

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, June 11, 2014

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

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

	<u>Approx. Time</u>
I. Roll Call: Tina Rossmiller John Rasmussen Amanda Koenecke Kathi Swanson Sandra Spanton Nelson Eric Busse Melissa Hammann	1 min
II. Approve Agenda.	1 min
III. Public Announcements/Recognition/Upcoming Events: • Back to School Days – August 12, 3:00-7:00 pm; August 19, 10:00 am-2:00 pm	1 min
IV. Public Presentations.	10 min
V. District Administrator Report – JEDI Update and Compensation Committee Updates.	2 min
VI. Principals’/Administrators’ Reports – Good Things Happening in Our Schools.	15 min
VII. Information & Discussion: A. CESA2 Report by Board Representative, Tina Rossmiller. B. Youth Options Report. C. Bullying Report. D. Co-Curricular Positions – Robotics and Mathematics Teams. E. Second Reading of Policies: Policy #662.3-General Fund Balance; #662.31-Committed Fund Balance; #362.1-Interlibrary Loan; #342.62 Services for English Language Learners (Bilingual-Bicultural Education); #342.63-Procedures for Testing English Language Learners; #345.1-Grading Systems; #370-The Co- and Extra-Curricular Activities Program; and #371-Co- and Extra-Curricular Participation. F. Discuss Referendum Strategy.	50 min
VIII. Public Presentations.	5 min
IX. Business (Action Items): A. Approval of Employee Handbook Proposed Changes: Part 2, Certified Staff, Section 1.02; Part 3, Support Staff, Sections 1, 1.03 and 11.02, B; and Employee Acknowledgement. B. Approval of 2014-2015 CESA Contract.	30 min

- C. Approval of Staff Changes: Retirement of Support Staff; Resignation of Nurse; Hiring of: Teachers and Support Staff.
 - D. Approval of 2014-2015 Textbook Requests.
 - E. Approval of 2014-2015 Lunch Prices.
 - F. Approval of Resolution to Commit Fund Balance for HRA.
 - G. Approval of High School Swim Team Expense.
 - H. Approval of a Donation – Two Basketball Hoops for JC McKenna Playground.
- X. Consent (Action Items): 2 min
- A. Approval of Policies: #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements.
 - B. Approval of Employee Handbook Proposed Changes: Entire Handbook, Sub-On-Line to T.O.C.; Entire Handbook, Remove Policies: #513-Personnel/Payroll Management; #522.8-Staff Dress; #529.3-Bereavement Leave; #529.45-Personal Leave; #534-Substitute Teacher; and #536-Reduction in Work Force; Part 1, All Employees, Section 10; Part 2, Certified Staff, Section 6, 6.01, B, 3; Part 3, Support Staff, Sections 1, 1.01, 8, 8.01, C, 4; Part 5, Co-and Extra Curricular Staff, New Section; and Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4.
 - C. Approval of Middle and High School Student Handbooks.
 - D. Approval of May 28, 2014, Regular Meeting Minutes.
 - E. Approval of May Bills and Reconciliation.
- XI. June 25 Regular Meeting Agenda. 5 min
- XII. 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.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda / Briefs
Wednesday, June 11, 2014
6:00 p.m.

District Board and Training Center
340 Fair Street (Door 36)

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	<u>Approx Time</u>
I. Roll Call: Tina Rossmiller John Rasmussen Amanda Koenecke Kathi Swanson Sandra Spanton Nelson Eric Busse Melissa Hammann	1 min
II. Approve Agenda.	1 min
Suggested Motion: I move we approve the agenda as presented OR ADD (after moving item(s) _____.	
III. Public Announcements/Recognition/Upcoming Events: • Back to School Days – August 12, 3:00-7:00 pm; August 19, 10:00 am-2:00 pm	1 min
IV. Public Presentations.	10 min
V. District Administrator Report – JEDI Update and Compensation Committee Updates.	2 min
VI. Principals’/Administrators’ Reports – Good Things Happening in Our Schools – <i>Enclosed are the reports. Mr. Flaherty and Mr. Everson will report on their building goals at the June 25 meeting.</i>	15 min
VII. Information & Discussion:	50 min
A. <u>CESA2 Report by Board Representative, Tina Rossmiller</u> – Ms. Rossmiller will give a report as our CESA2 Board Representative.	
B. <u>Youth Options Report</u> – High School Principal, Mr. Everson reports: In summary, we had seven students take a total of seven classes through Youth Options throughout the first semester of the 2013-2014 school year. During the second semester, we	

had four students take a total of eleven classes. Locations for courses taken include Blackhawk Technical College, UW Rock County, and Madison College. The majority of classes taken were Nursing Assistant and Welding courses. Looking ahead to the Fall semester of the 2014-2015 school year, we have six students planning on taking courses (four Nursing Assistant; one Medical Terminology; one Spanish/Arabic language course). We also have a handful of students planning on taking AP Calculus BC through distance learning VanGuard network through Elkhorn High School.

- C. Bullying Report – Director of Student Services, Ms. Ashby, has enclosed a report.
- D. Co-Curricular Positions – Robotics and Mathematics Teams – Mr. Everson has enclosed information.
- E. Second Reading of Policies: Policy #662.3-General Fund Balance; #662.31-Committed Fund Balance; #362.1-Interlibrary Loan; #342.62 Services for English Language Learners (Bilingual-Bicultural Education); #342.63-Procedures for Testing English Language Learners; #345.1-Grading Systems; #370-The Co- and Extra-Curricular Activities Program; and #371-Co- and Extra-Curricular Participation – These policies come forward with suggested changes.
- F. Discuss Referendum Strategy – Ms. Treuden/Mr. Roth will lead discussion.

VIII. Public Presentations.

5 min

IX. Business (Action Items):

30 min

- A. Approval of Employee Handbook Proposed Changes: Part 2, Certified Staff, Section 1.02; Part 3, Support Staff, Sections 1, 1.03 and 11.02, B; and Employee Acknowledgement – PLEASE REFER TO THIS INFORMATION FROM YOUR APRIL 9 BOARD PACKET.

Suggested Motion: I move we DO NOT approve the Employee Handbook proposed change for Part 2, Certified Staff, Section 1.02, as presented.

Suggested Motion: I move we DO NOT approve the Employee Handbook proposed changes for Part 3, Support Staff, Section 1, 1.03 as presented.

Suggested Motion: I move we DO NOT approve the Employee Handbook proposed changes for Part 3, Support Staff, Section 11.02, B, as presented.

Suggested Motion: I move we approve the Employee Handbook proposed change to the Employee Acknowledgement page, as presented.

- B. Approval of 2014-2015 CESA Contract – *Enclosed is the 2014-2015 CESA2 Contract for approval. Appropriate administrators have signed off.*

Suggested Motion: I move we approve the 2014-2015 CESA2 contract as proposed.

- C. Approval of Staff Changes: Retirement of Support Staff; Resignation of Nurse; Hiring of: Teachers and Support Staff – *Please approve the following positions:*

1. Sue Deininger, *District Office Receptionist, retiring effective June 16, 2014.*

Suggested Motion: I move we approve, with regrets, the resignation of Sue Deininger, District Office Receptionist, and thank her for serving seven years in the District Office.

2. Teresa Baker, *School Nurse, resigning effective at the end of the 2013-2014 school year.*

Suggested Motion: I move we approve the resignation, with regrets, of Teresa Baker, School Nurse, effective at the end of the 2013-2014 school year.

3. Laura Martin, *One Year Kindergarten Teacher. Laura was an excellent Early Childhood Special Education teacher in our District for five years. She assisted with EC team in implementing itinerant services. She left hoping to work in a school close to her home where her children would attend. She worked as an inclusive Early Childhood teacher with one 4K and two kindergarten teachers. At this time, she would like to work with us again. I believe she will do very well with the inclusive classroom at the kindergarten level. Laura is replacing Mackensie Wade, who is on a year leave of absence for the 2014-2015 school year. Laura will be paid a salary of \$39,795.*
4. Amanda Schmidman, *HS/8th Grade Band Teacher. We are pleased to welcome Amanda Schmidman to our very fine district music team. Amanda has taught MS/HS instrumental music in the Pepin School District in northwestern Wisconsin for the past six years. Prior to Pepin, Amanda started her career as a long-term substitute choir teacher in 2006 for Cindy Zblewski here in Evansville! Amanda will be bringing a passion for the musical/performing arts with her here to Evansville which will be a great fit with our long-standing arts tradition. Amanda will be replacing Doug Zblewski and will be paid a salary of \$49,407.*
5. Dana Teske, *HS Spanish Teacher. Dana Teske is a licensed Spanish and Mathematics teacher originally from Sussex, Wisconsin. She has three years of teaching experience at the HS level at Pewaukee High School, as well as experience coaching Girls Soccer. Most recently, Dana was able to travel to South America to study, volunteer, and teach. While attending Luther College prior to teaching, Dana graduated Cum Laude*

while receiving the "Outstanding Women in Math and Statistics Scholarship," the "Weston Noble Music Scholarship," and was named to the All-Academic Team in Women's Soccer. Dana will be replacing Heather Schwark and will be paid a salary of \$41,442.

6. Lisa Christensen, District Office Payroll Benefit Specialist. Lisa has been employed by the Oregon School District since 2007 providing technical support to teachers and students. She has 12 years' experience as a corporate trainer for CUNA Mutual Group and she currently performs bookkeeping functions for her husband's business. She was highly recommended for this position by her current employer. Lisa will be paid \$18.00/hour.
7. Hillary Peterson, District Office Business Services Assistant. Hillary Peterson has an associate's degree from Blackhawk Technical College in Business Management and as an Administrative Professional. She has work experience in customer service and bookkeeping. She has very strong computer skills in Microsoft Excel and Microsoft Word and also received the highest score on the customer service skill test. She will be a great addition to the District Office team. Hillary will be paid \$16.00/hour.

Suggested Motion: I move we approve hiring Laura Martin, One Year Kindergarten Teacher, for a salary of \$39,795; Amanda Schmidman, HS/8th Grade Band Teacher, for a salary of \$49,407; Dana Teske, HS Spanish Teacher, for a salary of \$41,442; Lisa Christensen, District Office Payroll Benefit Specialist, at \$18.00/hour; and Hillary Peterson, District Office Business Services Assistant, at \$16.00/hour.

For Your Information Only, the following positions:

- Linda Gard will be transferring from the Administrative Software, Payroll Specialist, and Registrar position in the District Office to the Technology and Data Specialist. Linda is currently performing many of the duties listed in the job description for this position. She excels at technology tasks and has excellent time management skills. She has the ability to create efficiencies for many processes within the District and will be instrumental in setting up future processes as needed. This position is new and was filled by internal transfer. The position was not posted and therefore, there are no other applicants.
- Julie Creek-Hessler will be transferring from 1st grade to K-1 Combination class. Julie has been a K-1 combination teacher for three years and has done this very well. She teams with Cheryl Thomas and that has been very beneficial for students. In the past she has also taught kindergarten and first grade individually. Due to enrollment numbers last year, we needed to change the K-1 classes to just first grade classes. We are now going back to a model that worked well for students.
- Cheryl Thomas will be transferring from 1st grade to K-1 Combination class. Cheryl has been a K-1 combination teacher for three years and has done this very well. She teams with Julie Creek-Hessler and that has been very beneficial for students. In the past she has also taught second and first grade individually. Due to enrollment numbers last year, we needed to change the K-1 classes to just first grade classes. We are now going back to a model that worked well for students.

- Linda Knudson will be transferring from 1st grade to 2nd grade. Linda has been a kindergarten and a 1st grade teacher in the District for 12 years. She has worked well with her team, has put student needs first and communicates well with families. As our school implemented RtI and aligned to Common Core Standards, Linda was actively involved. She is a warm, nurturing teacher and will do well with 2nd grade students.
- Penny Viken will be transferring from 1st grade to 2nd grade. Penny has been a kindergarten and a 1st grade teacher in the District for 22 years. She has worked well with her team, has put student needs first and communicates well with families. As our school implemented RtI and aligned to Common Core Standards, penny was actively involved. She is a warm, nurturing teacher who challenges her students and will do well with 2nd grade students.

D. Approval of 2014-2015 Textbook Requests – *Director of Instruction, Ms. Landers, has updated her original memo of May 20, 2014, due to the reduction of cost for the textbooks.*

Suggested Motion: I move we approve the 2014-2015 textbook requests as presented.

E. Approval of 2014-2015 Lunch Prices – *Business Manager, Ms. Treuden, presented to the Board in May, her recommendation of a 15 cent increase to the lunch prices and a 20 cent increase to adult lunch prices and no change to the breakfast prices.*

Suggested Motion: I move we approve the 2014-2015 lunch prices as presented.

F. Approval of Resolution to Commit Fund Balance for HRA – *Ms. Treuden had presented in May, recommendation from the Insurance Committee, to commit fund balance for HRA.*

Suggested Motion: I move we approve to commit General Fund 10 balance for the purpose of future District employee health insurance expense in an amount equal to the unspent 2013-2014 budget amount for the District High Deductible HRA reimbursement to be determined following the 2013-2014 financial audit.

G. Approval of High School Swim Team Expense – *Ms. Treuden had presented in May, recommendation for the Board to fully fund this sport.*

Suggested Motion: I move we fully fund the High School Girls Swim Team, starting with the 2014-2015 school year.

H. Approval of a Donation – *Cindy Meehan and the 3 on 3 Basketball Group, donated \$4,000 for the purchase of two basketball hoops for the JC McKenna playground.*

Suggested Motion: I move we approve the \$4,000 donation from Cindy Meehan and the 3 on 3 Basketball Group for two basketball hoops for the JC McKenna playground, and thank all involved.

X. Consent (Action Items):

2 min

DO YOU WANT ANY ITEMS REMOVED?

No Discussion.

- A. Approval of Policies: #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements.
- B. Approval of Employee Handbook Proposed Changes: Entire Handbook, Sub-On-Line to T.O.C.; Entire Handbook, Remove Policies: #513-Personnel/Payroll Management; #522.8-Staff Dress; #529.3-Bereavement Leave; #529.45-Personal Leave; #534-Substitute Teacher; and #536-Reduction in Work Force; Part 1, All Employees, Section 10; Part 2, Certified Staff, Section 6, 6.01, B, 3; Part 3, Support Staff, Sections 1, 1.01, 8, 8.01, C, 4; Part 5, Co-and Extra Curricular Staff, New Section; and Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4. PLEASE REFER TO THIS INFORMATION FROM YOUR APRIL 9 BOARD PACKET.
- C. Approval of Middle and High School Student Handbooks.
- D. Approval of May 28, 2014, Regular Meeting Minutes.
- E. Approval of May Bills and Reconciliation.

Suggested Motion: I move we approve the consent agenda items: Policies: #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements; Employee Handbook Proposed Changes: Entire Handbook, Sub-On-Line to T.O.C.; Entire Handbook, Remove Policies: #513-Personnel/Payroll Management; #522.8-Staff Dress; #529.3-Bereavement Leave; #529.45-Personal Leave; #534-Substitute Teacher; and #536-Reduction in Work Force; Part 1, All Employees, Section 10; Part 2, Certified Staff, Section 6, 6.01, B, 3; Part 3, Support Staff, Sections 1, 1.01, 8, 8.01, C, 4; Part 5, Co-and Extra Curricular Staff, New Section; and Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4; Middle and High School Student Handbooks; May 28, 2014, Regular Meeting Minutes; and May Bills and Reconciliation, as presented.

ROLL CALL VOTE -

XI. June 25 Regular Meeting Agenda – Enclosed is a draft of the June 25 meeting agenda.

5 min

XII. Adjourn.

1 min

Suggested Motion: I move we adjourn the meeting.

FOR YOUR INFORMATION:

1. Upcoming Board Meetings:

- June 25, 2014
- July 16, 2014
- August 13, 2014
- August 27, 2014

2. The Board of Education, individually donated, as a Board, to the Buy a Brick EHS Student Council fundraiser.

District Administrator's Report
Compensation Committees Update
June 11, 2014

Support Staff Compensation Committee:

The Support Staff Compensation Committee has met once a month beginning in January. To-date we have developed a mission statement and goals for our work, we have reviewed compensation models from several school districts and we are writing job descriptions for the various support staff positions. The last meeting for the 2013-2014 school year will be held on June 12. The Committee will decide further meetings on June 12.

