

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, May 28, 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 HS Rep. Hunter Johnson
 Eric Busse Melissa Hammann HS Rep. Marissa Haegele
- II. Approve Agenda.
- III. Middle School Student Council Presentation.
- IV. Curriculum –
A. 2014-2015 Textbook Requests.
- V. 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) 2014-2015 Food Service Prices.
6) High School Swim Team.
7) Insurance Committee HRA Fund Balance Recommendation.
B. Develop Budget Finance Agenda Items for June 25 Meeting.
- VI. Business (Action Items):
A. Approval of Staff Changes: Resignations of Teacher and Physical Therapist Assistant; and Hiring of a Teacher.
B. Approval of Employee Handbook Proposed Change – Part 1, All Employees, Section 5/5.01 - Pay Periods.
C. Approval of May 14, 2014, Regular Meeting and May 21, 2014, Special Meeting Minutes.
D. Approval of Policy #225.1-Colleague Assessment Questionnaire, District Administrator Position.
- VII. Communications Committee – Chair, Kathi Swanson –

- VIII. Policy Committee – Chair, Tina Rossmiller –
- A. First Reading of Policies:
1. #662.3-General Fund Balance
 2. #662.31-Committed Fund Balance
 3. #362.1-Interlibrary Loan
 4. #342.62 Services for English Language Learners (Bilingual-Bicultural Education)
 5. #342.63-Procedures for Testing English Language Learners
 6. #345.1-Grading Systems
 7. #370-The Co- and Extra-Curricular Activities Program
 8. #371-Co- and Extra-Curricular Participation
- IX. Board Development – Chair, Kathi Swanson –
- A. 100 Policies.
- B. Board Goals Discussion.
- C. Develop Board Development Agenda for June 25 Regular Meeting.
- X. Future Agenda – Chair, Kathi Swanson -
- A. Develop June 11, 2014, Regular Board Meeting Agenda.
- XI. 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: 5/22/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda / Briefs

Wednesday, May 28, 2014

6:00 p.m.

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

I. **Roll Call:** Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson HS Rep. Hunter Johnson
 Eric Busse Melissa Hammann HS Rep. Marissa Haegele

II. **Approve Agenda.**

Suggested Motion: I move we approve the agenda as presented OR ADD (after moving item(s) _____).

III. **Middle School Student Council Presentation** – *Middle School Student Council Advisors, Gretchen Kopf and Sarah Traut-Ebert, will be bringing students to make a presentation on the Middle School State Conference. We will be hosting the 2014-2015 Middle School State Conference.*

IV. **Curriculum –**

A. 2014-2015 Textbook Requests – *Director of Instruction, Ms. Landers, has enclosed information.*

V. **Budget Finance – Chair, Tina Rossmiller –**

A. Discussion Items:

1) 2013-2014 Budget Update – *Ms. Treuden has enclosed a memo.*

2) 2014-2015 Budget Update – *Ms. Treuden will give an update.*

3) Employee Compensation Committees Update – *Enclosed are the approved and unapproved minutes for the Support Staff and Teachers' Employee Compensation Committee meetings.*

4) Referendum Discussion – *Determine date of referendum and discuss possible referendum questions.*

5) 2014-2015 Food Service Prices – *Ms. Treuden has enclosed a memo.*

6) High School Swim Team – *Ms. Treuden has enclosed a memo.*

- 7) Insurance Committee HRA Fund Balance Recommendation – *Ms. Treuden will share information regarding fund balance policy changes that will result in Board consideration to commit fund balance at the June meeting.*

B. Develop Budget Finance Agenda Items for June 25 Meeting.

VI. **Business (Action Items):**

A. Approval of Staff Changes: Resignations of Teacher and Physical Therapist Assistant; and Hiring of a Teacher –

1. Shelley Wittman Bisch, Special Education Teacher, at Levi Leonard, is resigning from her position, effective at the end of the 2013-2014 school year.
2. Kris Ceder, Part-Time Physical Therapist Assistant, is resigning at the end of the 2013-2014 school year.

Suggested Motion: I move we approve, with regrets, the resignations of Shelley Wittman Bisch, Special Education Teacher, and Kris Ceder, PT Physical Therapist, effective at the end of the 2013-2014 school year.

3. Matt Smith, Alternative Education Program Lead Teacher, effective for the 2014-2015 school year. Matt has had 15 years of successful experience working here in the Evansville Community School District as a special education teacher. Additionally, Matt has coached boys and girls soccer at the Varsity and Junior Varsity levels. Matt brings a passion for working with challenging students to our next Alternative Education Program; additionally, Matt's own personal life experiences with the disengaged, at-risk population enhances his perspective and abilities ensure program success. Matt will be paid a salary of \$39,795.

Suggested Motion: I move we approve the contract of Matt Smith, Alternative Education Program Lead Teacher, for a salary of \$39,795.

B. Approval of Employee Handbook Proposed Change – Part 1, All Employees, Section 5/5.01 - Pay Periods –

Suggested Motion: I move we approve the Employee Handbook change to Part 1, All Employees, Section 5, 5.01, Pay Periods, adding the language as proposed, for the teachers' pay.

C. Approval of May 14, 2014, Regular Meeting and May 21, 2014, Special Meeting Minutes –

Suggested Motion: I move we approve the May 14, 2014, regular and the May 21, special meeting minutes as presented.

- D. Approval of Policy #225.1-Colleague Assessment Questionnaire, District Administrator Position – Ms. Swanson/Mr. Roth are asking that you waive the three readings of this policy and approve. Policy enclosed. The rating system 5-1 definitions were added to this policy, at the beginning.

Suggested Motion: I move we waive the three readings of policy #225.1-Colleague Assessment Questionnaire, District Administrator Position, and approve with the suggested changes.

- VII. **Communications Committee – Chair, Kathi Swanson** – Ms. Swanson will lead the discussion. Minutes of the April 16, 2014, meeting are enclosed.

VIII. **Policy Committee – Chair, Tina Rossmiller** –

A. First Reading of Policies:

1. #662.3-General Fund Balance
2. #662.31-Committed Fund Balance
3. #362.1-Interlibrary Loan
4. #342.62 Services for English Language Learners (Bilingual-Bicultural Education)
5. #342.63-Procedures for Testing English Language Learners
6. #345.1-Grading Systems
7. #370-The Co- and Extra-Curricular Activities Program
8. #371-Co- and Extra-Curricular Participation

IX. **Board Development – Chair, Kathi Swanson** –

- A. 100 Policies – Ms. Rossmiller will lead discussion.
- B. Board Goals Discussion – Ms. Swanson will lead discussion.
- C. Develop Board Development Agenda for June 25 Regular Meeting.

X. **Future Agenda – Chair, Kathi Swanson** -

- A. Develop June 11, 2014, Regular Board Meeting Agenda – Enclosed is a draft of the June 11 Board meeting.

XI. **Adjourn.**

Suggested Motion: I move we adjourn the meeting.

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.

2014-2015 Textbook Requests

Course	Teacher	Textbook	Cost
AP Chemistry	Penny Messling	<u>Chemistry: Principles and Reactions</u>	\$ 9,446.25
<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>	\$ 8,350.31 See Revision 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>	\$ 12,291.96 See Revision 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.		\$ 18,019.59 5% S&H \$ 901
Large Animal Industry	Jim Kvalheim	<u>Modern Livestock and Poultry Production: 8th Edition</u>	\$ 3,160.85
<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 Requested for 2014-2015 Textbooks			\$ 33,249.37
Revised Total Requested for 2014-2015 Textbooks			\$ 31,527.69

Textbook Purchase Rationale
Evansville Community School District
2013-2014

Textbook Title: Chemistry: Principles and Reactions by Masterton

Publisher: Cengage Copyright: 2012

EHS Course: AP Chemistry

Number of books Requested: 30 Cost per Book: _____

(Please attach a quote from the publisher including shipping costs, if you have one.)

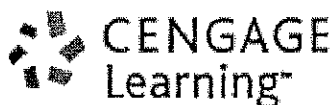
Already sent/attached

Describe why purchasing this textbook is necessary:

- This textbook correlates well with the AP Chemistry Curriculum.
- The audit for Collegeboard AP Chemistry requires that the textbooks be published/coyrighted within the past 10 years. The current AP Chemistry textbook that we have at the high school is copyrighted in 2002. Therefore, we miss the cutoff for qualifying for AP certification with our textbooks. All sections required by Collegeboard are included in this textbook.
- OWL support materials are included. These are online support materials. Quick prep review materials, video lectures, student-self assessment questions, ebook, power lecture materials, exam view materials, survival guide for general chemistry with math review
- Supplemental Problems for each chapter and each chapter ends with one summary problem that is a multistep problem like students will encounter on the AP Examination.

Describe the textbook selection process and why this textbook was selected:

- There were a couple of College Level Chemistry Textbooks considered for this course. The textbook, Chemistry, Principles and Reactions, that was selected is an approved AP Chemistry textbook by collegeboard. It is an updated 7th edition version, 2013. I did use this textbook when I taught AP Chemistry at Parker High School. Students had much success with the course and the understanding of the material with the way it is presented in this textbook.
- Masterton and Hurley do an excellent job in describing Chemistry in a concise way which is not overwhelming but is still held at a high standard by college professors.
- This text supplies great examples, various strategies for solving complex problems, supplemental problems, standardized testing examples, career applications, and challenge problems. It really has what it takes to cover the materials required of first year college chemistry students (AP Chemistry).
- It uses a two column format showing step by step analysis and thought processes that one can use when approaching quantitative problems.
- Flowcharts are used in a visual pathway to follow for various topics to aid in explaining topics much like students are used to on their ipods, etc.
- Online Support Materials called OWL



CENGAGE LEARNING
 ATTN: Order Fulfillment
 10650 Toebben Drive
 Independence, KY 41051
 UNITED STATES
 Phone: (800) 354-9706
 Fax: (800) 487-8488

Confidential Price Quote (1-1P218KJ)

12/30/2013

Pricing on this Proposal Guaranteed: 9/15/2014

Presented To: Penny Messling

Prepared By: Mary Sommers, (608) 239-1928, mary.sommers@cengage.com

SHIP TO: Evansville High School
 640 S. 5th Street
 Evansville, WI 53536-1299
 USA

Quoted Products				
Qty	Product	Price	Quoted Price	Total
30	<u>Chemistry : Principles and Reactions</u> Masterton/Hurley/Neth 7th Edition [Hardside & Quant B&E, 2012] 9781111427108 / 1111427100	\$202.75	\$202.75	\$6,082.50
1	<u>Test Bank for Masterton/Hurley/Nerth's Chemistry: Principles and Reaction's, 7th</u> MASTERTON/HURLEY 7th Edition [Hardside & Quant B&E, 2012] 9781111574277 / 1111574278	\$0.00	\$0.00	FREE
1	<u>PowerLecture with Joinin™ Student Response System and ExamView® for Masterton/Hurley's Chemistry: Principles and Reactions, 7th</u> MASTERTON 7th Edition [Hardside & Quant B&E, 2012] 9781111571511 / 1111571511	\$63.25	\$0.00	FREE
1	<u>Instructor's Manual for Masterton/Hurley's Chemistry: Principles and Reactions, 7th</u> MASTERTON/HURLEY 7th Edition [Hardside & Quant B&E, 2012] 9781111571412 / 1111571414	\$30.00	\$0.00	FREE
1	<u>Instructor's Edition for Masterton/Hurley's for Masterton/Hurley's Chemistry: Principles and Reactions, 7th</u> MASTERTON 7th Edition [Hardside & Quant B&E, 2012] 9781111572181 / 1111572186	\$202.75	\$0.00	FREE
30	<u>Study Guide and Workbook for Masterton/Hurley's Chemistry: Principles and Reactions, 7th</u> Masterton/Hurley 7th Edition [Hardside & Quant B&E, 2012] 9781111570590 / 1111570590	\$83.50	\$83.50	\$2,505.00

Course Item Total: \$8,587.50

Other Products Considered (not in quote)

Qty	Product	Price	Extended Price
30	<u>Bundle: Chemistry: Principles and Reactions, 7th + OWL eBook (24 months) Printed Access Card</u> Masterton/Hurley/Neth 7th Edition [Hardside & Quant B&E, 2012] 9781133164210 / 1133164218	\$217.75	\$6,532.50

Sub-Total: \$8,587.50
 + Tax (0%): \$0.00
 + Estimated Shipping Amount: \$858.75

TOTAL: \$9,446.25
Total Savings: \$296.00

Please attach a copy of the quote to the
Purchase Order.

