overview: (First Year)

<u>Added Personnel</u>	<u>How Many</u>	<u>Approx. Cost</u>	<u>Total Cost</u>
Professional	0	N/A	N/A
Non-Professional (Assistants, etc.)	0	N/A	N/A
<u>Added Materials</u>			
Textbooks	Abriendo Paso Gramatica Prentice Hall Revised Edition	\$48.00	\$960.00
Supplies			
<u>Added Equipment Needed:</u>			
<u>List/Cost:</u>			

I. Explain how this new course will correlate with Common Core State Standards or other adopted Wisconsin state standards and/or district remediation plans.

This course aligns with the College Board standards for an AP World Language course.

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

A syllabus will be submitted to the College Board for approval between March 2013 and August 2013.

II. OTHER PERTINENT INFORMATION

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

- an addition to the department's offerings
X a replacement for Spanish V

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

- the adoption of a new textbook
 the use of a text previously adopted and in use

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

- specialized organization of teacher time
 specialized room arrangement or equipment *(explain below)*
 specialized student grouping or sectioning
X curriculum planning time to implement the course.

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

It is recommended the teachers teaching at the AP level have opportunities to attend AP trainings, usually offered in Madison as they prepare for and being a new course.

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

Because this course is replacing Spanish V, there is no conflict.

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

This course would have the same impact as Spanish V.

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

Spanish V

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

The department was supportive of the change and worked to better align Spanish I-IV to have students ready to meet the rigor of AP Spanish.

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

This is a capstone course.

J. If approved, this course will begin: During the 2013-14 School year.

AP Spanish Language Syllabus 2013-2014

Instructor: Diego Ojeda

ojedad@evansville.k12.wi.us

Phone: 608 882 3530

Web: www.ehsspanishap.pbworks.com

1. Course Overview

The AP® Spanish Language course is the equivalent of a third year college course in Advanced Spanish writing and conversation. Class is conducted entirely in Spanish with authentic materials from the Spanish-speaking world. As a result of this course, students should be able to use the Spanish language to do the following:

- Understand spoken and written Spanish in authentic dialogues, lectures, oral presentations, newscasts, newspapers, letters, essays, podcasts, Internet articles, instructions, short stories, poetry and other mediums.

- Speak on a wide variety of formal and informal topics through presenting, convincing, arguing, inquiring and describing with accuracy and fluency.

- Write formal and informal compositions in a wide variety of styles (e-mail, letters, presentation, analysis, synthesis) with appropriate grammatical structure, expanded vocabulary use and proper use of register to differentiate between audiences.

- Take the AP® Spanish Language exam in May.

- Use Spanish to communicate in meaningful situations throughout life.

Evansville High School uses a 4x4 block schedule which means that students will take this course in the spring semester from January to May of 2012 with the AP Spanish Language Examination occurring in May of 2012. Students will have class every day for 90 minutes a day, and they are expected to complete work outside of class.

2. Course materials

The primary textbooks are *Abriendo Paso Gramática* and *Abriendo Paso Lectura*. The students will complete a selection of activities designed to be similar to tasks on the A.P. examination. This course is meant to be designed around documents and tasks rather than grammar; therefore, the primary text will be *Abriendo Paso Lectura* with *Abriendo Paso Gramática* functioning as a secondary text.

EHS AP Spanish Language course will use the following texts as core materials. Because students enter AP Spanish at different ability levels, I recommend that you wait until the course

as begun to determine which of the following resources you should purchase. I'll help you determine the best one for you.

Gatski, Barbara and John McMullan. Triángulo, 4th ed. Massachusetts: Wayside Publishing, 2006

Couch, James H., Rebecca D. McMann, Carmel Rodriguez-Walter, Ángel Rubio-Maroto. Una vez más, 3rd ed. New Jersey: Prentice-Hall, 2009.

Díaz, José M., Margarita Leicher-Prieto, Gilda Nissenberg. AP Spanish: Preparing for the Language Examination, 3rd ed. New Jersey: Pearson, 2007 (Optional).

In addition to the above cited materials, we also use authentic resources from the Spanish-speaking world to keep students up to date on current affairs in the Spanish-speaking world. Prior to beginning the AP Spanish Language course, students have finished a comprehensive 4-year program to teach the essential principles of grammar and vocabulary. Therefore, our focus in AP Spanish is not to teach grammar principles and basic vocabulary, but rather to incorporate them into the skills needed to perform well on the AP Spanish exam and in the real world of communication. The textbooks are used as review and reference to allow students the recycling and necessary practice required of advanced communication.

3. Instructional Philosophy

AP Spanish Language class have been designed around the four language skills. The four language skills (reading, writing, speaking and listening) are required elements, essential to the successful usage of Spanish. Students must be proficient in the three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five areas of the South Carolina Standards (Communication, Cultures, Connections, Comparisons, and Communities).

Communication

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures

2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Connections

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

5.1 Students use the language both within and beyond the school setting.

4. Assessments

Weekly:

grammar explanations

textbook activities, hand-outs

quizzes and test

pair and group informal conversations and activities

writing activities – fill in incomplete passages, write informal notes, read, listening, and write summaries, paragraph completions

Biweekly:

listening to dialogs and complete them

short and long narratives

watching video clips of current cultural events

answering multiple choice questions

readings using authentic material

learning new vocabulary

one or two minutes oral presentations with follow-up questions

five paragraph essays on topics presented through reading and listening sources

Students will be evaluated using AP materials from previous exams as well as other materials and assessments. While the class curriculum is primarily document-driven, students will be assessed on their grammar skills as needed. Students will complete timed mini-essays in class and untimed mini-essays outside of class. Journaling will be used as a creative assessment. Students will complete presentations on grammar, articles, countries and cultural topics. Sample sections from previous AP exams will be administered as daily grades at first, eventually as quiz grades and finally as test grades. Students will also complete practice AP exams throughout the semester in order to familiarize themselves with the format, timing and stress of completing the AP Spanish Language exam. These practice exams will be graded on the AP scale.

AP Grade Qualification

5 Extremely well qualified

4 Well qualified

3 Qualified

2 Possibly qualified

1 No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A-, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B-, C+, and C in college.

Reading

A large amount of time will be dedicated to reading and integrating reading with the other three language skills. Students will explore websites for Spanish-speakers, articles about cultural topics and lyrics to music in addition to the traditional textbooks, literature and poetry. Students will gather their own articles to create thematic portfolios to improve their reading skills.

Writing

A variety of activities will be utilized to improve the students' abilities: formal writing prompts from Abriendo Paso, AP Spanish: Preparing for the Language Examination and Triángulo; informal writing prompts; written responses to authentic documents such as news articles and podcasts; biweekly journal entries that reflect the students' opinions and commentaries on multiple topics. Students will write formal compositions of 3-5 paragraphs and 200-300 words in Spanish.

Speaking

We'll use circumlocution by describing a vocabulary word or concept without using the actual word or concept; activities in which the students describe a picture or item to a partner who then draws a picture according to the description; debates on topics that range from academia to politics to popular films, art and music; recorded informal commentary on a variety of topics; simulated conversations in which the students must respond in a specific amount of time to a series of prompts; and formal oral presentations on a variety of topics. While the majority of these activities will occur during class time, the students will be required to complete or prepare speaking activities as homework.

Listening

Students will improve their listening skills throughout the course through exposure to a variety of listening activities in a variety of accents. Listening activities come from a number of sources, including Abriendo Paso, AP Spanish: Preparing for the Language Examination, Triángulo, podcasts, music and websites that include music as part of language study.

5. Specific Assignments

Textbook or workbook assignment

Audio practice

Online practice

Take-home quizzes (online)

In-class vocabulary or grammar quiz

Journal entries

Homework assignments

In-class discussions

Listen to authentic Spanish music

Listen to authentic podcasts or radio broadcasts

Watch television or movies in Spanish

Read authentic or translated Spanish literature in print or on the web.

In-class discussion (summary / synthesis)

Pronunciation

Listen and imitate native speech

Oral presentations and recordings

6. Resources

Authentic media

Cortometrajes (short films) and other authentic Spanish films

Podcasts

Current events sites:

CNN en español www.cnn.com/espanol/

Proficiency exercises www.laits.utexas.edu/spe/index.html

BBC www.bbcmundo.com

Radio Naciones Unidas www.un.org/radio/es

National Spanish Exam www.nationalspanishexam.org

Sample passages from Triángulo, released AP Spanish tests, the National Spanish Exam and AP Spanish: Preparing for the Language Examination

Authentic songs

Reading

Personal selections (for practice log)

La luz es como el agua (Gabriel García Márquez)

Dos palabras (Isabel Allende)

No oyes ladrar los perros (Juan Rulfo)

La noche boca arriba (Julio Cortázar)

El ahogado más hermoso (Gabriel García Márquez)

El delantal blanco (Sergio Vodanović)

La siesta del martes (Gabriel García Márquez)

Las medias rojas, El décimo (Emilia Pardo Bazán)

El Sur (Jorge Luis Borges)

Chac Mool (Carlos Fuentes)

La compuerta #2 (Baldomero Lillo)

La abeja haragana (Horacio Quiroga)

La señorita Julia (Ana Cortesi)

Una esperanza (Amado Nervo)

La conferencia que no di (Enrique Anderson Imbert)

Sueños digitales (Edmundo Paz Soldán)

Current events

www.bbcmundo.com – world news service in Spanish

www.elmundo.es - Newspaper from Spain

www.nación.com - Newspaper from Costa Rica

www.prensaescrita.com - Index of Spanish-speaking newspapers

www.cnn.com/espanol - Spanish CNN

tweentribune.com/spanish - authentic articles geared towards high school students

<http://noticias.latino.msn.com/latinoamerica/> - Noticias de Latinoamerica

7. Other

Grading scale

Tests/Quizzes 20%

Compositions 20%

Orals 20%

Final Exam 10%

Participation 15%

Homework 15%

Copied Work

It is essential that students complete their own work. Except when specifically permitted by the instructor, students are expected to complete their own work. Students can and should be helpful

to their classmates, but not to give answers or allow work to be copied. Any student caught receiving or giving work will receive a zero on the assignment, and a detention.

Late Assignments

LATE or **INCOMPLETE** work receives no credit.

Class Involvement

Your class involvement grade is composed of your day-to-day behavior, involvement and attitude in the classroom. Students should arrive to class on time, well prepared, and ready to volunteer. During the class they should remain on-task, participate, cooperate with the others, and show respect to everyone in the class.

Each student will be given a listening and a speaking grade at the end of each week. In the case of absence students will make up the missed participation.

Group Work

When working in a group each member of the group is expected to do equal amounts of work.

Projects

Projects are the most important components of our class. There will be different kinds of projects throughout the semester that may include journals, written reports, skits, oral presentations, internet activities, writing and reading assignments. **Always use double space.**

Computer Lab

Students are expected to follow EHS's computer agreement.

Attendance

Spanish is a performance class and **daily attendance is essential**. Being absent won't excuse you from not being prepared the following class session.

It is the student's responsibility to find out the assignment due for the following class session.

Please let me know in advance if you have a planned absence.

Please check with me for the make-up work. It is your responsibility to find out what you have missed while absent from this class.

***No make-up work should be done during regular class time.**

I expect all students to be to class on time.

Choir Lessons

Please make sure to not schedule more than 2 choir/band lessons per term in this class.

No pass no lesson. Make sure to check with me at the beginning of the class.

No choir/band lessons when projects test or quizzes are due please plan accordingly.

Instructional Environment

The following things are **prohibited** in my classroom and may well incur detention:

- A) Writing on desks, or damaging school property in any way.
- B) Doing work from, or studying for another class until all Spanish work is completed. If you're bored, I will assign extra work.
- C) Lining up at the door before the bell
- D) Any inappropriate language or discussion.

There are dictionaries located in the classroom for your use, but they may not be removed from the room.

Hall Passes

At the beginning of the semester, each student will be given a pasaporte. This pasaporte will be worth two trips per term to the bathroom, office, or locker.

Trips to the bathroom are meant to be ONLY for a duration of five minutes.

At the end of the semester if a student has not used all of his or her trips on the pasaporte he or she will be awarded one point per unused trip on the final exam

Class Expectations

1. Treat everyone and everything with respect.
 - Treat others as you want to be treated
 - Respect other's personal space
 - No name calling
 - Don't take other people's things.
 - Leave the classroom better than you found it.
 - Listen to directions carefully.
2. Come prepared to class everyday and ready to learn.
 - Pencils sharpened, notebooks ready, homework ready to be turned in, and sitting in your desk when the bell rings.
 - If you come in late, come in quietly, quickly go to your seat, and quietly prepare for class.
 - If you are going to need Kleenex or extra paper during class, please get that ahead of time.

-Have something else to work on in case you finish early.

3. Pay attention and if you don't understand something, please ask.

-Raise your hand to ask a question.

-Wait until the teacher is done talking to sharpen a pencil.

My hours

I am at the school starting at 7:30 and here until 3:30. I have 3rd hour prep. If you need some extra help, please do not hesitate to come in and see me.

Homework and Absences

If you are absent, it is your responsibility to get any assignments or notes either before the absence (if it is planned), or when you come back. Homework for the day you missed will be in the class webpage. You have 2 days for every day that you are absent to make up your homework, quizzes, or test. If it is not done in that time without prior approval from me, you will receive **half credit** for these items. Please be responsible and check Skyward regularly to see what your grade is. I will not contact you or your parents about every low or missing score, it is YOUR responsibility to take charge of your own grade.

Cheating

If you are caught cheating on tests or quizzes, you will receive an automatic **ZERO**. Your parent/guardian will also be notified, along with the principal. You must also serve a 30 minute detention. If you are caught cheating on homework, both people will receive zeros on the homework. Both students will receive a 30 minute detention.

Electronic Devices

There will be times when you are able to use your electronic devices. However, permission will be given by the teacher before this is allowed. Failure to follow this rule will result in the device being taken away by the teacher and given to the office with a discipline referral.

Texting during class is **not** allowed and will also result in the phone being taken away and given to the office with a discipline referral.

If you or your parents have any questions or concerns please feel free to contact me during third hour, before or after school, or my email at ojedad@evansville.k12.wi.us

How to succeed in Spanish class

- Take notes, ask questions, participate in class
- Study vocabulary, grammar, modismos, etc.. nightly.
- Ask for help when needed – I am available for tutoring Thursday at lunch.
- Practice speaking Spanish with a native speaker

2012-2013 ECSD NEW COURSE APPROVAL FORM

Date: January 30, 2013

Department Chairperson/Building Coordinator: Becky Kohler

Department: Art

Building: High School

Proposed Course Title: AP Portfolio Art

Grade Level: High School

Course Length: 2 Terms

Credits: 1

Requirement/Elective: Elective

Meeting Frequency: Daily

Anticipated Enrollment: Prerequisites: Students should take fundamental art classes in their area of interest to develop the expertise needed to prepare a portfolio. For example, a student may take Basic Design, Sculpture 1, Ceramics 1, and then take AP Studio Art to complete a portfolio of work.

Anticipated Course Implementation Date: 2013-14 School Year

Principal's Approval: 1/30/13

Comments:

The art department began investigating the possibility of AP Studio Art during the 2010-11 school year. The purpose of the course is to provide arts students with a capstone experience in art that also helps them prepare portfolios for college entrance.

Review & Discuss Within the Building Between Departments – Date: 2010-11 School year.

Comments:

System wide Curriculum Committee Review Date: 2.27.13

Comments: The K-12 art team was pleased to support a capstone course in the art department. Students will learn about art history and art techniques at a college level. This offering will increase the quality of art education in the district by teaching students how to develop a portfolio of their work. Students will learn how to create an artist's statement, create original works, and learn how to photograph them. The K-12 team is excited about the rigor and the opportunities that this course will offer for our most advanced art students. Additional discussion included thoughts about class size, scheduling, and formative assessment.

Director of Instruction/District Administrator's Approval: 3.4.13

The District Administrator and Director of Instruction discussed this course proposal with Mr. Everson. This course option is one in an on-going effort to increase the learning opportunities for students who wish to earn college credits during their high school experience, or would like the challenge and rigor that Advanced Placement courses offer.

Board of Education Approval Date: _____

I. **COURSE INFORMATION**

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

This course would be a new course in the art department provides students with the opportunity to fully develop their work in one of 2 areas, Drawing and Painting and 2-D art.

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

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year.

The AP Program offers three portfolios: Drawing, 2-D Design, and 3-D Design. The Drawing portfolio has a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). The portfolio asks the student to demonstrate a depth of investigation and process of discovery through the **Concentration** section (Section II). In the **Breadth** section (Section III), the student is asked to demonstrate a serious grounding in visual principles and material techniques. The **Quality** section (Section I) permits the student to select the works that best exhibit a synthesis of form, technique, and content.

All three sections are required and carry equal weight, but students are not necessarily expected to perform at the same level in each section to receive a qualifying grade for advanced placement. The order in which the three sections are presented is in no way meant to suggest a curricular sequence. The works presented for evaluation may have been produced in art classes or on the student's own time and may cover a period of time longer than a single school year.

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

See the course outline at the end of this document.

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

Art materials such as canvas, paint, clay, etc.

A student may use computers, photo shop and other programs for electronic design.

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

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

- F. Student Assessment Procedures:

Rubrics, critiques, final art show

G. **Financial Impact:** Provide a detailed explanation of projected costs for personnel, specific instructional materials, and equipment for the first and subsequent years when the proposal is fully implemented. Cite funding sources for first and subsequent years.