Support Staff Compensation System Mission Statement

The Evansville Community School District is dedicated to empowering all individuals to reach their potential by providing a working environment that challenges all individuals to achieve personal excellence.

Support Staff Compensation System Goals

1. Ensure that the ECSD can attract and retain the most highly qualified professionals
2. Establish a clear consistent definition of quality professionals
3. Provide support for professionals as they strive for excellence
4. Recognize the contributions of professionals who are dedicated to the advancement of school and district goals and initiatives
5. Encourage professionals to experiment with innovative methods that will enhance performance, productivity and student achievement
6. Develop an equitable compensation system based on annual revenue.

Teacher Compensation Committee:

The Teacher Compensation Committee has met once a month beginning in January. To-date we have developed a mission statement and goals for our work, we have reviewed compensation models from several school districts, we have compiled a list of pros and cons for each reviewed compensation model and we have created a list of the pros that matter the most to teachers. The last meeting for the 2013-2014 school year was held on May 12. The Committee has decided to resume meetings in September.

Teachers Compensation System Mission Statement

The Evansville Community School District is dedicated to empowering all individuals to reach their potential by providing a working environment that challenges all individuals to achieve personal excellence.

Teachers Compensation System Goals

1. Ensure that the ECSD can attract and retain the most highly qualified professionals
2. Establish a clear consistent definition of quality professionals
3. Provide support for professionals as they strive for excellence
4. Recognize the contributions of professionals who are dedicated to the advancement of school and district goals and initiatives
5. Encourage professionals to experiment with innovative methods that will enhance performance, productivity and student achievement
6. Develop a compensation system based on annual revenue.

Pros and Cons of Reviewed Compensation Systems

Previous Evansville Model:

Pros:

- Easy to administer
- People understand it and get it
- It's been around for a long time
- Easy to budget for
- Clear to employee on future income and have some control over future income
- Predictable – people get it
- Provides motivation to pursue advanced credits
- Offers employees security
- Security leads to retaining and attracting staff
- Will increase income based on results and effort and not based on someone's interpretation

Cons:

- People haven't been put on the schedule equitably – random placement
- Sometimes it erroneously rewards employee because of advanced degrees and not better teacher
- No lane for PhD
- Lack of incentive to work hard – stuck at the top of a lane
- Affordability based on current state funding
- Doesn't provide incentive for additional PDP work
- BA+48 was dropped – BA+18 became the max before the master's lane – somewhere along the way it was decided to force employees to get masters degrees. This made the schedule more expensive
- Forcing employees to get credits above and beyond the first PDP is a disincentive

Ripon Model:

Pros:

- The stipend schedule is very clear – know exactly what you are going to get
- Career levels are well described and laid out
- Annual stipends are available and there is additional increases for teachers at the top
- Have a concern with how people earn points – e.g. workshops
- Limited language regarding PDPs
- Promotion rubric – good idea, but don't like the Ripon rubric – needs to be tied to Danielson
- Don't like student surveys – shouldn't be used for promotion – like feedback but not here
- Parent surveys shouldn't be tied to promotion
- Biggest takeaway – too complicated

Cons:

- It would be very difficult to track points and all other data to run the Ripon Model
- Peer review related to compensation is not the same as peer coaching and how would this affect teacher relationships?
- This model would be difficult to manage
- The rubric is not well defined in the information that we have
- It would be difficult to schedule observations by teachers – takes them out of their classroom
- Can we afford this?
- Have a concern with how people earn points – e.g. workshops
- Limited language regarding PDPs
- Promotion rubric – good idea, but don't like the Ripon rubric – needs to be tied to Danielson
- Don't like student surveys – shouldn't be used for promotion – like feedback but not here
- Parent surveys shouldn't be tied to promotion
- Biggest takeaway – too complicated

Hartland/Lakeside Model:

Pros:

- Offers a transition period from old model to the new model
- Should the educator effectiveness model align with the compensation plan to avoid double effort?
- Need to look at the instructional side of teacher performance and not the student outcomes

Cons:

- Is a K-8 District comparable to us
- Part of the handbook; so not all of the information is there
- Need the rest of the handbook
- Pay for performance or should performance be separate from pay decisions?
- Need to be careful that if the pay is related to performance – the public cannot figure out which teachers didn't receive a pay increase because of performance
- Does pay for performance reduce collaboration?
- Performance should not be based on student test scores?
- Teacher instruction practices versus student outcome measurements

Elk Mound Area School District Model:

Pros:

- Rubric
- Teachers do annual goals
- Stipend for new teacher mentors

Cons:

- Administration needs to be able to manage what is decided for teacher evaluations

- Don't like the idea of community involvement for evaluation

Beloit-Turner Model:

Pros:

- Pays teachers to live in the district – may attract new teachers
- Give a stipend for successful grant writing – win/win
- District improvement – innovation incentive – like it
- Co/Extra Curricular stipends are well laid out

Cons:

- Merit pay based on WKCE scores – students need to be motivated to do well in K-12

Neenah School District Model:

Pros:

- Like the Q and A included for staff

Cons:

- Confusing
- Teachers could lose pay

Northland Pines School District:

Pros:

- Opportunity to select between immediate new model start or transition period of implementation. Question: affordable to district?
- Different classifications other than just classroom teachers (Model 1-2-3). Note: reading specialist not listed.
- Honored master degrees, doctorate, NBC. Maximum gain, \$4,000 per year.
- Presented clearly

Cons:

- If performance level not maintained, then decrease in salary
- Unsure on student component, other factors affect student performance such as personal life/special needs. Note: should be based on growth model.
- Not clear how its determined where you start as new hire or are placed as current teacher
- Only one observation/evaluation period Note: this is not enough, would need several formal walk thru observations; hard to manage.
- Student performance vs. teacher performance, hard to define student (maybe growth model), teacher = Charlotte Danielson as we currently use
- Cumbersome to budget
- Hard to mentor someone and manage your list of obligations
- Doesn't specify type of master's degree needed
- Do reference to PDP. Question: what is it equivalent to?
- Define what the base level 3 is vs. higher level 3. Question: who decides this? Scoring system would play a part in this.

South Milwaukee School District Model: (This model preferred by most committee members)

Pros:

- More predictable
- Easy to understand, movement clear
- Transition period
- Builds in a way for administration to control costs of movement, based on what is allowable, built in admin checks
- Allows more credits for additional certificates (purposeful education)
- Grandfathered lane
- More equitable
- Easy to manage
- Smaller gaps between steps
- Slows growth of movement for education and budget
- Takes PDP and credits out of the model
- Movement based on evaluations
- Pay increases already built (\$500 jump/\$2,000 jump), add additional percent increase or flat amount to each across the board

Cons:

- PDP is moot. Question: How make it work (adjust language)?
- Requirements not clear (ref: Question #19)
- No automatic longevity, but could include if educator credentials defined
- Question: How do you add new money into this schedule? Excess from state minus amount for raises equals left over balance - how is this divided? (ref: Question #18) – Possible to divide balance as equitable stipends?

Monona Grove Model: (Draft model as of 2/14/14)

Pros:

- District will offer partial reimbursement for tuition expense
- Somewhat predictable.
- There is a format to be out of the classroom for the extra assignments
- There is a balance between the credits and master's degree and recognizes PDP
- Assumes cost of living increases
- Includes longevity

Cons:

- Complicated process – may need a lot of people to administer.
- Incomplete – what is the compensation behind the levels?
- This model measures compliance and not innovative instruction.
- As the model progresses it appears to move from teaching to administrative duties.
- Don't like having to do administrative duties to get higher pay or additional days.
- Need to see the rubric behind the career ladder to determine where the scores come from.
- Puts an emphasis on a master's degree and is that what we want to do?

Pros that matter the most to teachers:

- Predictability – financial on the school district side - how much does it cost and can we afford it?
- Predictable on the career path for teachers
- Predictability on the financial side for teachers also – can the new teacher plan for the future?
- Equitable and consistent
- Competitive with beginning teacher salaries
- Encourages longevity
- Need a transition phase from the old model to the new model
- Must be simple so that it doesn't take up too much administrator time and teacher time
- Automated process to some degree
- Use what we have? Danielson model?
- Use the Danielson model as the gatekeeper – satisfactory or better on the rubric – move forward on the pay scale?
- Determine how to handle dual certifications or “hard to find” positions

Non-monetary items to attract and retain teachers:

- Flexibility in start/quit time – professional day?
- Need more time – collaboration time –
- Class size – 220 students over three days – Kyle McDonald
- Professional development opportunities – more of them and more equitable
- Celebrate the great things that happen in the school district – picnic in the afternoon
- More support for new teachers – must go beyond the teacher mentor program – more time with veteran teachers – more time before school starts

The Compensation Committee is now looking for direction from the Board. What does the Board want in a compensation model? What does the Board value when compensating teachers? How will annual increases be decided?

MEMORANDUM

To: ECSD Board of Education
From: Jerry Roth, District Administrator
Re: JEDI Virtual School Enrollment
Date: May 28, 2014

On November 13, 2013, the Board approved membership in the JEDI Network Virtual School effective the second semester of the 2013-2014 school year. The annual membership cost for JEDI is \$10,500 (ECSD paid \$5,000 for the second semester). The JEDI Network offers online learning opportunities for K-12 students. Students are allowed to enroll as full-time virtual school students or as a student who chooses to complement their traditional school schedule with single courses taught online.

The Evansville Community School District enrolled a total of eighteen students in the virtual school for the second semester of this school year. Seven students enrolled as full-time students, five of those students completed the second semester, one student returned to the high school for classes and one student is now a home-schooled student. Eleven students enrolled for singleton classes. Four students enrolled for the maximum of two classes and seven students enrolled in one class. Singleton classes cost \$295 per class. The District reimbursed parents a total of \$4,425 for the fifteen classes.

School Board Report
June 11, 2014
Curriculum Topic: English Language Learners

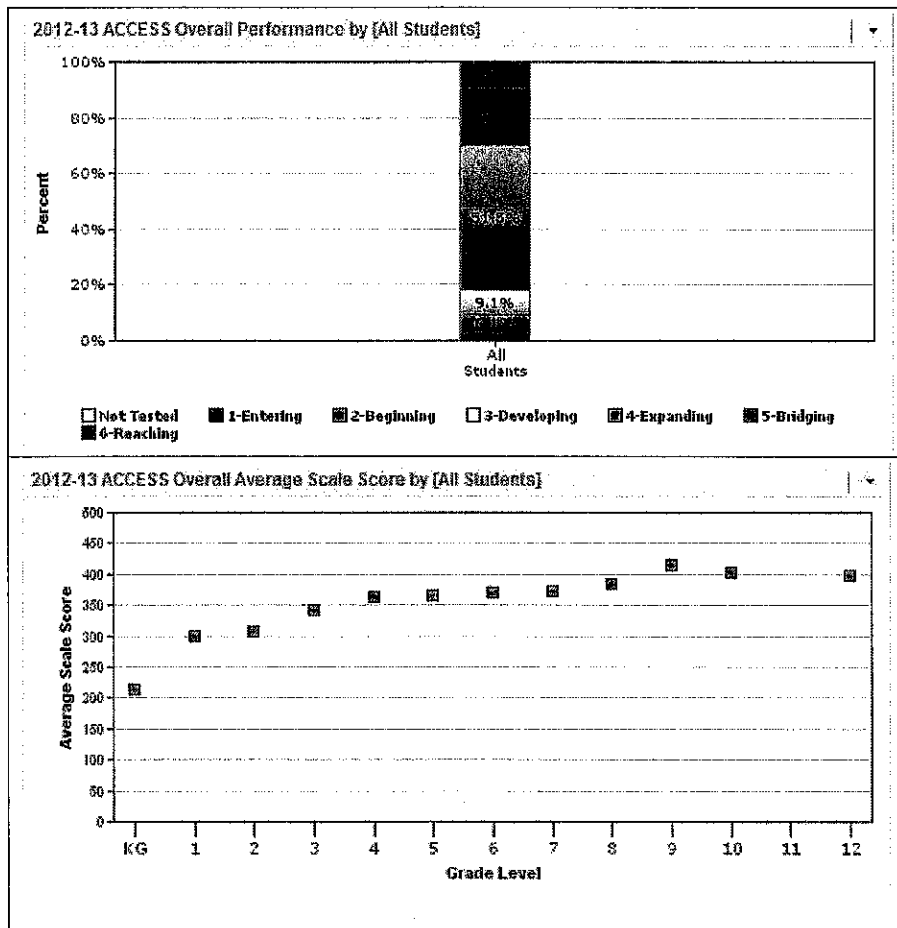
Evansville Community School District
Office of Curriculum and Instruction
Paula J. I. Landers, Director of Instruction

The Evansville Community School District provides English as a Second Language (ESL) programming to students enrolled in Kindergarten through twelfth grade. Most English Language Learners (ELLs), also called Dual Language Learners (DLLs), in the ECSD are native Spanish speakers, though we also have students speaking Chinese, German, Greek, Korean, and Laotian.

Our English Language Learners (ELLs) engage in classroom learning with varying levels of academic and social language proficiency. **Academic language** is language of the content area. In science, for example, students need to learn vocabulary terms such as meniscus, genus, taxonomy, Pleistocene, and the accompanying concepts of the discipline. **Social language** are the words and phrases of every day interactions – hi, what's your name, what's for lunch? When acquiring a new language, social language skills develop much more rapidly than academic language skills. Based upon language acquisition research (Cummins, 1981, 1996), it can take a second language learner one to three years to match the *social language* fluency of their peers. Acquiring academic language is more complex. Research conducted by Thomas and Collier (1997) indicated that the rate at which a second language learner acquired *academic language* fluency was strongly linked to the amount of schooling they had prior to immersion in the second language. Students with two to three years of schooling in their first language developed academic proficiency within *five to seven years* of study and support. Students with no formal schooling or who were a year or more behind in school took between *seven to ten years* to develop fluency in academic language.

Our ESL teachers, Marcela Tyson and Ali Thoftne, work with students to help them build academic vocabulary and understand the content and concepts presented in the general education classroom using a **Sheltered Instruction Model**. This means that academic language instruction takes place through the course content delivered in the general education classroom. ESL teachers collaborate with general education teachers and provide instruction in the general education setting, or in a separate, more focused environment if a student needs a more intensive intervention. For students to develop the academic language of science, for example, the ESL teacher would not simply assist the student with the science homework, but would also engage students in additional language-based activities in reading, writing, listening, and speaking to reinforce and develop the academic language of that content area.

In order for ESL teachers to know how to provide "language intervention services," they assess student proficiency in reading, writing, listening and speaking using the **WIDA language acquisition standards**. The assessment results are communicated to general education staff and others using the **WIDA "can do" indicators** – indicators that explain what communication skills students *can do*, and what teachers *can do* to help them progress to the next level. The WIDA standards are the basis for the **ACCESS for ELLs**, the state mandated assessment measuring English language proficiency for ELLs. On this assessment, student language proficiency is reported on a scale of 0 to 6. Zero indicates there is no proficiency in English and a six indicates a near native proficiency in English. Districts with ELLs provide instruction in academic course work, but by law, districts must also provide instructional programming and services that develop and advance a student's academic language fluency. In terms of accountability, this means that English Language Learners must not only take the WKCE in English, but also have their academic English fluency measured by the ACCESS for ELLs:



In 2012-2013, the ECSD assessed 33 students using the ACCESS for ELLs. The table to the left illustrates the **percentage of students at each language proficiency level**. Framing this data through the research of Cummins, and Thomas and Collier, students may score at a level 3 or 4 for a number of years before they refine their skills to that of near-native proficiency.

In the table to the left, **ACCESS scale scores** are charted by grade level. Student growth in language acquisition is a primary focus for the ESL teachers. Districts must provide services to students until they attain a six, and then they are monitored over time.

If you are interested in learning more about English Language Learners, there are nationally recognized resources in the Madison area:

Wisconsin Alliance for Cultural and Linguistic Diversity - <http://wisacald.org/>

The Wisconsin Alliance for Cultural and Linguistic Diversity (WISACALD) is committed to promoting awareness, advocacy, and professional development resources to language educators and practitioners of students from birth through adulthood. As our state becomes more culturally and linguistically diverse, the Alliance aims to merge efforts and interests of educators and practitioners that highlight, embrace, and celebrate our changing population in Wisconsin. WISACALD is hosted by Edgewood College in Madison, WI.