Thank you for your interest in Cengage Learning products.

All information embodied in this document is strictly confidential and may not be duplicated or disclosed to third parties outside recipient's organization without prior written consent of Cengage Learning.

choice 1

Sample Checklist for Textbook/Resources Evaluation
Evansville Community School District

Collegeboard needs text w/in 10 yrs

Subject AP Chemistry

* Course is revamped by collegeboard now*

Grade or Course AP Chemistry

Title: CHEMISTRY Principles and Reactions 7th Edition

Authors: Master-ton; Hurley; Neth

Publisher: Brooks/Cole Copyright date: 2012

Reviewed by Penny Messling Date: Sept/Oct 2013
6-12 committee

List all the components that were actually reviewed (e.g. teacher's guide, student books, hands on materials, multimedia material.)

Student Text ; Teacher Edition ; Study Guide and Workbook ;
*also available "OWL" online web/leatry; GoChemistry 27-video set online ;

1. How well does the instructional content align with the areas of the Contents Standards as described in the Wisconsin Model Academic Standards? See attached for list of content areas.

1	2	3	4	5
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

2. How well does the instructional content align with the Evansville Community School District Grade Level or Course Level Standards?

Current for Science

1	2	3	4	5
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

3. Do the instructional materials present concepts accurately and correctly?

1	2	3	4	5
<i>Substantial, major errors</i>		<i>Mostly correct, with some minor errors</i>		<i>Very accurate and correct</i>

~~Approved~~ Collegeboard text

4. How well do the instructional materials reflect current knowledge?

1

2

3

4

5

Ideas are out of date

Somewhat current

Current

Up to date - Current topics - science boxes of current topics in research

5. Do the materials provide sufficient depth of learning for students to develop the necessary understanding of key concepts?

1

2

3

4

5

Superficial explanations, inappropriate activities

Adequate explanation for understanding activities support understanding somewhat

Excellent explanations, activities provide ample opportunity to develop understanding

Excellent: This textbook sticks to the facts and does not pamble on. It is a "shorter textbook". It eliminates repetition, cutback on organic chemistry coverage for an ~~in~~ inorganic course.

6. To what degree are assessments aligned to standards and reflect depth of understanding?

1

2

3

4

5

Assessments are unclear and unrelated to important learning outcomes

Some of the assessments are clear; measurement of important learning outcomes is inconsistent

Assessments are clear, aligned to standards, and consistently measure appropriate, important learning outcomes

7. To what degree does research indicate that these materials are effective, teacher and student field tested, and support student achievement in the subject area?

1

2

3

4

5

Little or no research

Some positive research

Extensive, reliable research, mixed reviews

Sample Checklist for Textbook/Resources Evaluation
 Evansville Community School District

choice 2

Subject AP Chemistry

Grade or Course AP Chemistry

Title: Chemistry ninth edition

Authors: Zumdahl/Zumdahl

Publisher: Brooks/Cole Copyright date: 2014

Reviewed by Penny Messling Date: Sept/Oct 2013
6-12 committee

List all the components that were actually reviewed (e.g. teacher's guide, student books, hands on materials, multimedia material.)

Teacher Textbook; Student Edition;

1. How well does the instructional content align with the areas of the Contents Standards as described in the *Wisconsin Model Academic Standards*? See attached for list of content areas.

1	2	3	4	(5) <i>our most up to date list</i>
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

2. How well does the instructional content align with the Evansville Community School District Grade Level or Course Level Standards? this is an AP course

1	2	3	4	(5)
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

3. Do the instructional materials present concepts accurately and correctly?

1	2	3	4	(5)
<i>Substantial, major errors</i>		<i>Mostly correct, with some minor errors</i>		<i>Very accurate and correct</i>

yes with much extra content.

4. How well do the instructional materials reflect current knowledge?

1 2 3 4 ⑤

*Ideas are out
of date*

Somewhat current

Current

Reflects all current Chemistry content

5. Do the materials provide sufficient depth of learning for students to develop the necessary understanding of key concepts?

1 2 3 4 ⑤

*Superficial
explanations,
inappropriate activities*

*Adequate explanation
for understanding
activities support
understanding
somewhat*

*Excellent explanations,
activities provide ample
opportunity to develop
understanding*

Yes - it goes into an expansive detail.

6. To what degree are assessments aligned to standards and reflect depth of understanding?

1 2 3 4 ⑤

*Assessments are unclear
and unrelated to important
learning outcomes*

*Some of the assessments are
clear; measurement of
important learning outcomes
is inconsistent*

*Assessments are clear,
aligned to standards,
and consistently measure,
appropriate, important
learning outcomes*

7. To what degree does research indicate that these materials are effective, teacher and student field tested, and support student achievement in the subject area?

1 2 3 4 ⑤

Little or no research

*Some positive
research*

*Extensive, reliable
research, mixed reviews*

Collegeboard approved

* This textbook is very lengthy.

Textbook Purchase Rationale
Evansville Community School District
2013-2014

Textbook Title: Chemistry: Matter and Change

Publisher: McGraw Hill Copyright: 2013

EHS Course: Chemistry

Number of books Requested: 85 Cost per Book: \$87.33

(Please attach a quote from the publisher including shipping costs, if you have one.)

Describe why purchasing this textbook is necessary:

- Requesting the purchase of these textbooks because we do not have a current General Chemistry level textbook at the high school. The textbooks that we currently have are of the AP Edition for General Chemistry and for AP Chemistry just two different authors/editions. To meet the needs of students first taking chemistry it would be beneficial to have textbooks that are at their lexile level (reading level) and that give them more of an introductory level course rather than jumping right into college level Chemistry reading. Students should be able to have resources that provide them with great examples, standardized testing samples, more challenge problems, and web links that will help as well as inspire them as this book will start to do.
- The new textbooks have correlation with science content standards notated in each unit and within each chapter to aid us in the development of standard based curriculum.
- The ancillary materials include demonstration ideas and lab materials to enhance the learning experience of students.
- This textbook company provides instructional materials with STEM (Science, Technology, Engineering, and Mathematics) foundational strategies and standards based curriculum in mind. This will prepare students for college and careers in the 21st century.
- Differentiated Instruction is built into each chapter. There are teaching strategies and activities that are coded for at above grade level, on grade level, below grade level and for English Learners. These items are not in the college level text we have.
- It also has additional resources to provide intervention options for our students at ability levels
- The Glossary is in both English and Spanish
- There are strategies for aiding teachers in using the "Inquiry Continuum" for labs in Chemistry. First students may start out with the Traditional hands on labs then gradually move into more of student directed inquiry labs as they are ready.

Describe the textbook selection process and why this textbook was selected:

Three general Chemistry textbooks were considered. This textbook was selected based on the readability, complete chapter content including; sample problems and strategies, application problems, mini-labs, and standardized test samples, and supplementary materials. This text also aligns with the science standards. As you can see above this textbook meets many needs of the instructors as well as our learners. It has more ancillaries to do this and is more received than the other texts.



School Education

Price Quote For:

Evansville High School
 Penny Messling (messlingp@evansville.k12.wi.us)
 640 S 5TH ST
 EVANSVILLE, WI 53536

Subscription/MCH: Penny Messling (messlingp@evansville.k12.wi.us)

Account Number: 466342

Site Number: 513062

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Chemistry: Matter and Change 2013	\$9,572.43	(\$1,797.48)	\$7,774.95
Hardware Gratuity	\$249.00	(\$249.00)	\$0.00

VALUE OF ALL MATERIALS	\$9,821.43
FREE MATERIALS	(\$2,046.48)
PRODUCT TOTAL*	\$7,774.95
ESTIMATED SHIPPING & HANDLING**	\$575.36
ESTIMATED TAX**	TBD
GRAND TOTAL*	\$8,350.31

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

Diane Bellin

Sales Representative

Email: diane.bellin@mheducation.com

Send Order to: McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605 Phone: 1-800-334-7344 Fax: 1-800-953-8691



School Education

Price Quote For:

Evansville High School
 Penny Messling (messlingp@evansville.k12.wi.us)
 640 S 5TH ST
 EVANSVILLE, WI 53536

Subscription/MCH: Penny Messling (messlingp@evansville.k12.wi.us)
 Sales Representative: Diane Bellin
 (diane.bellin@mheducation.com)

Account Number: 466342

Site Number: 513062

Send Order to:

McGraw-Hill Education | PO Box 182805 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Chemistry: Matter and Change 2013					
CHEMISTRY MATTER & CHANGE STUDENT EDITION W/ONLINE SE 6YR SUBSCRIPTION PACKAGE	978-0-07-662169-9	85	\$91.47	\$0.00	\$7,774.95
CHEMISTRY MATTER & CHANGE STUDENT EDITION	978-0-07-896405-3	5	\$87.33	\$436.65	*Free Materials
CHEMISTRY MATTER & CHANGE E-STUDENT EDITION 6YR SUBSC W/O SE PURCHASE	978-0-07-896409-1	5	\$72.99	\$364.95	*Free Materials
CHEMISTRY MATTER & CHANGE TEACHER WRAPAROUND EDITION	978-0-07-896406-0	1	\$103.98	\$103.98	*Free Materials
CHEMISTRY MATTER & CHANGE E-TEACHER EDITION ONLINE 6YR SUBSC W/O TE PURCHASE	978-0-07-896410-7	1	\$103.98	\$103.98	*Free Materials
CHEMISTRY MATTER & CHANGE TEACHER CLASSROOM RESOURCE	978-0-07-861504-9	1	\$189.00	\$189.00	*Free Materials
CHEMISTRY MATTER & CHANGE EXAMVIEW ASSESSMENT SUITE CD	978-0-07-896413-3	1	\$129.99	\$129.99	*Free Materials
CHEMISTRY MATTER & CHANGE E-TEACHER EDITION DVD	978-0-07-896412-1	1	\$189.00	\$189.00	*Free Materials
HIGH SCHOOL SCIENCE LAB MANAGER CDROM	978-0-07-877246-7	1	\$199.98	\$199.98	*Free Materials
CHEMISTRY MATTER & CHANGE VIRTUAL INVESTIGATIONS CD08/12	978-0-07-891617-5	1	\$49.98	\$49.98	*Free Materials
CHEMISTRY MATTER & CHANGE WHATS CHEMISTRY GOT TO DO WITH IT DVD05/12	978-0-07-869002-0	1	\$29.97	\$29.97	*Free Materials
Chemistry: Matter and Change 2013 Subtotal:				\$1,797.48	\$7,774.95



Price Quote For:

Evansville High School
 Penny Messling (messlingp@evansville.k12.wi.us)
 640 S 5TH ST
 EVANSVILLE, WI 53536

Subscription/MCH: Penny Messling (messlingp@evansville.k12.wi.us)
 Sales Representative: Diane Bellin
 (diane.bellin@mheducation.com)

Account Number: 466342 Site Number: 513062

Send Order to:

McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Hardware Gratuity					
CHROMEBOOK FWO	978-0-02-136742-9	1	\$249.00	\$249.00	*Free Materials
Hardware Gratuity Subtotal:				\$249.00	\$0.00

VALUE OF ALL MATERIALS	\$9,821.43
FREE MATERIALS	(\$2,046.48)
PRODUCT TOTAL*	\$7,774.95
ESTIMATED SHIPPING & HANDLING**	\$575.36
ESTIMATED TAX**	TBD
GRAND TOTAL	\$8,350.31

Comments:

School Purchase Order Number:

 Name of School Official (Please Print)

 Signature of School Official

Sample Checklist for Textbook/Resources Evaluation
Evansville Community School District

Subject Science
Chemistry

Grade or Course Chemistry

Title: Chemistry Matter and change

Authors: Buthelezi, Dingrando, Hainen, Wistrom, Zike

Publisher: McGraw-Hill Copyright date: 2013

Reviewed by Messling Date: Sept 2013

Top Choice

Okayed by
*K-12 group

List all the components that were actually reviewed (e.g. teacher's guide, student books, hands on materials, multimedia material.)

Teacher Edition, student Edition, supplemental lab, problems manuals; webquests
Also available = virtual labs; lab manager; examview; e-editions; videos-

1. How well does the instructional content align with the areas of the Contents Standards as described in the Wisconsin Model Academic Standards? See attached for list of content areas.