H. **Financial Impact Overview:** (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
Professional	0	N/A	N/A
Non-Professional (Assistants, etc.)	0	N/A	N/A
 <u>Added Materials</u>			
Textbooks	N/A	N/A	N/A
Supplies	Within existing budget		
 <u>Added Equipment</u>			
<u>Needed:</u> <u>List/Cost:</u>	N/A	N/A	N/A

I. Explain how this new course will correlate with Common Core State Standards or other adopted Wisconsin state standards and/or district remediation plans.

This course aligns with the College Board standards for an AP Art course.

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

A syllabus will be submitted to the College Board for approval between March 2013 and August 2013.

OTHER PERTINENT INFORMATION

- A. This course will be: *(please check one)*
 an addition to the department's offerings
X a replacement for Drawing and Painting 3
- B. This course will require *(please check the appropriate spaces):*
 the adoption of a new textbook
 the use of a text previously adopted and in use
- C. This course will require *(please check appropriate spaces)*
 specialized organization of teacher time
 specialized room arrangement or equipment *(explain below)*
 specialized student grouping or sectioning
X curriculum planning time
- D. To what extent will this curriculum change impact the need for teacher preparation each semester? *(Explain)*
- Educators teaching at the AP Level should have opportunities to participate in College Board training.
- E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

Because this course is replacing Drawing and Painting 3, it opens up more opportunities for students who want to develop expertise in areas in 2-D art as well as Drawing and Painting.

- F. To what extent does this course conflict with courses offered in other departments?
This course would have the same impact as Drawing and Painting 3.
- G. What course(s) could be deleted if this curriculum change is adopted?
Drawing and Painting 3.
- H. This proposed course must be discussed with other members of your department prior to submitting this form. *(Describe briefly the outcome of these discussions.)*
Both art teachers are extremely excited and support this course.
- I. To what effect does this curriculum change affect the K-12 Skills Continuum? *(duplication, deletion, reinforcement, etc.)*
This is a capstone course.
- K. If approved, this course will begin: During the 2013-14 School year.
This course is meant to provide students flexibility. They may take the course up to two times for credit. Students who take AP Studio Art first semester would be prepared to submit the portfolio to the College Board in May of that year. Students who take the AP Studio Art class second semester will generally be prepared to submit a portfolio to the College Board the May of the following year. There may be exceptions where a student takes the course second semester and is prepared to submit a portfolio to the College Board during the same semester.

AP® Studio Art Syllabus: AP Studio Drawing

AP Studio Art Syllabus: 2-D Portfolio

Course Description

AP Studio Art will be taught for 90 minutes a day for one semester. Students will create a body of artwork utilizing the principles and elements of design and will demonstrate a high level of quality and growth over time. In this course, we will focus on all three aspects of portfolio development – quality, concentration, and breadth.

General Learning Outcomes

The student will:

- Create works that demonstrate mastery of drawing in concept, composition, and execution and assemble 12 pieces that demonstrate a Breadth of high-quality work.
- Investigate a strong underlying visual idea in drawing and develop a personal Concentration, which will consist of at least 12 pieces.
- Create works that demonstrate a variety of concepts and approaches in drawing and select 5 top Quality pieces for their portfolio.
- Discuss and journal about the development of their Concentration.
- Participate in individual and group critiques throughout both semesters.
- Participate in two art shows, one in the fall and one in the spring.
- Explore postsecondary options.

The body of work submitted for the portfolio can include art created prior to and outside of the AP Studio Art course.

Artistic Integrity

Students are expected to use artistic integrity throughout the course. Work that is based on published photographs or the work of other artists must move beyond duplication to illustrate an original idea.

Assessment and Evaluation

Portfolio Development (70%)

- Based on the amount of finished work and the quality of the work each six weeks.
- Graded using the evaluation rubrics as established by the College Board.
- Final Grade will be Incomplete if portfolio is not completed.

Sketchbook/Journal/Homework (10%)

- A sketchbook/journal will be used to sketch out ideas for your projects, to reflect on how projects are going, and to plan your specific works of art. You will also be given a few assignments to complete in your sketchbooks by the instructor to explore various techniques. You are to use it as a tool to plan, think, and reflect.
- Students should realize that it will be impossible to complete all artwork necessary for the portfolio completely within class time. You are expected to work at home when necessary to complete your work.

Studio Participation (20%)

- Regular attendance is mandatory.

- Use of class time.
- Attention to lectures, directions, and demonstrations.
- Participation in critiques. Students are expected to use art vocabulary including the elements of art and principles of design during critiques to discuss artwork.
- Proper safe use of materials and equipment.
- Clean up duties and storage of artwork.

Outline/Plan of Action

The first part of the semester will be devoted, almost entirely, to the Breadth section of the portfolio. However, students are expected to think about their concentrations during this time. A concentration should be decided on by the time second term begins. The second term will be devoted to the concentration section of the portfolio and assembling portfolios.

The semester will begin with *individual portfolio reviews with the instructor* to decide together what pieces from the past can be used for the Breadth section of the portfolio. The review will determine which pieces are ready for the portfolio and pieces still need to be developed. Students will create several pieces this quarter to fulfill the Breadth requirement. Students will also decide on a concentration and be working on that concentration by the time second term begins.

Term 1	<ul style="list-style-type: none"> • Individual portfolio reviews with instructor to discuss which pieces from the past/summer may be eligible to include in the breadth section of your portfolio. • Goal Setting: Breadth section should be completed by November, Concentration should be decided on by November/December, short-term goal setting for breadth assignments • Create a timeline of goal accomplishments. Look at the work of contemporary artists within themes • Develop a list of possible concentrations • Review the principles and elements of design • Create work for the Breadth section thinking about concept, variety of techniques, methods, and subject matter. • Instructional conversations will take place while art is being created • Group critiques
	<ul style="list-style-type: none"> • Continue with Breadth assignments, critiques • Continue to develop ideas for concentration • Continue to study contemporary art, art history • Instructional conversations will take place while art is being created • Reflect on concentration portfolio component. Use College Board web-site and other work for examples. Look at ideal examples of concentration. Identify areas or interest to investigate in-depth.
Midterm	<ul style="list-style-type: none"> • Evaluation of goal timeline, adjust if necessary • Group critique on portfolio contents, evaluate and analyze for breadth requirement. Strengthen or re-do existing assignments or images found weak. Goal: have Breadth section finished by the end of this month. • View more artists with theme based work • Narrow down ideas for concentration... your goal is to make a decision by the end of the month! • Instructional conversations will take place while art is being created
	<ul style="list-style-type: none"> • Any finishing touches on Breadth section • Take Breadth slides (any work you are considering submitting for Breadth section) • Participate in Winter Art Show • Begin working on Concentration section of portfolio if a concentration theme is

	<ul style="list-style-type: none"> decided. • Instructional conversations will take place while art is being created
	<ul style="list-style-type: none"> • Begin Concentration pieces, if not started earlier! • Instructional conversations will take place while art is being created • Group and Individual Critiques
Term 2	<ul style="list-style-type: none"> • Review on-going goals and plans, adjust as necessary • Work on Concentration pieces <ul style="list-style-type: none"> - Instructional conversations will take place while art is being created • Critiques
	<ul style="list-style-type: none"> • Group and individualized critiques regarding breadth component. Help each student analyze and make critical judgments on which pieces to use for breadth, looking at concept, variety of techniques, methods, and subject matter. • Finalize selections to Breadth component. • Work on Concentration pieces. • Instructional conversations will take place while art is being created
	<ul style="list-style-type: none"> • Hold critique on progress and content of pieces completed for Concentration component to this point. Help student evaluate his or her progress and work, critically assessing the content and scope of the concentration investigation and whether the concept envisioned is actualized. • Continue to work on Concentration pieces. <ul style="list-style-type: none"> - Instructional conversations will take place while art is being created • Begin looking at the quality component to the AP Studio Art: Drawing portfolio. Evaluate the level of skill, vision, and conceptual understanding demonstrated in images selected. Individually discuss with each student how each aspect of his or her portfolio is coming together.
Midterm	<ul style="list-style-type: none"> • Review the construction of the Drawing portfolio. Begin a checklist of all required elements and components. • Begin final judgments and evaluations of portfolio content. • Finish Concentration pieces and select quality examples. Mat and present quality images for submission. • Individual critiques on Concentration section at the end of the month. Discuss what will be included in the Concentration section.
	<ul style="list-style-type: none"> • Take Concentration slides. • Prepare AP Studio Art: Drawing Portfolio for submission. Complete written portfolio component. Use in group critique to explain image contents and reasons for selections, soliciting feedback on clarity and content of written thoughts. Have English department review draft before revisions and final draft. • Organize and up-load all required digital images to the College Board AP Studio Art website. • Pack and submit Quality component artworks, completing the Portfolio submission • Participate in Spring Art Show
	<ul style="list-style-type: none"> • Celebrate your accomplishments this year • Complete an evaluation of the course

AP Studio Art: Drawing Portfolio Content and Explanation

Submitting a portfolio to the College Board Studio Art: Portfolio Exam in the spring is a requirement of this class. Portfolios are awarded a final score of between 1 and 5, with 5 being the highest quality. A score of 3 or higher will earn college credit at many participating universities. Completing the course assignments and meeting the expectations outlined in this syllabus will help guide students in developing a successful portfolio for submission.

The Drawing Portfolio consists of 24 required images representing three sections: Quality, Concentration, and Breadth.

QUALITY:

Submit five (5) actual examples of your best work. None may be larger than 18" x 24". In quality, you do not need to show a variety of techniques or approaches, just your 5 best pieces. It may include images from your concentration and breadth sections.

CONCENTRATION:

Submit twelve (12) images; some may be details. In concentration, you investigate an idea or theme that has personal interest to you. From this investigation you create a body of work that develops out of your efforts, showing a mastery of in-depth understanding and exploration of the idea.

Written component: The Concentration section includes spaces for a written commentary describing what the concentration is and how it evolved, which must accompany the work in this section. Students are asked to respond to the following questions:

1. What is the central idea of your concentration?
 2. How does the work in your concentration demonstrate the exploration of your idea?
- You may refer to specific images as examples.

BREADTH

Submit twelve (12) images of twelve (12) different artworks. In breadth, you must show your experience with a variety of concepts and approaches that demonstrate your abilities, range, and versatility with different techniques, media, problem solving, and imagery.

Examples that explain further are on the Studio Art Poster and on-line at the College Board website – Studio Art: Drawing

Approved: October 10, 2011

527.3

1st Reading: 1-14-13; 2nd Reading: 1-28-13; 3rd Reading: 3-11-13

EMPLOYEE GRIEVANCE PROCEDURES
(Discipline, Termination and Workplace Safety)

The purpose of this rule is to provide for an internal grievance procedure that is consistent with the requirements of state law and Board policy for resolving grievances concerning employee discipline, employee termination and workplace safety. This rule is intended to serve as the written document, required by statute, that sets forth the process for the grievant and the District to use to process a grievance.

Definitions

1. Grievance: A “grievance” is defined as a timely written complaint, submitted according to the procedures identified herein, that concerns employee discipline, employee termination, or workplace safety.
2. Grievant: A “grievant” may be any employee or a group of employees.
3. Days: Unless expressly identified as “calendar days,” the terms “days” or “workdays” as used in within this grievance procedure shall exclude only Saturdays, Sundays, and such holidays and other days on which the main district administrative office is not open for public business.
4. Receipt of Written Communication: A grievant is deemed to be in receipt of a written communication from the District regarding a grievance, including a denial of the grievance at any stage of the process, as of the date the communication is either personally delivered to the grievant, sent to the employee’s school district email address, or sent by mail to or left at the employee’s mailing address of record with proof of such delivery.
5. Grievable Event:
 - a. A “grievable event” as to employee discipline is the employee’s receipt of verbal or written notice of the imposition of specific discipline by the District; or, if no express notice of discipline is received, the occurrence of the event alleged by the employee to constitute disciplinary action. The initiation and conduct of an investigation into a potentially disciplinary matter is not a grievable event.
 - b. A “grievable event” as to employee termination means the employee’s receipt of any written or verbal notice of termination of an individual’s employment with the District. The effective date of the employee’s termination is not a separate or new grievable event.
 - c. A “grievable event” as to a workplace safety issue is the presence of a hazardous condition in the workplace, whether ongoing or reasonably likely to reoccur, that an employee alleges (1) constitutes a violation of a workplace health or safety code, regulation, or standard; or (2) poses a recognized hazard likely to cause death or serious physical harm to

the employee and that has not previously been grieved under this grievance procedure and addressed by a decision of a hearing officer or the Board.

6. Termination, Discipline, and Workplace Safety: The terms “termination,” “discipline” and “workplace safety” are intended to have only the limited meaning given to them under the state statutes that require the Board to create a grievance system addressing those issues. For purposes of clarity and as examples of issues that either are, or are not, grievable under this grievance procedure (unless the applicable statutes are so interpreted by a court or tribunal, or amended at a later time), the following shall apply:
 - a. The term “discipline” shall not be interpreted to include a supervisor’s performance evaluation of an employee, a performance improvement plan, any verbal or written notice of performance expectations, any verbal or written reprimand, or the placing of an employee on administrative leave with pay pending an investigation. *[We recommend that the grievance procedure not apply to written warnings.]*
 - b. The term “termination” does not encompass all events that lead to a separation from employment, however, it shall be construed to include instances where the District initiates an involuntary, complete and permanent severance of the employment relationship as a result of some type of affirmative misconduct (e.g., infractions of the rules or policies of the school district), job abandonment, or incompetence. Where separation from employment results from the District’s use of specific statutory procedures for the nonrenewal of a fixed-term employment contract, such separation via nonrenewal is not grievable as a “termination.”
 - c. The term “workplace safety” means a hazardous condition in the workplace, whether ongoing or reasonably likely to reoccur, that an employee alleges (1) constitutes a violation of a workplace health or safety code, regulation, or standard; or (2) poses a recognized hazard likely to cause death or serious physical harm to the employee. Further, a grievance over an alleged workplace safety issue under this grievance procedure is appropriate only if:
 - (1) The safety of at least one employee is involved (as opposed to exclusively the safety of students or visitors);
 - (2) The issue concerns the safety of a person (e.g., not the “safety” of one’s vehicle or other personal possessions);
 - (3) The grievance is filed by an employee who is presently affected by the issue, or who might reasonably in the future be affected by the issue (i.e., An employee otherwise lacking any interest in the issue may not file a grievance on behalf of another employee.); and
 - (4) The issue presented by the grievance must be under the reasonable control of the school district.

Although a given issue, complaint or concern may not properly qualify as a grievance over a “termination,” “discipline,” or “workplace safety,” employees may still pursue and seek a resolution to such issues, complaints or concerns by raising the matter with their immediate supervisor or by pursuing other internal procedures that may be available.

Time Limits

The time limits set forth in this rule shall be considered maximums. The failure of the grievant to file and process a grievance within the time limits set forth in this rule shall be deemed a waiver of the grievance and a waiver of the grievant's right to access and use this grievance procedure as to the issues that were raised, or that could have been raised, in the grievance.

~~As described in Step Two of the process, below, the failure of the administration to provide a written response to the grievance by the established deadline for such a response operates as, and shall be treated the same as, a written denial of the grievance.~~

As described in Step Two of the process, below, the failure of the administration to provide a written response to the grievance by the established deadline for such a response operates as, and shall be treated the same as, a written denial of the grievance.

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[I recommend that this language not be deleted. The purpose of this language is to provide a mechanism for keeping the grievance process moving along without penalizing the District if somehow the administration or the Board misses a deadline. This language guarantees that the employee will be able to move the grievance to the next step if the District does not make a timely decision, but makes clear that the grievance isn't granted just because the deadline was missed. This same rationale underlies my inclusion of similar language in other parts of the Grievance Procedure.]

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The time limits specified in this rule may, however, be extended by the mutual consent of the District Administrator and the grievant, or as otherwise expressly provided within this rule.

Grievance Processing Procedures

Grievances shall be processed in accordance with the following procedures:

Step One – Filing of the Grievance in Writing

To initiate a grievance, a grievant shall be required to file a written grievance with the District Administrator or designee that is signed and dated by the grievant. A grievance must be filed in writing within thirty (30) calendar days of the occurrence of the grievable event in order for the grievant to have the right to invoke this grievance procedure.

(NOTE TO EMPLOYEES: Although a condition giving rise to a “workplace safety” grievance may be an ongoing condition that could be the basis for a grievance so long as the alleged condition persists, employees should report dangerous conditions of which they have knowledge to a supervisor as soon as reasonably practical, even if they do not wish to pursue a formal grievance.)

If the grievant files a grievance using any written format other than any District-approved grievance form that may be created, the filing shall, at a minimum, be signed and dated; prominently identify the document by using the word “GRIEVANCE;” and specify (1) the date the grievable event occurred; (2) whether the grievance concerns a termination, disciplinary action, or a workplace safety issue; (3) the basic nature of the complaint/allegations and the issue(s) to be resolved; (4) the alleged responsible supervisor(s); (5) any known witnesses to key events; and (6) the relief or remedy that is requested.

If the grievant's immediate supervisor is the District Administrator, the grievance would skip Step Two.