Worldclass Instructional Design and Assessment - <http://wida.us/>

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA is hosted at the Wisconsin Center for Education Research in the School of Education at the University of Wisconsin-Madison.

The Association for Supervision and Curriculum Development (ASCD) based in Alexandria, VA offers information on a variety of topics related to curriculum, instruction, and assessment. An excerpt from one of their publications addressing social and academic language development appears at the following link: <http://www.ascd.org/publications/books/106048/chapters/How-Students-Acquire-Social-and-Academic-Language.aspx>

Levi Leonard Elementary School Board report

June 11, 2014

Summary of Levi Leonard Elementary School Goals for 2013-14:

In this report I will use STAR data since all of our students take these tests three times per year. However, The Kindergarten students take STAR Early Literacy, which does not give us percentile ranks. Instead it gives us scaled scores that indicate if a student is an "Early Emergent Reader, a Late Emergent Reader, a Transitional Reader, or a Probable Reader". The data below is presented with these headings.

First grade students further complicate the scores, because most of them started the year with the Early Literacy Test. In order to score on the STAR Reading test, students need to be "Probable Readers" which most of our incoming first graders are not. Therefore the reading progress is reported for Kindergarten and second grade with STAR, but 1st grade is reported USING the Developmental Reading Assessment (DRA).

Goal:

We will improve the overall LLE student reading proficiency so that at least 90% of students will be reading at or above grade level by the end of the 2017-2018 school year as shown through triangulated data from STAR, PALS, DRA, and/or QRI-5.

Baseline: Fall Kindergarten student data indicates that 26% were Early Emergent Readers, 64% were Late Emergent Readers, 10% were Transitional Readers, and none were Probable Readers.

In second grade, in the fall, 44 out of 112 students, or 39% scored at or above the 50th percentile.

End of year data: Spring Kindergarten student data indicates that none were Early Emergent Readers, 29% were Late Emergent Readers, 47% were Transitional Readers, and 24% were Probable Readers.

In second grade, in the spring, 81 out of 116 students, or 70% scored at or above the 50th percentile. This is an increase of 31 percentage points.

Using DRA data for first grade, we find that 85% or 119 students scored at grade level benchmarks or better at the end of the year. Of those students who began the year at beginning first grade level benchmarks, 91% reached the first grade end of year benchmarks.

We are well on our way toward meeting this goal by 2017-18.

We did not have a math goal since reading is our focus in the district. However, we began a new math series, Go Math, and it is interesting to see the growth our students have made. Kindergarten students do not take the STAR math test. All first and second grade students take it three times per year.

Baseline: 158 out of 250 students or 63% scored at or above the 50th percentile.

End of year data: 219 out of 256 students or 85.5% scored at or above the 50th percentile. This is an increase of 22.5 percentage points.

Delving deeper into the data indicates that as a school we have achieved 1+ as follows:

2nd grade: Reading 1.6, Math 1.7

1st grade Math 1.3, Of the total 141 first grade students, 98, or 70% achieved beyond grade level Reading benchmarks.

June 2014 Board Report

Summary of Theodore Robinson Intermediate School Goals 2013-14

Goal 1:

During the 2013 – 14 school year, in math, TRIS students will establish a STAR baseline percentage of students on grade and above grade level (scoring 50% - 100%). From this data, by the end of the 2013-14 school year, the number of students on grade and above grade level will increase by 5%.

Baseline: TRIS student benchmark data for STAR math indicates that 269 out of 408 students (65.9% of students) tested scored at the 50th or higher percentile.

End of year data: At the end of the 2013-14 school year, STAR math data indicates that 306 out of 407 students (75.2% of students) tested scored at the 50th or higher percentile.

Goal Met

Goal 2:

During the 2013 – 14 school year, in reading, TRIS students will establish a STAR baseline percentage of students on grade and above grade level (scoring 50% - 100%). From this data, by the end of the 2013-14 school year, the number of students on grade and above grade level will increase by 5%.

Baseline: TRIS student benchmark data for STAR reading indicates that 239 out of 408 students (59.2% of students) tested scored at the 50th or higher percentile.

End of year data: At the end of the 2013-14 school year, STAR reading data indicates that 277 out of 407 students (68.1% of students) tested scored at the 50th or higher percentile.

Goal Met

Delving deeper into the data indicates that as a school we have achieved 1+ growth in the areas of reading and math. Below is the average growth by grade:

Reading: 3rd = +1.7; 4th = +1.4; 5th = +1.2

Math: 3rd = +1.5; 4th = +1.4; 5th = +1.8

EHS Board Report
Scott Everson, EHS Principal
June 11, 2014 ECSD Board Meeting

As graduation for the EHS Class of 2014 has come and gone, the start of the summer also marks the starting point for the EHS Class of 2015 Senior Graduation Project. This Board report will focus on an update of the Senior Graduation Project for our soon-to-be seniors of the Class of 2015.

Student update – All but a couple of the approximately 135 students have submitted their proposals and have had them approved. Mrs. Buttchen, Mrs. Miller, and I have been pleased and impressed by the creativity and variety of project proposal ideas. A range of examples include a Substance Abuse Prevention Presentation to MS students, a fundraiser for a Crohn’s Disease foundation, a Youth Soccer Camp, a truck restoration project, and a family healthy history research project, just to name a few. Our goal is 100 percent approved projects by the last day of school.

Communication – We met with the Junior class the last week of school to field questions, remind students of their journaling responsibilities, remind students to take lots of digital photographs, video images, and audio clips, and related project topics. We will be sending an AlertNow message and email to parents sharing these similar communications. I also indicated to the soon-to-be Seniors that they will be exempt from the last two days of school (half day final exams days) prior to graduation next school year partially as a means to recognize and reward their hard work and commitment to the Senior Graduation Project. Lastly, we informed students the third week in September will be their first of five “check points” with their advisors.

Liability concerns – After researching liability concerns related to senior graduation projects, some summary points are as follows:

- A school district enjoys statutory immunity for certain acts of negligence that may be attributable to school district personnel acting in the course of their duties
- A school district has insurance coverage that protects the district in case a claim is filed against the district
- In regards to individual students, their health insurance coverage or their parents’ homeowner’s insurance would likely cover them in the case of injury to themselves or others
- For certain community off-site projects, the site-owner’s liability insurance could come into play
- We live in a litigious world. There is nothing preventing someone from retaining an attorney and filing a lawsuit against the district, against another family, etc., regardless of how frivolous it may be.

Presentation update – We anticipate one evening in December and three evenings in May (all to be determined) as our designated Senior Graduation Project presentation dates. We will try to recruit about 30 community members for each night to be representatives on the panel in addition to each panel having at least one teacher. In addition to indicating to students that they can choose between a December and May presentation date/time, I also notified students that I will be completing my own Senior Graduation Project (20 years after the fact...) this summer, and I will be presenting it to both the Junior and Senior classes next year during the first two weeks of school. This will allow me to model for them the electronic presentation, basic presentation style, journaling, etc.

Bullying and Harassment

The Department of Public Instruction requires a report be submitted to the school board annually on the number bullying and harassment issues that have been addressed during the school year. This data is gathered through two different processes: 1) the administration of the Wisconsin Youth Risk Behavior Survey (YRBS) and 2) through reports that are documented in Skyward based on student, parent and/or staff concerns. The YRBS was most recently administered in the winter of 2014. This survey has been administered throughout the state every two years beginning with 1993. This is the third time we have participated in the survey. The survey is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health, safety and risk behaviors of the nation's 7th, 8th, 10th and 12th grade students. The following statistics are comprised of information from the 2014 YRBS and our 2013-14 school based data.

The results from the 2014 Wisconsin Youth Risk Behavior Survey

Bullying/Harassment

Evansville High School (426 students participated)

- 25.4% Bullied on school property in the past 12 months.
- 18.4% of students who had ever been electronically bullied during the past 12 months
- 43.3% of students agreed that harassment and bullying is a problem at their school.

J C McKenna Middle School (382 students participated)

- 38.5% of students reported being in a physical fight at least once in their life.
- 10.2% of students reported that they have not gone to school because they felt unsafe at school.
- 6.5% of students reported that they have not gone to school because they felt unsafe on their way to or from school.

Incidents Reported in Skyward during the 2013-14 School Year

Evansville High School

- 3 Bullying/Harassment incidents were reported
- 4 Separate students were involved
- All offenders were male
- 1 incident was based on race
- 2 incidents were based on gender

JC McKenna Middle

- 11 Bullying/Harassment incidents were reported
- 8 Separate students were involved
- All offenders were male
- 1 incident was based on race
- 4 incidents did not have a distinctive category
- 3 instances were physical

Theodore Robinson Intermediate School

- 1 Bullying/Harassment incidents were reported
- Incident involved a boy

Levi Leonard Elementary School

- 0 documented incidents

**PROPOSAL FOR CO-CURRICULAR POSITION:
*EHS ROBOTICS TEAM ADVISOR***

The following is some background information for our piloted team through the 2013-2014 school year:

STUDENTS:

- There were 12 students who signed up at the organizational meeting; 6 boys and 6 girls; 9 students attended the state tournament at UW-Milwaukee (official maximum: 10 students per team)
- Four additional students started attending meetings after the tournament

ACCOMPLISHMENTS:

1. Betsy Stalder received several grants this year to start-up our program -- rookie team grant from USFirst (\$500), EEF Stem Fund Grant (\$450), ECP grant (\$100)
2. A very generous, thoughtful anonymous parent paid for the cost of our robotics kit (approximately \$700)
3. Plus, we received 'in-kind' donations from Nelson Lumber and Ace Hardware - worth around \$500
4. After-school club -- met twice a week from November until April, more often in the weeks leading to the tournament and the Energy Fair
5. Team participated at the FIRST Tech Challenge State Tournament at UW-Milwaukee (February 1st)
6. At the tournament, won the "Against All Odds" Award; ranked 20th out of 28 teams (beat some old-timers)
7. Robotics Club displayed their robot and their activities at the Energy Fair
8. Our Tech Ed program built the game field and mission parts
9. The Team raised \$100 by holding a bake sale at school ☺

ROBOTICS CLUB STUDENT BONUSES:

1. In addition to learning computer programming and engineering, some students also had additional responsibilities like fundraising (asking for donations from Nelson Lumber and Ace Hardware), marketing, organizing, T-shirt design, recording their inventions, public relations at the Energy Fair, etc.
2. Our number of interested students will only go up (we hope!) in succeeding years since this year, 8th graders started learning about Robot C programming and building a VEX robot in Tech Ed.
3. Evansville High School can continue the MS Project Lead the Way robotics program.
4. Schools can submit more than one team to the competition (more than 10 students), as long as each team has its own robot...

5. In addition to the students who like to go to the state tournament, there are students who just want to learn how to program in Robot C or Labview, students who just like the designing and building the robot part, students who do not want to compete against other teams but like to do scrimmages, or like to show off the robot at the Energy Fair.
6. The robotics program could become an independent study elective for those who want to learn programming and building/designing a robot on their own or with partner.
7. robotics program also provided Tech Ed students with a relevant curricular project, complete with required, donated materials.
8. FTC team members become eligible to apply for college scholarships at over 125 colleges/universities that are designated FTC scholarships

PROPOSED *EHS* ROBOTICS TEAM ADVISOR RESPONSIBILITIES:

Register team to participate in the USFIRST Tech Challenge (FTC)

Register team to compete in the FTC state tournament

Arrange scrimmages with nearby teams in Janesville and Middleton

Find and apply for grants and sponsors

Train students to program either in LABVIEW and/or Robot C software

Coach students to design and build robot, and to program robot to fulfill missions

Find and contact suitable mentors for help in design and programming

Arrange for the game field to be built

Arrange T-shirt design, plus transportation and lodging for state tournament

PROJECTED ESTIMATED COST:

The following are annual/recurring team costs, not including the cost of purchasing a new robot or software:

USFIRST team registration -- **\$275**

State tournament event registration -- **\$300**

Materials and supplies for each year's game – approximately **\$200** (potentially donated in-kind...)

(Tetrix Robotics kit -- \$700 -- can be reused every year)

Travel and lodging at UW-Milwaukee event – approximately **\$700**

Co-curricular salary stipend: **\$1,637**

Total cost: **Approximately \$3,112**

**PROPOSAL FOR CO-CURRICULAR POSITION:
*EHS MATH TEAM ADVISOR***

The following is some background information for our piloted team through the 2013-2014 school year:

Students participation in the Madison Area Mathematics League:

1st meet-- one team -- 8 students for Varsity team

2nd meet -- two teams -- 16 students - 8 for Varsity and 8 for JV

3rd meet -- three teams -- 20 students - 12 for Varsity and 8 for JV

4th meet -- two teams -- 16 students - 8 students for Varsity and 8 for JV

Students participation in the Rock Valley Conference Math Meet:

We had a total of 16 students compete against the other 11 conference schools. Our Varsity team won first place for the second year in a row. Many students earned individual awards for highest scores amongst all students.

Future student/team consideration:

- This should be an open team -- open to anyone who wants to join
- There will not be pre-tests or qualifying exams to join the math team
- Edgerton and other similar-sized schools like Edgewood usually brought four teams - 2 Varsity and 2 JV -- up to 48 students; Edgerton said they had 80 students signed up for the math team signed up; sometimes they'd sign up 6 teams for a meet

Accomplishments:

Madison Area Mathematics League Math Meets - These meets are attended by nearly 500 students, representing over 65 teams from 21 schools.

#1 meet at LaFollette – we had one Varsity team (8 students) – we took second place

#2 meet at Memorial – we had one Varsity team (8) and one JV team (8) – we won first place in Varsity

#3 meet at West High – we had two Varsity teams (12) – we won first place Varsity and one JV team (8) – we won first place JV

#4 meet at East High -- one Varsity team (8) and one JV team (8) – we took 3rd place

In addition, these students won individual awards for highest scores amongst all Varsity students: Katrina Veit, Hunter Johnson, Jake Schroeder, Thomas Allen, Billy Petersen, and Alexander Diebold

Top Varsity scorer from Evansville: Alex Diebold; Alex also placed on the All-League Team for the Madison Area Math League

Top JV scorer from Evansville: Spencer Hennig

American Mathematics Competition: The AMC is a prestigious, international contest administered by the Mathematics Association of America. They are the first of a series of challenging competitions in high school mathematics that determine the United States team for the International Mathematical Olympiad. This year, 10 Evansville students took the AMC exams.

Three juniors/seniors took the AMC12 exam.

Seven freshmen/sophomores took the AMC 10 exam.

In addition, many members of the high school Math Team also volunteered to be proctors at the WCATY Math 24 competition held at UW-Madison for grades 4-8.

Proposed Co-Curricular “EHS Math Team Advisor” position duties:

Coach JV and Varsity teams -

We will try to have at least bi-weekly practice sessions (alternate between JV and Varsity); We will use previous years' problem sets for the Madison Area Math League

Register and take teams to FOUR Madison Area Mathematics League Math Meets:

(October, December, February, March -- 1st or 2nd Wednesday @4pm
meets usually run two hours, plus half-hour for awards ceremony)

Take teams to the Rock Valley Conference Math Meet - usually held in March

Register a Varsity team for the Wisconsin State Math Contest and administer the exam - registration usually held in mid-February, with exam in early March

Register students to take the AMC 10 and AMC 12 math contest and administer the exams - usually held in February

Useful practices: Use previous years' AMC 10 and AMC 12 exams to prepare for AMC.

Hand out medals and certificates to math meet team members during Awards Night;

Develop a process for Math Team members to have opportunity to "letter" in Math Team like band or athletics; design and wear team T-shirts to meets

Co-Curricular *EHS Math Team Advisor* projected costs:

Madison Area Mathematics League: \$20 per team per meet
So fees for one varsity and one JV team for the four meets would be **\$160**
plus bus transportation costs (**approximately \$400**)

Wisconsin State Math Competition: **\$50 entry fee** for the school

AMC 10/12 exams: \$42 for school registration
\$19 per 10-pack bundle for each exam (AMC 10 and AMC 12)
This year, **total costs were \$80**

Rock Valley Conference Math Meet: **Approximately \$80** transportation fee

Co-curricular salary stipend: **\$1,637**

Total cost: **Approximately \$2,362**

Approved: April 9, 2007

662.3

Revised: November 10, 2008

Revised:

1st Reading: 5/28/14; 2nd Reading: 6/11/14

GENERAL FUND BALANCE

The Evansville Community School District 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 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 five components according to the Government Accounting Standards Board Statement 54 designed to indicate both:

- Constraints on how resources of the Fund can be spent; and
- The sources of those constraints.