1

2

3

4

5

Omits substantial content included in WMAS and/or includes substantial content not recommended

Some misalignment of content with recommendations in WMAS

Aligns well with content recommendations in WMAS

2. How well does the instructional content align with the Evansville Community School District Grade Level or Course Level Standards?

1

2

3

4

5

Omits substantial content included in WMAS and/or includes substantial content not recommended

Some misalignment of content with recommendations in WMAS

Aligns well with content recommendations in WMAS

3. Do the instructional materials present concepts accurately and correctly?

1

2

3

4

5

Substantial, major errors

Mostly correct, with some minor errors

Very accurate and correct

yes - excellent - more engaging -

4. How well do the instructional materials reflect current knowledge?

1

2

3

4

5

Ideas are out
of date

Somewhat current

Current

Very well - great examples and suggest web connections + virtual connections

5. Do the materials provide sufficient depth of learning for students to develop the necessary understanding of key concepts?

1

2

3

4

5

Superficial
explanations,
inappropriate activities

Adequate explanation
for understanding
activities support
understanding
somewhat

Excellent explanations,
activities provide ample
opportunity to develop
understanding

Very supportive materials; examples;
ACT prep in each chapter; * glossary is in english & spanish *

6. To what degree are assessments aligned to standards and reflect depth of understanding?

1

2

3

4

5

Assessments are unclear
and unrelated to important
learning outcomes

Some of the assessments are
clear; measurement of
important learning outcomes
is inconsistent

Assessments are clear,
aligned to standards,
and consistently measure,
appropriate, important
learning outcomes

High degree of depth - the assessments are tiered.

7. To what degree does research indicate that these materials are effective, teacher and student field tested, and support student achievement in the subject area?

1

2

3

4

5

Little or no research

Some positive
research

Extensive, reliable
research, mixed reviews

Well their research supports them -
Many other districts are using the text; colleagues talked with
are very pleased with materials and text.

Sample Checklist for Textbook/Resources Evaluation
Evansville Community School District

Subject Science

Grade or Course Chemistry

Title: Chemistry: Concepts & Application

Authors: Phillips, Stozak, Wistom, Zike

Publisher: McGraw Hill

Copyright date: 2014

→ For Non-Technical / post-2nd practical
◦ Conceptual chemistry program.
◦ Themes that provide "Big Ideas"
Energy - Structure/function -
Conservation - Sys/Interactions -
Stability + change

Reviewed by Messinger Date: Sept 2013

List all the components that were actually reviewed (e.g. teacher's guide, student books, hands on materials, multimedia material.)

Teacher Edition - is all that was released to me

1. How well does the instructional content align with the areas of the Contents Standards as described in the *Wisconsin Model Academic Standards*? See attached for list of content areas.

1	2	3	4	⑤
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

2. How well does the instructional content align with the Evansville Community School District Grade Level or Course Level Standards?

1	2	3	4	⑤
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

3. Do the instructional materials present concepts accurately and correctly?

1	2	3	4	⑤
<i>Substantial, major errors</i>		<i>Mostly correct, with some minor errors</i>		<i>Very accurate and correct</i>

4. How well do the instructional materials reflect current knowledge?

1	2	3	4	5
<i>Ideas are out of date</i>		<i>Somewhat current</i>		<i>Current</i>

5. Do the materials provide sufficient depth of learning for students to develop the necessary understanding of key concepts?

1	2	3	4	5
<i>Superficial explanations, inappropriate activities</i>		<i>Adequate explanation for understanding activities support understanding somewhat</i>		<i>Excellent explanations, activities provide ample opportunity to develop understanding</i>
<i>Develop understanding but not at the extent of M+C text</i>				

6. To what degree are assessments aligned to standards and reflect depth of understanding?

N/A	1	2	3	4	5
	<i>Assessments are unclear and unrelated to important learning outcomes</i>		<i>Some of the assessments are clear; measurement of important learning outcomes is inconsistent</i>		<i>Assessments are clear, aligned to standards, and consistently measure, appropriate, important learning outcomes</i>
<i>I have not seen their assessments</i>					

7. To what degree does research indicate that these materials are effective, teacher and student field tested, and support student achievement in the subject area?

1	2	3	4	5
<i>Little or no research</i>		<i>Some positive research</i>		<i>Extensive, reliable research, mixed reviews</i>

Sample Checklist for Textbook/Resources Evaluation
Evansville Community School District

Subject Science

Grade or Course Chemistry

Title: Modern Chemistry

Authors: Sargus - Sargus

Publisher: Houghton Mifflin Harcourt Copyright date: 2012

Reviewed by messling Date: Sept 2013

List all the components that were actually reviewed (e.g. teacher's guide, student books, hands on materials, multimedia material.)

Teacher Edition, student edition - It is all they sent -

1. How well does the instructional content align with the areas of the Contents Standards as described in the *Wisconsin Model Academic Standards*? See attached for list of content areas.

1	2	3	4	5
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

2. How well does the instructional content align with the Evansville Community School District Grade Level or Course Level Standards?

1	2	3	4	5
<i>Omits substantial content included in WMAS and/or includes substantial content not recommended</i>		<i>Some misalignment of content with recommendations in WMAS</i>		<i>Aligns well with content recommendations in WMAS</i>

3. Do the instructional materials present concepts accurately and correctly?

1	2	3	4	5
<i>Substantial, major errors</i>		<i>Mostly correct, with some minor errors</i>		<i>Very accurate and correct</i>
<u>But bland</u>				

4. How well do the instructional materials reflect current knowledge?

1 2 3 4 ~~5~~
Ideas are out of date *Somewhat current* *Current*

Knowledge is current, but not many pictures / grabbers -

5. Do the materials provide sufficient depth of learning for students to develop the necessary understanding of key concepts?

1 2 3 ④ 5
Superficial explanations, inappropriate activities *Adequate explanation for understanding activities support understanding somewhat* *Excellent explanations, activities provide ample opportunity to develop understanding*

6. To what degree are assessments aligned to standards and reflect depth of understanding?

1 2 3 ④ 5
Assessments are unclear and unrelated to important learning outcomes *Some of the assessments are clear; measurement of important learning outcomes is inconsistent* *Assessments are clear, aligned to standards, and consistently measure, appropriate, important learning outcomes*

7. To what degree does research indicate that these materials are effective, teacher and student field tested, and support student achievement in the subject area?

1 2 3 ④ 5
Little or no research *Some positive research* *Extensive, reliable research, mixed reviews*

Textbook Purchase Rationale
Evansville Community School District
2013-2014

Textbook Title: _____ Glencoe_Biology 2012_____

Publisher: _____ McGraw Hill_____ Copyright: _____ 2012_____

EHS Course: _____ Biology_____

Number of books Requested: _____ 140_____ Cost per Book: _____ \$91.47_____

(Please attach a quote from the publisher including shipping costs, if you have one.)

Describe why purchasing this textbook is necessary:

Biology textbooks are necessary to help students fully comprehend the material. Much of biology is conceptual and incorporates a large number of new vocabulary words. Books are a necessary supplement so that students can read about difficult concepts/vocabulary in a predictable, organized manner at their own pace instead of having students learn with handouts alone.

Our current biology books are literally falling apart. Not one book is fully intact. We cannot send individual books up to be rebound anymore since all of them would need this service. The Glencoe Biology 2012 textbook is a significant improvement from our current book. Not just because they would be new, but because the content is far more organized, explanations are clearer, and more figures to support student comprehension are included. Also, the way that educators teach and assess science students has changed significantly since our last books were purchased, and the new books reflect this change in pedagogy and assessment.

Describe the textbook selection process and why this textbook was selected:

Textbooks from four publishers were requested. Textbooks were then evaluated, with strong emphasis on the clarity of the figures in the books. The books were also submitted to Adrienne Kangas for an analysis of their readability. The Glencoe Biology 2012 textbook had the highest Flesch-Kincaid readability score. Along with being the most 'readable', the Glencoe Biology 2012 textbook was selected since it has excellent figures, includes current data in problem sets, has clearly organized sections with emphasis on new vocabulary words, and has many good 'quick' in class activities to encourage critical thinking and overall comprehension of the material.



School
Education

Price Quote For:

Evansville High School
Betsy Stalder (staldere@evansville.k12.wi.us)
640 S 5TH ST
EVANSVILLE, WI 53536

Subscription/MCH: Betsy Stalder (staldere@evansville.k12.wi.us)
Sales Representative: Diane Bellin
(diane.bellin@mheducation.com)

Account Number: 466342

Site Number: 513062

Send Order to:

McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
GLENCOE BIOLOGY STUDENT EDITION W/STUDENTWORKS PLUS ONLINE 6 YEAR SUBSCRIPTION	978-0-07-660217-9	125	\$91.47	\$0.00	\$11,433.75
GLENCOE BIOLOGY STUDENT EDITION	978-0-07-894585-1	20	\$87.48	\$1,749.60	*Free Materials
GLENCOE BIOLOGY STUDENTWORKS PLUS ONLINE 6 YR SUBSCRIPTION	978-0-07-896108-9	20	\$75.00	\$1,500.00	*Free Materials
GLENCOE BIOLOGY TEACHER WRAPAROUND EDITION	978-0-07-894585-4	1	\$109.98	\$109.98	*Free Materials
GLENCOE BIOLOGY ETEACHER EDITION ONLINE 6 YR SUBSCRIPTION	978-0-07-896118-2	1	\$109.98	\$109.98	*Free Materials

VALUE OF ALL MATERIALS	\$14,903.31
FREE MATERIALS	(\$3,469.56)
PRODUCT TOTAL*	\$11,433.75
ESTIMATED SHIPPING & HANDLING**	\$858.21
ESTIMATED TAX**	TBD
GRAND TOTAL	\$12,291.96

Comments:

School Purchase Order Number:

Name of School Official (Please Print)

Signature of School Official

TEXTBOOK ADOPTION FORM

Note: Information due _____

Recommended text for: Biology
(subject/grade or course)

Textbook Information

Title: <u>Glencoe Biology 2012</u>	# Books Needed: <u>145</u>
Author: <u>Alton Biggs, et al.</u>	Technology Costs: 14500 <u>N/A</u>
Publisher/Company: <u>McGraw Hill</u>	Costs Per Book: <u>91.47</u>
Copyright Date: <u>2012</u>	Mis. Costs: <u>858.21</u> (Be sure to include shipping charges)
Textbook Performance: <u>FIRST</u> SECOND THIRD	

Directions:

This checklist is designed to help you evaluate the appropriateness and readability of the texts you are considering for adoption. Your goal is to find out what aspects of the text is not less than ideal. Please rank the statements below using the following rating system:

3 = Excellent
0 = Not Acceptable

2 = Acceptable
NA = Not Applicable

1 = Poor
NF = Not Found

4 OVERALL STRUCTURE	3	2	1	0	N/A	NF
1. Text has table of contents, glossary, index, appendix, & other appropriate aides.	3					
2. Text is durable, size of book & print are appropriate, and illustrations & format are appealing		2				
3. Content reflects essential concepts/skills, of course content & district curriculum goals.	3					
4. Text has clear organizational pattern that follows throughout & relates chapters to each other.		2				
5. Subject matter is thoroughly covered & presented in a logical, clear sequence.	3					
6. Material reflects current trends, information & instructional practices.	3					
7. Teacher editions are easy to use, clearly formatted, and provide instructional methods & activities to meet the needs of all students.		2				
8. Supplemental materials are available & stress the concepts presented in the text.	3					

4 MOTIVATION	3	2	1	0	N/A	NF
1. Content & manner of presentation are interesting & relevant to the students.	3					
2. Activities are meaningful, motivating, & challenging to students at varying levels of learning.		2				
3. Materials allow students to think critically & creatively.	3					

Recommended text for: Biology - Grade 10
(Class/grade level)

Vendor: McGraw Hill Phone # 1-800-381-7341 Date: 4/18/14

Address: PO Box 182605

City: Columbus State: OH Zip: 43218

USE ONLY ONE VENDOR PER REQUEST FORM (Quote Attached)
Please indicate any special ordering information (discounts, etc.)