Step Two – The District's Administrative Response

The District Administrator or designee shall determine the administrator or supervisor who will provide the initial response to the grievance, which response shall be in writing and shall be issued within twenty (20) days of the filing of the grievance. If the Administration determines that a factual investigation is needed or is ongoing and should be completed in order to properly respond to the grievance, the District Administrator may extend the time limit for issuing an initial response as reasonable and necessary by giving written notice of such extension to the grievant, generally not to exceed twenty (20) additional days.

If the grievance has not been resolved and has been denied by a written response from the District Administrator, the grievant may continue to pursue the grievance by filing a request for a hearing as provided under Step Three, below.

If the grievance has not been resolved and either (1) has been denied in the form of a written response from a supervisor or administrator other than the District Administrator; or (2) no initial administrative response has been provided by the District by the applicable deadline for an initial administrative response, then the grievant may drop the grievance or, to continue the grievance, the grievant must file a request for reconsideration by the District Administrator.

A request for administrative reconsideration by the District Administrator shall be filed in writing with the District Administrator within ten (10) days of the date the employee received the initial administrative denial of the grievance, or, if no initial response was provided, within ten (10) days of the deadline for providing a written response.

The District Administrator shall provide a final administrative response to the grievant in writing within twenty (20) days of the District's receipt of the request for reconsideration. If the grievance has not been resolved and either (1) has been denied in the form of a final administrative response from the District Administrator; or (2) no final administrative response has been provided by the District Administrator by the applicable deadline for such a response, the grievant may continue to pursue the grievance by filing a request for a hearing as provided under Step Three, below.

[I am recommending keeping the underlined language in the procedure, to provide for the remedy of proceeding to the next step of the grievance procedure if the District fails to respond in a timely manner, for the same reasons noted above.]

Step Three - Appeal to Impartial Hearing Officer and Hearing

If the grievance has not been resolved at Step Two and the grievant wishes to further pursue the grievance, the grievant must notify the District Administrator in writing that the grievant is requesting a hearing before an impartial hearing officer. A request for a hearing before an impartial hearing officer must be filed by the grievant within ten (10) days after receipt of the District Administrator's response, or, in the event the District Administrator issued no administrative response, within ten (10) days of the deadline for providing a written response. Upon receipt of the request for a hearing, the Administration with input from the Employee

~~Group Rep.~~ shall select and assign a qualified impartial hearing officer to the grievance, per the requirements of Board policy.

[I am recommending no change to the "timeline" language of this paragraph, for the same reasons noted above. I am also recommending that the Board not include language as to who selects the impartial hearing officer (IHO). The Board is paying for the IHO, and as long as the IHO is impartial, the Board should be able to determine who it will be. This is a grievance procedure, not an arbitration procedure.]

The hearing officer shall schedule and meet with the parties at a mutually-agreeable date to review the evidence and hear testimony relating to the grievance.

The hearing officer shall have discretion to establish specific procedures for the conduct of the hearing, provided that such procedures are consistent with any applicable statutory and general due process requirements. The hearing officer shall not be required to abide by the rules of evidence that would apply in civil or criminal court cases. For instance, he/she may choose to admit hearsay evidence and accord it such weight as it may be due. The hearing officer is responsible for ensuring that he/she is creating and preserving a record of the proceedings that will enable Board review.

Hearing officers are encouraged to use appropriate means of narrowing the issues in dispute, including seeking and documenting such stipulations as to which the parties may be able to agree.

The hearing officer shall decide disputed facts based upon a "preponderance of the evidence" standard.

In a case involving a challenge to discipline or termination, unless a different standard applies due to the application of substantive rights or employment protections arising from a source other than this grievance procedure, the District shall have the initial burden of production to demonstrate a plausible factual basis for the challenged action, which shall be subject to rebuttal by the grievant. The District shall have the ultimate burden of proving that its action was not arbitrary or capricious. *[I deleted the phrase "of production" because I see no need to have any technical terminology here. This language just means that in a discipline or termination case, the District has to go first.]*

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In a grievance over a workplace safety issue, the grievant shall have the burden of proving by a preponderance of the evidence the existence of a condition in the workplace, whether ongoing or reasonably likely to reoccur, that (1) constitutes a violation of a workplace health or safety code, regulation, or standard; or (2) poses a recognized hazard likely to cause death or serious physical harm to the employee; and (3) ~~has for which condition there is~~ an appropriate remedy that is within the reasonable control of the District.

Upon completion of the hearing and a review of the evidence, the hearing officer shall render a written decision to the administration, the grievant, and (if applicable and appropriate) the grievant's representative. A decision of the hearing officer shall be limited to the subject matter of the grievance and shall be consistent with the role of the hearing officer as established in Board policy. The hearing officer may deny the grievance or conclude that the grievance should be sustained in whole or in part and recommend a remedy, if any. The decision of the hearing

examiner and any recommendations contained therein are subject to review by the Board via appeal, as described below.

~~As a general guideline that may vary, the administration, with input from the Employee Group Rep.,~~ should appoint a hearing officer who indicates that he/she would be available to hear and issue a decision on the grievance within sixty (60) calendar days of the date the District receives the grievant's timely notice of request for a hearing. The hearing officer shall make reasonable efforts to fulfill his/her role within this general guideline, and shall notify the parties in the event that meeting the guideline becomes impractical. *[I made these recommendations because I believe the Board should retain as much flexibility as possible in administering this procedure.]*

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Step Four - Appeal to the School Board

If the grievance is not resolved to the satisfaction of the grievant or the administration at Step Three, the grievance may be appealed to the School Board within ten (10) days after receipt of the decision at the prior step. Either the Administration or the grievant may appeal an impartial hearing officer's decision to the Board by filing a written notice of appeal, addressed to the Board and delivered to the office of the District Administrator (with a copy provided to the other party). The notice of appeal must clearly identify the issues being raised for a decision by the Board.

Generally, the Board's review of the grievance and the hearing officer's decision will be based upon the record created through the Step Three hearing and the presentation of argument to the Board via letter briefs and/or in person at any meeting that may be scheduled for that purpose. The Board President shall have authority to establish any briefing schedule and coordinate the scheduling of any meeting that may involve the attendance of the parties. ~~If either party wishes to present an exhibit or other evidence to the Board that was not presented at a prior step of the grievance process, the party must provide advance notice of such intent to the other party, and the party must also seek the leave of the Board to accept such additional evidence via a motion presented to the Board.~~ If the Board determines more information is necessary, it may either remand the matter to the hearing officer, or allow the parties to present additional information to the Board, observing any legal requirements relating to open meetings, confidentiality or privacy. *[I substituted this language so the Board can retain control over the process and the record upon which it will decide the appeal. The parties should have provided all information necessary when the grievance was before the hearing officer, so there should only rarely be a need for the Board to ask for more information. It shouldn't be left up to the parties to decide.]*

On appeal from Step Three, ~~the hearing officer's factual findings and conclusions of law shall have distinct standards of review. The Board shall accord some deference to the hearing officer's findings of fact but the Board~~ may (1) modify any such ~~factual findings of the hearing officer~~ if, after reviewing the record and consulting with the hearing officer to the extent the Board deems necessary, the Board concludes that the most reasonable view of the record calls for modification of one or more of the findings; or (2) remand the case to the hearing officer for further factual development and (if necessary) revised conclusions of law; or (3) call for additional hearing before the Board. In terms of conclusions of law, mixed questions of law and fact, and decisions as to appropriate remedies (if any), the Board shall apply a de novo standard of review, meaning that the decision(s) being appealed shall be accorded no particular

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deference. *[I deleted the phrasing above as unnecessary. I made no changes to the phrase the Board highlighted (“... the Board shall apply a de novo standard of review, meaning that the decision(s) being appealed shall be accorded no particular deference.”) because the term “de novo” means, from the beginning. This means that the Board is free to make the final determination on the outcome of the case, without deference to the hearing officer’s decision. This is an appropriate standard of review and using this phrase reserves the most discretion to the Board.]*

The Board shall render a written decision that affirms, reverses, or modifies the decision of the hearing officer (or, if applicable, of the District Administrator). Such decision shall be rendered in a timely manner, usually within thirty (30) calendar days of the Board meeting at which a decision is made, and a copy of the decision shall be provided to the administration, the grievant, and (if applicable and appropriate) the grievant’s representative. The Board’s decision is final and is not subject to further appeal via this grievance procedure.

~~All Board actions throughout this process shall comply with requirements of Wisconsin’s Open Meetings Law.~~

~~In the event that the District Administrator elects not to appeal an adverse decision of a hearing officer to the Board, the District Administrator shall provide the Board with notice of the hearing officer’s decision and the reason(s) that the District Administrator decided against pursuing an appeal.~~

[I deleted these two paragraphs because they are superfluous. Everything the Board does must comply with the Open Meetings Law. Likewise, the District Administrator has an ongoing obligation to keep the Board informed of important decisions and matters. There is no need to lengthen the policy by repeating the obvious here.]

Disputes as to Timeliness or Grievability

~~No grievant has the right to pursue an untimely grievance or a grievance that falls outside the definition of a grievance (e.g., because the complaint does not deal with termination, discipline, or workplace safety). If there is a dispute over the timeliness or the grievability of a grievance that the parties are unable to resolve, the administration shall have the discretion to request, and the hearing officer shall allow, bifurcation of the merits of the grievance and any issue(s) regarding grievability. In the event of bifurcation of the issues, any decision as to a grievability issue shall be appealable to the Board prior to any remand to a lower step of the grievance procedure for decisions and/or a hearing on the merits.~~

[Rather than explain or clarify this section, I recommend you delete it. The District Administrator should have the ability to determine that something is not timely or not covered by the grievance procedure without it having to go forward to the hearing officer for any consideration. If the District Administrator determines it is not covered by the procedure, that will end the grievance.]

Grievant’s Right to Elect Representation

Any grievant may choose to be represented at all stages of the grievance procedure by a representative(s) of his/her own choosing. Student records shall not be disclosed to an employee’s representative except in compliance with applicable law and Board policy.

Consolidation of Grievances

Grievances over the same or closely related issues, or arising from the same factual circumstances, may be consolidated at any point where such consolidation is deemed practical by the administration or Board.

Group Grievances

~~Group grievances are those that involve more than one employee and any of the following:~~

- ~~A. More than one work site;~~
- ~~B. More than one supervisor; or~~
- ~~C. An administrator other than the immediate supervisor.~~

~~At Step Two of the grievance process, all group grievances will initially be decided directly by the District Administrator.~~

[This section is unnecessary because the "Consolidation" provision already covers this.]

Grievances Filed by the District Administrator

In the event a grievance is filed by the District Administrator, it shall be initially filed with the Board President and Board Clerk according to the deadlines established within Step One of this grievance procedure, above, and the Board shall have the role and responsibilities of the District Administrator in Step Two and elsewhere in the process. All other notices provided by the District Administrator acting as a grievant shall similarly be filed with the Board President and Board Clerk.

~~Add section describing the steps if the District Administrator is the subject of the grievance.~~

[A section such as this is unnecessary. The District Administrator won't be the "subject" of a grievance. If the employee is dissatisfied with an action the District Administrator took with regard to discipline or termination, the District Administrator should still have an opportunity to hear the grievance and decide whether to change his or her mind.]

Voluntary Modifications to and Waiver of Procedures

In the interest of achieving the most timely and satisfactory resolution of employee complaints and grievances, a grievant may voluntarily reach an agreement with the District Administrator to modify the process established within this grievance procedure, provided that no such modification eliminates the role of the Board as the final level of appeal that is available in any grievance. For example, a grievant may voluntarily waive specific procedural steps within this process, including the right to waive any hearing before an impartial hearing officer. However, any such voluntarily modification or waiver of any portion of this grievance procedure shall be documented in writing, signed by the District Administrator and the grievant, and added to the record of the grievance.

Settlement of Grievances

The District Administrator and the grievant may reach a voluntarily settlement of the grievance at any time under which the grievant agrees to withdraw and drop the grievance. The District Administrator shall notify the Board of all such settlements. The District Administrator shall make any such settlement that results in the payment of financial compensation to the grievant contingent upon Board approval of the settlement, unless separate settlement authority involving financial compensation is provided to the District Administrator in advance of executing the settlement agreement.

Evansville Community School District
Grievance Form

Name:	Date:
Building:	
Job Title:	
Administrator/Supervisor:	
This grievance concerns <small>(check all that apply)</small> <input type="checkbox"/> Employee Discipline <input type="checkbox"/> Employee Termination <input type="checkbox"/> Workplace Safety	
Date grievable event occurred:	
Was there an alleged violation of any law, regulation, district policy/rule or contract? <input type="checkbox"/> No <input type="checkbox"/> Yes, Please identify the alleged violation:	
List the supervisor(s) or administrator(s) that are allegedly responsible in connection with this grievance:	
List known witnesses to key events, including whether they are an employee, student, parent, etc. <small>(e.g. John Smith, employee)</small>	
Describe the nature of the complaint/allegations and the issue(s) to be resolved:	
Identify the relief or remedy that you would like the District to provide in order to resolve your grievance.	
Have you attempted to address this matter informally with a supervisor, administrator or other responsible parties? <input type="checkbox"/> No <input type="checkbox"/> Yes, Please identify the outcome/response to date:	

Signature

Date

Name and Title of person who received this form on behalf of the District:	
Name:	Date Received:
Title:	
Method of Receipt: <input type="checkbox"/> Hand Delivery <input type="checkbox"/> US Mail <input type="checkbox"/> Email <input type="checkbox"/> Interoffice Mail <input type="checkbox"/> Other:	
Date the initial administrative response should be provided to the grievant, based upon the date of receipt by the District:	
Date the initial administrative response should be provided to the grievant, based upon the date stamp on front of form:	
At the time of initial receipt by the District, had the grievant completed all lines on the reverse side of this form? <input type="checkbox"/> Yes <input type="checkbox"/> No, identify the items which were incomplete and any steps taken in response.	
Supervisor(s) or administrator(s) who have been notified of District's receipt of this grievance as of the date of receipt.	
Identify supervisor or administrator who is assigned primary responsibility for providing an initial administrative response to grievance:	
Other information documented related to the processing of grievance:	

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

2
3 **Section 7** **INSURANCE AND LEAVE**

4
5 **7.01 Holidays**

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

8
9 **7.02 Sick, Personal, Bereavement, and Leave Benefits**

10 *Refer to Policies: 529.3 – Bereavement Leave*

11 *529.1 – Family & Medical Leave*

12 *529.4 – Use of Sick Leave*

13 *529.45 – Personal Leave*

14 **A. Sick/Personal/Business**

- 15 1. Teachers may be absent for personal illness or injury up to eleven (11) days per
16 year. Three (3) of these days may be used each year for personal or business
17 leave. Unless an emergency situation prevails, a Sub-Online request for a
18 personal day(s) must be submitted at least forty-eight (48) hours prior to using
19 personal time. Personal days may not be used on the first day of school, during
20 the last two (2) weeks of the school year, or to extend vacation or holidays
21 except with prior approval of the District Administrator or designee.
22
- 23 2. In instances of emergency situations, when prior approval cannot be obtained,
24 the teacher shall submit a statement to the District Administrator or designee
25 who shall then determine whether a personal day may be used.
26
- 27 3. If such days are not taken, they will accumulate each year as sick leave.
28
- 29 4. The full allowance for sick leave for the school year will be credited at the
30 beginning of the school term on the first day of school. Unused sick leave will
31 be credited to each teacher's reserve, which may accumulate to one hundred
32 ten (110) days at the end of the school year.
33
- 34 5. If a teacher fails to complete the full term of the contract for reasons other than
35 illness, such leave may be pro-rated on the basis of one (1) day per month of
36 the time in service beginning with September.
37
- 38 6. In the case where an employee qualifies for long-term disability, the District
39 shall continue to pay teacher group health, hospitalization insurance provided
40 the policy continues to have waiver of premium, for the duration of the annual
41 contract after sick leave has been exhausted. The provisions stated in item
42 number 14 of Part II, Section 7 of this handbook do not apply (they are
43 exclusive to child-rearing/maternity leave). If the teacher fails to return to duty
44 the following school year, a partial repayment of health and dental insurance
45 premiums will be required. The amount due will be one-half (½) of the full
46 cost of health and dental insurance premiums paid after FMLA provisions, if
47 applicable, have been exhausted. The Board has the discretion to waive all or
48 part of the repayment of premiums if, in the Board's judgment, the termination
49 is beyond the teacher's control.