Non-Spendable Fund Balance: The Non-Spendable Fund Balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The "not in spendable form" criterion includes items that are not expected to be converted to cash, for example, inventories and prepaid amounts. It also includes the long-term amount of loans and notes receivable, as well as property acquired for resale. However, if the use of the proceeds from the collection of those receivables or from the sale of those properties is Restricted, Committed, or assigned, then they should be included in the appropriate Fund Balance classification (Restricted, Committed, or assigned), rather than Non-Spendable Fund Balance.

Restricted Fund Balance: The Restricted Fund Balance classification should be reported as Restricted when constraints placed on the use of resources are either: a. externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or b. Imposed by law through constitutional provisions or enabling legislation. Enabling legislation, as the term is used in this Statement, authorizes the government to assess, levy, charge, or otherwise mandate payment of resources (from external resource providers) and includes a legally enforceable requirement that those resources be used only for the specific purposes stipulated in the legislation. Legal enforceability means that a government can be compelled by an external party—such as citizens, public interest groups, or the judiciary—to use resources created by enabling legislation only for the purposes specified by the legislation.

Committed Fund Balance: The Committed Fund Balance classification are amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Board of Education. Those Committed amounts cannot be used for any other purpose unless the Board of Education removes or changes the specified use by taking the same type of action it employed to previously commit those amounts. Committed Fund Balance also should incorporate contractual obligations to the extent that existing resources in the Fund have been specifically committed for use in satisfying those contractual requirements.

In contrast to Fund Balance that is restricted by enabling legislation, amounts in the Committed Fund Balance classification may be redeployed for other purposes with appropriate due process. Constraints imposed on the use of committed amounts are imposed by the government, separate from the authorization to raise the underlying revenue. Therefore, compliance with constraints imposed by the district that commit amounts to specific purposes is not considered to be legally enforceable. The formal action of the Board of Education that commits Fund Balance to a specific purpose should occur prior to the end of the reporting period, but the amount, if any, which will be subject to the constraint, may be determined in the subsequent period.

Assigned Fund Balance: The assigned Fund Balance classification are amounts that are constrained by the district's intent to be used for specific purposes, but are neither Restricted nor Committed, except for stabilization arrangements. Intent should be expressed by the Director of Business Services. Assigned Fund Balance includes (a) all remaining amounts (except for negative Balances) that are reported in governmental Funds, other than the General Fund, that are not classified as Non-Spendable and are neither Restricted nor Committed and (b) amounts in the General Fund that are intended to be used for a specific purpose. By reporting particular amounts that are not Restricted or Committed in a special revenue, capital projects, debt service, or permanent Fund, the district has assigned those amounts to the purposes of the respective Funds. Assignment within the General Fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the district itself. An appropriation of existing Fund Balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of Fund Balance. Assignments should not cause a deficit in Unassigned Fund Balance to occur.

Unassigned Fund Balance: The Unassigned Fund Balance classification is the residual classification for the general Fund. This classification represents Fund Balance that has not been assigned to other Funds and that has not been Restricted, Committed, or assigned to specific purposes within the general Fund. The General Fund should be the only Fund that reports a positive Unassigned Fund Balance amount. In other governmental Funds, if expenditures incurred for specific purposes exceeded the amounts restricted, committed, or assigned to those purposes, it may be necessary to report a negative Unassigned Fund Balance.

To provide good fiscal management of any component of the 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 any component of the 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 (5) Board members.

Legal Ref.: Section 65.90 Wisconsin Statutes (Municipal Budgets)

Local Ref.: Policy #662.31 - Committed Fund Balance

Approved:
1st Reading: 5/28/14; 2nd Reading: 6/11/14

662.31

COMMITTED FUND BALANCE

The Committed Fund Balance classification are amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the Evansville Community School District Board of Education. Those committed amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action it employed to previously commit those amounts. Committed Fund Balance also should incorporate contractual obligations to the extent that existing resources in the Fund have been specifically committed for use in satisfying those contractual requirements.

In contrast to Fund Balance that is restricted by enabling legislation, amounts in the committed Fund Balance classification may be redeployed for other purposes with appropriate due process. Constraints imposed on the use of committed amounts are imposed by the government, separate from the authorization to raise the underlying revenue. Therefore, compliance with constraints imposed by the District that commit amounts to specific purposes is not considered to be legally enforceable. The formal action of the Board that commits Fund Balance to a specific purpose should occur prior to the end of the reporting period, but the amount, if any, which will be subject to the constraint, may be determined in the subsequent period.

The Board will take action annually in June to commit the unspent budgeted dollars for the high deductible Health Reimbursement Arrangement (HRA) to be determined at the conclusion of the annual audit for the purpose of reducing future employee health insurance increases.

Local Ref.: Policy #662.3 – General Fund Balance

INTERLIBRARY LOAN

The Evansville Community School District may participate in resource sharing with other school and public libraries through interlibrary loan. Resource sharing is defined as lending Library Media Center (LMC) materials for a specified period of time to another library or patron of another library.

The purpose of resource sharing is to obtain materials not available in one's local LMC. This collective sharing of resources enhances the District's capacity to meet the educational needs of administration, faculty, and students.

All types of materials, regardless of format, may be requested on loan from the LMCs. The decision to loan materials is at the discretion of the lending LMC and will be made in a timely manner. The lending library shall determine in each case whether the materials should or should not be loaned. First priority shall be given to the needs of the District's LMC. The Library Media Specialist (LMS) may deny the loan of any material that is available, but determined to be needed by any District student or faculty member in the near future. Loaning of the following items may also be restricted at the discretion of the LMS:

- Books in current and recurring demand with extensive holds and waiting lists;
- Reference materials;
- Materials on reserve for group or class use;
- Non-print materials; or
- Equipment.

Borrowing LMCs shall be responsible for the prepayment of postage or shipping costs. In addition, borrowing LMCs and patrons of these centers will:

- Make every effort to exhaust their own resources before requesting materials from another library;
- Make every effort to return materials promptly by the stipulated due date;
- Return all materials in the same condition as they were loaned;
- Replace or reimburse the loaning LMC for damaged or lost materials.

Interlibrary loan activities shall not be used as a substitute for collection development.

All interlibrary loan activities shall be in compliance with the federal copyright law and guidelines.

Legal Ref.: Sections 43.72(3) Wisconsin Statutes (Library Exchanges)

120.12(1) (School Board Duties)

120.13 (School Board Powers)

121.02(1)(h) (School District Standards)

PI 8.01(2) Wisconsin Administrative Code

Federal Copyright Law (title 17, U.S. Code)

Technology Education and Copyright Harmonization Act (TEACH Act)

Enhancing Education Through Technology Act of 2001 (EETT)

Revised:

1st Reading: 5/28/14; 2nd Reading: 6/11/14

SERVICES FOR ENGLISH LANGUAGE LEARNERS

The Evansville Community School District Board of Education recognizes that students enrolled in our District may have a primary language other than English. The Board shall provide appropriate services for District students with limited English proficiency in order that they acquire English language skills enabling them to achieve grade level academic standards in all content areas.

Students shall be identified as English Language Learners (ELLs) through a home language survey given upon enrollment. Once ELLs are identified, their English proficiency level shall be determined, and they shall receive services based upon their assessed English proficiency level. This shall be done in accordance with the state requirements and established District procedures.

The degree of modification of grade level curriculum and differentiation of instructional practices for ELLs, the type of support services, and the duration of services shall be determined individually and be based upon student need. ELLs shall be served by English as a Second Language (ESL) teachers. Wherever possible, the student's first language shall be used to support their acquisition of English. If the District enrollment indicates that statutorily determined numbers of ELLs have the same first language, the Board shall establish and implement a bilingual-bicultural education program as required by state law, and students shall be served by a bilingual resource teacher.

English Language Learners shall be assessed to determine their English language proficiency as required by the state. The assessment shall be administered by ESL/bilingual resource teachers trained to administer the assessment. Additional resources may be used to determine an ELL's English language proficiency levels. Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and procedures.

The District shall assess the academic progress of ELLs in accordance with legal requirements and established District procedures. Assessment decisions shall be made on an individual basis for each ELL. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. Any ELL student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction. The results of both state-required tests and alternative assessments shall be used consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in exiting an ELL from a bilingual-bicultural program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in post-secondary education opportunities. Exemption of an ELL from taking a state-required test may also not be used as the sole criterion for making such determinations.

A District representative will notify parents/guardians of ELLs of student assessment arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the students' parent/guardian understands them.

Legal Ref.: Sections 115.96 Wisconsin Statutes (Establishment of Programs)
115.97 (Bilingual-Bicultural Education Programs Required)
118.13 (Pupil Discrimination Prohibited)
118.30 (Pupil Assessment)
Chapter 115
PI 13 of Wisconsin Administrative Code
No Child Left Behind Act 2001

Approved: December 8, 2003

342.63

Revised: January 8, 2007

1st Reading: 5/28/14; 2nd Reading: 6/11/14

TO BE REMOVED

PROCEDURES FOR TESTING ENGLISH LANGUAGE LEARNERS

A. Assessing English Proficiency

1. English Language Learners (ELLs) shall be assessed to determine their English language proficiency using a Department of Public Instruction approved English proficiency assessment instrument. The assessment shall be administered by bilingual-bicultural program staff. The District may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.
2. English Language Learners who are assessed shall be classified according to their English proficiency level as outlined in state rules and described below.
 - **Level 1 – Beginning Preproduction** if the student does not understand or speak English with the exception of a few isolated words or expressions.
 - **Level 2 – Beginning Production** if all of the following criteria are met:
 - (a) the student understands and speaks conversational English with hesitancy and difficulty,
 - (b) the student understands parts of lessons and simple directions, and
 - (c) the student is at a pre-emergent or emergent level of reading and writing English, significantly below grade level.
 - **Level 3 – Intermediate** if all of the following criteria are met:
 - (a) the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty,
 - (b) the student is post-emergent, developing reading comprehension and writing skills in English, and
 - (c) the student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
 - **Level 4 – Advanced Intermediate** if all of the following are met:
 - (a) the student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, and
 - (b) the student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

- **Level 5 – Advanced** if all of the following conditions are met:
 - (a) the student understands and speaks conversational and academic English well,
 - (b) the student is near proficient in reading, writing, and content area skills needed to meet grade level expectations, and
 - (c) the student requires occasional support.
 - **Level 6 – Formerly ELL Now Fully English Proficient** if all of the following criteria are met:
 - (a) the student was formerly limited-English proficient and is now fully English proficient, and
 - (b) the student reads, writes, speaks, and comprehends English within the academic classroom setting.
3. Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and district student records policies and procedures. Reports regarding English Language Learners shall be made to DPI as legally required.

B. Assessing Academic Achievement

1. Decisions regarding academic performance assessment shall be made and documented on an individual basis for each ELL student. Assessment decisions shall be made by the classroom teacher or English as a second language teacher and communicated to the student's parent(s)/guardian(s). All communications to parents/guardians of ELL students shall be given in such manner as to provide understanding of the information. They should be provided in English, the parent/guardian's native language or any other means to convey the required information.
2. An ELL student may not be exempted from academic assessments based on their ELL status. The District shall administer a state-required test to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. If an ELL student is exempted from taking a state-required test, he/she shall be administered a DPI approved alternative assessment.
 - (a) Except as specified below, students at English proficiency levels 1 or 2 as outlined above shall participate in an alternative assessment even if they participate in a state-required test.
 - (1) Students at English proficiency levels 1 or 2 who have attended school in the first grade or any higher grade in the United States, not including Puerto Rico, for three or more full consecutive school years shall participate in academic assessment of reading or English language arts using tests written in English.
 - (2) The District may continue, for no more than two additional consecutive school years, to assess a student described in (1) above with an alternate

assessment, rather than the state required tests, if the District determines that the student has not reached a level of English language proficiency sufficient for the tests written in English to yield valid and reliable information about what the student knows and can do. This determination shall be made on a case-by-case basis.

- (b) Students at English proficiency levels 3 through 5 as outlined above shall participate in a state-required test but may also participate in an alternative assessment.
 - (c) If an ELL student participates in a state-required test, the District shall provide testing accommodations for the student if they are needed. Any accommodations made shall maintain the validity of the test. Testing accommodations may include, but are not limited to the following: providing the assistance of a qualified translator to translate instructions or read items from tests that do not assess English language competency; providing small group or individual testing opportunities; providing more practice tests or examples before the actual test is administered; allowing ELL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test; and allowing ELL students as much time as necessary to complete the test.
3. Student test/alternative assessment results shall be communicated to the student's parent/guardian and to the DPI as required by law.
 4. ELL student test results shall be used consistent with District policies when making instructional, promotion, and graduation decisions. Test results shall not be used as the sole criterion in exiting ELL students from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities. Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

With parent/guardian permission, an ELL student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance.

Legal Ref.: Sections 118.13 Wisconsin Statutes
118.30
Chapter 115
PI 13 of Wisconsin Administrative Code
No Child Left Behind Act 2001

Approved: May 11, 1987

345.1

Revised: July 13, 1992

Revised: May 12, 1997

1ST Reading: 5/28/14; 2nd Reading: 6/11/14

GRADING SYSTEMS

The Evansville Community School District shall evaluate student achievement in grades one through twelve. Evaluating student academic performance by issuing grades on a regular basis promotes a process of continuous evaluation of student performance and communicates student achievement and progress to the student and his/her family.

Specific grading systems shall be developed at all grade levels, under the direction of the building principal. The building principal is charged with overseeing the regular evaluation of student achievement and progress, and with regular reporting of such progress to students and their families. Specifically,

- Consistent grading systems that are grade level appropriate shall be used to indicate student progress. Complete definitions of these will be explained in the school handbook and will be reviewed annually by administration and staff;
- Academic grades will measure achievement and be used as a means of reporting performance relative to established curriculum targets;
- Student attendance is important to student progress and can affect achievement; however, academic grades or credit in a course cannot be determined by attendance;
- Student disciplinary proceedings are subject to due process considerations and are not applicable to academic decision-making.

The responsibility for assigning grades for a course or subject rests with the classroom teacher. The teacher's determined evaluation shall be final unless, upon administrative review, substantial error is discovered in the procedures used to determine the grade.

Decisions concerning grade placement and promotion are in accordance with all District policies and procedures; and consistent maintenance of student records will occur to assist in providing appropriate educational services and regular communication.

The District shall not discriminate in the methods, practices, and materials used for evaluating students on any basis prohibited by law.

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)
120.12(2) (School Board Duties)
PI (.03(1), Wisconsin Administrative Code

Local Ref.: Policy #345.1 – Grading Systems
Policy #345.2 – Progress Reports to Parents
Policy #345.4 – Promotion of Students from 4th to 5th and 8th to 9th Grade
Policy #346 – Testing Programs
Policy #411.1 – Student Nondiscrimination/Harassment
Policy #411.1 Form – Discrimination or Harassment Complaint Form

Revised: April 8, 2002

370

Revised: May 10, 2010

Revised:

1st Reading: 5/28/14; 2nd Reading: 6/11/14

THE CO- AND EXTRA- CURRICULAR ACTIVITIES PROGRAM

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

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

Part-time resident non-public school, home school, and students of legal age are not eligible to participate in the Evansville School District's activities and organizations, except for activities that are extensions of regular classes in which they are enrolled.