Quantity	Publisher/ISBN #	Title/Description/Author	Unit Cost	Total Cost
125	978-0-07-66027-9	Student book online	91.47	11,433.75
20	978-0-07-894586-1	Student book	87.48	free
20	978-0-07-896106-9	Student online	75	free
1	978-0-07-894585-4	Teacher edition	109.98	free
1	978-0-07-896108-2	Teacher Online	109.98	free
		Shipping/handling fees (please include unless you know they will be waived)	858.21	
		Order Total		12,291.96

APPROVAL: (NOTE: Due)

Building Principal or Director: _____ Date: _____

Director of Instruction: _____ Date: _____



School
Education

REVISED

Price Quote For:

Evansville High School
Betsy Stalder (staldere@evansville.k12.wi.us)
640 S 5TH ST
EVANSVILLE, WI 53536

Subscription/MCH: Betsy Stalder (staldere@evansville.k12.wi.us)

Account Number: 466342

Site Number: 513062

} {

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Bioloogy	\$14,903.31	(\$3,469.56)	\$11,433.75
Chemistry	\$10,467.48	(\$3,881.64)	\$6,585.84

VALUE OF ALL MATERIALS	\$25,370.79
FREE MATERIALS	(\$7,351.20)
PRODUCT TOTAL*	\$18,019.59
ESTIMATED SHIPPING & HANDLING**	5%
ESTIMATED TAX**	TBD
GRAND TOTAL*	\$18,019.64

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Comments:

Shipping not to exceed 5%.

Diane Bellin
Sales Representative

Email: diane.bellin@mheducation.com

Send Order to: McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605 Phone: 1-800-334-7344 Fax: 1-800-953-8691



School
Education

REVISED

Price Quote For:

Evansville High School
Betsy Stalder (stalder@evansville.k12.wi.us)
640 S 5TH ST
EVANSVILLE, WI 53536

Subscription/MCH: Betsy Stalder (stalder@evansville.k12.wi.us)
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Phone: 1-800-334-7344

Fax: 1-800-953-8691

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GLENCOE BIOLOGY STUDENT EDITION W/STUDENTWORKS PLUS ONLINE 6 YEAR SUBSCRIPTION	978-0-07-660217-9	125	\$91.47	\$0.00	\$11,433.75
GLENCOE BIOLOGY STUDENT EDITION	978-0-07-894586-1	20	\$87.48	\$1,749.60	*Free Materials
GLENCOE BIOLOGY STUDENTWORKS PLUS ONLINE 6 YR SUBSCRIPTION	978-0-07-896106-9	20	\$75.00	\$1,500.00	*Free Materials
GLENCOE BIOLOGY TEACHER WRAPAROUND EDITION	978-0-07-894585-4	1	\$109.98	\$109.98	*Free Materials
GLENCOE BIOLOGY ETEACHER EDITION ONLINE 6 YR SUBSCRIPTION	978-0-07-896118-2	1	\$109.98	\$109.98	*Free Materials



School Education

REVISED

Price Quote For:

Evansville High School
 Betsy Stalder (staldere@evansville.k12.wi.us)
 640 S 5TH ST
 EVANSVILLE, WI 53536

Subscription/MCH: Betsy Stalder (staldere@evansville.k12.wi.us)
 Sales Representative: Diane Bellin
 (diane.bellin@mheducation.com)

Account Number: 466342

Site Number: 513062

Send Order to:

McGraw-Hill Education PO Box 182605 | Columbus, OH 43218-2605

Phone: 1-800-334-7344

Fax: 1-800-953-8691

* Price firm for 30 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes are not included in the quote total. If applicable, actual tax charges will be applied at time of order.

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Chemistry					
CHEMISTRY MATTER & CHANGE STUDENT EDITION W/ONLINE SE 6YR SUBSCRIPTION PACKAGE	978-0-07-662169-9	72	\$91.47	\$0.00	\$6,585.84
CHEMISTRY MATTER & CHANGE STUDENT EDITION	978-0-07-896405-3	18	\$87.33	\$1,571.94	*Free Materials
CHEMISTRY MATTER & CHANGE E-STUDENT EDITION 6Y SUBSC W/O SE PURCHASE	978-0-07-896409-1	18	\$72.99	\$1,313.82	*Free Materials
CHEMISTRY MATTER & CHANGE TEACHER WRAPAROUND EDITION	978-0-07-896406-0	1	\$103.98	\$103.98	*Free Materials
CHEMISTRY MATTER & CHANGE E-TEACHER EDITION ONLINE 6YR SUBSC W/O TE PURCHASE	978-0-07-896410-7	1	\$103.98	\$103.98	*Free Materials
CHEMISTRY MATTER & CHANGE TEACHER CLASSROOM RESOURCE	978-0-07-661504-9	1	\$189.00	\$189.00	*Free Materials
CHEMISTRY MATTER & CHANGE EXAMVIEW ASSESSMENT SUITE CD	978-0-07-896413-8	1	\$129.99	\$129.99	*Free Materials
CHEMISTRY MATTER & CHANGE E-TEACHER EDITION DVD	978-0-07-896412-1	1	\$189.00	\$189.00	*Free Materials
HIGH SCHOOL SCIENCE LAB MANAGER CDROM	978-0-07-877246-7	1	\$199.98	\$199.98	*Free Materials
CHEMISTRY MATTER & CHANGE VIRTUAL INVESTIGATIONS CD08/12	978-0-07-891617-5	1	\$49.98	\$49.98	*Free Materials
CHEMISTRY MATTER & CHANGE WHATS CHEMISTRY GOT TO DO WITH IT DVD05/12	978-0-07-869002-0	1	\$29.97	\$29.97	*Free Materials
Chemistry Subtotal:				\$3,881.64	\$6,585.84

VALUE OF ALL MATERIALS	\$25,370.79
FREE MATERIALS	(\$7,351.20)
PRODUCT TOTAL*	\$18,019.59
ESTIMATED SHIPPING & HANDLING**	5%
ESTIMATED TAX**	TBD
GRAND TOTAL	\$18,019.64

Comments:

Shipping not to exceed 5%

School Purchase Order Number:

Name of School Official (Please Print)

Signature of School Official

Textbook Purchase Rationale
Evansville Community School District
2013-2014

Textbook Title: _____ Modern Livestock and Poultry Production: 8th Edition,
James Gillespie and Frank Flanders.

Publisher: _____ Delmar Cengage Learning _____ Copyright: _____ 2010 _____

EHS Course: _____ Large Animal Industry _____

Number of books Requested: _____ 30 _____ Cost per Book: _____ approx. \$100 _____

Please attach a quote from the publisher including shipping costs, if you have one.)

Total Quoted over the phone: \$3140

Describe why purchasing this textbook is necessary:

The Large Animal Industry Course will be articulated with Blackhawk Technical College for Transcribed Credit.

Describe the textbook selection process and why this textbook was selected:

This is the textbook that the professor at Blackhawk Technical College uses.

DIRECT ALL CORRESPONDENCE TO:
 CENGAGE Learning
 10650 Toebben Drive
 Independence, KY 41051

Bringing you resources from:
 Cengage Learning
 National Geographic Learning
 NGSP/Hampton Brown

ORIGINAL INVOICE

NO. 52020454

Phone: 1-800-354-9706 FAX: 1-800-487-8488

Date 04/28/14

Page 1 of 1

SHOWING ACCOUNT NUMBER AND INVOICE NUMBER SAN: 2002213

Order No. 78634345SQ

Federal ID No.: 59-2124491 Canadian G.S.T.#/T.P.S.: 14074 8831 RT0001 Canadian Q.S.T#/T.V.Q.: 1023272543
 Hampton Brown is now part of Cengage Learning. All accounts are now under the Cengage Learning taxpayer name and number.

ACCOUNT NO. 4226316

ACCOUNT NO. 10144224

BILL TO EVANSVILLE CMTY SCH DIST
 340 FAIR ST
 EVANSVILLE WI 53536

SHIP TO EVANSVILLE HIGH SCHOOL
 640 SOUTH 5TH STREET
 EVANSVILLE WI 53536

QUANTITY		PURCHASE ORDER NUMBER	PAYMENT DUE	TERMS	FOB SHIPPING POINT		
SHIPPED	PENDING	SALESQUOTE	05/28/14	Net 30 Days	UPS GRD &	HO	
		ISBN	TITLE / AUTHOR / EDITION		PRICE	DISCOUNT	NET AMOUNT
30		9781428318083	MODERN LIVESTOCK & POULTRY PRODUCTION 8E Gillespie/Flanders 008		83.00	NET	2,490.00
1		9781428318090	MODERN LIVESTOCK & POULTRY PRODUCTION-INSTRUCTOR MANUAL 8E Gillespie 008		18.75	NET	18.75
1		9781428318106	MODERN LIVESTOCK & POULTRY PRODUCTION-CLASSMASTER 8E Gillespie 008		304.25	NET	304.25
1		9781428318113	MODERN LIVESTOCK/POULTRY PRODUCTION-CLASSRM INTERACTIVITY CD Gillespie 008		60.50	NET	60.50

33	BOOKS	RETURN POLICY/ TAX INFORMATION				SUBTOTAL	2,873.50
						TRANS & HDLG	287.35

If you are tax exempt and feel you have been charged sales tax in error, please mail a copy of this invoice and your exemption certificate/documentation to Cengage Learning Tax Dept, 5191 Natrop Blvd, Mason, OH 45040 or email to MS.Tax@Cengage.com.

PAY THIS AMOUNT 3,160.85

DETACH: THIS PORTION MUST BE RETURNED WITH YOUR PAYMENT

PURCHASE ORDER NUMBER	INVOICE DATE	INVOICE NUMBER	CUSTOMER ACCOUNT NUMBER	PAYMENT DUE	AMOUNT DUE
SALESQUOTE	04/28/14	52020454	4226316	05/28/14	3,160.85

RETURN THIS STUB WITH PAYMENT TO:

MAIL CHECKS TO: CENGAGE LEARNING
 P.O. BOX 95999
 CHICAGO, IL 60694-5999

RETURN BOOKS TO:
 CENGAGE LEARNING
 Distribution Center
 10650 Toebben Drive
 Location 02
 Independence, KY 41051

WIRE TRANSFERS: HARRIS BANK
 ABA 071000288
 ACCT 4399010
 SWIFT HATRUS44

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: 2013-2014 Budget
Date: May 21, 2014

Attached is a summary budget report for 2013-2014 as of April 30, 2014. All funds are represented with revenues listed first followed by expenses. We continue to track at a normal pace for this point in the fiscal year for both revenues and expenses. Please let me know if you have any questions.