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7. Any employee covered by long term disability insurance shall not be eligible to claim sick leave pay at such time as the employee becomes eligible for LTD benefits.
 8. For teachers hired before July 1st, 2013, accrued sick time up to a limit of **880 hours** ~~one hundred ten (110) days~~ shall be paid out at **\$12.50 per hour** ~~the beginning daily substitute rate of pay~~ at the time of retirement. Teachers with at least twenty (20) years of service **in the District** may accumulate and be paid for up to **968 hours** ~~one hundred twenty one (121) days~~ payable upon retirement. Payment will be made into a non-elective TSA according to the terms of the District 403b plan.
 9. Sick **or** personal **or** business time as outlined in this section shall be administered on an hourly basis of an eight (8) hour day.
 10. Sick **or** personal **or** business time of less than one hundred twenty (120) minutes will not be charged to sick **or** personal **or** business **or** funeral **or** bereavement leave if a substitute is not required.
 11. The District agrees that no deduction for benefits will be required for up to two (2) days of non-paid leave in a contract year. Benefits will continue to be paid by the District.
 12. If an employee takes more than two (2) non-paid leave days in a contract year, the District will deduct from the employee's payroll an amount per day determined by the following formula: Formula – divide the annual cost of the benefit by 260 days, multiply the resulting amount times the number of non-paid leave days in excess of two (2), and the result will be the total amount to be deducted for benefits. For example, If the health insurance annual premium is \$18,180 divided by 260 days the amount will be approximately \$70 per day for employees with the family health plan.
 13. Use of sick leave under this section will be allowed to care for a spouse/domestic partner, parent, child and other dependent members of household.
 14. All requests for unpaid leave must be approved by the District Administrator or his/her designee.
- B. Funeral/Bereavement
1. Employees of the District shall be allowed up to five (5) days leave per year with pay (not accumulative and not deducted from sick leave) in case(s) of death involving a member of the immediate family. The term "immediate family" shall be construed to mean spouse/domestic partner, children, parents, grandparents, grandchildren, brothers and sisters, in-laws and members of household.

- 98 2. Up to two (2) days of the above leave per year shall be allowed for individuals
99 not listed above.
100
101 3. Employees who have exhausted their funeral/bereavement leave may request in
102 writing from the District Administrator use of up to five (5) of their sick days
103 as needed for funeral/bereavement leave.
104

105 C. Family and Medical Leave Act

106 Leaves of absence involving a serious health condition of the employee or the
107 employee's parent, child or spouse/domestic partner, as well as leaves attendant to
108 the birth, adoption or foster care placement of a child, shall be granted consistent
109 with the applicable provisions of state and federal Family and Medical Leave Act
110 (FMLA) laws for employees who qualify for coverage under such laws. It will be
111 the responsibility of the employee to notify Human Resources of the need for
112 FMLA. Any teacher who has used all accumulated sick leave because of an
113 extended illness shall be placed on an approved leave of absence, without pay, for
114 the duration of the FMLA. During such approved leave of absence, the teacher
115 shall retain all rights and privileges granted by § 118.22, Wis. Stats. Upon return
116 from any such approved leave of absence, a teacher shall be assigned to the same
117 position if available, or if not, an equivalent position.
118

119 D. Childbearing/Childrearing/Adoption/Other Leave

120 **Refer to Part I, Sec. 13 of this handbook.**

- 121 1. ~~Teachers may, upon request, be granted a leave of absence up to one school~~
122 ~~year for maternity, paternity, or adoption.~~
123
124 2. ~~A person may use any portion of their accumulated sick days during their leave~~
125 ~~and/or save days for the next active teaching time.~~
126
127 3. ~~After FMLA benefits are exhausted, the teacher will be required to pay for~~
128 ~~benefits.~~
129

130 **7.03 Leave of Absence**

131 *Refer to Policies: 529.4 – Use of Sick Leave*

132 *529.45 – Personal Leave*

133 *529.3 – Bereavement Leave*

134 *529.1 – Family & Medical Leave*

135 *529.5 – Uniformed Services Leave*

136 *529.2 – Jury Duty Leave*
137

138 **7.04 Eligibility for and Payment Towards Coverage of Health, Dental, Life,**
139 **Disability, and Liability Insurance**

140 Employees regularly scheduled at least 20 hours per week during the school year are eligible
141 for the following insurance benefits with the premium contribution being prorated as the
142 percentage of employment. Eligibility for coverage is dependent upon the terms of each
143 insurance plan.
144

145 The percentage of the premium paid by the employee and the District will be determined by
146 the Board of Education on an annual basis.

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7.05 Cash Option in Lieu of Health Insurance – Alternate Benefit Plan (ABP)

- A. Employees who qualify for participation in the District group health insurance plan but who have coverage through another plan other than the District group health insurance plan may waive participation under the District group health insurance plan and elect to receive cash compensation in lieu of the health insurance benefit. The amount of the cash compensation will be set by the Board prior to the District’s annual open enrollment period. The cash in lieu of insurance benefit is not available for employees who have coverage under the District plan through a family plan. Employees who are spouses or domestic partners of other District employees who are also eligible for health insurance under the District group health insurance plan will be eligible for one family health insurance plan or two single health insurance plans.
- B. Employees who choose the ABP option may sign up at any time due to qualifying life events.
- ~~C. In order for this proposal to remain in effect, a sufficient number of employees must opt out of their coverage so as not to cause an added expense for the District. Such determination of the additional expense is made by the District in its sole discretion.~~
- ~~D. The District may, at its discretion, discontinue the cash compensation in lieu of health insurance benefit by providing the participating employees with written notice of not less than sixty (60) days and an “open enrollment” opportunity to enroll in the group health insurance plan.~~

Section 8 RETIREMENT BENEFITS

8.01 Wisconsin Retirement System (WRS) Contributions

All qualified regularly employed full-time and part-time teaching personnel shall pay 100% of the employee’s required contribution into the WRS as required by state statute.

A. Retirement Notification

~~Employees who choose retirement shall notify the District of their intent to do so at least ninety (90) days prior to the expected date of retirement.~~ Retirement notification shall be submitted on or before February 1st **for budget planning and staffing purposes.** Employees who submit their notice after February 1st ~~will~~ **may** be required to pay \$500.00.

B. Retiree - Benefits

An employee may elect to retire at the conclusion of a school year provided that person has reached age fifty-five (55) no later than September 1st of the next school year.

C. Retiree – HRA for Teachers Hired before June 30, 2013

1. The Board of Education of the Evansville Community School District and the Evansville Education Association agree to establish a Health Reimbursement

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Arrangement (HRA) for teachers who choose to retire.

2. An employee may elect to retire at the conclusion of a school year provided that person has reached age fifty-five (55) no later than September 1st of the next school year.
3. The Board will make payments into a Health Reimbursement Arrangement (HRA) account on behalf of retiring employees as follows:
 - a. Participants who have taught at least ten (10) full-time equivalent years in the District shall receive an annual payment of \$16,728 for three (3) consecutive years (or until eligible for Medicare) to be deposited into their HRA account.
 - b. Participants who have taught at least fifteen (15) full-time equivalent years in the District shall receive an annual payment of \$16,728 for four (4) consecutive years (or until eligible for Medicare) to be deposited into their HRA account. **The amount of the annual payment will be determined by the Board on an annual basis.**
 - c. Any payments into the HRA account will be 100% vested upon payment.
 - d. A retired employee may use proceeds from the HRA to buy into the District's insurance plan if the employee requests and if allowed by the insurance carrier.
 - e. The District shall be responsible for payment of any HRA administrative fees.
4. If an employee dies prior to exhausting the HRA benefit, the payments shall continue to be made into the HRA account, and the spouse/domestic partner, and/or dependent(s) eligible for employee's health insurance benefit shall receive the remainder of the benefit per the terms of the HRA plan. If there are none, no payment will be made to an estate.

Teachers hired after June 30, 2013

Upon retirement and at least age 55 by September 1 of the next school year, will receive \$175 for every unused sick day up to a maximum of 110 days which is equivalent to \$19,250.

Please note: Sections of this handbook will be revised for compliance purposes when the National Health Care Act is fully defined.

245 **PART III** **Support Staff**

246
247 **Section 7** **PAID VACATIONS**

248
249 Educational Assistants, Clerks, Secretaries, **Receptionists**, and Technology Specialists:

250 A. All employees who work 197-229 days (10 month employees) are allowed paid
251 vacations under the following plan:

- 252
253 1. Two (2) days after one (1) year; and one (1) day for each additional year of
254 service.
255
256 2. Vacation shall not exceed five (5) days per year.

257
258 B. All employees who work 230-259 days (11 month employees) are allowed paid
259 vacations under the following plan:

- 260
261 1. One (1) week after one (1) year; and one (1) day for each additional year of
262 service.
263
264 2. Vacation shall not exceed three (3) weeks per year.

265
266 C. **Employees are encouraged to use their vacation in the year earned.** Five (5)
267 days of vacation may be carried over into the next ~~school contract~~ year **upon**
268 **request.**

269
270 D. Vacations will be arranged with the cooperation of the employee and the
271 employee's immediate supervisor, or in the absence of the immediate supervisor,
272 the District Administrator.

273
274 Administrative Assistants:

275 A. Two (2) weeks paid vacation after one year of service; and one day for each
276 additional year of service not to exceed twenty (20) days.

277
278 B. For Administrative Assistants hired before June 30th, 2012 - Two (2) additional
279 days of vacation during Spring Break.

280
281 Custodians:

282 Custodians who have earned four (4) weeks or more of vacation as of June 30th, 2013, will not
283 earn additional vacation days (frozen at current days earned). Custodians hired after June
284 30th, 2013 will earn vacation according to the following schedule. No vacation will be granted
285 during the week prior to the start of the school year except in extenuating circumstances (i.e.
286 family emergencies requiring the employee's attention or participation). Each situation will
287 be reviewed on a non-precedent setting, one-time basis. Exceptions must be submitted to the
288 District Administrator for approval.

289
290 1 year, 2 weeks

291 2 years, 2 weeks, 1 day

292 3 years, 2 weeks, 2 days

293 4 years, 2 weeks, 3 days

- 294 5 years, 2 weeks, 4 days
- 295 6 years, 3 weeks
- 296 7 years, 3 weeks, 1 day
- 297 8 years, 3 weeks, 2 days
- 298 9 years, 3 weeks, 3 days
- 299 10 years, 3 weeks, 4 days
- 300 11+ years, 4 weeks

301
302

Food Service: No Vacation.

304

Section 8 HOLIDAYS

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8.01 Holidays Defined

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A. Employees hired for the number of days indicated in the table below shall be compensated for holidays.

309

310

Number of Days Worked in a School Year	Holidays*
180-196 (9 month)	5 Holidays
197-229 259 (10-11 month)	6 Holidays
230 -259 (11 month)	8 Holidays
260 (12 month)	10 Holidays

311

312

* Holidays are specified in Section B below.

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B. Holidays as granted are paid for but not worked. In the case of an employee on vacation or sick leave, the time shall not be deducted from vacation or sick leave. To be paid for these days, the employee must work, be on sick leave, or vacation, both the work day before the holiday and the work day after the holiday. The exception to this shall be Labor Day and Memorial Day if those days occur before the first work day of the employee's assignment or after the last work day of the employee's assignment. Holidays falling on week-ends will be celebrated the work day before or the work day after unless school classes are held.

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C. Holidays according to the table in Section A are granted as follows:

323

324

1. 180-196 days (9 month) -- Labor Day, Thanksgiving Day, Christmas Day, New Year's Day and Memorial Day.

325

326

327

2. 197-229 259 days (10-11 month) -- Labor Day, Thanksgiving Day, the Friday after Thanksgiving, Christmas Day, New Year's Day and Memorial Day.

328

329

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3. **230-259 (11 month) - Labor Day, Thanksgiving Day, the Friday after Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, and Memorial Day.**

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4. 260 days (12 month) -- Independence Day, Day after Independence Day, Labor Day, Thanksgiving Day, the Friday after Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, and Memorial Day.

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- 338
339 4. Administrative assistants hired before July 1, 2012, shall retain twelve (12)
340 holidays - Independence Day, Day after Independence Day, Labor Day,
341 Thanksgiving Day, the Friday after Thanksgiving, **Christmas Eve Day**,
342 **Christmas Day, Day After Christmas**, the day before New Year's Eve Day,
343 New Year's Eve Day, New Year's Day, and Memorial Day. The day before
344 Christmas Eve Day will be a holiday if school is not in session. If school is in
345 session, employees may choose a floating day when school is not in session.
346
347 5. All part-time employees will receive holidays on a prorated basis.
348
349

350 **8.02 Holidays Falling on Weekends**

351 If any of the holidays listed above, fall on a Saturday, the preceding workday shall be
352 observed as the holiday. If any of the above named holidays falls on a Sunday, the following
353 workday shall be observed as the holiday. If January 1st falls on a Sunday and school is
354 scheduled to begin on the following Monday, the preceding Thursday shall be observed as the
355 December 31st holiday and the preceding Friday shall be observed as the January 1st holiday.
356 If December 24 and December 31 fall on a Sunday, the preceding Friday shall be declared the
357 holiday unless the preceding Friday is a student contact day. If the preceding Friday is a
358 student contact day, section 8.03 will apply.
359

360 **8.03 Holidays Falling on Student Contact Days**

361 If any of the holidays listed in section 8.01 ~~6.04~~, above, fall on a student contact day, the
362 employees shall work their regular hours that day, and shall instead receive a paid holiday on
363 a date determined by the Administration.
364

365 **8.04 Work on a Holiday**

366 Except as provided in section 8.03, above, employees who work on any of the above-
367 mentioned holidays shall be paid time and one-half for all hours worked in addition to the
368 holiday pay.
369

370 **8.05 Holidays During Vacation**

371 If any of the above holidays fall within an employee's vacation period, the employee shall be
372 allowed to take an additional day of vacation in lieu of such holiday.
373

374 **8.06 Eligibility for Holiday**

375 In order to be eligible for holiday pay, an employee must work the employee's scheduled
376 workdays immediately preceding and following the holiday, unless the employee is on an
377 excused absence with pay which has been approved by the District Administrator and/or
378 his/her designee. Employees on unpaid leave of absence shall not be eligible for holiday pay
379 if the holiday falls during the absence period.
380

381
382 **Section 9 LEAVE BENEFITS**

383
384 **9.01 Sick, Personal, Bereavement, Leave Benefits**

385 *Refer to Policies: 529.4 – Use of Sick Days*

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529.45 – Personal Leave
529.3 – Bereavement Leave
529.1 – Family & Medical Leave

When employees are requesting to use benefit time they will not be expected to find a substitute to cover the time off. Designated administrator or designated personnel may reassign staff to cover for absences.

A. Personal – All employees will receive three (3) days a year for personal or business leaves. If these days are not taken, they will accumulate each year as sick leave. Requests for personal time should be made at least 24 hours in advance unless it is an unforeseen emergency.

B. Funeral/Bereavement

1. Employees of the District shall be allowed up to five (5) days leave per year with pay (not accumulative and not deducted from sick leave) in case(s) of death involving a member of the immediate family. The term “immediate family” shall be construed to mean spouse/domestic partner, children, parents, grandparents, grandchildren, brothers and sisters, in-laws and members of household.
2. Up to two (2) days of the above leave per year shall be allowed for individuals not listed above.
3. Employees who have exhausted their funeral/bereavement leave may request in writing from the District Administrator use of up to five (5) of their sick days as needed for funeral/bereavement leave.

C. Sick Days - All nine (9) month employees (180-196 days) will receive six (6) sick leave days; 10 month employees (197-229 days) will receive seven (7) sick leave days; and 11 month employees (230-259 days) will receive eight (8) sick leave days; 12 month employees will receive nine (9) sick leave days. The full allowance for sick leave for the school year will be credited at the beginning of the school year. Unused sick general leave will be credited to each employee’s reserve, which may accumulate to 110 days at the end of the school year.

Sick days will be allowed for use when an employee must be absent for medical reasons. It is the employee’s responsibility to inform his/her administrator or their designee of their need to use sick time. In the event an employee is going to be out for three (3) or more consecutive days, they need to contact the District Office regarding FMLA.

D. Allocations - If an employee fails to complete the full school year for reasons other than illness, such leave may be pro-rated on the basis of one (1) day per month based upon the percentage of student contact days completed. Sick and personal leave will be deducted based on actual time off in fifteen (15) minute intervals.

Section 10 INSURANCE BENEFITS

435 **10.01 Health, Dental, Life, Disability, and Long-Term Disability Insurance**
436 Eligibility for and Payment towards Coverage of Health, Dental, Life, Disability, and Liability
437 Insurance

438

439 The percentage of the premium paid by the full time employee and the District will be
440 determined by the Board of Education on an annual basis. A full time employee is scheduled
441 to work 35-40 hours per week. Employees regularly scheduled at least 20 hours per week
442 during the school year are eligible for insurance benefits with the premium contribution being
443 prorated as the percentage of employment. Eligibility for coverage is dependent upon the
444 terms of each insurance plan.

445

446 **10.02 Cash Option in Lieu of Health Insurance – Alternate Benefit Plan (ABP)**

447 A. Employees who qualify for participation in the District group health insurance plan
448 but who have coverage through another plan other than the District group health
449 insurance plan may waive participation under the District group health insurance plan
450 and elect to receive cash compensation in lieu of the health insurance benefit. The
451 amount of the cash compensation will be set by the Board prior to the District’s
452 annual open enrollment period. The cash in lieu of insurance benefit is not available
453 for employees who have coverage under the District plan through a family
454 plan. Employees who are spouses or domestic partners of other District employees
455 who are also eligible for health insurance under the District group health insurance
456 plan will be eligible for one family health insurance plan or two single health
457 insurance plans.

458

459 B. Employees who choose the ABP option may sign up at any time due qualifying
460 life events.

461

462 ~~C. In order for this proposal to remain in effect, a sufficient number of employees~~
463 ~~must opt out of their coverage so as not to cause an added expense for the District.~~
464 ~~Such determination of the additional expense is made by the District in its sole~~
465 ~~discretion.~~

466

467 ~~D. The District may, at its discretion, discontinue the cash compensation in lieu of health~~
468 ~~insurance benefit by providing the participating employees with written notice of not~~
469 ~~less than sixty (60) days and an “open enrollment” opportunity to enroll in the group~~
470 ~~health insurance plan.~~

471

472

473 **Section 11 RETIREMENT BENEFITS**

474

475 **11.01 Wisconsin Retirement System (WRS) Contributions**

476 All qualified regularly employed full-time and part-time support staff personnel shall pay
477 100% of the employee’s required contribution into the WRS as required by state statute.