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

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

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

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

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)
120.12(2)(23) (School Board Duties)
120.13(1) (School Board Powers)
120.44(2) (School Board Powers and Duties)
121.54(7) (Transportation by School Districts)
PI 9.03(1) of the Wisconsin Administrative Code

Local Ref.: Policy 411 – Equal Educational Opportunities
Policy #411.1 – Student Nondiscrimination/Harassment
Policy #371 – Co- and Extra- Curricular Participation
Policy #443.1 – Student Conduct and Dress
Student Handbook

CO- AND EXTRA- CURRICULAR PARTICIPATION

The Evansville Community School District Board of Education extends the privilege of participating in the district's co-and extra- curricular programs to all students provided they are full-time students who are willing to assume the following responsibilities:

1. Display high standards of social behavior.
2. Display good sportsmanship.
3. Display proper respect for those in authority, including teachers, coaches, and officials.
4. Display a real spirit of cooperation.
5. Use language which is socially acceptable.
6. Choose dress which is neat, clean and appropriate for school activities.
7. Adhere to standards of the Evansville Schools Co-and Extra-Curricular Code.

Part-time resident students and part-time nonresident public school open enrollment students are not eligible to participate in co- and extra-curricular activities except for those activities that are extensions of courses in which they are enrolled.

In order to represent Evansville in any interscholastic competition, a student must meet all scholastic and other eligibility requirements of the W.I.A.A., the Evansville Schools, and any other applicable state organizations.

Scholastic requirements and other eligibility rules shall be published in the student handbooks and the co-curricular code of conduct handbooks annually.

Students participating in certain co- and extra-curricular activities may be susceptible to accidents. Although the School District is not legally responsible for such injuries except in cases of negligence, the Board is concerned about the health and welfare of each student. The District will provide a brochure for parents/guardians to obtain insurance coverage for their children if such insurance protection is desired. Parents must sign a waiver if they do not want to purchase the insurance offered in the brochure.

Legal Ref.: Sections 118.13 Wisconsin Statutes (Pupil Discrimination Prohibited)

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

120.13(1) (School Board Powers)

120.44(2) (School Board Powers and Duties)

121.54(7) (Transportation by School Districts)

PI 9.03(1) of the Wisconsin Administrative Code

Local Ref.: Policy #370 - The Co- And Extra- Curricular Activities Program

Policy #443.1 - Student Conduct and Dress

Policy #451 - Student Insurance Program

Student Handbooks

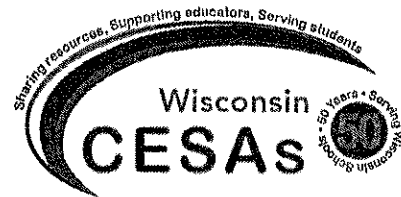
EMPLOYEE HANDBOOK PROPOSED CHANGES FOR JULY 1, 2014

Name on Form	Employee Handbook Part	Page/Section/Section #	Policy Committee Agree to Change		Board Action	
			Yes	No	Yes	No
Kelly Mosher	Entire Handbook	Sub-On-Line to T.O.C.	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #513-Personnel/Payroll Management	2	1		
Kelly Mosher	Entire Handbook	Remove Policy #522.8-Staff Dress	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #529.3-Bereavement Leave	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #529.45-Personal Leave	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #534-Substitute Teacher	3	0		
Kelly Mosher	Entire Handbook	Remove Policy #536-Reduction in Work Force	3	0		
Gary Feldt	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		yes 5/28/14 as revised
Dave Kopf	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		yes 5/28/14 as revised
Beth Oswald	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		yes 5/28/14 as revised
Doug Schwenn	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	1	2		yes 5/28/14 as revised
Jerry Roth	Part 1, All Employees	P 29/Section 5/5.01 - # pay periods	2	1		withdrew 5/28/14 and new language presented
Kelly Mosher	Part 1, All Employees	P 33/Section 10 - Bereavement Leave - add language	3	0		
Kaye Crocker	Part 2, Certified Staff	P 43/Section 1.02 - IEP Mtgs	0	3		
Jerry/Doreen	Part 2, Certified Staff	P 53/Section 6/6.01, B 3 - clarify language	3	0		
Jerry/Doreen	Part 3, Support Staff	P 61/Section 1/1.01 - clarify language	3	0		
Kaye Crocker	Part 3, Support Staff	P 61/Section 1/1.03 - custodian night premium	0	3		
Jerry/Doreen	Part 3, Support Staff	P 70/Section 8/8.01, C 4 - Admin Ass't holidays	3	0		
Janie Sutherland	Part 3, Support Staff	P 75/Section 11.02/B - HRA for all	1	2		
Tina Thornton	Part 3, Support Staff	P 75/Section 11.02/B - HRA for all	1	2		
Brian Cashore	Part 5, Co-and Extra	New Section - coaches, tournaments	3	0		
Jerry/Doreen	Part 6, Substitute	P 85/Section 2.02 - remove substitute teachers	3	0		
Jerry/Doreen	Part 6, Substitute	P 87/Section 3 - substitute employees	3	0		
Kelly Mosher	Part 6, Substitute	P 88/Section 4 - section will be 3	3	0		
Doreen Treuden	Employee Acknowledgement	P 90 - clarify language	2	1		



Innovative Thinking. Tailored Delivery.

Gary Albrecht, Ph.D. • Agency Administrator



May 2014

CESA 2 Superintendents, School Boards, and District Staff:

Please find your 2014-2015 contract with CESA 2 attached.

The items your district contracted for during 2013-2014 are highlighted in blue. Amounts are included for those items contracted for during the previous year and any consortia membership if applicable.

Please use the columns to indicate if you will be renewing a service for 2014-2015, adding a service or discontinuing a previously taken service.

The 2014-2015 Catalog of Services outlines the programs and services offered. Access the catalog via our website – [2014-2015 Catalog of Services](#).

You may also find supporting documents for some programs included with your contract. Please be sure to read them carefully and return accordingly.

Please review your service contract and submit it to your board for approval at your earliest convenience. We appreciate your prompt return of the contract. Upon receipt of signed contracts from school districts, we will make appropriate employment commitments to our staff for the 2014-15 school year.

If you have questions or concerns regarding service contracts, please contact Lori Alwin at (262) 473-1473 or Lori.Alwin@cesa2.org.

We wish you our very best and look forward to working with you during the 2014-2015 school year.

Gary L. Albrecht, Ph.D.
CESA #2 Agency Administrator



2014-2015 Contract

This contract made in duplicate between the Board of Control of Cooperative Educational Service Agency 2 (CESA 2) and Local Educational Agency (LEA).

WHEREAS CESA 2 has been authorized to provide services for valuable consideration to school districts on a cooperative basis and has been authorized to enter into and approve service contracts with local school districts, county boards of supervisors and other cooperative educational service agencies as provided in Chapter 116, Wis. Stats.

NOW, THEREFORE, CESA 2 hereby agrees to provide to the LEA, services to be performed by legally qualified personnel. Information pertaining to each service to be performed is included in the CESA 2 Catalog of Services.

CESA 2 agrees to make payments to the personnel providing the services and to remit to the authorized governmental or private agencies such amounts for which salary deductions are required or authorized.

CESA 2 agrees to forward federal and/or state funds, which are due the LEA, as soon as possible after the receipt of said funds.

LEA agrees to pay for services rendered as follows:

*for services costing \$18,000.00 or less annually per line item, in one payment to be made in July.

*for services costing more than \$18,000.00 annually per line item, in tri-annual payments to be made in July, November and March.


All billings from CESA 2 will be on budgeted estimated costs, except the last billing which shall reflect the net actual costs of the service. (If all billings and payments are based on estimated costs, any overpayments or underpayments will be refunded or paid no later than 60 days from the closing of the fiscal year.)

Transportation of children, if any, will be furnished by each school district.

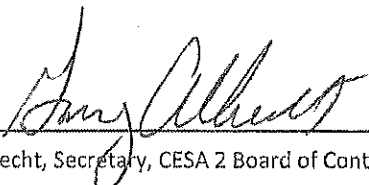
The LEA agrees to reimburse CESA 2 for its proportionate share of costs of the services provided under this contract including without limitation because of enumeration, unemployment insurance, litigation expense, collective bargaining and monetary awards of courts and agencies but no Board of Control may levy any taxes as per Sec. 116.03(4).

In witness whereof, the parties have set their hands this day and year written below.

Cooperative Educational Service Agency 2
1221 Innovation Drive, Suite 205
Whitewater, WI 53190



Nancy Thompson, Chairperson, CESA 2 Board of Control



Gary Albrecht, Secretary, CESA 2 Board of Control

School District of _____, 2014

President, Board of Education

Clerk, Board of Education



2014-2015 Contract

Please indicate the services to be placed on the contract for 2014-2015.

Services utilized in 2013-2014 are highlighted in blue.

Service	Additional Information	2014-2015 Cost	Renew or Add	Non-Renew
Administration - state required		\$1,384.00	Renew / A	
Assistive Technology Academy		\$2,680.00	Renew / A	
Assistive Technology Library***		\$2,575.00	Renew / A	
ATODA Network				
Blind and Visually Impaired*		\$16,560.00	Renew / A	
Deaf and Hard of Hearing*		\$13,241.00	Renew / A	
Dialogue with Attorney		\$800.00	Renew / A	
Driver Education	Students pay fees			
Educational Audiology**		\$4,680.00	Renew / A	
JEDI Online Network		\$10,500.00	Renew J.R.	
Instructional Technology				
Orientation and Mobility*				
Professional Resource Center - Level 1***				
Professional Resource Center - Level 2***	Includes district visit			
School Nutrition Program				
STEM Education Network				
Title I Extended Services				
Transition Advisory Network		\$3,500.00	Renew / A	
Transition Assessment - MECA***		\$300.00	Renew / A	
Van Delivery		\$695.00	Renew / A	
Total		\$56,915.00		

*Cost is \$55 per unit, dependent on direct and indirect services per student

**Cost is \$60 per unit, dependent on direct and indirect services per student

***Van service required

District Administrator or Designee

Return via email: lori.alwin@cesa2.org or fax: 262.472.2269

Questions? Please contact: Nicole Barlass, Director of Programs and Operations 262.473.1447 or
nicole.barlass@cesa2.org

FOR CESA #2 USE ONLY	Reviewed by:
	GA _____ BB _____ CD _____ RS _____ NB _____
	Date received: _____
Comments:	

May 30, 2014

Evansville Community School District
Board of Education
340 Fair Street
Evansville, WI 53536

TO: Board of Education

After filling in at the District Office for 7 ½ years and I have decided it is time to retire.....again!! It's been fun and I have enjoyed working again but it is now time to try something else. My porch and a good book is calling me!! :-))

My last day will be Monday, June 16, 2014.

Sincerely,

Sue Deiningyo

Rec'd 6-2-14
KN

June 4, 2014

To Whom It May Concern:


Please accept this as my formal resignation letter from my position as the School District Nurse to be effective at the end of my contract. My hope is that I will have sufficient time to prepare my successor to take over my position before school starts next year.

I have accepted of a job offer in the Milton School District as the School District Nurse, which is where I live and my children go to school. It was an opportunity I could not pass up. My resignation should in no way be perceived as me being unhappy or dissatisfied with the job, its responsibilities, my co-workers or administrative staff in Evansville.

I wish to thank you and all my colleagues at the Evansville School District for all your help, professional courtesy, and support. I have immensely enjoyed working here as the district nurse for the past year, and my experience with this district has been greatly rewarding.

I wish you and the rest of the school district continued success, and I want to take this opportunity again to thank you for permitting me to be part of the team.

Sincerely,

A handwritten signature in cursive script that reads "Teresa Baker". The signature is written in black ink and is positioned to the left of the typed name.

Teresa Baker

Rec'd 6-4-14
KN

MEMORANDUM

TO: Board of Education
FROM: Paula Landers, Director of Instruction
RE: 2014-2015 Textbook Requests
DATE: May 20, 2014

The District purchases textbooks annually in order to provide teachers with instructional resources that align with state and national standards, qualify local courses for Advanced Placement status and college credit, and better meet the needs of the students that attend our schools.

Textbook requests for the 2014-2015 school year are synopsised in the accompanying table. Four high school science and science related courses are requesting new texts to replace old texts with copyrights ranging from 2000 – 2006. In each case, the requested new text supports the development of college and career ready skills, and/or the opportunity for students to earn college credit through the Advanced Placement program or transcribed credit.

The total cost to purchase all of the requested textbooks through separate orders is \$33,249.37. After contacting McGraw-Hill's textbook representative, we combined the general chemistry and biology orders, gained additional resources at no cost, and had shipping reduced from 10% to 5%. This provided a cost reduction of \$1,721.68.

Under our previous budgeting process the textbook budget had been set at \$20,000. Under that model, the 2014-2015 textbook requests would be "over budget." Starting with the upcoming fiscal year, the District has transitioned to a "zero-based" budget model. This model is more responsive and flexible in that resources are directed based on documented need. Based upon the textbook requests documented here, the textbook budget for 2014-2015 would be set at \$31,527.69 to accommodate the purchase of these requested texts.

Memorandum update as of May 30, 2014:

The final budget estimate for the requested textbooks has been reduced from \$33,249.37 to \$27,484.86. By working with the textbook representatives we were able to reduce the original quotes and save the District almost \$6,000.

2014-2015 Textbook Requests

Course	Teacher	Textbook	Cost
AP Chemistry	Penny Messling	<u>Chemistry: Principles and Reactions</u>	\$ 6,649.50
<p>Ms. Messling is requesting 30 new textbooks to replace our AP Chemistry textbooks from 2002. The recommended text, <u>Chemistry: Principles and Reactions</u>, correlates well with the recommended College Board AP Chemistry curriculum and is an AP recommended text. Our current textbook does not meet College Board requirements, and failing to replace it means that our advanced chemistry course would not qualify for the Advanced Placement designation. Ancillary materials for this text support college and career readiness skills and are available on-line.</p>			
Chemistry	Penny Messling	<u>Chemistry: Matter and Change</u>	Combined Quote – See Below
<p>Ms. Messling is requesting 85 new textbooks to replace our General Chemistry textbooks from 2006. The recommended text, <u>Chemistry: Matter and Change</u>, is written at a lexile level that makes it accessible to beginning high school chemistry students, is aligned to current science standards, and provides teacher support materials that are designed to meet the needs of all learners.</p>			
Biology	Betsy Stalder	<u>Glencoe Biology</u>	Combined Quote – See Below
<p>Ms. Stalder is requesting 140 new textbooks to replace our general biology textbooks from 2002. The recommended text, <u>Glencoe Biology</u> (2012), aligns to current standards and delivers content in a clear and concise manner, with many visual supports. It has a high readability index along with an emphasis on college and career ready vocabulary. This means that the text is written so that students can comprehend content easily, while still providing adequate rigor to prepare students for college-level biology content.</p>			
Chemistry and Biology	By combining text orders, the publisher reduced shipping to 5% and provided additional materials at no cost. This reduced total cost by \$1,721.68.		\$ 17,196.36 5% S&H \$ 900.00
Large Animal Industry	Jim Kvalheim	<u>Modern Livestock and Poultry Production: 8th Edition</u>	\$ 2,739.00
<p>Mr. Kvalheim is requesting 30 new textbooks to replace our current large animal textbooks from 2000. The recommended text, <u>Modern Livestock and Poultry Production, 8th Edition</u>, is the text required for articulation of the EHS class with Blackhawk Technical College (BTC). In order for Evansville High School to offer Large Animal Industry as a college level course, content and instructional materials must be approved by BTC. Students successfully completing the articulated EHS course will receive BTC credit and EHS credit simultaneously.</p>			
Total Cost for 2014-2015 Requested Textbooks			\$ 27,484.86

Evansville Community School District

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

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

To: Evansville Board of Education
 From: Doreen Treuden, Business Manager
 Re: School Meal Prices
 Date: May 28, 2014

The Child Nutrition Reauthorization Healthy, Hunger-Free Kids Act of 2010 includes requirements for setting school meal prices. Districts must follow the new regulations in order to continue to receive meal reimbursements. District meal price information is collected annually by DPI to show compliance with the new law.

CHILD NUTRITION REAUTHORIZATION HEALTHY, HUNGER-FREE KIDS ACT OF 2010 Sec. 205. Equity in school lunch pricing - Effective SY beginning July 1, 2011, schools are required to charge students for paid meals at a price that is on average equal to the difference between free meal reimbursement and paid meal reimbursement; Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; Schools may choose to cover the difference in revenue with non-Federal funds instead of raising paid meal prices.

Below are the required meal prices for the 2014-2015 school year. The pricing reflects a 15 cent increase to the lunch prices for all grade levels, a 20 cent increase to the adult lunch price and no change to the breakfast prices.