Fd	T	Loc	Obj	Func	Prj	Obj	2012-13 Revised Budget	2012-13 FYTD Activity	2013-14 Revised Budget	2013-14 FYTD Activity	2013-14 FYTD %
10	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	5,290,182.49	2,938,296.48	5,363,370.00	5,973,791.48	111.38
10	R	---	3--	-----	---	INTER-DISTRICT TRANSFERS	283,580.00	0.00	331,822.00	0.00	0.00
10	R	---	5--	-----	---	REV FROM INTERMEDIATE SOU	0.00	0.00	1,000.00	0.00	0.00
10	R	---	6--	-----	---	REVENUE FROM STATE SOURCE	12,463,604.00	7,918,180.95	12,509,409.00	8,083,786.84	64.62
10	R	---	7--	-----	---	REVENUE FROM FEDERAL SOUR	203,458.00	121,321.65	205,758.00	159,044.09	77.30
10	R	---	9--	-----	---	OTHER SOURCES OF REVENUE	68,844.36	57,998.41	73,664.12	72,283.45	98.13
10	R	---	---	-----	---	Revenue	18,309,668.85	11,035,797.49	18,485,023.12	14,288,905.86	77.30
10	E	---	1--	-----	---	SALARIES	9,238,107.28	6,578,705.69	8,599,810.68	7,211,465.77	83.86
10	E	---	2--	-----	---	EMPLOYEE BENEFITS	3,630,233.17	2,597,942.98	3,885,606.98	3,043,131.70	78.32
10	E	---	3--	-----	---	PURCHASED SERVICES	2,349,661.83	1,301,520.67	2,737,307.42	1,625,849.70	59.40
10	E	---	4--	-----	---	NON-CAPITAL OBJECTS	677,925.24	497,815.89	766,063.59	594,009.22	77.54
10	E	---	5--	-----	---	CAPITAL OBJECTS	40,396.00	33,480.24	31,400.00	19,532.27	62.20
10	E	---	6--	-----	---	DEBT RETIREMENT	61,141.21	38,877.33	65,067.98	18,381.21	28.25
10	E	---	7--	-----	---	INSURANCE	145,868.00	133,056.75	153,464.00	142,722.09	93.00
10	E	---	8--	-----	---	OPERATING TRANSFERS OUT	2,121,038.12	0.00	2,045,261.34	0.00	0.00
10	E	---	9--	-----	---	OTHER OBJECTS	45,298.00	41,776.60	35,558.00	28,729.80	80.80
10	E	---	---	-----	---	Expense	18,309,668.85	11,223,176.15	18,319,539.99	12,683,821.76	69.24
21	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	0.00	11,524.62	0.00	6,412.44	0.00
21	R	---	---	-----	---	Revenue	0.00	11,524.62	0.00	6,412.44	0.00
21	E	---	3--	-----	---	PURCHASED SERVICES	0.00	3,524.62	0.00	0.00	0.00
21	E	---	4--	-----	---	NON-CAPITAL OBJECTS	0.00	2,175.88	0.00	5,833.89	0.00
21	E	---	---	-----	---	Expense	0.00	5,700.50	0.00	5,833.89	0.00
27	R	---	1--	-----	---	INTERFUND TRANSFERS	2,121,038.12	0.00	2,045,261.34	0.00	0.00
27	R	---	3--	-----	---	INTER-DISTRICT TRANSFERS	0.00	0.00	10,005.58	0.00	0.00
27	R	---	6--	-----	---	REVENUE FROM STATE SOURCE	798,054.00	583,858.00	784,128.15	576,473.00	73.52
27	R	---	7--	-----	---	REVENUE FROM FEDERAL SOUR	504,285.71	279,814.30	516,392.15	249,382.51	48.29
27	R	---	---	-----	---	Revenue	3,423,377.83	863,672.30	3,355,787.22	825,855.51	24.61
27	E	---	1--	-----	---	SALARIES	2,185,333.39	1,565,805.66	2,053,418.05	1,713,143.79	83.43
27	E	---	2--	-----	---	EMPLOYEE BENEFITS	849,634.74	624,188.29	958,635.17	703,819.20	73.42
27	E	---	3--	-----	---	PURCHASED SERVICES	333,058.91	208,640.07	309,465.00	260,157.29	84.07
27	E	---	4--	-----	---	NON-CAPITAL OBJECTS	42,350.79	53,845.67	27,269.00	23,547.05	86.35
27	E	---	5--	-----	---	CAPITAL OBJECTS	10,000.00	10,877.09	0.00	0.00	0.00
27	E	---	7--	-----	---	INSURANCE	0.00	0.00	0.00	-1,157.27	0.00
27	E	---	9--	-----	---	OTHER OBJECTS	3,000.00	8,029.92	7,000.00	8,952.40	127.89
27	E	---	---	-----	---	Expense	3,423,377.83	2,471,386.70	3,355,787.22	2,708,462.46	80.71
38	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	121,372.00	121,372.00	129,525.00	0.00	0.00
38	R	---	---	-----	---	Revenue	121,372.00	121,372.00	129,525.00	0.00	0.00
38	E	---	6--	-----	---	DEBT RETIREMENT	128,700.00	128,700.02	131,043.80	131,043.78	100.00
38	E	---	---	-----	---	Expense	128,700.00	128,700.02	131,043.80	131,043.78	100.00
39	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	2,694,885.00	2,694,139.35	2,833,648.00	2.12	0.00
39	R	---	---	-----	---	Revenue	2,694,885.00	2,694,139.35	2,833,648.00	2.12	0.00
39	E	---	6--	-----	---	DEBT RETIREMENT	2,727,322.50	2,727,322.52	2,882,947.50	2,882,947.50	100.00
39	E	---	---	-----	---	Expense	2,727,322.50	2,727,322.52	2,882,947.50	2,882,947.50	100.00
50	R	---	2--	-----	---	REVENUE FROM LOCAL SOURCE	433,380.60	337,728.50	421,997.40	345,482.14	81.87
50	R	---	6--	-----	---	REVENUE FROM STATE SOURCE	10,945.69	12,132.29	10,663.01	11,498.91	107.84
50	R	---	7--	-----	---	REVENUE FROM FEDERAL SOUR	266,219.55	165,226.02	261,853.65	158,237.76	60.43
50	R	---	---	-----	---	Revenue	710,545.84	515,086.81	694,514.06	515,218.81	74.18

Fd	T	Loc	Obj	Func	Prj	Obj	2012-13	2012-13	2013-14	2013-14	2013-14
							Revised Budget	FYTD Activity	Revised Budget	FYTD Activity	FYTD %
50	E	---	1--	-----	---	SALARIES	219,402.62	175,629.70	193,549.76	161,765.27	83.58
50	E	---	2--	-----	---	EMPLOYEE BENEFITS	33,762.04	26,654.84	82,058.54	62,200.92	75.80
50	E	---	3--	-----	---	PURCHASED SERVICES	383,007.86	360,387.21	368,742.67	338,506.69	91.80
50	E	---	4--	-----	---	NON-CAPITAL OBJECTS	73,230.99	6,348.26	74,604.13	5,453.04	7.31
50	E	---	9--	-----	---	OTHER OBJECTS	0.00	0.00	0.00	144.00	0.00
50	E	---	---	-----	---	Expense	709,403.51	569,020.01	718,955.10	568,069.92	79.01

Number of Accounts: 1789

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

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Support Staff Employee Compensation Minutes

The Support Staff Employee Compensation Committee meeting was held on Wednesday, May 7, 2014, at 4:37 pm in the District Board and Training Room.

Attendance

Members in attendance: Mary Beth Anderson, Eric Busse, Barb Krumwiede, Kelly Mosher, Ivy Otto, Sue Parsons, Jerry Roth, Jane Sperry, Tina Thornton, and Doreen Treuden. Absent: Linda Gard, Mindy Larson, and Tina Rossmiller. Kathi Swanson arrived at 4:48 pm.

Approve Minutes

Motion by Ms. Sperry, seconded by Ms. Krumwiede, moved to approve the April 7, 2014, minutes as presented. Motion carried, voice vote.

Review Educational Assistants and Health/Attendance Clerk Job Descriptions

All reviewed the updated Education Assistant for Students With Disabilities job description from the April 7 meeting.

All reviewed the updated Health/Attendance Clerk job descriptions from the April 7 meeting. Mr. Roth shared that he had a conversation with Ms. Larson, and she was comfortable with the job descriptions as it reads. Discussion. This job description applies to the Grove Campus clerks only. The middle and high school job description will be different and named; MS/HS Attendance/Athletic Secretary.

Review and Draft Media Clerk and Athletic Secretary Job Descriptions

All reviewed the Media Clerk job description. Changes to be made:

- Under Minimum Training and Experience Required to Perform Essential Job Functions, High school graduate or any combination of education and experience that provides equivalent knowledge, skills and abilities. The numbers will become bullets.

All reviewed the High School Health/Attendance Clerk/Athletic Director Secretary. Changes to be made:

- Bold the titles under Essential Duties and Responsibilities, Health/Attendance Clerk and Athletic Directory Secretary.
- Under Minimum Training and Experience Required to Perform Essential Job Functions, this language will match the Health/Attendance Clerk job description.
- Under Academic Ability and Interpersonal Communication, add a bullet, Use and interpret special education terminology.
- Under Environmental Adaptability, first bullet will now read, Ability to be a team member.
- This job description will now remain for the High School and not be for the Middle School as stated earlier in the meeting. The middle school Health/Attendance Clerk will be the same as for the K-5 buildings.

From further discussion, of all the job descriptions, changes to be made on Education Assistant for Students With Disabilities job description:

- Title, should be Educational Assistant...
- Add under Essential Duties and Responsibilities, Maintain confidentiality.
- Under Minimum Physical and Mental Abilities to Perform Essential Job Functions, Physical Requirements, no change of adding a weight requirement for lifting.

From further discussion, changes to be made on Health/Attendance Clerk job description:

- Under Minimum Training and Experience Required to Perform Essential Job Functions, the language will match the Educational Assistants, High school graduate or any combination of education and experience that provides equivalent knowledge, skills and abilities. The numbers will become bullets.
- Add another bullet, Technical training in basic first aid and CPR.

Under all job descriptions, under Environmental Adaptability, remove bullet, Work in a team format and replace with, Ability to be a team member.

Drafts of the above job descriptions will be shared with the Administrative Team and then come back to this Committee.

Set Next Meeting and Agenda

Next meeting is Thursday, June 12, with a start time of either 4:00 pm or 4:30 pm.

Adjourn

Motion by Ms. Parsons, seconded by Ms. Thornton, moved to adjourn. Motion carried, voice vote.

Submitted by Doreen Treuden, Business Manager

Approved: _____

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Support Staff Employee Compensation Committee Minutes

The Support Staff Employee Compensation Committee meeting was held on Monday, April 7, 2014, at 4:32 pm in the District Board and Training Room.

Attendance

Members in attendance: Eric Busse, Linda Gard, Barb Krumwiede, Mindy Larson, Kelly Mosher, Ivy Otto, Sue Parsons, Tina Rossmiller, Jerry Roth, Tina Thornton, and Doreen Treuden. Jane Sperry arrived at 4:38 pm. Absent: Mary Beth Anderson. Others present: Teresa Baker and Vaunce Ashby arrived at 5:05 pm.

Approve Minutes

Motion by Ms. Rossmiller, seconded by Ms. Mosher, moved to approve the minutes as presented. Motion carried, voice vote.

Review and Draft Educational Assistants, Health/Attendance Clerk, and Media Clerk Job Descriptions

Health/Attendance Clerk job description reviewed and discussed. All were reminded that job descriptions are not a list of day-to-day duties, it is a list of broad job duties. Discussion:

- Question on whether there should be two job descriptions; one for the building health clerk and one for the district health clerk?
- Discussed the difference between list of job duties being specific or generic
- Add CPR to minimum training and experience
- Non-violent crisis intervention training for this position?
- Remove diction and style from academic abilities
- Remove the word restrain from second bullet under minimum physical and mental.....

Educational Assistants job description reviewed and discussed. Discussion:

- Remove, Essential Duties..., second bullet, and Sections 504 Accommodation
- Add, Essential Duties..., fourth bullet, after personal care, health
- Remove, Minimum Training..., first bullet, with technical training in special education
- Remove, Physical Requirements..., second bullet, restrain
- Remove, Academic Abilities..., third bullet, diction and style
- Fix typo, Academic Abilities..., sixth bullet
- Add, Environmental Adaptability, first bullet, after classroom, community, or workplace
- Ready to move forward

Job descriptions will go before the Administrative Team to review and provide input and then to legal counsel to review for compliance.

Ms. Gard will send out other job descriptions for staff to update before the next meeting.

Set Next Meeting and Agenda

Next meeting is Wednesday, May 7th at 4:30 pm, to continue reviewing job descriptions.

Adjourn

Motion by Ms. Rossmiller, seconded by Ms. Thornton, moved to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 5:54 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 5/7/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held on Monday, May 12, 2014, at 5:02 pm in the District Board and Training Room.

Attendance

Members in attendance: Eric Busse, Julie Creek Hessler, Gary Feldt, Deb Fritz, Jolene Hammond, Rob Kostroun, Jim Kvalheim, Kyle McDonald, Deanna Pickering, Dee Jay Redders, Tina Rossmiller, Jerry Roth, Chris Schullo, Kim Sperandio-Wehner, Doreen Treuden, and Jon Wopat. Absent: Kathi Swanson, and Kim Katzenmeyer. Dave Kopf arrived at 5:05 pm.

Approve Agenda

Motion by Ms. Rossmiller, seconded by Ms. Creek-Hessler, moved to approve the April 14, 2014, minutes. Motion carried, voice vote.

Review Monona Grove Compensation Model

Discussion continued on school models.

Monona Grove, draft model as of 2/14/14:

- 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 –
 - 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.
 - Ms. Treuden will get more details from the Business Manager at Monona Grove and Kiel.

Review of the pros of all the models that matter the most so far.....

- Predictability – financial cost to the school district - 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?
- 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 –
- 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.

Set Next Meeting Date and Agenda

Discussion:

- Are we going to meet over the summer? No – next meeting will be in September.
- How are we going to hire in the short term? – Ad hoc process right now. Will continue to do this until there is a new compensation system in place.
- Need to present to the Board what has been done so far and then need to hear from the Board what they want for a future compensation plan.

Adjourn

Meeting adjourned at 6:18 pm.

Submitted by Doreen Treuden, Business Manager

Approved: _____

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held on Monday, April 14, 2014, at 5:32 pm, in the District Board and Training Room.