478

479 **11.02 Retirement Benefits for Educational Assistants, Secretaries, Clerks, and**
480 **Technology Specialists and Food Service**

481 Employees, who retire from the District after fifteen (15) years or more of District
482 employment and are age 55, shall be paid \$12.50 per hour for up to 880 hours of accumulated

483 unpaid sick leave into a non-elective TSA after the employee's retirement. (This amount is not
484 to exceed a total of \$11,000.) This severance benefit is not subject to WRS contributions.
485

486 **11.03 Retirement Benefits for Administrative Assistants Hired Before July 1,**
487 **2012**

488 Employees, who retire from the District after fifteen (15) years or more of District
489 employment and are age 55, shall be paid \$12.50 per hour for up to 880 hours of accumulated
490 unpaid sick leave into a non-elective TSA after the employee's retirement. (This amount is not
491 to exceed a total of \$11,000.) This severance benefit is not subject to WRS contributions.
492

- 493 A. The Board of Education of the Evansville Community School District on behalf of
494 those classified as administrative assistants in the District agree to establish a
495 Health Reimbursement Arrangement (HRA) for administrative assistants as a
496 retirement benefit.
497
- 498 B. An administrative assistant may elect to retire at the conclusion of a school year
499 provided that person has reached age fifty-five (55) no later than September 1st of
500 the next school year.
501
- 502 C. The Board will make payments into a Health Reimbursement Arrangement (HRA)
503 account on behalf of administrative assistants as follows:
504
 - 505 1. An administrative assistant who currently has at least 10 full-time equivalent
506 years **as an administrative assistant** in the District is entitled to receive
507 \$16,728 per year for three (3) years (or until eligible for Medicare) deposited
508 into an HRA by August 20 of the year of retirement. These HRA funds are
509 fully vested **upon** ~~from~~ the initial payment.
510
511 An administrative assistant who currently has at least 15 full-time equivalent
512 years **as an administrative assistant** in the District is entitled to receive
513 \$16,728 per year for four (4) years (or until eligible for Medicare) deposited
514 into an HRA by August 20 of the year of retirement. These HRA funds are
515 fully vested **upon** ~~from~~ the initial payment.
516
 - 517 2. A retired administrative assistant may use proceeds from the HRA to buy into
518 the District's insurance plan if the employee requests and if allowed by the
519 insurance carrier.
520
- 521 D. If an employee dies prior to exhausting the HRA benefit, the payments shall
522 continue to be made into the HRA account, and the spouse and/or dependent(s)
523 eligible for employee's health insurance benefit shall receive the remainder of the
524 benefit per the terms of the HRA plan. If there are none, no payment will be made
525 to an estate.
526

527 **11.04 Retirement Benefits for Administrative Assistants Hired After July 1, 2012**
528 Administrative Assistants, who retire from the District after fifteen (15) years or more of
529 District employment and are age 55, shall be paid \$12.50 per hour for up to 880 hours of
530 accumulated unpaid sick leave into a non-elective TSA after the employee's retirement. (This

531 amount is not to exceed a total of \$11,000.) This severance benefit is not subject to WRS
532 contributions.

533

534 **11.05 Retirement Benefits for Custodians hired before June 30, 2013**

535 A. Custodians, who have reached the age of fifty-five (55) and have been employed
536 by the District for fifteen (15) years, shall receive payment for accumulated, unused
537 sick leave. The amount will be twelve dollars (\$12.50) times the number of
538 accumulated sick leave hours up to 880 hours. This will be paid into a non-elective
539 TSA per the District 403b Plan. This severance benefit is not subject to WRS
540 contributions.

541

542 B. Custodians, who have reached the age fifty-five (55) and have been employed by
543 the District for fifteen (15) years, shall be entitled to receive \$16,728 per year for
544 three (3) years (or until eligible for Medicare) deposited into their HRA account.
545 These HRA funds are fully vested from the initial payment.

546

547 **11.06 Retirement Benefits for Custodians hired after June 30, 2013**

548 Custodians, who retire from the District after fifteen (15) years or more of District
549 employment and are age 55, shall be paid \$12.50 per hour for up to 880 hours of accumulated
550 unpaid sick leave into a non-elective TSA after the employee's retirement. (This amount is not
551 to exceed a total of \$11,000.) This severance benefit is not subject to WRS contributions.

552

553

554 Please note: Sections of this handbook will be revised for compliance purposes when the
555 National Health Care Act is fully defined.

556

557

558

1 **Part IV** **Administrative and District Level Staff**

2
3 **Section 1** **JOB RESPONSIBILITIES**

4
5 **1.01 Professional Level of Competence**

6 *Refer to Policy 211 – Administrator Ethics*

7
8 **1.02 Administrator License or Certificate**

9 The District Administrator, Principals, Associate Principal/Athletic Director, Business Manager,
10 Director of Pupil Services, Director of Curriculum and Instruction, Director of Building and
11 Grounds and Technology Coordinator must maintain a valid license or certificate, sufficient to
12 lawfully permit and perform such duties as may be assigned.

13
14 **1.03 Job Descriptions**

15 The Board shall provide all administrative staff with written job descriptions of each
16 administrative staff's services, duties and obligations.

17
18 **1.04 Supervisory Responsibilities**

19 The District Administrator, Business Manager, Principals, Athletic Director, Director of Pupil
20 Services, Director of Curriculum and Instruction, Technology Coordinator, and Director of
21 Buildings and Grounds, are supervisory employees who have responsibilities in hiring,
22 evaluating, and retaining staff within the parameters of District policies.

23
24
25 **Section 2** **WORK SCHEDULES**

26
27 **2.01 Work Schedules for Administrative Staff**

28 Administrative staff work schedules are set by the District Administrator with the professional
29 duties of each administrative staff taken into account in the setting of the work schedule. Refer to
30 individual administrator contracts or individual employment summary. Administrators and
31 Directors are salaried employees according to § 118.24, Wis. Stats. and are not eligible for
32 overtime.

33
34
35 **Section 3** **PROFESSIONAL GROWTH**

36
37 **3.01 Requirement to Remain Current**

38 All administrative staff shall engage in independent and active efforts to maintain high standards
39 of individual excellence. Administrative staff members are encouraged to continue professional
40 growth through participation in conventions, programs, professional meetings and other activities
41 conducted by local, state and national administrator associations; seminars, workshops and
42 courses offered by institutions of higher learning; and other formal and informal professional
43 development activities. The District, at its discretion, shall fund or reimburse the administrative
44 staff for professional development, professional association membership, or graduate credit
45 attainment.

48 **Section 4 ADMINISTRATOR EVALUATION**

49

50 **4.01 General Provisions**

51 Administrative staff shall receive written evaluations based on written job descriptions and
52 documented annual goals.

53

54 **4.02 Evaluation Frequency**

55 Administrative staff shall receive a written performance evaluation at least once annually.

56

57 **4.03 Evaluators**

58 *Refer to Policies: 221 – Evaluation and Development of Administrators*

59 *225 – Evaluation of the District Administrator*

60 The Board is responsible for the District Administrator’s evaluation. The District Administrator
61 is responsible for the evaluation of the other administrators and administrative staff and shall
62 either perform those evaluations him/herself or shall direct that those evaluations be performed
63 by other persons who have the training, knowledge and skills necessary to evaluate professional
64 administrative school personnel.

65

66

67 **Section 5 PROFESSIONAL COMPENSATION**

68

69 **5.01 Professional Compensation for Administrative and District Level Staff**

70 The District Administrator, Principals, Business Manager, Director of Pupil Services and
71 Director of Curriculum and Instruction shall be compensated in accordance with the terms of
72 his/her individual contract or individual employment summary, subject to the annual approval of
73 the Board. The Director of Building and Grounds and Technology Coordinator shall be
74 compensated in accordance with the terms of his/her individual employment summary, subject to
75 the annual approval of the Board.

76

77

78 **Section 6 INSURANCE, LEAVE, AND OTHER BENEFITS**

79

80 **6.01 Health or Cash-in-Lieu, Dental, Life, Disability, and Liability Insurance**

81 The Board shall provide Administrators and Directors with health or cash-in-lieu, dental, life,
82 and disability insurance consistent with the insurance and benefit parameters provided to other
83 eligible employee groups. The insurance carrier(s), program(s), and coverages will be selected
84 and determined by the Board. Details of these benefits, and issues related to such, are
85 **summarized** depicted in the individual contract or individual employment summary.

86

87 **6.02 Sick, Personal, Bereavement, Leave Benefits**

88 The Board shall provide Administrators and Directors with sick, personal, bereavement or other
89 leave. The parameters of this benefit may be altered or amended at the Board’s discretion.
90 Details of these benefits and issues related to such are noted in the individual contract or
91 individual employment summary.

92

93 **6.03 Holidays**

94 Holiday leave shall be provided at the Board's discretion and shall be denoted in the individual
95 contract or individual employment summary.

96
97 **6.04 Vacation Leave**

98 Vacation leave shall be provided at the Board's discretion and shall be denoted in the individual
99 contract or individual employment summary. The benefits and parameters of such vacation leave
100 may be altered or amended at the Board's discretion.

101
102 **6.05 Other Benefits**

103 Other benefits shall be provided at the Board's discretion and shall be denoted in the individual
104 contract or individual employment summary.

105
106

107 **Section 7 POST-EMPLOYMENT BENEFITS**

108

109 **7.01 Wisconsin Retirement System (WRS) Contributions**

110 The Board agrees to contribute the employer's share for administrative and directors as required
111 by state statute. Administrative staff and directors agree to pay the employee's required WRS
112 contribution as required by state statute. Under no circumstances shall the Board pay the
113 required employee WRS contribution for any administrative staff or directors. Details of WRS
114 benefits, and issues related, will be noted in the individual contract or individual employment
115 summary.

116

117 **7.02 Unused Sick Leave**

118 Upon retirement from the District, administrators and directors shall be reimbursed for unused
119 sick leave consistent within the individual contract or individual employment summary.

120

121 **7.03 Other Retirement Benefits**

122 The Board shall provide the administrator and directors with other retirement benefits consistent
123 within the individual contract or individual employment summary.

124

125

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127

128

129 **PART V Co- and Extra-Curricular Staff**

130

131 **Section 1 CO-AND EXTRA-CURRICULAR ASSIGNMENTS**

132

133 **1.01 Letter of Assignment**

134 Employees shall assume responsibility for the supervision of the co- and extra-curricular
135 activities that are included in their letters of assignment. Such activities shall be governed
136 according to the following guidelines:

137

- 138 A. Activity assignments will be offered to the individual who, in the sole discretion of
139 the District, is the most qualified applicant. ~~However, under no circumstances shall a~~
140 ~~Board member work as a paid coach, assistant coach, advisor, or assistant advisor to a~~
141 ~~co-and extra-curricular activity.~~
142
143 B. The stipend for co-and extra-curricular activities shall be specified in the letter of
144 assignment. The letter of assignment shall not be deemed a contract, and individuals
145 holding co-and extra-curricular positions are at-will employees.
146
147 C. Coaches and advisors are at-will employees and therefore have no expectation of
148 continued employment. As such, coaches and advisors may be disciplined or
149 discharged for any reason without recourse to the grievance procedure.
150

151 **1.02 Payments**

152 Payments for co-and extra-curricular duties will be paid at a minimum of once every 30 days
153 **beginning with the first day of the assignment.**
154

155 **1.03 Work Schedule**

156 Co-and extra-curricular assignments may occasionally occur during part of an employee's
157 regular workday in his/her other position(s) with the District (e.g., as a teacher). In such cases,
158 the employee shall consult with the supervisor of his/her regular assignment to determine the
159 appropriate course of action. In the supervisor's sole discretion, the employee may be:

- 160 A. Required to work a flexible schedule to make up **professional responsibilities**
161 **and/or** time lost during his/her regular workday;
162
163 B. Relieved from the requirement to make up the time lost;
164
165 C. Required to re-schedule the co-and extra-curricular activity; or
166
167 D. Required to take any other action that the supervisor deems reasonable.
168

169 **1.04 Evaluation of Co-and Extra-Curricular Assignments**

170 Head Coaches will be evaluated in writing on an annual basis by the Athletic Director. Head
171 Advisors will be evaluated in writing on an annual basis by the building administrator.

172 Individuals holding co-and extra-curricular assignments other than Head Advisor or Head Coach
173 shall be evaluated in the manner and frequency that their supervisor deems appropriate. When
174 determining the manner and frequency of evaluations, the supervisor may take into account such
175 factors as:

- 176
177 A. The individual's experience with the particular activity;
178
179 B. Input received from participants, parents, and other stakeholders;
180
181 C. The extent to which an individual needs additional guidance or oversight; and
182
183 D. Any other consideration that a supervisor, in his/or reasonable discretion, deems
184 appropriate.
185

186 **1.05 Pre-Employment Requirements**

187 All new co-and extra-curricular employees will have to meet all new staff requirements,
188 including but not limited to, a physical examination (including a tuberculin test or chest x-ray)
189 and a criminal background check.
190

191 **1.06 Orientation and Training**

192 Co-and extra-curricular employees shall participate in any orientation, training, or other meetings
193 as required by the District. Coaches shall meet all standards and requirements as established by
194 the WIAA. Co-and extra-curricular employees shall become familiar with, and follow, all
195 handbooks relating to the activity to which they are involved.
196

197 **1.07 Volunteers**

198 *Refer to Policies: 353.1 – School Volunteers*

199 *353.1 Form – Volunteer Agreement*

200 *353.1 Form 1 – Background Check Information Form*

201 Upon approval from the head coach/advisor and the athletic director or principal, an individual
202 may serve as a volunteer coach/advisor for a co-and extra-curricular activity. The following
203 guidelines apply to volunteers:
204

- 205 A. They will not be eligible for salary/wages, stipend, or benefits;
- 206
- 207 B. They will be covered by the District’s general liability insurance policy while acting
208 as a volunteer coach for the District. However, there is no coverage under the
209 District’s liability insurance policy for claims made against volunteers by other
210 volunteers or District employees;
- 211
- 212 C. They will be responsible for their own personal injuries (i.e., ineligible for worker’s
213 compensation);
- 214
- 215 D. They must consent to a background check and agree to have a tuberculin skin (TB)
216 test;
- 217
- 218 E. They must follow all District activity and athletic policies and procedures and other
219 District policies as applicable;
- 220
- 221 F. They must accept direct and indirect supervision of the head coach; and,
- 222
- 223 G. They may be dismissed at any time without cause.
- 224
- 225 H. They must sign the District Volunteer Agreement Form, policy 353.1 Form.
226
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230 **PART VI Substitute and Seasonal Staff**

231
232 **Section I ALL SUBSTITUTE EMPLOYEES**

233 *Refer to Policy 523.1 – Employee Physical Examinations*

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1.01 Pre-Employment Requirements

All new substitute staff hires will have to meet all new staff requirements, including but not limited to, a physical examination (including a tuberculin test or chest x-ray), and a criminal background check.

1.02 Training and Evaluation

The instructional staff and/or the District as appropriate may provide suitable programs of training, orienting and evaluating the work of substitutes.

1.03 Dismissal/Removal From Substitute List

All substitutes are casual employees and therefore have no expectation of continued employment. As such, substitutes may be disciplined or discharged for any reason without recourse to the grievance procedure. Substitutes may also be removed from the substitute call list at the discretion of the District.

1.04 Assignment and Professional Responsibilities

A. Assignments: Substitutes shall be assigned duties at the discretion of the District. A copy of the appropriate school procedures and Board policies shall be made available to the substitute. Board policies are available to the substitute online at www.ecsdnet.org/School-Board/Policies/index.html.

B. Notifying/Declining Daily Substitute Call/Mistaken Acceptance of Assignment:

- ~~1. A substitute may refuse a request to substitute. The District may, in its sole discretion, unilaterally remove individuals from the substitute list.~~
2. A substitute who accepts a job by mistake will contact the District as soon as possible to rectify the error. A substitute may cancel an assignment. A substitute who wishes to cancel an assignment must inform the principal, supervisor, or his/her designee. Requests to cancel assignments must be made by telephone if within 24 hours of the assignment or over a weekend. Contact by email is an acceptable means of communication for cancellations with advance notice of more than 24 hours. Any substitute who abuses the cancellation privilege, may lose the opportunity to substitute in the District.

C. Professional Responsibilities:

The professional responsibilities and duties of substitutes shall be consistent with the regular employee's responsibilities and duties for whom they are substituting.

Section 2 SUBSTITUTE TEACHER EMPLOYEES

Refer to Policy 534 – Substitute Teacher Employment

2.01 Licensure and/or Permit

All substitute teachers shall have the necessary license required by the Wisconsin Department of Public Instruction to serve in the substitute teaching assignment.

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2.02 Assignment and Professional Responsibilities

- A. Substitute teachers’ duties shall be assigned at the discretion of the District.