BREAKFAST/LUNCH FEE SCHEDULE

<u>Breakfast Fees</u>	<u>Daily</u>
NO CHANGE FOR 2014-2015	
Elementary/Intermediate School	\$1.50
Middle School	\$1.60
High School	\$1.60
Milk (1/2 Pint)	\$.35
Reduced Meals Breakfast	\$.30

<u>Lunch Prices</u> 2013-2014	<u>Daily</u>	<u>Lunch Prices</u> 2014-2015	<u>Daily</u>
Elementary/Intermediate School	\$2.10	Elementary/Intermediate School	\$2.25
Middle School	\$2.40	Middle School	\$2.55
High School	\$2.40	High School	\$2.55
Adults	\$3.30	Adults	\$3.50
Milk (1/2 Pint)	\$.35	Milk (1/2 Pint)	\$.35
Reduced Lunch	\$.40	Reduced Lunch	\$.40

Evansville Community School District

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

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

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: High School Swim Team
Date: May 28, 2014

The ECSD Girl's High School Swim Team was created two years ago by creating a co-op program with the Edgerton School District. The BOE approved the new athletic program with the requirement that there would be no cost to the District. The participants would be responsible for splitting the costs of the program.

For the 2012-2013 school year, there were 7 participants and the ECSD portion of the total costs was \$3,524.62 or \$503.51 per participant. For the 2013-2014 school year, there were 8 participants and the ECSD portion of the total costs was \$4,560.21 or \$570.03 per participant. The District is invoiced by Edgerton on a per participant basis because they are the fiscal agent of the program. The ECSD portion of the costs did not include any transportation costs. Participants were responsible for funding their own transportation to daily practices and contests.

Should the BOE decide to fund the HS Girl's Swim Team, below are the estimated costs.

Edgerton Program Fee of \$570.00 per participant (8)	\$4,560.00
Transportation to contests (5 home meets and 9 away meets including state)	\$1,452.15
Transportation to daily practices	<u>\$5,102.84</u>
Total Estimated Cost	\$11,114.99

At this time, there are two female athletic programs that are not funded by the District (Girl's Swim and Girl's Hockey). HS Boy's Golf is funded except for daily transportation to the golf course. All other athletic programs are funded by the District.

The recommendation to the BOE is to consider fully funding the HS Girl's Swim Team starting with the 2014-2015 school year.

Approved:

343.43

1st Reading: 4/30/14; 2nd Reading: 5/14/14; 3rd Reading: 6/11/14

COOPERATIVE EDUCATION (CO-OP)

The Evansville Community School District supports the method for students to achieve industry-based skill standards through an education experience known as cooperative education (also known as co-op). It is a partnership among local business, industry, labor, and the Evansville High School, based upon individual career goals, authentic experiences in the world of work combined with related classroom instruction. Co-Op is a one-year, school-supervised employer-paid work experience for junior- and senior- level high school students.

Evansville High School students interested in participating in the co-op program must apply during the class registration process and meet guidelines set forth by the co-op program director and EHS administration.

Revised: July 14, 2003

345.6

Revised: December 12, 2005

Revised: June 8, 2009

Revised:

1st Reading: 4/30/14; 2nd Reading: 5/14/14; 3rd Reading: 6/11/14

GRADUATION REQUIREMENTS

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

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

Requirements:

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

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

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

** Beginning with the class of 2017

Senior Graduation Project

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

Special Needs Programs

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

Transfer Students

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

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

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

Alternative Education Program

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

Legal Ref.: Sections 118.13 (Pupil Discrimination Prohibited) Wisconsin State Statutes
118.153 (Children At Risk of Not Graduating From High School)
118.30 (Pupil Assessment)
118.53 (Attendance by Pupils Enrolled in a Home-Based Private Educational Program)
PI 18, 18.05, 9.03, Wisconsin Administrative Code

J.C. McKenna Middle School

New Handbook Language:

Title: Assessment

Location: Insert into page 10 prior to section on Grading

J.C. McKenna Middle School frequently measures student progress during the school year. Currently the following assessments are given to middle school student:

- The Wisconsin Knowledge and Concepts Exam (Smarter Balance)
- STAR Testing (Three times a year to monitor student progress)
- Some students will take a shorter version of the STAR test if they need extra support to improve their level of proficiency in mathematics or language arts.
- Eighth graders periodically take the National Assessment of Educational Progress (NAEP).

Evansville High School

New Add

NON-SMOKING/TOBACCO POLICY

All students, parents and/or any other persons are prohibited from smoking and other use of tobacco products or tobacco like products (eg. E-cigarettes, electronic or vapor devices, hookah pipes etc.) while on school premises. **Possession of tobacco or tobacco like products by students on school property is also prohibited.**

The following assessments will be utilized at Evansville High School as part of our comprehensive assessment and progress monitoring system. They are as follows:

Assessments

- WCKE Social Studies and Science required for 10th grade students
- STAR Assessment and progress monitoring three times per year for all students
- ACT required for all 11th grade students
- Aspire suite required for 9th and 10th grade students
- WorkKeys assessment for all 11th grade students
- Dynamic Learning Maps for students with disabilities as determined by individual IEPs
- Scholastic Reading Inventory screener for all 9th grade students

Pages 15 & 16

Changes to policy 345.6 "Graduation Requirements" once approved by the Board of Education will be inserted.

Pages 34 & 43

Training Rule Violations -- Group A

1. Drug abuse, including sale, possession or illegal use.
Drug paraphernalia, possession or use.
2. Use, possession or purchase of alcoholic beverages.
3. Use or possession of tobacco in any form including tobacco like products (eg. E-cigarettes, electronic or vapor devices, hookah pipes etc.)
4. A criminal offense or a violation of a municipal or county ordinance having a statutory counterpart.
5. Acts of vandalism.
6. Presence in a bar or tavern without the athlete's parents/guardians.

Training Rule Violations -- Group B

1. Insubordination while involved in athletic activity.
2. Profanity or obscene gestures during athletic involvement.
3. Unsportsmanlike conduct resulting in contest expulsion.
4. Truancy.
5. Behavior or conduct which reflects unfavorably on an athlete.

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF REGULAR MEETING

The regular meeting of the Board of Education of the Evansville Community School District was held Wednesday, May 28, 2014, at 6:00 pm in the District Board and Training Center.

The meeting was called to order by President Kathi Swanson. Roll call was taken. Members present: Rossmiller, Swanson, Busse, Rasmussen, Hammann, Spanton Nelson, and Koenecke. Members absent: HS Reps Johnson and Haegele.

APPROVE AGENDA

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

MIDDLE SCHOOL STUDENT COUNCIL PRESENTATION

Middle School Student Council Advisors, Gretchen Kopf and Sarah Traut-Ebert, and students, Makayla Elwood, Irelyn Baumberger, Ava Parker, and Bryan Bartlett presented on what student council does and the upcoming State Conference that Evansville will host.

CURRICULUM

Director of Instruction, Ms. Landers, presented the 2014-2015 textbook requests. Discussion. Will go to the Board for approval in June.

BUDGET FINANCE

Business Manager, Ms. Treuden, had submitted a memo on the updated 2013-2014 budget.

Ms. Treuden, presented an update on the 2014-2015 budget. The first draft will go to the Board at the June meeting.

Employee Compensation Committee minutes for the Support Staff and Teachers' meetings had been shared. Discussion. Committee's will continue with their work.

District Administrator, Mr. Roth, led discussion on setting a referendum date. Ms. Hammann shared updated documents on referendum questions. Discussion. Further discussion to take place at the June Board meeting.

Ms. Treuden presented suggested 2014-2015 food service prices. Discussion. Will go to the Board for approval in June.

Parent, Mary Beth Anderson, spoke in favor of the District funding the high school girl's swim team.

Ms. Treuden had presented a memo on high school swim team. Discussion. Will go to the Board for approval in June.

Ms. Treuden shared the recommendation from the Insurance Committee of a Health Reimbursement Arrangement (HRA) fund balance. Discussion. Will go to the Board for approval in June.

Budget Finance agenda items discussed for regular June 25 meeting.

BUSINESS (Action Items)

Motion by Mr. Rasmussen, seconded by Ms. Spanton Nelson, moved to approve, with regrets, the resignation of Shelley Wittman Bisch, Special Education Teacher, and Kris Ceder, part-time Physical Therapist, effective at the end of the 2013-2014 school year. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Rossmiller, moved we approve the contract of Matt Smith, Alternative Education Program Lead Teacher, for a salary of \$39,795. Motion carried, 7-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Ms. Koenecke, moved to approve the Employee Handbook changes to Part I, All Employees, Section 5, 5.01, Pay Periods, adding the language as proposed, for the teachers' pay. Discussion. Motion carried, 6-1 (Rossmiller)(voice vote).

Motion by Ms. Spanton Nelson, seconded by Mr. Rasmussen, moved to approve the May 14, 2014, regular and the May 21, 2014, special meeting minutes as presented. Motion carried, 7-0 (voice vote).

Motion by Ms. Swanson, seconded by Mr. Busse, moved we waive the three readings of policy #225.1-Colleague Assessment Questionnaire, District Administrator Position, and approve with the suggested changes. Discussion. Motion carried, 7-0 (voice vote).

COMMUNICATIONS COMMITTEE

Ms. Swanson shared work of Communications Committee. Discussion. Committee will continue work.

POLICY COMMITTEE

Ms. Rossmiller presented for a first reading, policies, #662.3-General Fund Balance, #662.31-Committed Fund Balance, #362.1-Interlibrary Loan, #342.62-Services for English Language Learners (Bilingual-Bicultural Education), #342.63-Procedures for Testing English Language Learners, #345.1-Grading Systems, #370-The Co-and Extra-Curricular Activities Program, and #371-Co-and Extra-Curricular Participation. Discussion. Policies to come back for a second reading at the June Board meeting.

BOARD DEVELOPMENT

Ms. Rossmiller shared proposed work by the Board on the 100 policies. Discussion. Work will move forward as proposed.

Ms. Swanson led discussion on Board Goals. Discussion. Board Goals on hold at this time.

Board Development agenda items discussed for regular June 25 meeting.

FUTURE AGENDA

June 11, 2014, regular meeting agenda discussed.

ADJOURN

Motion by Mr. Rasmussen, seconded by Ms. Spanton Nelson, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 8:06 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____ Dated: _____ Approved: 6/11/14
Kathi Swanson, President

UNAPPROVED MINUTES

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: May 2014 Reconciliation
Date: May 5, 2014

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

- Bank Reconciliation Statement for all Funds – nothing unusual to report
- Skyward Fund Balance Report to verify bank reconciliation statement
- Listing of all receipts – May \$224,726.13
- Check Register – May
Notes for check register:

Check total -	\$482,225.88
ACH total -	\$ 39,781.18
Manual check total -	<u>\$ 34,244.70</u>

Total	\$556,251.76
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Void checks – 76154

EVANSVILLE COMMUNITY SCHOOL DISTRICT
 BANK RECONCILIATION

FOR THE MONTH OF	May-14		
BALANCE PER BANK:		96,000.00	
LESS OUTSTANDING CHECKS		-112,664.72	
LESS WRS POSTING		-144,699.20	
MMA ACCOUNT		2,089,591.43	
BALANCE PER BANK			1,928,227.51

BALANCE PER GENERAL LEDGER:	BEGINNING BAL.	ACTIVITY	ENDING BAL.	
FUND 10 General	4,581,089.19	(2,836,625.12)	1,744,464.07	
FUND 21 Donations	27,038.44	(500.00)	26,538.44	
FUND 27 Special Ed	(1,695,673.58)	(211,352.01)	(1,907,025.59)	
FUND 38 Debt	(109,421.93)	129,525.00	20,103.07	
FUND 39 Debt	(2,946,540.73)	2,833,448.00	(113,092.73)	
FUND 50 Food Service	64,234.36	(5,612.24)	58,622.12	
FUND 99 Voc Ed/ESL/Grants	9,026.70	-	9,026.70	
MMA ACCOUNT			2,089,591.43	
BALANCE PER GENERAL LEDGER				1,928,227.51
		-91,116.37		
	DIFFERENCE			0.00

Fd	T	Loc	Obj	Func	Prj	Func	Beginning Balance	May 2013-14 Monthly Activity	Ending Balance
10	A	000	000	711100	---	CASH ON DEPOSIT	-766,452.05	-2,836,625.12	1,744,464.07
10	-	---	---	-----	---	GENERAL FUND	-766,452.05	-2,836,625.12	1,744,464.07
21	A	000	000	711100	---	CASH ON DEPOSIT	26,564.76	-500.00	26,538.44
21	-	---	---	-----	---	GIFTS/DONATIONS	26,564.76	-500.00	26,538.44
27	A	000	000	711100	---	CASH ON DEPOSIT	71,343.07	-211,352.01	-1,907,025.59
27	-	---	---	-----	---	SPECIAL EDUCATION FUND	71,343.07	-211,352.01	-1,907,025.59
38	A	000	000	711100	---	CASH ON DEPOSIT	21,621.85	129,525.00	20,103.07
38	-	---	---	-----	---	NON-REFERENDUM DEBT	21,621.85	129,525.00	20,103.07
39	A	000	000	711100	---	CASH ON DEPOSIT	-63,593.23	2,833,448.00	-113,092.73
39	-	---	---	-----	---	REFERENDUM APPROVED DEBT SERVI	-63,593.23	2,833,448.00	-113,092.73
50	A	000	000	711100	---	CASH ON DEPOSIT	97,305.86	-5,612.24	58,622.12
50	-	---	---	-----	---	FOOD SERVICE	97,305.86	-5,612.24	58,622.12
99	A	000	000	711100	---	CASH ON DEPOSIT	9,026.70		9,026.70
99	-	---	---	-----	---	COOP. PROGRAM FUNDS-66:03	9,026.70		9,026.70
Grand Asset Totals							-604,183.04	-91,116.37	-161,363.92

Number of Accounts: 7

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

Post Date	Func	Description	Amount
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS (4/25/14 RESUBMITTED CK)	30.00
05/31/2014	DISTRICT WIDE	KID CONNECTION - FACILITY USE FOR MAY	434.70
05/31/2014	INDUSTRIAL ARTS	HS REIMB - SHOP CLASS CAR REPAIRS	44.98
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1935.30
05/31/2014	DISTRICT ADMINISTRATION	D.O.-REIMB. FOR POP	34.20
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	S ERICKSON - ADD'L HEALTH INS MAY	121.22
05/31/2014	DISTRICT WIDE	LANDMARK-PATRONAGE REFUND	615.20
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	V LECY-LUEBKE - ADD'L HEALTH INS MAY	121.22
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	C WAGNER - ADD'L HEALTH INS MAY	121.22
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1256.34
05/31/2014	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	5646.24
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	R COLE - ADD'L HEALTH INS MAY	121.22
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	2135.20
05/31/2014	DISTRICT ADMINISTRATION	OPEN RECORD'S REQUEST - U.S. ARMY	10.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1437.25
05/31/2014	DISTRICT WIDE	STUDENT FEES	215.50
05/31/2014	SCHOOL BUILDING ADMINISTRATION	HS - REIMB FOR WORK PERMITS	20.00
05/31/2014	DISTRICT WIDE	REIMB OF MEDICAID COPIES	26.00
05/31/2014	HOME ECONOMICS	HS REIMB - FACE CLASS FEES	20.00
05/31/2014	FIELD TRIPS - CLASSROOM	HS REIMB - BODY WORLD FIELDTRIP	400.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1488.50
05/31/2014	FIELD TRIPS - CLASSROOM	TRIS - FIELDTRIP REIMB.	379.11
05/31/2014	DISTRICT WIDE	STUDENT FEES	251.00
05/31/2014	FIELD TRIPS - CLASSROOM	MS-REIMB FOR FIELDTRIPS	401.25
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1356.25
05/31/2014	FIELD TRIPS - CLASSROOM	ELEM - FIELDTRIP REIMB.	332.90
05/31/2014	READING	REIMB - CESAZ FOR INVOICE PAID TWICE	600.00
05/31/2014	DISTRICT WIDE	HS REIMB - FOR SPEC ED POTATOES INV #1063	19.80
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - BOB BENNETT 7-1-14 TO 6-30-15	25.20
05/31/2014	SCHOOL BUILDING ADMINISTRATION	7-UP COMMISSION - MIDDLE SCHOOL	175.90
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1626.55
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1293.35
05/31/2014	SCHOOL BUILDING ADMINISTRATION	ELEM REIMB - PIG CHARGES ON DO STATEMENT	27.66
05/31/2014	DISTRICT WIDE	KIDS KORNER - REIMB FOR LUNCHESES INV #1065 & 1	112.50
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	967.00
05/31/2014	DISTRICT WIDE	STUDENT FEES	96.00
05/31/2014	INFORMATION SERVICES	D.O.-REIMB. FOR POSTAGE	7.16
05/31/2014	DISTRICT ADMINISTRATION	D.O.-REIMB. FOR COFFEE	2.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1411.25
05/31/2014	TERMINATION OF BENEFITS	EBC COBRA P'MENT MAY HEALTH - KARIS PFAFF	1078.62
05/31/2014	TERMINATION OF BENEFITS	EBC COBRA P'MENT MAY DENTAL - KARIS PFAFF	240.00
05/31/2014	FORENSICS	HS REIMB - FORENSIC STUDENTS	40.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1535.30
05/31/2014	SCHOOL BUILDING ADMINISTRATION	MS REIMB FOR CHARGE CARD	3341.79
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - TOM KERKENBUSH 7-1-14 TO 6-30-15	25.68
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - ANN KERKENBUSH 7-1-14 TO 6-30-15	23.76
05/31/2014	DISTRICT ADMINISTRATION	OFFICE DEPOT REBATE	7.93
05/31/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	7.93
05/31/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	7.94
05/31/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	7.94
05/31/2014	SCHOOL BUILDING ADMINISTRATION	OFFICE DEPOT REBATE	7.94
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1558.33
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - RICHARD KRAKE 7-1-14 TO 6-30-15	33.72