Attendance

Members in attendance: Eric Busse, Julie Creek Hessler, Deb Fritz, Kim Katzenmeyer, Rob Kostroun, Deanna Pickering, Dee Jay Redders, Tina Rossmiller, Jerry Roth, Chris Schullo, Kim Sperandeo-Wehner, and Jon Wopat. Absent: Gary Feldt, Jolene Hammond, Dave Kopf, Kyle McDonald, and Doreen Treuden. Others in attendance: Sandy Spanton Nelson.

Approve Minutes

Motion by Jerry Roth, seconded by Julie Creek Hessler, moved to approve the March 10, 2014, minutes as presented. Motion carried, voice vote.

Continue Discussing Compensation Models

Discussion continued on school models.

Northland Pines School District:

- +, 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.
- -, 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.
- -, no reference to PDP. Question: what is it equivalent to?
- -, define what is base level 3 vs. higher level 3. Question: who decides this? Scoring system would play a part in this.

Additional discussion/related questions asked:

- Longevity, how does District feel about longevity? If a package is lucrative, then does it take care of itself? Remove it off schedule, and then give as stipend later? How do you

balance new hire salary vs. current teachers with longevity (retaining) – models aren't sustainable. Should someone new start higher than a current staff? How do you pay equitably?

- Are we willing to pay more to attract high quality candidates? What about the 'hard to fill' positions? Hiring environment is getting competitive, no easy answers, up to the Committee to decide and develop a plan that both attracts and retains quality, within an amount we can afford.
- Pay on 'other' components, non-financial items. What 'others' are there that will draw and retain staff?
- Implementation, how does it look? Timeframe? What controls are needed?

South Milwaukee School District:

- +, more predictable.
- +, easy to understand, movement clear.
- +, ghost gives transition period.
- +, builds in 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.
- -, 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.
- +, increases already built (500 jump/2,000 jump), add additional percent increase or flat amount to each across the board.
- 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?

Set Next Meeting Date and Agenda

Next meeting date is Monday, May 12 from 5:00 pm -6:30 pm.

Agenda items: Monona Grove review. Review pros of all models. Prepare preliminary financial draft (pay scale/ monetary grid).

Adjourn

Motion by Dee Jay Redder, seconded by Kim Katzenmeyer. Motion carried, voice vote. Meeting adjourned at 7:00 pm.

Submitted by Tina Rossmiller, School Board Member

Approved: 5/12/14

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

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

Lunch Prices 2013-2014	Daily	Lunch Prices 2014-2015	Daily
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

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Phone: (608) 882-3383
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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.

Current Sports Offered
2013-2014 School Year

Girls	Boys
Volleyball	Soccer
Cross Country	Cross Country
Basketball	Football
Wrestling	Wrestling
Football	Basketball
Track	Baseball
Softball	Track
Soccer	Golf
Swim Team	
Hockey	
Golf	

Sportsoffered
5/22/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Insurance Committee Minutes

Minutes of April 1, 2014

Opening: A regular meeting of the Insurance Committee was called to order at 2:00 p.m. on Tuesday, April 1, 2014, in the District Board and Training Center by Superintendent Jerry Roth.

Present: Jerry Roth, Kelly Mosher, Deb Fritz, Jolene Hammond, Bill Hartje, Ivy Otto, Kathi Swanson, Doreen Treuden, and Greg Kuelz. **Absent:** Mason Braunschweig, Deb Arnold, and Penny Messling.

Appoint Note Taker: Jolene Hammond volunteered to take notes for this meeting.

Approve February 18, 2014, Minutes: Jerry Roth made a motion to approve the February 18 minutes and Bill Hartje seconded the motion. The motion was approved with a 9-0 voice vote.

Review Draft HRA Fund Policy: Two policies were prepared by Doreen Treuden and presented to the group. Both policies have been sent to the District auditors.

Policy 662.3, General Fund Balance, is a current board policy. The District will need to change this current general fund balance policy so that there is distinction between different categories of fund balances. The definitions presented in the policy were generated by an outside source and were simply copied by our District when modifying this policy.

Policy 662.31, Committed Fund Balance, is a brand new policy. This policy defines what a committed fund balance is and how our District will handle a committed HRA fund balance. This policy states that the District will set up a committed HRA fund balance that will cover 10% of the possible HRA payout to employees. The District budgeted for an 80% payout this year and the additional 10% that is possible with the committed fund balance will total a maximum of 90%. The fund balance would protect the District in the event that the District needed to pay out more than the 80% that was budgeted for. Paragraph 3 of the document states that the Board resolution will be made in June before an exact number will be known. The District audit for that year will not be complete until late fall.

There were no questions or concerns with the two documents that were presented.

Discuss Proposed Insurance Rate Increases for 2014-2015: Greg Kuelz presented a Renewal Rate Calculation summary to the group. This summary shows that our rates are based 80% on 2012-2013 claims and 20% on 2011-2012 claims. This calculation once again shows that claims really matter. If 80% of our renewal rate is based on current claims, we really need to begin to look at wellness and try to find ways to reduce claims in the long term.

Our District had about \$1,000,000 more in claims in 2012-2013 than in 2011-2012. We had around \$1,645,000 in catastrophic claims (claims over \$100,000). Dean has a system where catastrophic claims are pulled out when calculating the group renewal and with these claims pulled out, our District claims were actually a little below the claims from the previous year.

Taking out the catastrophic claims is a huge safety net for our District this year. Other groups in the Dean plan are essentially subsidizing our catastrophic claims.

Dean actually lost money on our group this year. They paid out around \$3,600,000 and collected around \$2,100,000 from us. The proposed rate increase for next year is 7.9%. Taxes and fees make up 3.43% of this increase.

The projected extra cost to the District for next year will be \$144,742 with the 7.9% rate increase. This initial figure is true if the District contribution to premium remained the same and no plan design changes were made. Doreen Treuden created a spreadsheet that the group could use to help make decisions about how to reduce the potential extra cost to the District. The Committee was directed in a previous meeting to make a recommendation to the Board of Education (BOE) that did not exceed a 2% increase.

Review Dean Decrement Chart: Greg Kuelz presented the group with an e-mail from John Cashman of Dean that gave two possible plan design changes that could reduce our premium. The District could change our RX card to \$10/30/50. This would save about 2.5%. We could also change our ER copay to \$150, and this would save about 0.5%. If the District made both changes, it would save a bit more than 3%.

The group all agreed that these plan design changes would be a good way to save 3% of the premium. The group voted 7-0 in favor of recommending plan design changes to the BOE. Kathi Swanson and Greg Kuelz did not vote.

Deb Fritz brought up the possibility of adding an office visit copay to the plan in order to reduce premium. Greg Kuelz advised that this copay could reduce premium by as much as 2.5%. Jolene Hammond stated that in the past, we have really shied away from adding a per visit copay because it could significantly impact some families.

Discussion switched to the possibility of changing the District's contribution to premium. Employees currently contribute around 9.6% to their premium and the District contributes the rest. If the employee contribution was changed to 11.75% and we made the above plan design changes, the extra cost to the District would be \$39,756 rather than the \$144,742 that was stated earlier. With this change, each employee on the family plan would have an extra cost of \$416.36 (not including pre-tax savings).

Doreen Treuden presented a scenario where the employee contribution would be 12.6%. This would mean that the employee would have an extra cost of \$551.70 (not including pre-tax savings), and the District would have an extra cost of \$21,725 for next year.

The Committee decided to vote on a possible increase in employee contribution. The vote to increase employee contribution to 11.75% resulted in 6 people for and 1 person against. Kathi Swanson and Greg Kuelz did not vote.

Discuss Proposed Dental Insurance Rate Increase: Greg Kuelz presented an e-mail to the group from Sunshine Mikulak of Delta Dental. The e-mail stated that the District will have an 8% increase in premium for next school year. This increase would mean that the District would

have an extra cost of \$27,554 next school year if no changes to employee contribution were made. Sunshine Mikulak did state that the District could save 1% in premium if we added a voluntary \$20 per month vision plan.

Doreen Treuden used her spreadsheet to show the group that if we added voluntary vision coverage and increased the employee contribution to premium to 11.75%, the District would actually see a decrease of \$1,954 in the contribution to dental for next year. This overage would be used to offset the increase in health insurance costs.

An 11.75% contribution to premium would mean that employees would be paying \$19.59 a month for dental coverage rather than the \$7 a month they currently pay. This would mean that employees would see an increase of \$141.55 annually.

The Committee voted on a possible increase in contribution and adding voluntary vision coverage. The vote resulted in 6 people for and none against. Kathi Swanson and Greg Kuelz did not vote.

Next Meeting: Greg Kuelz will try to get Kelly from Dean in to talk with the group about possible wellness initiatives. He will also try to arrange for Sunshine from Delta to come and talk with the group about the voluntary vision plan. No date for the next meeting will be set until Greg can arrange a date with these two presenters.

Adjourn: Jerry Roth made a motion to adjourn at 3:42 p.m. Ivy Otto seconded the motion. Motion carried 8-0.

Submitted by Jolene Hammond, TRIS Teacher

Approved: 5/5/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Insurance Committee Meeting Minutes of February 18, 2014

Opening: A regular meeting of the Insurance Committee was called to order at 5:30 p.m. on Tuesday, February 18, 2014, in the District Board and Training Center by Superintendent Jerry Roth.

Present: Jerry Roth, Kelly Mosher, Doreen Treuden, Kathi Swanson, Mason Braunschweig, Jolene Hammond, Bill Hartje, Ivy Otto, Greg Kuelz, and Deb Fritz (recorder).

Absent: Deb Arnold and Penny Messling.

Appoint Notetaker: No one volunteered to take notes; consequently, Deb Fritz volunteered so that Greg Kuelz did not have to talk and take notes simultaneously.

Approve January 14, 2014, Minutes: Doreen Treuden made a motion to approve the minutes, and Mason Braunschweig seconded the motion. Discussion: two corrections were made to the minutes. On page 1, cash & lieu was changed to cash *in lieu*. On page 3, under Potential Impact for the District, the spelling of the word, *relationship*, was corrected by adding the missing h. Motion carried 9-0 (voice vote).

Greg Kuelz used the January 14th minutes, along with the additions he made in red, to review and clarify some of the information he shared with the Committee via teleconference. Greg told the Committee that Plan Design changes may not be enough to offset the expected premium increase under number 4.

Greg emphasized that there is a proven relationship between wellness, absenteeism, and claims savings. Some districts charge a higher premium contribution for staff based on participation or wellness activities. For example, a district could write in a 9.6% contribution but raise it to a 12.6% contribution if the insured does not participate.

Draft HRA Fund Policy

- a. This is a relatively new phenomenon.
- b. If the District paid 100% of employee deductible, it would be \$486,000.
- c. If an insured has an annual physical or if he/she does not go to the doctor at all, there is no deductible, therefore there is no HRA cost.
- d. Greg has seen many HRAs that are funded at 50% by the District.
- e. A question was posed about how an HRA fund balance is built and whether there is a cap to the fund.
- f. Greg told the Committee that there was never an intention to use the HRA fund as a slush fund. The goal is to protect the District.
- g. The District budgeted 80%, or \$389,000, in this past year's HRA budget.
- h. It takes ECSD School Board action to set up a committed HRA fund balance or to not have it. (Doreen passed out a sheet with language explaining the committed HRA fund balance protocol.) We will be the first district that Greg is aware of that is considering policy language to regulate the HRA funds.

- i. The District needs to consult with legal counsel and the auditor. Greg offered AFG legal services too.
- j. Doreen asked for input from the group about the fund balance.
- k. There was consensus that the District needs explicit language for the excess in the HRA fund every year. If there is a year when the District runs short, it might take years to build back up.
- l. Greg thought that calculating this percentage year to year seemed more reasonable.
- m. The rest of the budget affects this, too; when the amount of HRA reimbursement goes down, the District exposure goes down.
- n. There was consensus with the Committee that next year, the District should go with 90% of projected usage for the policy language to commit fund balance, because the chance of going over would be remote.
- o. Doreen will write this up and send it to the Committee members prior to the April 8th meeting.

Discuss Retirees' Health Insurance

- a. On an average, older people use insurance more.
- b. The early retirees count against the District's claims experience.
- c. Both Dean and WEA offer Medicare coordinated plans.
- d. Some retirees may be eligible for a subsidy on the exchange.
- e. Doreen explained the new, proposed handbook language changes to Greg.
- f. Doreen said she thought there were less than 20 retirees on the plan at the present time, but she was going to check on the exact number. Below is the information that she emailed to the group on Thursday, February 20th:

The District is invoiced each month for 8 – family plans and 4 – single plans for retirees.