- B. A copy of the appropriate school policies, an outline of the absence and tardiness procedures, recess schedule (if applicable), teacher’s daily schedule, general class schedule (bell schedule when applicable), name of any individual designated in charge of discipline, seating charts, class schedule and lesson plans for all classes to be taught shall be made available to the substitute. Board policies are available to the substitute online at www.ecsdnet.org/School-Board/Policies/index.html.

- ~~C. The professional responsibilities and duties of substitutes shall be consistent with the regular teacher's responsibilities and duties for whom they are substituting. When a substitute is employed as a long-term substitute teacher, or is employed at the end of the semester, and is expected to close out school records, do report cards, and inventories, he/she may be provided additional time at the applicable substitute rate at the discretion of the principal.~~

- D. Substitute Teaching Day: A substitute’s teaching day shall generally be eight (8) hours, excluding the duty free lunch, when **substitute teaching** ~~subbing~~ for a full-time teacher who is absent for a whole day and prorated or adjusted accordingly in the case of a part-time assignment.

- E. Long-Term Substitute Assignment:
 - 1. Responsibilities and hours of employment of the long-term substitute teacher shall be the same as the regular classroom teacher. **These responsibilities may include, but may not be limited to: close out school records, do report cards, and inventories.**

 - 2. Substitutes accepting an assignment **that requires at least eleven (11) days in a single assignment** ~~for more than ten (10) consecutive days in the same position~~ shall receive the long-term per diem rate. **This rate is determined annually by the Board.** ~~starting with the eleventh (11th) day of the assignment.~~

2.03 Compensation

Refer to Policy 534 – Substitute Teacher Employment

2.04 Miscellaneous Provisions

- A. In-Service: Each substitute may be required to participate in new teacher orientation or teacher in-service day programs in the schools. Substitutes shall be paid at their applicable rate for in-service participation if the employer requires them to attend. Long-term substitutes will be required to attend in-service days and will receive their long-term rate. The principal may, in his/her discretion, determine and notify the long-term substitute that he/she is not required to attend an in-service day(s) and will not be paid for that day(s).

- B. Duty Free Lunch: All substitutes shall be provided with a daily duty-free lunch period of at least thirty (30) continuous minutes.

329
330 C. Electronic Online Services: Long-term substitutes will be provided District email
331 accounts and network access.
332
333

334 **Section 3 SUPPORT STAFF SUBSTITUTES**
335

336 **3.01 Training and Evaluation**

337 ~~The instructional staff and/or the District as appropriate may provide suitable programs of~~
338 ~~training, orienting and evaluating the work of substitutes. Suitable programs of training,~~
339 ~~orienting and evaluating the work of support staff substitutes may be provided by other District~~
340 ~~staff and/or the District as appropriate.~~

341

342 **3.02 Assignment and Professional Responsibilities**

343 A. Assignments: Support staff substitutes shall be assigned at the discretion of the
344 building principal and/or Director of Pupil Services.
345

346 B. Board Policies: Board policies are available to the support staff substitute online at
347 www.ecsdnet.org/School-Board/Policies/index.html.
348

349 C. Support Staff Substitute Day: The building principal and/or Director of Pupil Services
350 will determine the support staff substitute's workday/schedule.
351

352 **3.03 Compensation**

353 Support staff substitutes shall receive an hourly rate to be determined by the Board on an annual
354 basis.
355

356 **3.04 Miscellaneous Provisions**

357 A. In-Service: Each support staff substitute may be required to participate in new
358 employee orientation or in-service day programs in the schools. Support staff
359 substitutes shall be paid at their applicable hourly rate for in-service participation if
360 required to attend.
361

362 B. Duty Free Lunch: All support staff substitutes shall be provided breaks and lunch
363 periods consistent with the support staff person that the support staff substitute is
364 replacing.
365
366

367 **Section 4 SUMMER SCHOOL OR SEASONAL EMPLOYEES**
368

369 **4.01 Pre-Employment Requirements**

370 All new summer school or seasonal hires will have to meet all new staff requirements, including
371 but not limited to, a physical examination (including a tuberculin test or chest x-ray) and a
372 criminal background check.
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376

377 **4.02 Assignments and Responsibilities**

- 378 A. The District, at its sole discretion, may offer summer school or seasonal employment
379 to applicable and qualified regular school year employees or to outside individuals or
380 providers.
381
- 382 B. The terms and conditions of employment for summer school or seasonal employment
383 shall be established by the District at the time of hire.
384
- 385 C. Summer school or seasonal employees shall be assigned duties at the discretion of the
386 District. Summer school teachers shall have the necessary license and/or permit
387 required by state law or DPI summer school program regulations.
388
- 389 D. Summer school employment is subject to student enrollment and may be cancelled at
390 any time at the discretion of the District. If student enrollment is such that the District
391 determines that a course or class be cancelled, the summer school employee will not
392 be compensated for any loss of anticipated employment or salary.
393
- 394 E. Seasonal employment is at the sole discretion of the District. Seasonal employees are
395 subject to a reduction of employment or reduction of hours as determined by the
396 District.
397
- 398 F. Summer school and seasonal employees are at-will employees and therefore have no
399 expectation of continued employment. Summer school and seasonal employees may
400 be disciplined or discharged for any reason without recourse to the grievance
401 procedure.
402
403

404 **4.03 Training and Evaluation of Summer School or Seasonal Employees**

- 405 A. The District may provide suitable programs of orientation and training for summer
406 school or seasonal employees.
407
- 408 B. Individuals holding summer school or seasonal assignments shall be evaluated in the
409 manner and frequency that their supervisor deems appropriate.
410

411 **4.04 Compensation**

- 412 A. Payments for summer school or seasonal employment shall be made in accordance
413 with District payroll procedures. However, wages earned shall be paid at least
414 monthly, with no longer than 31 days between pay periods.
415
- 416 B. Summer School Teachers Pay: Summer school teacher **compensation** shall be
417 determined on an annual basis by the Board.
418
- 419 C. Summer School Support Staff Pay: Summer school support staff compensation shall
420 be determined on an annual basis by the Board.
421
- 422 D. Seasonal Staff Pay: Custodial staff compensation shall be determined on an annual
423 basis by the Board.
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Employee Acknowledgment

(To be signed and returned to the District Office)

I hereby acknowledge that it is my responsibility to access the *School District of Evansville Employee Handbook* online. My signature below indicates that I agree to read the *Handbook* and abide by the standards, policies and procedures defined or referenced in this document. It is also important to know that additional regulations, policies, and laws are in the *District's Board Policies*. The *Employee Handbook* and the *District's Board Policies* can be located on the District's website at www.ecsdnet.org.

The information in this *Handbook* is subject to change. I understand that changes in District policies may supersede, modify or eliminate the information summarized in this *Handbook*. As the District provides updated policy information, I accept responsibility for reading and abiding by the changes. **Email notification regarding Handbook updates will be sent to all staff.** I understand that this *Handbook* does not constitute an employment contract and does not confer a property interest in my continued employment with the District beyond the term of my currency contract (if any). I understand that I have an obligation to inform the District Office of any changes in my personal information, such as phone number, address, etc. I also accept responsibility for contacting the District Office if I have any questions, concerns or need further explanation.

Printed Name

Signature

Date

Received in District Office on _____ by _____

3145 Bradbury Rd.
Madison, WI 53719
February 27, 2013

District Administrator and School Board Members
Evansville Community Schools
340 Fair St.
Evansville, WI 53536

Dear School Board Members and Mr. Roth,

This letter is to inform you that I intend to retire at the end of the 2012-2013 school year. I greatly appreciate the opportunity I've had to work in the Evansville schools' library media centers for the past twenty-three years. At this point in my life, I'd like to explore some other opportunities and am planning to move out of state.

We have a talented, caring staff and wonderful students, and I will miss them all. I wish you the very best in your efforts to keep Evansville a strong and dynamic school district.

Sincerely,



Joan Brooke, Librarian
Levi Leonard Elementary School
Theodore Robinson Intermediate School

Rec'd
2-28-13
KR

March 4, 2013

To: Jerry Roth, Doreen Trueden

Re: Letter of Resignation for Connie Worm

This is my letter to inform you that I am resigning from my position as Media Clerk for the Evansville School District.

I have accepted a new job with a company and this position begins on Monday, March 18, 2013.

Therefore, I would like my last day of employment for the school district to be Friday, March 15, 2013.

Respectfully,

Connie Worm

Connie Worm

cc: Joan Wick
Lou Havlik

*Rec'd 3-4-13
KW*

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Teacher Contracts for 2013-2014
Date: March 11, 2013

The Board is approving teaching contracts for the next school year at this time because the current teacher collective bargaining agreement requires contracts to be issued by March 15th.

Attached is a document that shows current teaching positions and proposed teaching positions for 2013-2014. The 2.85 reduction in teaching positions represents the resignations previously approved by the Board. Specifically, the 2.85 FTE in teaching staff is one Special Education Teacher, one Intermediate Teacher and a .85 Vocal Music Teacher. Should it become necessary to re-instate any portion of the 2.85 FTE in the future, a motion will come before the Board to approve the new position.

The action of approving teacher contracts is separate from issuing teacher layoff notices. Should it be necessary to issue teacher layoff notices, the due date for layoffs related to enrollment is April 15. The due date for teacher layoff notices related to budget is June 5.

TEACHING STAFF PROPOSAL

LICENSED STAFF POSITIONS	Current	Proposed	
	2012-2013	2013-2014	Change
	<u>FTE</u>	<u>FTE</u>	<u>Change</u>
Agriculture Teacher	1.00	1.00	
Art Teacher	4.19	4.19	
At Risk Teacher/Social Worker	2.00	2.00	
Business Education Teacher	2.00	2.00	
English Teacher	5.67	5.67	
FACE Teacher	2.00	2.00	
G/T Teacher	2.00	2.00	
Guidance Counselor	4.00	4.00	
Social Studies	6.33	6.33	
Technical Education Teacher	3.00	3.00	
Instrumental Music Teacher	2.00	2.00	
Language Arts	3.00	3.00	
Library Media Specialist	2.95	2.95	
Mathematics Teacher	8.00	8.00	
Physical Education Teacher	6.30	6.30	
Health Teacher	1.40	1.40	
Adaptive Physical Education Tchr	0.34	0.34	
Science Teacher	6.67	6.67	
Spanish Teacher	4.00	4.00	
Special Education Teacher	15.00	14.00	-1.00
Vocal Music Teacher	3.35	2.50	-0.85
Early Childhood Teacher	1.50	1.50	
Reading Specialist	4.05	4.05	
Speech/Language Pathologist	4.00	4.00	
Teacher	42.50	41.50	-1.00
School Psychologist	2.00	2.00	
School Nurse	0.80	0.80	
Physical Therapist	1.20	1.20	
Occupational Therapist	1.60	1.60	
ELL Teacher	<u>1.33</u>	<u>1.33</u>	
TOTALS	144.18	141.33	-2.85

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Co and Extra-Curricular Contracts for 2013-2014
Date: March 11, 2013

Attached is a document that shows current co/extra-curricular positions and proposed co/extra-curricular positions for 2013-2014. It is proposed to remove 3 positions that are currently unfilled. Should it become necessary to re-instate any of the positions, a motion will come before the Board for approval.

CO/EXTRA CURRICULAR STAFFING POSITIONS

				2013-2014 CHANGES
ACTIVITY	BUILDING			
AFTER SCHOOL CLUB COORDINATOR	ELEM	1		REMOVE
ES MUSIC	ELEM	1		
AFS ADVISOR	HS	1		REMOVE
ASSISTANT DRAMA	HS	1		
BAND DIRECTOR HS	HS	1		
BASEBALL ASSISTANT COACH	HS	1		
BASEBALL VARSITY COACH	HS	1		
BASKETBALL CHEERLEADER COACH	HS	1		
BASKETBALL GIRLS JV COACH	HS	1		
BASKETBALL GIRLS VARSITY COACH	HS	1		
BASKETBALL ASSISTANT BOYS COACH	HS	1		
BASKETBALL BOYS FRESHMAN COACH	HS	1		
BASKETBALL GIRLS FRESHMAN COACH	HS	1		
BASKETBALL VARSITY BOYS COACH	HS	1		
CHOIR-HS	HS	1		
CROSS COUNTRY ASSISTANT COACH	HS	1		
CROSS COUNTRY VARSITY COACH	HS	1		
DRAMA COACH	HS	1		
FOOTBALL ASSISTANT COACH	HS	3		
FOOTBALL ASSISTANT COACH - 50%	HS	2		
FOOTBALL CHEERLEADER COACH	HS	1		
FOOTBALL FRESHMAN COACH	HS	1		
FOOTBALL HEAD COACH	HS	1		
FORENSICS ADVISOR-HS	HS	1		
HIGH MILEAGE CLUB	HS	1		
HISPANIC COMMUNITY PROJECT	HS	1		
HS STUDENT COUNCIL ADVISOR	HS	1		
JUNIOR CLASS ADVISOR	HS	1		
MUSICAL DIRECTOR	HS	1		
MUSICAL ORCHESTRAL DIRECTOR HS	HS	1		
MUSICAL TECHNICAL DIRECTOR	HS	1		
MUSICAL VOCAL DIRECTOR-HS	HS	1		
NATIONAL HONOR SOCIETY ADVISOR	HS	1		

				2013-2014 CHANGES
ACTIVITY	BUILDING			
POM PON JV COACH	HS	1		
POM PON VARSITY COACH-50%	HS	2		
SOCCER BOYS VARSITY COACH	HS	1		
SOCCER GIRLS VARSITY COACH	HS	1		
SOCCER JV BOYS	HS	1		
SOCCER JV GIRLS	HS	1		
SOFTBALL HEAD	HS	1		
SOFTBALL JV COACH	HS	1		
TRACK ASSISTANT COACH - 50%	HS	2		
TRACK ASSISTANT COACH	HS	1		
TRACK HEAD COACH	HS	1		
VOLLEYBALL ASSISTANT COACH	HS	1		
VOLLEYBALL GIRLS FRESHMAN COACH	HS	1		
VOLLEYBALL VARSITY GIRLS	HS	1		
WRESTLING ASSISTANT COACH	HS	1		
WRESTLING HEAD COACH	HS	1		
4TH GRADE HISTORY HUNTERS	INT	1		
MUSIC	INT	1		
PERCUSSION	INT	1		
TRIS SCIENCE CLUB ADVISOR	INT	1		
BAND MS	MS	1		
BASKETBALL BOYS MS COACH	MS	2		
BASKETBALL GIRLS MS COACH	MS	2		
CHOIR-MS	MS	1		
FOOTBALL MS COACH	MS	2		
FORENSICS ADVISOR-MS - 50%	MS	2		
MS HCP	MS	2		
MS NEWSPAPER	MS	1		REMOVE
MS QUIZ BOWL COACH	MS	1		
MS STUDENT COUNCIL ADVISOR - 50%	MS	2		
PERMANENT NOON DUTY	MS	1		
TRACK MS COACH	MS	3		
VOLLEYBALL MS COACH	MS	2		
WRESTLING-MS	MS	2		

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, February 11, 2013, at 6:00 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, Swanson, Busse, Hurley, Rasmussen, Rossmiller arrived at 6:18 pm and High School Rep. Johnson arrived at 6:28 pm. Absent: Skinner and High School Rep. Haegele.

EXECUTIVE SESSION

Motion by Mr. Busse, seconded by Mr. Hatfield, moved to move into executive session, under Wisconsin State Statute 19.85(1)(b)(c) to discuss a personnel issue. Motion carried, 5-0 (roll call vote).

Reconvened in open session at 6:28 pm.

APPROVE AGENDA

Motion by Mr. Hatfield, seconded by Mr. Busse, moved to approve the agenda as presented. Motion carried, 6-0 (voice vote).

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Open Enrollment Application Period – February 4 – April 30
- Bus Drivers Week- February 11-15
- Kindergarten Orientation Meeting – March 5, 6:30 pm
- Kindergarten Screener – March 20, 21, and 22
- Energy Fair – April 19
- Week of the Young Child Family Night, April 26, with a parade on Tuesday, April 23 at 9:30 am
- Back To School Days – August 14 & 15 from 1:00 – 7:00 pm

DISTRICT ADMINISTRATOR REPORT

Mr. Roth's submitted report was on Wisconsin School Board Convention Update, Calendar Waiver, and School Year Instructional Days, Instructional Hours and Snow Days. Discussion.

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

Ms. Haegele and Mr. Johnson's submitted report was 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.

INFORMATION & DISCUSSION

PDS Consultants, Jim Brown and Robert Beulo, presented their findings of the technology audit done throughout the District. Discussion. Phase II, costing, will be presented during the budget process.

Business Manager, Ms. Treuden, presented an updated student enrollment count, which included the second January count and open enrollment numbers. Discussion.

Ms. Swanson presented the Employee Handbook written draft, Part II, Sec. 7-8 (Certified Staff-Insurance and Leave, Retirement Benefits) and Part III, Sec. 7-11 (Support Staff-Paid Vacation, Holidays, Leave Benefits, Insurance Benefits, and Retirement Benefits). Discussion. Public Presentation in opposition of consistency among groups in handbook, language on new hires and being grandfathered in and retirement benefits.

Ms. Swanson presented the Employee Handbook outline, Part IV (Administrative and District Level Staff), V (Co- and Extra-Curricular Staff), and VI (Substitute and Seasonal Staff).

Ms. Swanson presented for a second reading, policy #222.1, Compensation and Benefits for Non-Represented Employees.