Post Date	Func	Description	Amount
05/31/2014	DISTRICT WIDE	TOWN OF MAGNOLIA - MOBILE HOME FEES	263.14
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1989.70
05/31/2014	DISTRICT WIDE	K-5 PTO - REIMB FOR LUNCHESES INV #1066	632.50
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - VIC ILLICHMANN 7-1-14 TO 6-30-15	26.76
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - CAROL ILLICHMANN 7-1-14 TO 6-30-15	25.32
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - JEAN CHAPIN 7-1-14 TO 6-30-15	23.04
05/31/2014	DISTRICT ADMINISTRATION	OPEN RECORD'S REQUEST - J COCHARD OF LIFETOUC	10.00
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - GARY GROSSMAN 7-1-14 TO 6-30-15	23.76
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - HELEN HARGRAVES 7-1-14 TO 6-30-15	25.32
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - ROBERT DENNIS 7-1-14 TO 6-30-15	93.48
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - LARRY DOBBS 7-1-14 TO 6-30-15	30.12
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - MARSHA DOBBS 7-1-14 TO 6-30-15	18.48
05/31/2014	BOARD OF ED LEGAL	REIMB - BOARMAN CLARK - DUPLICATE PAYMENT	1827.00
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - RICK COLE 7-1-14 TO 6-30-15	145.20
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R COLE - JUNE	1146.16
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - C WAGNER - JUNE	1146.16
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - R DENNIS - JUNE	1146.16
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - W HARTJE - JUNE	1146.16
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - VLLUEBKE - JUNE	1146.16
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - B BERG - JUNE	1146.16
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P KELLEY - JUNE	539.31
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - M KELLEY - JUNE	539.31
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - V ZHE - JUNE	539.31
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - S ERICKSON - JUNE	1146.16
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - K VERKULLEN - JUNE INCLUDING 121	1267.38
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	MIDAMERICA - P HAESE - JUNE	539.31
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1000.70
05/31/2014	DISTRICT WIDE	STUDENT FEES	286.00
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - FLORETTE HOBEL 7-1-14 TO 6-30-15	115.56
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - SHIRLEY HARVEY 7-1-14 TO 6-30-15	25.32
05/31/2014	INDUSTRIAL ARTS	HS REIMB - SHOP CAR REPAIRS L POMPLUN	130.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1176.00
05/31/2014	SCHOOL BUILDING ADMINISTRATION	E.S.-REIMB. FOR CHARGE CARD	109.28
05/31/2014	SCHOOL BUILDING ADMINISTRATION	TRIS-REIMB. FOR CHARGE CARD	185.59
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - DUANE UPDIKE 7-1-14 TO 6-30-15	25.32
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - DELORES BYRNS 7-1-14 TO 6-30-15	8.04
05/31/2014	DISTRICT WIDE	FACILITY USE - EVANSVILLE DANCE ACADEMY - K M	278.94
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	779.50
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	98.00
05/31/2014	SCHOOL BUILDING ADMINISTRATION	HS-REIMB FOR CHARGE CARD	4329.65
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - RICHARD SCHWARTZ 7-1-14 TO 6-30-15	25.32
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - JOAN SCHWARTZ 7-1-14 TO 6-30-15	28.92
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - CAROL HEINEMANN 7-1-14 TO 6-30-15	23.64
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	877.10
05/31/2014	DISTRICT WIDE	STUDENT FEES	259.00
05/31/2014	SCHOOL BOARD	REIMB - WASB FOR OVERCHARGE ON JR CREDIT CARD	36.50
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - GARY HOFF 7-1-14 TO 6-30-15	25.32
05/31/2014	FIELD TRIPS - CLASSROOM	HS REIMB FOR FIELD TRIPS	167.38
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1589.90
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - BILL KOBER 7-1-14 TO 6-30-15	17.40
05/31/2014	DISTRICT WIDE	FORWARD HEALTH - MEDICAID	36340.00
05/31/2014	REGULAR CURRICULUM	DPI REIMB - SUB PAY B OSWALD	127.00
05/31/2014	INDUSTRIAL ARTS	HS REIMB - SHOP CLASS CAR REPAIRS - C GUENTHE	70.23

Post Date	Func	Description	Amount
05/31/2014	DISTRICT WIDE	EVANSVILLE K-5PTO - REIMB FOR LUNCHE INV #10	840.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1369.79
05/31/2014	DISTRICT WIDE	STUDENT FEES	120.00
05/31/2014	OTHER DEPOSITS PAYABLE	LIFE INS - TOM BENZINGER 7-1-14 TO 6-30-15	57.12
05/31/2014	DISTRICT WIDE	SOFTBALL REGIONAL GATE VS LAKE MILLS	312.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	1064.40
05/31/2014	OTHER RETIREMENT BENEFITS-OPEB	V LECY-LUEBKE - ADD'L HEALTH INS JUNE	121.22
05/31/2014	DISTRICT WIDE	NHS BREAKFAST - REIMB FOR BREAKFAST INV #	80.00
05/31/2014	DEPOSITS PAYABLE	LUNCH PAYMENTS	970.40
05/31/2014	DISTRICT WIDE	J HAMMOND - FACILITY USE FOR TUTORING	15.00
05/31/2014	DISTRICT WIDE	VENDING	151.50
05/31/2014	DISTRICT WIDE	VENDING	103.00
05/31/2014	DISTRICT WIDE	VENDING	153.00
05/31/2014	DISTRICT WIDE	VENDING	100.60
05/31/2014	DISTRICT WIDE	VENDING	42.25
05/31/2014	DISTRICT WIDE	VENDING	162.00
05/31/2014	DISTRICT WIDE	VENDING	161.15
05/31/2014	DISTRICT WIDE	VENDING	79.00
05/31/2014	DISTRICT WIDE	VENDING	133.60
05/31/2014	DISTRICT WIDE	VENDING	157.15
05/31/2014	DISTRICT WIDE	VENDING	66.70
05/31/2014	DISTRICT WIDE	VENDING	234.95
05/31/2014	DEPOSITS PAYABLE	E-FUNDS FOR MAY FOOD SERVICE	10340.80
05/31/2014	DISTRICT WIDE	E-FUNDS FOR MAY FEES	309.00
05/31/2014	DISTRICT WIDE	MAY INTEREST	862.30
05/31/2014	CASH ON DEPOSIT	AID - FOOD SERVICE - BREAKFAST	2616.14
05/31/2014	CASH ON DEPOSIT	AID - FOOD SERVICE - LUNCH	23244.92
05/31/2014	DISTRICT WIDE	AID - IDEA FLOW THROUGH (EIS)	76215.57
05/31/2014	DISTRICT WIDE	AID - IDEA PRESCHOOL ENTITLEMENT	2087.28
05/31/2014	DISTRICT WIDE	P-CARD REBATE	4602.07
Total for Cash Receipts			224726.13

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DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
05/01/2014	76082	R	05/01/2014	DEAN HEALTH PLANS	173,558.98
05/01/2014	76083	R	05/01/2014	DELTA DENTAL OF WISCONSIN	28,456.94
05/01/2014	76084	R	05/01/2014	SUN LIFE FINANCIAL	2,898.20
05/01/2014	76085	R	05/01/2014	WEA INSURANCE TRUST	4,508.53
05/01/2014	76086	R	05/01/2014	CALLOPE, AURELIO	75.00
05/01/2014	76087	R	05/01/2014	GRIMMER, BRITAN	96.00
05/01/2014	76088	R	05/01/2014	GROVESTEEEN, RONALD	144.00
05/01/2014	76089	R	05/01/2014	LEWIS, GARY	48.00
05/01/2014	76090	R	05/01/2014	MCCORMICK, PATRICK	48.00
05/01/2014	76091	R	05/01/2014	RAFFI MESDJIAN	60.00
05/01/2014	76092	R	05/01/2014	CHRIS RUSKA	75.00
05/01/2014	76093	R	05/01/2014	ALBERT SARBACKER	144.00
05/01/2014	76094	R	05/01/2014	DAVID YOSS	96.00
05/07/2014	76095	R	05/07/2014	JHAYSON ANDERSON	75.00
05/07/2014	76096	R	05/07/2014	BATES, DON	60.00
05/07/2014	76097	R	05/07/2014	MWITA BINAGI	60.00
05/07/2014	76098	R	05/07/2014	TONY GEORGE	96.00
05/07/2014	76099	R	05/07/2014	GROVESTEEEN, RONALD	48.00
05/07/2014	76100	R	05/07/2014	HAGEN, CHRISTOPHER	60.00
05/07/2014	76101	R	05/07/2014	HEGGE, JON	55.00
05/07/2014	76102	R	05/07/2014	KAMMERER, BRIAN	60.00
05/07/2014	76103	R	05/07/2014	JEFF KLEHFOTH	60.00
05/07/2014	76104	R	05/07/2014	RICHARD LAMBRECHT	110.00
05/07/2014	76105	R	05/07/2014	NOVAK, PETER	75.00
05/07/2014	76106	R	05/07/2014	RUSSEL O'LEARY	60.00
05/07/2014	76107	R	05/07/2014	RINGHAND BROTHERS INC	60,892.58
05/07/2014	76108	R	05/07/2014	RIVERSIDE GOLF COURSE	125.00
05/07/2014	76109	R	05/07/2014	ALBERT SARBACKER	48.00
05/07/2014	76110	R	05/07/2014	SCHALLER, MICHAEL	48.00
05/07/2014	76111	R	05/07/2014	SCHLIESMANN, DAN	48.00
05/07/2014	76112	R	05/07/2014	SEMMENS, WILLIAM	55.00
05/07/2014	76113	R	05/07/2014	THOMPSON, DARWIN	60.00
05/09/2014	76114	R	05/09/2014	AMERICOLLECT INC.	75.00
05/09/2014	76115	R	05/09/2014	AMERIPRISE FINANCIAL SERVICES	570.00
05/09/2014	76116	R	05/09/2014	FRANKLIN TEMPLETON BANK & TRUST	1,210.00
05/09/2014	76117	R	05/09/2014	KOHN LAW FIRM S.C.	188.51
05/09/2014	76118	R	05/09/2014	METLIFE	75.00
05/09/2014	76119	R	05/09/2014	MG TRUST COMPANY	750.00
05/09/2014	76120	R	05/09/2014	SBG-VAA	830.00
05/12/2014	76121	R	05/12/2014	ADVANCED DISPOSAL	2,040.25
05/12/2014	76122	R	05/12/2014	ARACH, AHMED	60.00
05/12/2014	76123	R	05/12/2014	AT & T	155.32
05/12/2014	76124	R	05/12/2014	AT&T LONG DISTANCE	1,396.79
05/12/2014	76125	R	05/12/2014	AT&T	745.00
05/12/2014	76126	R	05/12/2014	AUL HEALTH/MIDAMERICA ADMIN	170.00
05/12/2014	76127	R	05/12/2014	BAUDVILLE	234.55
05/12/2014	76128	R	05/12/2014	BLAIN, THOMAS	295.00
05/12/2014	76129	R	05/12/2014	BROAD REACH BOOKS	556.92
05/12/2014	76130	R	05/12/2014	BUTTCHEN ELECTRIC	1,254.15
05/12/2014	76131	R	05/12/2014	CAPSTONE PRESS INC	886.42
05/12/2014	76132	R	05/12/2014	CARTER & GRUENEWALD CO., INC.	447.63
05/12/2014	76133	R	05/12/2014	SCHNEIDER, CAROL	30.00
05/12/2014	76134	R	05/12/2014	CESA 5	240.00
05/12/2014	76135	R	05/12/2014	CHERNEY, JEROME	60.00
05/12/2014	76136	R	05/12/2014	COMMUNICATIONS ENGINEERING CO.	608.00
05/12/2014	76137	R	05/12/2014	CRAMER, STAN	60.00

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DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
05/12/2014	76138	R	05/12/2014	DANE COUNTY CLERK	226.17
05/12/2014	76139	R	05/12/2014	DIVERSIFIED BENEFIT SERVICES	252.80
05/12/2014	76140	R	05/12/2014	EVANSVILLE HIGH SCHOOL	160.00
05/12/2014	76141	R	05/12/2014	EQUAL RIGHTS DIVISION	15.00
05/12/2014	76142	R	05/12/2014	ERFFMEYER AND SON COMPANY INC	38.06
05/12/2014	76143	R	05/12/2014	EVANSVILLE OIL PROS	30.95
05/12/2014	76144	R	05/12/2014	CRAIG FENRICK	120.00
05/12/2014	76145	R	05/12/2014	FIDELITEC LLC	232.00
05/12/2014	76146	R	05/12/2014	FISCHER, DUSTIN	19.85
05/12/2014	76147	R	05/12/2014	FOLLETT SCHOOL SOLUTIONS, INC.	3,022.04
05/12/2014	76148	R	05/12/2014	FOUNTAIN, JAMES	350.00
05/12/2014	76149	R	05/12/2014	TONY GEORGE	48.00
05/12/2014	76150	R	05/12/2014	JILL GIERACH CONSULTING	756.59
05/12/2014	76151	R	05/12/2014	GORSHE, MATT	60.00
05/12/2014	76152	R	05/12/2014	GROVESTEN, RONALD	48.00
05/12/2014	76153	R	05/12/2014	HAGEN, CHRISTOPHER	60.00
05/12/2014	76154	R	05/12/2014	HAMMANN, MELISSA	325.00
05/12/2014	76155	R	05/12/2014	MIKE HAURI	100.00
05/12/2014	76156	R	05/12/2014	DAVE JAMESON	120.00
05/12/2014	76157	R	05/12/2014	JEDELE, ANDREA	60.00
05/12/2014	76158	R	05/12/2014	KLEENMARK	185.00
05/12/2014	76159	R	05/12/2014	LAKE COOK DISTRIBUTORS	200.49
05/12/2014	76160	R	05/12/2014	KEVIN LEUZINGER	60.00
05/12/2014	76161	R	05/12/2014	LOOKOUT BOOKS	1,348.33
05/12/2014	76162	R	05/12/2014	BRIAN MCKAY	60.00
05/12/2014	76163	R	05/12/2014	TADESSE MENGESHA	60.00
05/12/2014	76164	R	05/12/2014	THOMAS MICHELS	55.00
05/12/2014	76165	R	05/12/2014	MIDAMERICA BOOKS	684.97
05/12/2014	76166	R	05/12/2014	WAYNE MIXDORF	60.00
05/12/2014	76167	R	05/12/2014	NELSON-YOUNG LUMBER COMPANY	299.14
05/12/2014	76168	R	05/12/2014	CHRIS NICHOLSON	120.00
05/12/2014	76169	R	05/12/2014	OCCUPATIONAL HEALTH CENTERS	167.00
05/12/2014	76170	R	05/12/2014	JELAIN, LISA OLSEN	435.50
05/12/2014	76171	R	05/12/2014	PETERSON, MICHAEL	60.00
05/12/2014	76172	R	05/12/2014	PETERSON PLUMBING	648.75
05/12/2014	76173	R	05/12/2014	PIGGLY WIGGLY	17.21
05/12/2014	76174	R	05/12/2014	RBS ACTIVEWEAR	506.65
05/12/2014	76175	R	05/12/2014	REALLY GOOD STUFF	238.15
05/12/2014	76176	R	05/12/2014	RHYME BUSINESS PRODUCTS	3,137.07
05/12/2014	76177	R	05/12/2014	RHYME BUSINESS PRODUCTS LLC	3,076.71
05/12/2014	76178	R	05/12/2014	RIDDELL INC	9,379.35
05/12/2014	76179	R	05/12/2014	RIVERFRONT ACTIVITY CENTER INC	72.00
05/12/2014	76180	R	05/12/2014	ROCK COUNTY CLERK	371.47
05/12/2014	76181	R	05/12/2014	ROCK CO SPECIALIZED TRANSIT	96.00
05/12/2014	76182	R	05/12/2014	ALBERT SARBACKER	96.00
05/12/2014	76183	R	05/12/2014	SCHOLASTIC INC	112.39
05/12/2014	76184	R	05/12/2014	SCHOOL PERCEPTIONS	586.00
05/12/2014	76185	R	05/12/2014	GREG SKEMP	120.00
05/12/2014	76186	R	05/12/2014	SOFTWARE & SERVICE USER GROUP	400.00
05/12/2014	76187	R	05/12/2014	STAPLES ADVANTAGE	99.90
05/12/2014	76188	R	05/12/2014	TEACHERS ON CALL	19,890.88
05/12/2014	76189	R	05/12/2014	THE D.W.G. CO	750.00
05/12/2014	76190	R	05/12/2014	THOMPSON, DARWIN	60.00
05/12/2014	76191	R	05/12/2014	TRIUMPH LEARNING LLC	906.19
05/12/2014	76192	R	05/12/2014	TRUGREEN	1,139.16
05/12/2014	76193	R	05/12/2014	TURNER, JOHN	55.00