In addition, there is 1 - family plan and 3 – single plans that are “direct bill” meaning that the retirees are paying Dean direct.

- g. There are two methods of premium payment for retirees:
 - 1. Retiree premiums are paid monthly on the District invoice.
 - 2. Direct Bill (Plan allows retirees to stay on the plan; but they pay their premium directly to Dean.)
- h. Retirees can presently go off the District plan and come back on again (can do this one time).
- i. Greg told the group that even though the retirees are getting an insurance plan from their former employer, they can wave it and go to the exchange.
- j. It is not possible to predict what the retiree will pay on the exchange.
- k. The District of Tomah found it to be a disadvantage to offer insurance to employees working 30 hours or less.
- l. Regardless of the political climate over the next few years, Greg still feels that the exchanges will probably be there.

Discuss Wellness Program

- a. Wellness does not save premium dollars day one.
- b. Wellness positively affects absenteeism and claims cost.

- c. CESA 2 has a wellness mission statement that Greg will bring to the next meeting.
- d. Dean and AFG have wellness offerings, too.
- e. Greg's wife, Laura, is a health instructor, and she might be willing to come and talk to the Committee.
- f. The District needs someone to coordinate a wellness program who is a passionate expert and champion in order to get this off the ground. The District also needs to get the right wellness leader(s) to the right people. This expert/champion cannot be Jerry, Doreen, a union leader, etc., or the wellness program will probably not succeed.
- g. School nurses, physical education teachers, and food service employees often prove to be good wellness champions.
- h. A wellness program cannot be done part-way.
- i. The District could start by offering biometrics followed by a health risk assessment to ECSD. The school employees who want to do the right thing could be offered a "carrot" such as an extra personal day, a contribution to a scholarship fund, etc.

Next Meeting – Tuesday, April 8, at 5:30 p.m. (This meeting could go later than 7:00 p.m.)

- o Determine other recommendations that will be presented to the School Board once the Insurance Committee has *reality* numbers (real data and numbers from this year).
- o Combine these recommendations along with the HRA Fund management recommendation.
- o Greg Kuelz will bring along Dean Decrement Chart and CESA 2 Wellness Mission Statement.

Adjourn: Doreen Treuden made a motion to adjourn the meeting, and Mason Braunschweig seconded the motion. Motion carried 9-0. The meeting adjourned at 7:10 p.m.

Submitted by Deb Fritz, K-2 Reading Specialist

Approved: 4/1/14

Letter of resignation

May 13, 2014

Dear Jerry Roth,

This letter is to inform you that I have chosen to resign from my teaching position as Special Education teacher at Levi Leonard Elementary and will not be returning to teach in the fall.

I appreciate the professional development and growth I have received from the Evansville Community School District and look forward to a continued positive relationship with the district as I move forward with future educational endeavors.

I would like to thank the teachers, principals, students and the administration for providing me the experience and opportunity that has allowed me to grow in a direction that will benefit not only myself but students I intend to work with in the future.

I wish you, and the Evansville School District continued growth and success in the future.

Sincerely,



Shelley Wittman-Bisch

Cc: Ashby, Vaunce; Havlik, Lou

Rec'd 5-15-14
KM

Vaunce Ashby, Special Education Director
Evansville Community School District
Evansville, WI.

May 6, 2014

Dear Vaunce,

I write to provide you with my resignation of my position as part-time Physical Therapist Assistant in the Evansville Community School District. I have enjoyed working with the students assigned to my case load and will miss the collegial relationship I had with the other therapists and staff.

Respectfully submitted,
Kris Ceder



Rec'd 5/13/14
Rec'd 5-15-14
KW

Teachers' Pay Period Language

Original 24 pay period language developed in 2012:

Teachers shall have their wages annualized over 24 pay periods beginning September 10 of each year and ending June 30 of each year. Teachers will receive pay on the 10th and 25th of each month except for the month of June. Each June teachers will receive 6 direct deposits of pay. The June direct deposits will be made on the 10th, 25th, and four additional days to be determined.

Current Language in Employee Handbook:

Part 1, All Employees, page 29, Section 5, Pay Periods, 5.01 – Payroll Cycle,
A. School Year Employees, 1. Teachers:

~~Teachers will be paid bi-monthly on the 10th and 25th of each month beginning in September and ending in June of each school year.~~

Proposed Teacher Language in Same Section (above):

Teachers shall have their wages annualized over 20 or 24 pay periods beginning September 10 of each year and ending June 30 of each year. Teachers will receive pay on the 10th and 25th of each month. Teachers who chose 24 pay periods will receive six (6) direct deposits of pay in June (10th and 25th) and four (4) additional days in June to be determined.

5/22/14

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 14, 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, Koenecke, Spanton Nelson, Hammann, and HS Reps Johnson and Haegele.

APPROVE AGENDA

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

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Recognize High School Board Reps: Marissa Haegele and Hunter Johnson
- Employee Retiree Recognition – June 4, 4:00 pm, Country Club
- Back to School Days – August 12, 3:00-7:00 pm; August 19, 10:00 am-2:00 pm
- Thank you card to the Board shared from the musical students

PUBLIC PRESENTATIONS

Parent, Christine Leggett, shared a handout and spoke on the High School Senior Project, looking for answers to questions she had previously asked.

DISTRICT ADMINISTRATOR REPORT

Mr. Roth's submitted report was on the Dane County New Teacher Project Breakfast in May. Discussion.

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

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

INFORMATION & DISCUSSION

High School Agriculture Teacher, Mr. Kvalheim, and his FFA Parliamentary Procedure Team, Dana Powell, Sara Schroeder, Ava Gard, Brooke Trustem, Ashley Janes, and Alyssa Templeton demonstrated parliamentary procedures.

Ms. Swanson led discussion for setting the 2014 annual meeting date. Consensus to have the annual meeting on Wednesday, September 24 at 7:00 pm.

Ms. Swanson presented for a second reading, 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, Sections 5, 5.01

and 10; Part 2, Certified Staff, Sections 1.02, and 6, 6.01, B, 3; Part 3, Support Staff, Sections 1.01, 8, 8.01, C, 4, and 11.02, B; Part 5, Co-and Extra Curricular Staff, New Section; Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4; and Employee Acknowledgement. Discussion. Will continue the current proposed changes process at this time, with Policy Committee making future recommendation of process. Consensus to pull pay periods suggested changes, to act on at the May 28 Board meeting. Remaining will be acted on at the June 11 Board meeting.

Ms. Swanson presented for a second reading, policies #343.43-Cooperative Education (Co-Op) and #345.6-Graduation Requirements. Policies to come back for approval in June.

Business Manager, Ms. Treuden, had submitted a memo on an Energy Systems Analysis for the High School. Discussion.

Ms. Swanson led discussion on referendum questions. Ms. Hammann presented handouts on referendum information. Discussion. Consensus to eliminate a September referendum date. Consensus to ask for multiple referendum questions.

Ms. Swanson led discussion on Strategic Planning. Discussion. Further discussion to take place in July.

Ms. Swanson presented the Middle and High School Student Handbook changes. Discussion.

PUBLIC PRESENTATIONS

None.

BUSINESS (Action Items)

Motion by Ms. Spanton Nelson, seconded by Ms. Rossmiller, moved to approve the 2015 High School Band/Choir field trip as present. Motion carried, 7-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to approve the Dane County New Teacher Project Shared Service Contract for the 2014-2015 school year. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to approve the services of a vendor, following the Request for Proposal (RFP), for the purpose of analyzing the High School HVAC system, in an amount not to exceed \$31,950. Motion carried, 4-3 (Swanson, Koenecke, Hammann)(voice vote).

Motion by Mr. Rasmussen, seconded by Ms. Rossmiller, moved to approve the open enrollment IN and OUT applications as presented, with the Director of Student Services and District Administrator making decisions on the special education applications, pending final evaluation and cost estimates. Discussion. Motion carried, 7-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Ms. Spanton Nelson, moved to approve the resignation of Sarah Welsh, special education assistant, effective May 1, 2014. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve the building Effectiveness Coaches of Terrie Schmoldt, Levi Leonard, Cindy Zblewski, TRIS, Rya Stewart, J.C. McKenna, and Kim Katzenmeyer, High School, for stipends of \$2,500 each. Motion carried, 6-0-1 (Spanton Nelson abstained)(voice vote).

Motion by Ms. Rossmiller, seconded by Ms. Hammann, moved to approve the increase of a .3 FTE addition to the District Office. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Mr. Rasmussen, moved to approve the increase of a .5 FTE addition to the Grove Campus Office staff. Discussion. Motion failed, 3-4 (Rossmiller, Koenecke, Hammann, Swanson)(roll call vote).

CONSENT (Action Items)

Motion by Ms. Rossmiller, seconded by Ms. Koenecke, moved to approve the consent agenda items: policy #343.42-Youth Options; April 30, 2014, Regular and April 28, 2014, Special Meeting Minutes; and the April Bills and Reconciliation as presented. Motion carried, 7-0 (roll call vote).

FUTURE AGENDA

May 28, 2014, Regular meeting agenda discussed.

ADJOURN

Motion by Ms. Spanton Nelson, seconded by Ms. Rossmiller, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 8:35 pm.

Submitted by Kelly Mosher, Deputy Clerk

Approved: _____
Kathi Swanson, President

Dated: _____

Approved: 5/28/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT
Evansville, Wisconsin

MINUTES OF SPECIAL MEETING

The special meeting of the Board of Education of the Evansville Community School District was held Wednesday, May 21, 2014, at 5:26 pm in the District Board and Training Center room.

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

Motion by Mr. Busse, seconded by Ms. Rossmiller, to move into executive session, under Wisconsin State Statute 19.85(1)(c) to discuss personnel compensation. Motion carried, 7-0 (roll call vote).

Meeting reconvened in open session at 6:08 pm.

Motion by Mr. Rasmussen, seconded by Ms. Spanton Nelson, moved to adjourn the meeting. Motion carried, 7-0 (voice vote). Meeting adjourned at 6:08 pm.

Submitted by John Rasmussen, Clerk

Approved: _____ Dated: _____ Approved: 5/28/14
Kathi Swanson, President

Approved: October 9, 2006
 Revised: March 12, 2012
 Revised:
 1st Reading: 5/28/14

225.1

COLLEAGUE ASSESSMENT QUESTIONNAIRE
 DISTRICT ADMINISTRATOR'S POSITION

TOTAL: _____

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

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

Any item with 1 point should include the basis for the rating and a suggestion for improvement.

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

Communications	<ol style="list-style-type: none"> 1. Create and disseminate communications on issues of interest and substance. 2. Communicate effectively with the Board, staff, students, administration, and community members. 3. In concert with the Board and others, develop and disseminate district-wide goals. 4. Publicize appropriate school programs and services to students and citizens. 5. Consider and discuss with the Board innovative communication channels and target audiences. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td colspan="5"></td> <td style="text-align: right;">Total: ____</td> </tr> </table>	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5							Total: ____
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Finance	<ol style="list-style-type: none"> 1. Support a responsible fiscal plan to reflect District-wide goals that enhance educational excellence. 2. In concert with the Business Manager and the Board, develop a budget in accordance with the budget calendar and priorities established by the Board. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td colspan="5"></td> <td style="text-align: right;">Total: ____</td> </tr> </table>	1	2	3	4	5		1	2	3	4	5							Total: ____																		
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Personnel Administration	<ol style="list-style-type: none"> 1. Effectively monitor with the administrative staff the personnel policy and practices of the district, including the employee handbook. 2. Provide or cause to be made realistic and consistent evaluations of all school personnel. 3. Complete an annual performance evaluation of administrators or other supervisors as assigned. Share results with the Board as requested by the Board. 4. Propose to the Board a system to identify and recognize superior employee performance. The proposal must include estimation of the financial ramifications. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td colspan="5"></td> <td style="text-align: right;">Total: ____</td> </tr> </table>	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5							Total: ____						
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Facilities Management	<ol style="list-style-type: none"> 1. Be responsible for effective and efficient utilization of physical space and grounds. 2. Establish and oversee optimal systems to maintain buildings and grounds, working through other administrators. 3. Work cooperatively with other administrators to develop a long-range plan, including budget, to maintain and improve facilities. 4. Assist the Business Manager and the Facilities Director in an annual evaluation of buildings, equipment and service systems and make recommendations for repair/replacement, including budget. 5. Assist in the development of an annual plan to identify and pursue building efficiencies and improvements. 6. Monitor buildings to encourage community use for clubs, organizations, adult education, and recreational purposes, along with applicable budgets. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td colspan="5"></td> <td style="text-align: right;">Total: ____</td> </tr> </table>	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5							Total: ____
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Staff Relationships	<ol style="list-style-type: none"> 1. Develop and maintain an atmosphere of trust, participation and involvement in the operation of the District. 2. Seek feedback from students, parents, staff, and the Board concerning their perception of the system and its strengths and areas in need of improvement. 3. Actively promote positive staff relations. 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>
Policy Administration	<ol style="list-style-type: none"> 1. Work in concert with the Board policy committee to systematically review Board and District policies. 2. Make recommendations through the Board policy committee to revise, add or delete policies. 3. Provide a general overview of policy effectiveness. 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>
Advocacy	<ol style="list-style-type: none"> 1. Represent the interests of the District in State and national legislative matters affecting local education. 2. Advocate for or against education legislation under consideration as directed by the Board. 3. Communicate the viewpoints of the Board and District with regard to educational issues and initiatives. 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>
Increasing District Revenue	<ol style="list-style-type: none"> 1. Work with the Evansville Education Foundation to identify funding needs and possible funding sources 2. Serve, or designate another qualified person, to serve on the Evansville Education Foundation Board of Directors. 3. Promote the efforts of the District and the Evansville Education Foundation to the community. 4. Present to the Board specific alternatives to increase net District revenue. Include in the presentations the potential overall financial consequences, both positive and negative, of the alternatives. 5. Actively engage local, State, and federal elected officials in discussions regarding the critical need for adequate District funding, in order to maintain and increase the educational excellence of the District. 	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p style="text-align: right;">Total: ____</p>

Comments:

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Communications Committee Meeting Minutes

The Communications Committee meeting was held on Wednesday, April 16, 2014, at 1:30 pm in the District Office.

Committee Members Present: John Rasmussen, Kathi Swanson, Jerry Roth and Doreen Treuden.

Approve Minutes: A motion was made by John Rasmussen, seconded by Jerry Roth, to approve the minutes of February 12, 2014. Motion passed, 4-0 (voice vote).

Review Sample Communication Plans: Ms. Swanson discussed excel spreadsheet listing stakeholders and tools of communication. This document will be revised and Mr. Roth will take to Administrative Team to be completed. Once completed this document will show what is currently being done in the District and in each building regarding communication. Mr. Roth and Ms. Treuden revised a couple of sections of the stakeholders and tools of communication document. Discussion of the possible need for a flow chart outlining routine communication and special events/issues communication took place.

Agenda for Next Meeting:

- Develop Timeline for Continued Communication with Open Enrollment Families
- Review Sample Communication Plans (review stakeholders/audience and tools of communication document)
- Review documents from Strategic Planning sessions and from School Perceptions Staff Survey regarding Communications

Set Next Meeting Date: The next meeting will be on Wednesday, May 21, 2014, at 8:00 am.

Adjourn: Motion by Mr. Rasmussen, seconded by Ms. Swanson to adjourn the meeting. Meeting adjourned at 3:00 p.m.

Submitted by Kathi Swanson, Chair

Approved: 5/21/14

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Policy Committee Meeting Minutes

The Policy Committee meeting was held Thursday, April 17, 2014, at 7:04 am in the District Office.

Committee Members Present: Tina Rossmiller, Jerry Roth, and Sandi Spanton Nelson.

Approve Minutes: Motion by Ms. Spanton Nelson, seconded by Mr. Roth, moved to approve the March 21, 2014, minutes as presented. Motion carried, 3-0 (voice vote).

Policies From Board Meeting to Review: 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, Sections 5, 5.01 and 10; Part 2, Certified Staff, Sections 1.02, and 6, 6.01, B, 3; Part 3, Support Staff, Sections 1.01, 1.03, 8, 8.01, C, 4, and 11.02, B; Part 5, Co-and Extra Curricular Staff, New Section; Part 6, Substitute and Seasonal Staff, Sections 2.02, 3 and 4; and Employee Acknowledgement.

Discussion from the April 9 board meeting on the Employee Handbook Proposed Changes. All proposed changes will go before the Board for a second reading, except Part 3, Support Staff, Sections 1.03-custodian night premium. Will ask the Board members to bring these materials from their April 9 board packets to the May 14 Board meeting.

Policies to Review:

Policy #343.43 – Cooperative Education (Co-Op) – Scott Everson presented this new policy. Discussion. Policy to go before the Board for a first reading.

Policy #345.6 – Graduation Requirements – Scott Everson presented policy with suggested changes. Discussion. Changes made. Policy to go before the Board for a first reading.

Policy #662.3 – General Fund Balance – Doreen Treuden asked that we hold this policy until receive further input from the Insurance Committee. Policy will come back to Policy Committee.

Policy #662.31 – Committed Fund Balance – Doreen Treuden asked that we hold this policy until receive further input from the Insurance Committee. Policy will come back to Policy Committee.

Set Date of Next Meeting: No date set as will wait for the Board reorganization meeting to take place. Discussion of handbook revision process, including how to address 'housekeeping' changes verses substantive changes in the future. Consensus to revisit the handbook process and policy after current work is completed.

Adjourn: Motion by Ms. Spanton Nelson, seconded by Mr. Roth, moved to adjourn the meeting. Meeting adjourned at 8:04 am.

Submitted by Tina Rossmiller, Chair

Approved: 5/12/14

Approved: April 9, 2007
Revised: November 10, 2008
Revised:
1st Reading: 5/28/14

662.3

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

The Fund Balance will consist of ~~two components: be designated~~ **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.**
1. ~~Reserved Fund Balance set aside for specific long term costs such as: parking fees set aside for parking improvements and maintenance, and musical instrument fees set aside for instrument purchase.~~
 2. ~~Unreserved, designated Fund Balance (i.e., cash flow).~~

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 the ~~unreserved, designated fund balance~~, 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 the ~~unreserved, designated~~ **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

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)

TO BE REPLACED WITH NEW LANGUAGE

BILINGUAL-BICULTURAL EDUCATION

The Evansville Community School District recognizes the importance of providing equal educational opportunities to English language learners. The Bilingual-Bicultural Program provides the opportunity for English language learners to experience academic success in their first language as they learn English. This educational process develops language skills and fosters basic skills. In addition, it creates a multicultural environment that encourages all students to appreciate their own and other cultures.

The Bilingual-Bicultural Program is designed to ensure that English language learners can speak, read, write, and comprehend English well. It also stresses the retention and development of a student's primary language. The program uses a relevant curriculum to meet the linguistic, intellectual, and emotional needs of students, as well as fostering a positive attitude toward school and learning.

The Bilingual-Bicultural Program contributes to the community and a mutually respectful society. Community and parent involvement is important to the effectiveness of the program in order to make education a cooperative effort between home and school.

The District recognizes bilingual-bicultural education is a long term developmental program. It helps each participating student successfully attain the following goals:

1. Achieve the basic skills of understanding, speaking, reading, and writing English.
2. Achieve at a rate appropriate for his or her own age, ability, and grade level in all school subject areas.
3. Acquire the basic skills and knowledge of subject content and concepts needed to succeed in the world of work or post-secondary education.
4. Acquire a positive feeling of pride in self, family and his or her cultural background and appreciate the richness of cultural diversity and cultural heritage of different ethnic groups.
5. Recognize bilingualism as an asset, and become an effective world citizen with facility in communicating in two languages.
6. Develop decision-making skills and political participation skills, in order to effectively participate in activities of the community and as a citizen in a diverse nation.

Legal Ref.: Sections 118.13 Wisconsin Statutes

118.30

Chapter 115

PI 13 of Wisconsin Administrative Code

No Child Left Behind Act 2001

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

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
Revised: July 13, 1992
Revised: May 12, 1997
1ST Reading: 5/28/14

345.1

GRADING SYSTEMS

~~It shall be the policy of The Evansville Community School District to~~ **shall** evaluate student achievement in grades one through twelve. **Evaluating student academic performance by** ~~The issuance~~ **issuing** of grades on a regular basis ~~erves to~~ **promotes** a process of continuous evaluation of student performance; ~~inform the student and his/her parents of the student's progress,~~ **and communicates student achievement and progress to the student and his/her family,** and provides a basis for bringing about change in student performance.

Specific grading systems shall be developed at all grade levels, under the direction of the building principal. ~~The District encourages all teachers to comment on the quality of the effort observed in the pupil's performance.~~ **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.

~~The letter grades to be reported on the report cards and cumulative transcripts shall represent the following definitions of achievement:~~

~~"A" Outstanding achievement, has mastered all of the major goals of the~~
~~course/subject.~~

~~“B” Above average, has mastered all of the basic and most of the higher level goals of the course/subject.~~

~~“C” Average achievement, has attained the basic goals of the course/subject.~~

~~“D” Below average achievement, has attained a minimum number of the basic goals of the course/subject.~~

~~“E” Giving 100% effort but is not able to achieve a passing grade. Students receives course credit~~

~~The E grade and the course in which it was received are not to be included in computing grade point averages for the purposes of athletic eligibility. “F” Unsatisfactory achievement, has not attained the minimum basic goals of the course/subject. (Failure)~~

~~“I” Incomplete, has not completed the requirements of the course/subject. Parents and students should contact the teacher immediately.~~

At Evansville High School, students shall be issued grades on a quarterly basis. Quarter grades will count toward computation of grade point averages and will be recorded on the final transcripts. The following grades and equivalent grade points will be utilized at Evansville High School:

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = .67

E = .67

F = 0.00

**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

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. ~~In addition, the principals, program directors, and activity advisors will develop a complete calendar of all practices and events prior to the start of the activity season.~~

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 #410 – Non-Discrimination, Harassment, or Bullying of Students~~
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

100 Policies for Board Members to Update -

100's – BOARD OF EDUCATION			Board Member to Board (date)
111	District Vision, Mission, Objectives and Goals	12-11-13	
111.1	Expectations of the Evansville Community School District	12-11-13	
132	Filling Board Vacancies	02-11-10	
133	Student Representative to the Board of Education	08-09-10	
133.1	Selection of Student Representative to the Board of Education	08-09-10	
141	Board Officers	11-26-12	
142	Board Consultants	11-13-13	
150	Board Powers and Responsibilities	10-09-13	
151	Board Policy Development	07-12-12	
151.1	Definition, Adoption, Amendment and Termination of Policy	02-11-08	Tina – June
151.2	Access to Board Policies	07-12-04	Tina – June
151.3	Administration in Policy Absence	06-10-85	Tina – June
151.4	Definition and Board Review of Administrative Rules	09-10-01	Tina – June
152	Employee Handbook	05-13-13	
163	Opportunities for Development	07-09-01	Amanda – August
163.1	School Board Memberships	07-09-01	Amanda – August
164	Board Member Compensation and Expenses	07-09-01	Eric – September
165	School Board Code of Ethics	09-10-01	Kathi – October
166	Conflict of Interest	08-13-01	Kathi – October
171	Board Meetings	09-11-13	
171.1	Public Notice	09-08-03	John – January
171.2	Meeting Agendas	08-13-01	Eric – September
172	Executive Sessions	08-13-01	Melissa – February
181	Rules of Order	08-13-01	Melissa – February
182	Quorum	09-10-01	Sandi – March
183	Voting	08-13-01	Sandi – March
184	Board Minutes	08-13-01	John – January
185	Board Committees	08-09-10	
187	Public Participation at Board Meetings	06-10-13	

A law or rule, or an expert recommendation, requires district to make local decision

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 Update.	2 min
VI. High School Board Representatives'/Principals'/Administrators' Reports – High School Events and Good Things Happening in Our Schools.	15 min
VII. Information & Discussion: A. CESA 2 Report by Board Representative, Tina Rossmiller. B. Youth Options Report. C. Bullying Report. D. 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. E. Discuss Referendum Strategy.	min
VIII. Public Presentations.	5 min
IX. Business (Action Items): A. Approval of 2014-2015 Textbook Requests. B. Approval of 2014-2015 CESA Contract. C. Approval of Staff Changes: Hiring of TRIS Principal.	15 min

- D. 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.
- E. Approval of Preliminary 2014-2015 Budget.
- F. Approval of Resolution to Commit Fund Balance for HRA.
- G. Approval of High School Swim Team Expense.

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-Online 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, Special 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.