BUSINESS (Action Items)

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved with regret, to approve the retirement of Randall Keister, effective June 30, 2013, and thank him for his 37.5 years in the District. Discussion. Motion carried, 6-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Ms. Hurley, moved to approve the Employee Handbook, 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) as presented. Discussion. Motion carried, 6-0 (voice vote).

CONSENT (Action Items)

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to approve the consent agenda items: January 14 regular and January 12 and February 5 special meeting minutes; policies, #534, Substitute Teacher Employment, #535, Assignments and Transfers, and #722.1, Staff Accident Reports as presented. Motion carried, 6-0 (voice vote).

FUTURE AGENDA

February 25, 2013, regular meeting agenda shared. Discussion.

ADJOURN

Motion by Ms. Rossmiller, seconded by Mr. Rasmussen, moved to adjourn the meeting. Motion carried, 6-0 (voice vote). Meeting adjourned at 8:52 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____
Kathi Swanson, President

Dated: _____

Approved:

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF SPECIAL MEETING

A special meeting of the Board of Education of the Evansville Community School District was held Wednesday, March 6, 2013, 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.

District Administrator, Mr. Roth, and Business Manager, Ms. Treuden, presented a power point document on employee benefits. Discussion.

A ten minute break was taken.

Motion by Mr. Busse, seconded by Ms. Rossmiller, moved to go into executive session, under Wisconsin State Statute 19.85(1)(c)(e) to discuss personnel issues and negotiations. Motion carried, 6-0 (roll call vote).

Meeting adjourned from executive session at 10:38 pm.

Submitted by Kelly Mosher, Deputy Clerk

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

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: January, 2013 Reconciliation
Date: February 27, 2013

Attached you will find the following documents for the January reconciliation:

- Bank Reconciliation Statement for all Funds – nothing unusual to report
- Skyward Fund Balance Report to verify bank reconciliation statement
- Listing of all receipts – January \$3,214,010.98
- Check Register – January
Notes for check register:

Check total -	\$427,137.42
ACH total -	\$ 2,987.12
Manual check total -	<u>\$ 35,193.66</u>

Total	\$465,318.20
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Void checks - #
Payroll checks - #73773

EVANSVILLE COMMUNITY SCHOOL DISTRICT
 BANK RECONCILIATION

FOR THE MONTH OF

January, 2013

BALANCE PER BANK:	89,500.00	
LESS OUTSTANDING CHECKS	-306,333.72	
LESS WRS POSTING	-110,809.72	
MMA ACCOUNT	4,395,893.12	
BALANCE PER BANK		4,068,249.68

BALANCE PER GENERAL LEDGER:	BEGINNING BAL.	ACTIVITY	ENDING BAL.
FUND 10 General	1,140,343.93	146,354.25	1,286,698.18
FUND 21 Donations	23,423.29	-585.15	22,838.14
FUND 27 Special Ed	-1,056,255.35	-128,723.77	-1,184,979.12
FUND 38 Debt	7,099.87	0.00	7,099.87
FUND 39 Debt	-519,066.98	0.00	-519,066.98
FUND 49 Capital Projects	500	0.00	500
FUND 50 Food Service	16,425.16	27,959.81	44,384.97
FUND 99 Voc Ed/ESL/Grants	14,881.50	0.00	14,881.50
	-372,648.58		
MMA ACCOUNT			4,395,893.12
BALANCE PER GENERAL LEDGER			4,068,249.68
		45,005.14	

DIFFERENCE 0.00

Fd	T	Loc	Obj	Func	Prj	Func	Beginning Balance	January 2012-13 Monthly Activity	Ending Balance
10	A	000	000	711100	---	CASH ON DEPOSIT	-452,328.05	146,354.25	1,286,698.18
10	-	----	----	-----	---	GENERAL FUND	-452,328.05	146,354.25	1,286,698.18
21	A	000	000	711100	---	CASH ON DEPOSIT	20,811.80	-585.15	22,838.14
21	-	----	----	-----	---	GIFTS/DONATIONS	20,811.80	-585.15	22,838.14
27	A	000	000	711100	---	CASH ON DEPOSIT	-92,740.42	-128,723.77	-1,184,979.12
27	-	----	----	-----	---	SPECIAL EDUCATION FUND	-92,740.42	-128,723.77	-1,184,979.12
38	A	000	000	711100	---	CASH ON DEPOSIT	28,949.87		7,099.87
38	-	----	----	-----	---	NON-REFERENDUM DEBT	28,949.87		7,099.87
39	A	000	000	711100	---	CASH ON DEPOSIT	-30,405.71		-519,066.98
39	-	----	----	-----	---	REFERENDUM APPROVED DEBT SERVI	-30,405.71		-519,066.98
49	A	000	000	711100	----	CASH ON DEPOSIT	500.00		500.00
49	-	----	----	-----	----		500.00		500.00
50	A	000	000	711100	---	CASH ON DEPOSIT	113,241.99	27,959.81	44,384.97
50	-	----	----	-----	---	FOOD SERVICE	113,241.99	27,959.81	44,384.97
99	A	000	000	711100	---	CASH ON DEPOSIT	14,881.50		14,881.50
99	-	----	----	-----	---	COOP. PROGRAM FUNDS-66:03	14,881.50		14,881.50
Grand Asset Totals							-397,089.02	45,005.14	-327,643.44

Number of Accounts: 8

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

Post Date	Func	Description	Amount
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1851.30
01/31/2013	DISTRICT WIDE	BOYS BB GATE VS LAKESIDE LUTHERAN	634.00
01/31/2013	DISTRICT WIDE	GIRLS BB GATE VS MT HOREB	400.00
01/31/2013	BUILDING REPAIRS	RON BUTTCHEN - PURCHASE OF LATHE	175.00
01/31/2013	DISTRICT WIDE	WOODCHUCK RENT JAN - JUNE 70.00 PER MO PD BY	420.00
01/31/2013	DISTRICT WIDE	CESA2 - DRIVER ED FEES	400.00
01/31/2013	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	17954.16
01/31/2013	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	5006.50
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - R COLE - JANUARY	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - P HAESE - JANUARY	644.79
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - R DENNIS - JANUARY	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - C WAGNER - JANUARY	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - B BERG - JANUARY	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - P KELLEY - JANUARY	644.79
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - M KELLEY - JANUARY	644.79
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - W HARTJE - JANUARY	1394.04
01/31/2013	WRESTLING	WRESTLING INVITE ENTRY FEE - CAMBRIDGE	125.00
01/31/2013	WRESTLING	WRESTLING INVITE ENTRY FEE - BRODHEAD	125.00
01/31/2013	WRESTLING	WRESTLING INVITE ENTRY FEE - EDGERTON	125.00
01/31/2013	TRACK CO-ED	TRACK INVITE ENTRY FEE - EDGERTON	200.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1700.55
01/31/2013	DISTRICT WIDE	WRESTLING TOURN GATE	1135.00
01/31/2013	TERMINATION OF BENEFITS	R DENNIS - ADD'L OWED FOR HEALTH INSURANCE	121.22
01/31/2013	DISTRICT WIDE	KID CONNECTION - FACILITY USE	389.62
01/31/2013	DISTRICT WIDE	KIDS KORNER RENT (JAN, FEB, MAR)	3900.00
01/31/2013	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHE INV #1019 & 1	97.50
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2192.20
01/31/2013	TERMINATION OF BENEFITS	C WAGNER - ADD'L OWED FOR HEALTH INSURANCE	121.22
01/31/2013	SCHOOL BUILDING ADMINISTRATION	TRIS - REIMB FOR WATER	62.75
01/31/2013	WRESTLING	WRESTLING INVITE ENTRY FEE - JANESVILLE	125.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1940.45
01/31/2013	SCHOOL BUILDING ADMINISTRATION	MS REIMB OF CHARGE CARD	430.00
01/31/2013	DISTRICT WIDE	HS GBB GATE VS WHITEWATER	376.00
01/31/2013	DISTRICT ADMINISTRATION	D.O. REIMB. FOR COFFEE	8.00
01/31/2013	INFORMATION SERVICES	D.O. REIMB. FOR POSTAGE	15.20
01/31/2013	TERMINATION OF BENEFITS	R. COLE - ADD'L OWED FOR HEALTH INSURANCE	121.22
01/31/2013	CROSSCOUNTRY	REIMB - SPORTS BOOSTER FOR CC HOTEL ROOMS	159.98
01/31/2013	OPERATION OF PLANT	FACILITY USE - ECT CHRISTMAS STORY CUSTODIAN	285.52
01/31/2013	FIELD TRIPS - CLASSROOM	HS REIMB FOR FIELD TRIPS	92.82
01/31/2013	SCHOOL BUILDING ADMINISTRATION	HS REIMB FOR SNACKS	123.86
01/31/2013	DISTRICT WIDE	STUDENT FEES	689.50
01/31/2013	DISTRICT WIDE	HS GBB GATE VS PARKVIEW	448.00
01/31/2013	DISTRICT WIDE	HS GBB GATE VS EDGERTON (KIDDIE POMS)	1570.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1765.45
01/31/2013	DISTRICT WIDE	TOWN OF UNION - MOBILE HOME FEES QTR 4	2416.06
01/31/2013	TERMINATION OF BENEFITS	LIFE INS - V MALONEY JAN - JUNE 2013	46.44
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1584.05
01/31/2013	FIELD TRIPS - CLASSROOM	TRIS - REIMB FOR FIELD TRIPS	408.15
01/31/2013	DISTRICT WIDE	BLACKHAWK TECH - FACILITY USE	25.50
01/31/2013	SCHOOL BUILDING ADMINISTRATION	HS REIMB FOR STUDENT ONLINE COURSE	5.00
01/31/2013	DISTRICT WIDE	REIMB OF MEDICAID COPIES	26.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1690.00
01/31/2013	SCHOOL BUILDING ADMINISTRATION	TRIS-REIMB FOR CHARGE CARD (LMARTIN CARD)	722.52

Post Date	Func	Description	Amount
01/31/2013	DISTRICT WIDE	STUDENT FEES	1269.00
01/31/2013	DISTRICT WIDE	HS WRESTLING GATE VS CLINTON	201.00
01/31/2013	TERMINATION OF BENEFITS	B BERG - ADD'L FEB/MAR HEALTH INS	242.44
01/31/2013	TERMINATION OF BENEFITS	KMADISON - ADD'L DEC/JAN HEALTH INS	377.26
01/31/2013	TERMINATION OF BENEFITS	KMADISON - ADD'L DEC/JAN HEALTH INS	177.26
01/31/2013	DISTRICT WIDE	TAX LEVY MAGNOLIA	155508.35
01/31/2013	DISTRICT WIDE	MAGNOLIA MOBILE HOME FEES	413.31
01/31/2013	DISTRICT WIDE	TAX LEVY BROOKLYN	60417.83
01/31/2013	DISTRICT WIDE	HS BOYS BB GATE VS BELOIT TURNER	500.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2048.10
01/31/2013	DISTRICT WIDE	FACILITY USE - GIRL SCOUTS - STROBL	15.00
01/31/2013	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR CHARGE CARD	1885.10
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1296.85
01/31/2013	SCHOOL BUILDING ADMINISTRATION	HS-REIMB FOR AMERICAN SCHOOL MSULTZE	110.00
01/31/2013	DISTRICT ADMINISTRATION	D.O. REIMB. FOR COFFEE	6.00
01/31/2013	OPERATION OF PLANT	FACILITY USE - K-5 PTO JAMBOREE - CUSTODIAL	100.77
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - R COLE - FEB	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - P HAESE - FEB	644.79
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - R DENNIS - FEB	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - C WAGNER - FEB	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - B BERG - FEB	1394.04
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - P KELLEY - FEB	644.79
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - M KELLEY - FEB	644.79
01/31/2013	TERMINATION OF BENEFITS	MIDAMERICA - W HARTJE - FEB	1394.04
01/31/2013	DISTRICT WIDE	STUDENT FEES	637.50
01/31/2013	DISTRICT WIDE	TAX LEVY PORTER	131349.10
01/31/2013	DISTRICT WIDE	TAX LEVY RUTLAND	4691.78
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1981.50
01/31/2013	INFORMATION SERVICES	D.O.-REIMB. FOR POSTAGE	5.55
01/31/2013	GIFTED AND TALENTED	MS-REIMB FOR FIELDTRIPS	89.80
01/31/2013	SCHOOL BUILDING ADMINISTRATION	MS-REIMB OF CHARGE CARD	1117.41
01/31/2013	DISTRICT ADMINISTRATION	D.O. REIMB FOR POP	29.15
01/31/2013	TERMINATION OF BENEFITS	EBC-COBRA P-MENT - DENTAL - HAVLIK, SCHMIDT	120.56
01/31/2013	TERMINATION OF BENEFITS	EBC-COBRA P'MENT - HEALTH - SCHMIDT	644.79
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1597.51
01/31/2013	DISTRICT WIDE	HS WRESTLING GATE VS CLINTON	426.10
01/31/2013	MUSIC	MS REIMB FOR TIERNEY BROS SMART BOARD INV #63	2607.00
01/31/2013	SCHOOL BUILDING ADMINISTRATION	REIMB FROM COURTIER FOUNDATION SCHOLARSHIP -	5000.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1801.50
01/31/2013	DISTRICT WIDE	TAX LEVI JANESVILLE	156048.83
01/31/2013	DISTRICT WIDE	TAX LEVI CENTER	254016.06
01/31/2013	DISTRICT WIDE	STUDENT FEES	451.50
01/31/2013	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHES INV #1021 & #	115.00
01/31/2013	DISTRICT WIDE	GIRLS BB GATE VS CLINTON	387.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1490.00
01/31/2013	SCHOOL BUILDING ADMINISTRATION	TRIS-REIMB. FOR CHARGE CARD	1476.68
01/31/2013	DISTRICT WIDE	FACILITY USE- EVILLE ANGELS SOFTBALL	15.00
01/31/2013	DISTRICT WIDE	REIMB OF MEDICAID COPIES	26.00
01/31/2013	DISTRICT WIDE	BOYS BB GATE VS EAST TROY	699.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2173.15
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1773.50
01/31/2013	DISTRICT WIDE	STUDENT FEES	1099.00
01/31/2013	TERMINATION OF BENEFITS	W HARTJE - ADD'L HEALTH INS FEB	121.22

Post Date	Func	Description	Amount
01/31/2013	TERMINATION OF BENEFITS	B. HARTJE-LIFE INS 9/1/12 THROUGH 6/30/13	133.30
01/31/2013	DISTRICT WIDE	DYA - CHILDRENS MUSICAL FACILITY USE	215.00
01/31/2013	DISTRICT WIDE	STUDENT FEES	851.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1373.25
01/31/2013	DISTRICT WIDE	TAX LEVI UNION	834450.74
01/31/2013	INFORMATION SERVICES	D.O.-REIMB. FOR POSTAGE	3.25
01/31/2013	TERMINATION OF BENEFITS	B BERG - LIFE INS 9/1/12 TO 6/30/13	98.40
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	577.50
01/31/2013	DISTRICT ADMINISTRATION	D.O. REIMB. FOR COFFEE	8.62
01/31/2013	DISTRICT WIDE	WRESTLING GATE VS EAST TROY	289.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2614.35
01/31/2013	DISTRICT WIDE	STUDENT FEES	2528.00
01/31/2013	HARMFUL SUBSTANCES-DRUG FREE	HS-REIMB. FOR SAP COURSE	100.00
01/31/2013	SCHOOL BUILDING ADMINISTRATION	ELEM - REIMB FROM EVANSVILLE GRANT FUND	2000.00
01/31/2013	SCHOOL BUILDING ADMINISTRATION	TRIS - REIMB FROM EVANSVILLE GRANT FUND	1200.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2599.95
01/31/2013	DISTRICT WIDE	JV WRESTLING TOURNAMENT GATE	373.00
01/31/2013	TERMINATION OF BENEFITS	R COLE - LIFE INS 9/1/12 TO 6/30/13	121.00
01/31/2013	TAX SHELTER ANNUITY DED	AMERIPRISE REIMBURSEMENT - A KANSTEINER	30.00
01/31/2013	DISTRICT WIDE	BOYS BB GATE VS PALMYRA EAGLE	430.00
01/31/2013	WRESTLING	JV WRESTLING TOURNAMENT ENTRY FEE- CLINTON	125.00
01/31/2013	WRESTLING	JV WRESTLING TOURNAMENT ENTRY FEE- BRODHEAD	125.00
01/31/2013	WRESTLING	JV WRESTLING TOURNAMENT ENTRY FEE- BIG FOOT	125.00
01/31/2013	WRESTLING	JV WRESTLING TOURNAMENT ENTRY FEE- BELOIT TUR	125.00
01/31/2013	WRESTLING	JV WRESTLING TOURNAMENT ENTRY FEE- WHITEWATER	125.00
01/31/2013	DISTRICT WIDE	STUDENT FEES	1619.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	1593.20
01/31/2013	SCHOOL BUILDING ADMINISTRATION	HS REIMB - M LUND AMERICAN SCHOOL ON HS CREDI	150.00
01/31/2013	DEPOSITS PAYABLE	LUNCH PAYMENTS	2078.25
01/31/2013	TERMINATION OF BENEFITS	D KARIS HEALTH INSURANCE FOR FEBRUARY	1515.26
01/31/2013	OTHER SUPPORT SERVICES	D KARIS DENTAL INSURANCE FOR FEBRUARY	155.78
01/31/2013	GUIDANCE	BLACKHAWK TECH COLLEGE	900.00
01/31/2013	GUIDANCE	BLACKHAWK TECH COLLEGE	100.00
01/31/2013	DISTRICT WIDE	VENDING	109.51
01/31/2013	DISTRICT WIDE	VENDING	86.20
01/31/2013	DISTRICT WIDE	VENDING	198.15
01/31/2013	DISTRICT WIDE	VENDING	109.30
01/31/2013	DISTRICT WIDE	VENDING	19.25
01/31/2013	DISTRICT WIDE	VENDING	142.26
01/31/2013	DISTRICT WIDE	VENDING	74.10
01/31/2013	DISTRICT WIDE	SPEC ED AID	115208.00
01/31/2013	DISTRICT WIDE	TRANSPORTATION AID	37015.00
01/31/2013	CASH ON DEPOSIT	LUNCH AID	31965.63
01/31/2013	CASH ON DEPOSIT	BREAKFAST AID	4078.60
01/31/2013	DEPOSITS PAYABLE	E-FUNDS	5343.90
01/31/2013	DISTRICT WIDE	JANUARY INTEREST	1324.09
01/31/2013	DISTRICT WIDE	TAX LEVY FROM CITY OF EVANSVILLE	1292974.80
01/31/2013	DEPOSITS PAYABLE	DEPOSIT NSF CHECK TO FOOD SERVICE	50.00
Total for Cash Receipts			3214010.98

POST	CHECK	CHE	CHECK		
DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
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01/10/2013	73775	R	01/10/2013	BUTTCHEN, KENDALL	96.00
01/10/2013	73776	R	01/10/2013	CHRIS NICHOLSON	48.00
01/10/2013	73777	R	01/10/2013	DANIEL BOTHUN	48.00
01/10/2013	73778	R	01/10/2013	DAVE JASS	60.00
01/10/2013	73779	R	01/10/2013	DAVID YOSS	48.00
01/10/2013	73780	R	01/10/2013	GARY FUCHS	144.00
01/10/2013	73781	R	01/10/2013	GROVESTEN, RONALD	48.00
01/10/2013	73782	R	01/10/2013	JACK ALBRECHTSON	60.00
01/10/2013	73783	R	01/10/2013	JERRY LAUBE	60.00
01/10/2013	73784	R	01/10/2013	JIM ESSELMAN	60.00
01/10/2013	73785	R	01/10/2013	THORNTON, RON	48.00
01/10/2013	73786	R	01/10/2013	TIM HALDIMAN	60.00
01/10/2013	73787	R	01/10/2013	TRENT HALDIMAN	60.00
01/10/2013	73788	R	01/10/2013	WSRA CONVENTION	350.00
01/11/2013	73789	R	01/11/2013	AMERIPRISE FINANCIAL SERVICES	800.00
01/11/2013	73790	R	01/11/2013	FRANKLIN TEMPLETON BANK & TRUST	1,105.00
01/11/2013	73791	R	01/11/2013	HORACE MANN LIFE INSURANCE	100.00
01/11/2013	73792	R	01/11/2013	METLIFE	175.00
01/11/2013	73793	R	01/11/2013	MG TRUST COMPANY	420.00
01/11/2013	73794	R	01/11/2013	SBG-VAA	780.00
01/18/2013	73795	R	01/18/2013	DAVE'S ACE HARDWARE	108.68
01/18/2013	73796	R	01/18/2013	ADVANCED DISPOSAL	2,040.25
01/18/2013	73797	R	01/18/2013	AMERICAN AWARDS & PROMOTIONS	103.95
01/18/2013	73798	R	01/18/2013	ARROWHEAD LIBRARY SYSTEM	841.00
01/18/2013	73799	R	01/18/2013	ASCI	627.35
01/18/2013	73800	R	01/18/2013	AT&T	114.14
01/18/2013	73801	R	01/18/2013	BACHHUBER, ANNE	16.70
01/18/2013	73802	R	01/18/2013	BADGER FIRE PROTECTION	395.35
01/18/2013	73803	R	01/18/2013	BADGER SPORTING GOODS CO., INC	951.80
01/18/2013	73804	R	01/18/2013	BADGER WATER LLC	170.95
01/18/2013	73805	R	01/18/2013	BFG SUPPLY CO	185.64
01/18/2013	73806	R	01/18/2013	BLACKHAWK TECHNICAL COLLEGE	6,674.00
01/18/2013	73807	R	01/18/2013	CEC	4,363.00
01/18/2013	73808	R	01/18/2013	CESA #2	50.00
01/18/2013	73809	R	01/18/2013	CESA 5	450.00
01/18/2013	73810	R	01/18/2013	CESA 9	1,625.00
01/18/2013	73811	R	01/18/2013	CITY GLASS COMPANY	369.27
01/18/2013	73812	R	01/18/2013	COMPASS LEARNING INC.	8,500.00
01/18/2013	73813	R	01/18/2013	DALE MULDER	120.00
01/18/2013	73814	R	01/18/2013	DAN RANKIN	50.00
01/18/2013	73815	R	01/18/2013	E-RATE EXCHANGE, LLC	725.00
01/18/2013	73816	R	01/18/2013	EVANSVILLE HIGH SCHOOL	825.00
01/18/2013	73817	R	01/18/2013	EVANSVILLE VETERINARY SERVICE	20.00
01/18/2013	73818	R	01/18/2013	FOLLETT LIBRARY RESOURCES	451.98
01/18/2013	73819	R	01/18/2013	FORT HEALTH CARE	84.00
01/18/2013	73820	R	01/18/2013	FRANCE, BETSY	25.00
01/18/2013	73821	R	01/18/2013	FUCHS, GARY	48.00
01/18/2013	73822	R	01/18/2013	HANSON ELECTRONICS	68.95
01/18/2013	73823	R	01/18/2013	HAVRON, MELODY	14.00
01/18/2013	73824	R	01/18/2013	HONEYWELL INC.	6,327.04
01/18/2013	73825	R	01/18/2013	J.W. PEPPER & SON INC	636.37
01/18/2013	73826	R	01/18/2013	JERRY KOLMAN	60.00
01/18/2013	73827	R	01/18/2013	JOEL, STIEBER	60.00
01/18/2013	73828	R	01/18/2013	KINZER-SOMERVILLE, MOLLY	8.00
01/18/2013	73829	R	01/18/2013	KLOPFENSTEIN, JEFFREY	50.00

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01/18/2013	73831	R	01/18/2013	LEIF LONG	48.00
01/18/2013	73832	R	01/18/2013	MACNEIL ENVIRONMENTAL	928.25
01/18/2013	73833	R	01/18/2013	MARSDEN, SUSAN	2,043.75
01/18/2013	73834	R	01/18/2013	MIDWEST INSTRUCTIONAL LEADERSH	5,000.00
01/18/2013	73835	R	01/18/2013	MJ CARE, INC.	737.00
01/18/2013	73836	R	01/18/2013	MOVIE LICENSING USA	375.00
01/18/2013	73837	R	01/18/2013	NASCO	671.78
01/18/2013	73838	R	01/18/2013	NATE KATZENMEYER	96.00
01/18/2013	73839	R	01/18/2013	NELSON-YOUNG LUMBER COMPANY	68.46
01/18/2013	73840	R	01/18/2013	PER MAR SECURITY SERVICES	2,157.24
01/18/2013	73841	R	01/18/2013	PETTERSON PLUMBING	1,303.50
01/18/2013	73842	R	01/18/2013	RHYME BUSINESS PRODUCTS	1,758.89
01/18/2013	73843	R	01/18/2013	RHYME BUSINESS PRODUCTS LLC	1,409.93
01/18/2013	73844	R	01/18/2013	ROTO ROOTER SEPTIC TANK SERVIC	175.85
01/18/2013	73845	R	01/18/2013	SAMS CLUB	35.00
01/18/2013	73846	R	01/18/2013	SCHINDLER ELEVATOR CORP.	3,341.30
01/18/2013	73847	R	01/18/2013	SKYWARD	706.67
01/18/2013	73848	R	01/18/2013	STOEHR, BOB	48.00
01/18/2013	73849	R	01/18/2013	SUPERIOR CHEMICAL CORPORATION	451.21
01/18/2013	73850	R	01/18/2013	TAHER	32,161.66
01/18/2013	73851	R	01/18/2013	THORNTON, RON	48.00
01/18/2013	73852	R	01/18/2013	TIERNEY BROTHERS INC	5,663.00
01/18/2013	73853	R	01/18/2013	TRUGREEN	1,243.00
01/18/2013	73854	R	01/18/2013	WASBO INC	255.00
01/18/2013	73855	R	01/18/2013	WBCA	100.00
01/18/2013	73856	R	01/18/2013	WELDERS SUPPLY COMPANY	77.00
01/18/2013	73857	R	01/18/2013	WIL-KIL PEST CONTROL	131.00
01/18/2013	73858	R	01/18/2013	WISCONSIN SCHOOL SAFETY COORD.	170.00
01/24/2013	73859	R	01/24/2013	BOB FASICK	60.00
01/24/2013	73860	R	01/24/2013	CORY, LEWIS	48.00
01/24/2013	73861	R	01/24/2013	CRAIG FENRICK	60.00
01/24/2013	73862	R	01/24/2013	DAN RANKIN	50.00
01/24/2013	73863	R	01/24/2013	DANIEL SIMENSON	48.00
01/24/2013	73864	R	01/24/2013	DAVID YOSS	148.00
01/24/2013	73865	R	01/24/2013	ED LUBECK	48.00
01/24/2013	73866	R	01/24/2013	GROVESTEN, RONALD	48.00
01/24/2013	73867	R	01/24/2013	HARRIS, GARY	60.00
01/24/2013	73868	R	01/24/2013	JERRY KOLMAN	60.00
01/24/2013	73869	R	01/24/2013	JERRY NEIS	50.00
01/24/2013	73870	R	01/24/2013	JOHN MEYERS	48.00
01/24/2013	73871	R	01/24/2013	LEIF LONG	48.00
01/24/2013	73872	R	01/24/2013	THORNTON, RON	48.00
01/25/2013	73873	R	01/25/2013	DEAN HEALTH PLANS	208,510.95
01/25/2013	73874	R	01/25/2013	DELTA DENTAL OF WISCONSIN	28,527.38
01/25/2013	73875	R	01/25/2013	EVANSVILLE EDUCATION ASSOC AUX	353.02
01/25/2013	73876	R	01/25/2013	EVANSVILLE EDUCATION ASSOC.	12,384.30
01/25/2013	73877	R	01/25/2013	SUN LIFE FINANCIAL	3,035.28
01/25/2013	73878	R	01/25/2013	TEAMSTERS LOCAL UNION 695	831.00
01/25/2013	73879	R	01/25/2013	WEA INSURANCE TRUST	4,808.89
01/25/2013	73880	R	01/25/2013	AMERIPRISE FINANCIAL SERVICES	800.00
01/25/2013	73881	R	01/25/2013	FRANKLIN TEMPLETON BANK & TRUST	1,105.00
01/25/2013	73882	R	01/25/2013	HORACE MANN LIFE INSURANCE	100.00
01/25/2013	73883	R	01/25/2013	METLIFE	175.00
01/25/2013	73884	R	01/25/2013	MG TRUST COMPANY	420.00
01/25/2013	73885	R	01/25/2013	SBG-VAA	780.00

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01/30/2013	73888	R	01/30/2013	ASC1	257.99
01/30/2013	73889	R	01/30/2013	AT&T	745.00
01/30/2013	73890	R	01/30/2013	AVI SYSTEMS INC	499.88
01/30/2013	73891	R	01/30/2013	BUSSE, ERIC	135.02
01/30/2013	73892	R	01/30/2013	BUTTCHEN ELECTRIC	465.00
01/30/2013	73893	R	01/30/2013	CORY, LEWIS	48.00
01/30/2013	73894	R	01/30/2013	DAN RANKIN	50.00
01/30/2013	73895	R	01/30/2013	DECKER INC	102.26
01/30/2013	73896	R	01/30/2013	DIVERSIFIED BENEFIT SERVICES	546.20
01/30/2013	73897	R	01/30/2013	EVANSVILLE CHAMBER OF COMMERCE	220.00
01/30/2013	73898	R	01/30/2013	EVANSVILLE REVIEW	195.50
01/30/2013	73899	R	01/30/2013	FIRST SUPPLY LLC - MADISON	755.60
01/30/2013	73900	R	01/30/2013	GATES, TONY	48.00
01/30/2013	73901	R	01/30/2013	JERRY NEIS	50.00
01/30/2013	73902	R	01/30/2013	JUNIOR LIBRARY GUILD	3,174.00
01/30/2013	73903	R	01/30/2013	KAN, HERINA	5,000.00
01/30/2013	73904	R	01/30/2013	KLOPFENSTEIN, JEFFREY	50.00
01/30/2013	73905	R	01/30/2013	KROHN, KIARA	42.18
01/30/2013	73906	R	01/30/2013	LAKELAND CHEMICAL SPECIALTIES	66.06
01/30/2013	73907	R	01/30/2013	LIBRARY VIDEO COMPANY	39.95
01/30/2013	73908	R	01/30/2013	MALY ROOFING CO INC	3,038.00
01/30/2013	73909	R	01/30/2013	MARSDEN, SUSAN	2,493.75
01/30/2013	73910	R	01/30/2013	OCCUPATIONAL HEALTH CENTERS	312.20
01/30/2013	73911	R	01/30/2013	OFFICE DEPOT	41.42
01/30/2013	73912	R	01/30/2013	THE PENWORTHY COMPANY	246.20
01/30/2013	73913	R	01/30/2013	RICHARD LEUZINGER	60.00
01/30/2013	73914	R	01/30/2013	SPRINGSHARE, LLC	1,098.00
01/30/2013	73915	R	01/30/2013	STATE OF WISCONSIN	50.00
01/30/2013	73916	R	01/30/2013	TAUTGES, THOMAS	60.00
01/30/2013	73917	R	01/30/2013	WE ENERGIES	31,251.50
01/17/2013	2013019	M	01/17/2013	AT & T	1,582.71
01/17/2013	2013020	M	01/17/2013	EVANSVILLE WATER & LIGHT DEPT	33,467.57
01/17/2013	2013021	M	01/17/2013	U.S. CELLULAR	143.38
01/18/2013	121300099	A	01/18/2013	HAVLIK, LOUISA	106.38
01/18/2013	121300100	A	01/18/2013	HUMBERG, CHRISTINE	45.95
01/18/2013	121300101	A	01/18/2013	KATZENMEYER, JENNY	50.00
01/18/2013	121300102	A	01/18/2013	LANDERS, PAULA	71.86
01/18/2013	121300103	A	01/18/2013	MILLS, CAROLYN	43.29
01/18/2013	121300104	A	01/18/2013	SLABACK, JACOB	49.79
01/18/2013	121300105	A	01/18/2013	VIKEN, PENNY	148.70
01/18/2013	121300106	A	01/18/2013	WELLS, KEVIN	52.52
01/18/2013	121300107	A	01/18/2013	WICK, JO ANN	1,621.65
01/30/2013	121300108	A	01/30/2013	ASHBY, VAUNCE	123.21
01/30/2013	121300109	A	01/30/2013	GEORGE, MARY	34.41
01/30/2013	121300110	A	01/30/2013	KATZENMEYER, JENNY	100.00
01/30/2013	121300111	A	01/30/2013	KATZENMEYER, KIMBERLY	44.40
01/30/2013	121300112	A	01/30/2013	MIDAMERICA ADMINISTRATIVE & RE	135.00
01/30/2013	121300113	A	01/30/2013	PINE, LAURA	30.98
01/30/2013	121300114	A	01/30/2013	PUHL, GAYLE	20.00
01/30/2013	121300115	A	01/30/2013	SWANSON, KATHI	163.34
01/30/2013	121300116	A	01/30/2013	SWEBERG, MICHELLE	46.62
01/30/2013	121300117	A	01/30/2013	TREUDEN, DOREEN	99.02

Totals for checks 465,318.20

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Monday, March 25, 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: www.evansville.k12.wi.us, and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.

	<u>APPROX. TIME</u>
I. Roll Call: Dennis Hatfield John Rasmussen Nancy Hurley Kathi Swanson Tina Rossmiller Eric Busse Sharon Skinner	2 min
II. Approve Agenda.	1 min
III. Presentations – Programming Model for Advanced Learners and Reading Program at Theodore Robinson Intermediate School.	30 min
IV. Business (Action Items) –	10 min
A. Approval of Staff Changes:	
V. Consent (Action Items) –	5 min
A. Approval of February 25 Regular Meeting Minutes.	
VI. Budget Finance – Chair, Tina Rossmiller –	30 min
A. Discussion Items:	
1) Facilities Update	
2) 2012-13 Budget Update.	
3) 2013-14 Budget Update.	
4) 2013-2014 Staffing Presentations.	
5) Update on Evansville Education Foundation.	
B. Develop Budget Finance Agenda Items for March 25 Meeting.	
VII. Handbook Committee – Chair, Kathi Swanson/Jerry Roth –	30 min
A. Employee Handbook –	
VIII. Future Agenda – Chair, Kathi Swanson -	5 min
A. Develop April 15 Regular Board Meeting Agenda.	
IX. 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*