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DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
05/12/2014	76194	R	05/12/2014	US LAMP INC	2,284.88
05/12/2014	76195	R	05/12/2014	ZHE, VICKI	30.00
05/12/2014	76196	R	05/12/2014	VOIGT MUSIC CENTER	244.79
05/12/2014	76197	R	05/12/2014	WI ASSOC OF AGRICULTURAL EDUCA	515.00
05/12/2014	76198	R	05/12/2014	WE ENERGIES	26,355.23
05/12/2014	76199	R	05/12/2014	WINGER, FRED	350.00
05/12/2014	76200	R	05/12/2014	WOODSTOCK, PENNIE	350.00
05/16/2014	76201	R	05/16/2014	EVERGREEN GOLF COURSE	60.00
05/22/2014	76202	R	05/22/2014	GOSZINSKI, GLENN	60.00
05/22/2014	76203	R	05/22/2014	GRANDT, GARY	60.00
05/22/2014	76204	R	05/22/2014	JAMES HUTCHINSON	60.00
05/22/2014	76205	R	05/22/2014	JOHNSON, RYAN	60.00
05/22/2014	76206	R	05/22/2014	THOMAS KAMMERUDE	60.00
05/22/2014	76207	R	05/22/2014	BLAINE KRANTZ	60.00
05/22/2014	76208	R	05/22/2014	LEWIS, GARY	60.00
05/22/2014	76209	R	05/22/2014	RAFFI MESDJIAN	60.00
05/22/2014	76210	R	05/22/2014	NEIS, GERALD	60.00
05/22/2014	76211	R	05/22/2014	PAT O'MALLEY	60.00
05/22/2014	76212	R	05/22/2014	PULS, JOSH	60.00
05/22/2014	76213	R	05/22/2014	DAVID SCHWANKE	60.00
05/22/2014	76214	R	05/22/2014	WILD, JONATHON	60.00
05/22/2014	76215	R	05/22/2014	KNAPTON, NEIL	105.50
05/22/2014	76216	R	05/22/2014	KUHL, ANDREW	65.00
05/23/2014	76217	R	05/23/2014	AMERICOLLECT INC.	75.00
05/23/2014	76218	R	05/23/2014	AMERIPRISE FINANCIAL SERVICES	570.00
05/23/2014	76219	R	05/23/2014	FRANKLIN TEMPLETON BANK &TRUST	1,210.00
05/23/2014	76220	R	05/23/2014	KOHN LAW FIRM S.C.	212.58
05/23/2014	76221	R	05/23/2014	METLIFE	75.00
05/23/2014	76222	R	05/23/2014	MG TRUST COMPANY	750.00
05/23/2014	76223	R	05/23/2014	SBG-VAA	830.00
05/29/2014	76224	R	05/29/2014	DAVE'S ACE HARDWARE	169.29
05/29/2014	76225	R	05/29/2014	AED SUPERSTORE	38.94
05/29/2014	76226	R	05/29/2014	ALL 'N ONE	663.62
05/29/2014	76227	R	05/29/2014	AT&T	745.00
05/29/2014	76228	R	05/29/2014	BAUMBERGER FOUNDATIONS INC	3,693.00
05/29/2014	76229	R	05/29/2014	BLOCK IRON & SUPPLY CO. INC	167.22
05/29/2014	76230	R	05/29/2014	CARGILL, PAUL	596.80
05/29/2014	76231	R	05/29/2014	CENGAGE LEARNING	2,351.25
05/29/2014	76232	R	05/29/2014	CESA 6	100.00
05/29/2014	76233	R	05/29/2014	CHARTER COMMUNICATIONS	200.00
05/29/2014	76234	R	05/29/2014	COMMUNICATIONS ENGINEERING CO.	1,078.80
05/29/2014	76235	R	05/29/2014	DEPARTMENT OF ADMINISTRATION-	1,500.00
05/29/2014	76236	R	05/29/2014	DIETRICH, PATRICK	38.85
05/29/2014	76237	R	05/29/2014	DIVERSIFIED BENEFIT SERVICES	252.80
05/29/2014	76238	R	05/29/2014	EDGERTON SCHOOL DISTRICT	5,504.17
05/29/2014	76239	R	05/29/2014	FERRERA, DOMINIC	75.00
05/29/2014	76240	R	05/29/2014	FOLLETT SCHOOL SOLUTIONS, INC.	16.00
05/29/2014	76241	R	05/29/2014	GROVESTEEEN, RONALD	80.00
05/29/2014	76242	R	05/29/2014	HAMMANN, MELISSA	295.00
05/29/2014	76243	R	05/29/2014	ORRIN HAUGLI	60.00
05/29/2014	76244	R	05/29/2014	HEGGE, JON	80.00
05/29/2014	76245	R	05/29/2014	KANDU INDUSTRIES, INC.	518.00
05/29/2014	76246	R	05/29/2014	KNAPTON, NEIL	60.00
05/29/2014	76247	R	05/29/2014	RICHARD LAMBRECHT	80.00
05/29/2014	76248	R	05/29/2014	JERRY LAUBE	48.00
05/29/2014	76249	R	05/29/2014	MCGRAW HILL SCHOOL EDU HOLD	45.00

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DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT
05/29/2014	76250	R	05/29/2014	MJ CARE, INC.	1,166.00
05/29/2014	76251	R	05/29/2014	NELSON-YOUNG LUMBER COMPANY	102.60
05/29/2014	76252	R	05/29/2014	NORTH AMERICAN MECHANICAL INC	862.38
05/29/2014	76253	R	05/29/2014	RUSSEL O'LEARY	48.00
05/29/2014	76254	R	05/29/2014	PERSONS, JENNIFER	87.21
05/29/2014	76255	R	05/29/2014	PIGGLY WIGGLY	105.49
05/29/2014	76256	R	05/29/2014	R&K & SONS CONSTRUCTION LLC	1,736.15
05/29/2014	76257	R	05/29/2014	RHYME BUSINESS PRODUCTS LLC	3,076.71
05/29/2014	76258	R	05/29/2014	RIVERFRONT ACTIVITY CENTER INC	1,323.00
05/29/2014	76259	R	05/29/2014	ROCK CO SPECIALIZED TRANSIT	414.00
05/29/2014	76260	R	05/29/2014	SCHOLASTIC BOOK FAIRS	125.76
05/29/2014	76261	R	05/29/2014	SCHOOL DISTRICT OF GRANTSBURG	3,134.61
05/29/2014	76262	R	05/29/2014	SCHOOL HEALTH CORPORATION	74.00
05/29/2014	76263	R	05/29/2014	SHOEMAKER, BRENDON	75.00
05/29/2014	76264	R	05/29/2014	SIMPLEXGRINNELL LP	387.40
05/29/2014	76265	R	05/29/2014	TAHER	42,816.49
05/29/2014	76266	R	05/29/2014	TEACHERS ON CALL	18,128.19
05/29/2014	76267	R	05/29/2014	TIERNEY BROTHERS INC	5,285.00
05/29/2014	76268	R	05/29/2014	UW WHITEWATER	99.48
05/29/2014	76269	R	05/29/2014	DANIEL VIKEN	60.00
05/29/2014	76270	R	05/29/2014	WE ENERGIES	10,720.13
05/29/2014	76271	R	05/29/2014	WEINGARTEN, SHELLY	611.87
05/29/2014	76272	R	05/29/2014	WELLS, KATHY	350.00
05/29/2014	76273	R	05/29/2014	WELDERS SUPPLY COMPANY	192.65
05/29/2014	76274	R	05/29/2014	MATT WOGAMAN	60.00
05/29/2014	76275	R	05/29/2014	WONDERLIC	962.50
05/29/2014	76276	R	05/29/2014	YOUNG, TOM	60.00
05/21/2014	2014025	M	05/21/2014	AT & T	1,846.39
05/21/2014	2014026	M	05/21/2014	EVANSVILLE WATER & LIGHT DEPT	32,141.18
05/21/2014	2014027	M	05/21/2014	U.S. CELLULAR	257.13
05/12/2014	131400274	A	05/12/2014	BADGER SPORTING GOODS CO., INC	2,548.89
05/12/2014	131400275	A	05/12/2014	BADGER WATER LLC	141.30
05/12/2014	131400276	A	05/12/2014	BOARDMAN & CLARK LLP	4,357.00
05/12/2014	131400277	A	05/12/2014	CESA #2	2,060.00
05/12/2014	131400278	A	05/12/2014	CITY GLASS COMPANY	12,340.21
05/12/2014	131400279	A	05/12/2014	CPI QUALIFIED PLAN CONSULT INC	82.50
05/12/2014	131400280	A	05/12/2014	DEMROW, KATELYN	22.14
05/12/2014	131400281	A	05/12/2014	DOBBS, JOANIE	25.16
05/12/2014	131400282	A	05/12/2014	EMPATHIA INC	238.00
05/12/2014	131400283	A	05/12/2014	FANTA STROIK, KELLY	95.27
05/12/2014	131400284	A	05/12/2014	FERRELL, LESLIE	81.03
05/12/2014	131400285	A	05/12/2014	HAEGELE, LEANN	620.00
05/12/2014	131400286	A	05/12/2014	HAVLIK, LOUISA	39.05
05/12/2014	131400287	A	05/12/2014	JORGENSEN, LAURA	168.72
05/12/2014	131400288	A	05/12/2014	KROHN, KIARA	42.18
05/12/2014	131400289	A	05/12/2014	LANDMARK SERVICES COOPERATIVE	8,437.73
05/12/2014	131400290	A	05/12/2014	MARLIN, ALISON	21.25
05/12/2014	131400291	A	05/12/2014	MARTY, RACHEL	22.88
05/12/2014	131400292	A	05/12/2014	MILLER, KEITH	56.00
05/12/2014	131400293	A	05/12/2014	NASCO	1,284.32
05/12/2014	131400294	A	05/12/2014	NIMZ, PATRICIA	34.41
05/12/2014	131400295	A	05/12/2014	SCHMICK, TRENT	186.00
05/12/2014	131400296	A	05/12/2014	SCHULTZ, JILL	112.79
05/12/2014	131400297	A	05/12/2014	SMITH, RENAE	40.81
05/12/2014	131400298	A	05/12/2014	STANDISH, LISA	124.88
05/12/2014	131400299	A	05/12/2014	TRAUT-EBERT, SARAH	158.18

POST	CHECK	CHE	CHECK			
DATE	NUMBER	TYP	DATE	VENDOR	AMOUNT	
05/29/2014	131400300	A	05/29/2014	ASHBY, VAUNCE	128.21	
05/29/2014	131400301	A	05/29/2014	BADGER SPORTING GOODS CO., INC	455.00	
05/29/2014	131400302	A	05/29/2014	BOARDMAN & CLARK LLP	4,125.00	
05/29/2014	131400303	A	05/29/2014	CESA #2	990.00	
05/29/2014	131400304	A	05/29/2014	CZERWONKA, MIKE	84.36	
05/29/2014	131400305	A	05/29/2014	DEININGER, SUE	121.49	
05/29/2014	131400306	A	05/29/2014	HOWLETT, KRISTIN	85.00	
05/29/2014	131400307	A	05/29/2014	MCKENNA, HEATHER	56.42	
05/29/2014	131400308	A	05/29/2014	ROTH, JERRY	202.58	
05/29/2014	131400309	A	05/29/2014	SWEBERG, MICHELLE	56.42	
05/29/2014	131400310	A	05/29/2014	WIL-KIL PEST CONTROL	136.00	
Totals for checks					556,251.76	

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, June 25, 2014

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

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

- I. Roll Call: Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson
 Eric Busse Melissa Hammann
- II. Approve Agenda.
- III. Middle/High School Principal Reports.
- IV. Budget Finance – Chair, Tina Rossmiller –
A. Discussion Items:
 1) 2013-2014 Budget Update.
 2) 2014-2015 Budget Update.
 3) Employee Compensation Committees Update.
 4) Referendum Discussion.
 5) Evansville Education Foundation Update.
 6) Open Enrollment Update.
B. Develop Budget Finance Agenda Items for August 27 Meeting.
- V. Business (Action Items):
A. Approval of Staff Changes:
B. Approval of June 11, 2014, Regular Meeting Minutes.
C. Approval of Preliminary 2014-2015 Budget.
- VI. Communications Committee – Chair, Kathi Swanson –
- VII. Policy Committee – Chair, Tina Rossmiller –
A. First Reading of Policies:
 1. Policy #454 – Reporting Child Abuse and Neglect
 2. Policy #454.1 - Reporting Child Abuse and Neglect, Administrative Guidelines
 3. Policy #454.1 Form – Child Protective Services Referral
 4. Policy #447.1 – Use of Physical Force or Restraint By Staff
 5. Policy #447.1 Form – Restraint Report
 6. Policy #443.2 – Student Conduct on School Buses
 7. Policy #443.2 Form 1 – First Violation – Warning

8. Policy #443.2 Form 2 – Second Violation – Suspension of School Bus Privileges
 9. Policy #443.2 Form 3 – Third Violation – Suspension of School Bus Privileges
 10. Policy #443.2 Form 4A – Fourth Violation A – Suspension/Expulsion of School Bus Privileges
 11. Policy #443.2 Form 4B – Fourth Violation B – Expulsion of School Bus Privileges
 12. Policy #443.2 Form 5 – Rules for Bus Riders (Students) Form
- VIII. Board Development – Chair, Kathi Swanson –
- A. First Reading of Policies: #151-Board Policy Development; #151.1-Definition, Adoption, Amendment and Termination of Policy; #151.2-Access to Board Policies; #151.3-Administration in Policy Absence; and #151.4-Definition and Board Review of Administrative Rules.
 - B. Develop Board Development Agenda for August 27 Regular Meeting.
- IX. Future Agenda – Chair, Kathi Swanson -
- A. Develop July 16, 2014, Regular Board Meeting Agenda.
- X. Adjourn.

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 agenda items should call 882-5224, ext. 3387 at least 24 hours prior to the meeting.

Posted: