

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, April 29, 2015

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: Kathi Swanson Sandra Spanton Nelson Mason Braunschweig
 Eric Busse Melissa Hammann
 John Rasmussen Amanda Koenecke

- II. Approve Agenda.

- III. Annual Board Reorganization.
 - A. Election of Officers.
 - B. Discussion of Committees, Determine Committee Structure, and Make Assignments.
 - C. Determine Meeting Times and Dates.
 - 1. Set June and July Board Meeting Dates.
 - D. What Every New Board Member Needs to Know, About the District.
 - E. Review of Board Binder and:
 - 1. Legal Authority and Duties of Board Members (Policy #150)
 - 2. Open Meetings Law (Brochure)
 - 3. How Agendas are Set (Policy #171.2)
 - 4. How Board Meetings are Conducted (Policies #171 and #172)
 - 5. Purpose and Structure of Minutes (Policy #184)
 - F. Appoint a Board Member as Evansville Education Foundation Representative.
 - G. Appoint Delegate Representative to CESA 2.

- IV. Presentation on Laude System – Mr. Everson.

- V. Budget Finance – Chair, _____:
 - A. Discussion Items:
 - 1. 2015-2016 Staffing Update.
 - 2. 2015-2016 Budget Update.
 - 3. Food Service Report.
 - 4. Fund 46.
 - 5. Job Share Agreement.
 - 6. 4K Update.
 - 7. Employee Compensation Committees Update.
 - 8. Evansville Education Foundation Update.
 - 9. Insurance Committee Update.

- B. Develop Budget Finance Agenda Items for May 27 Meeting.
- VI. Business (Action Item):
- A. Approval of Technology Request for Proposals (RFPs), Server and Storage Infrastructure.
 - B. Approval of April 8, 2015, Minutes.
 - C. Approval of Staff Changes: Teacher and Support Staff Resignations.
- VII. Policies – Chair, _____:
- A. First Reading of Policies:
 1. #322-Student School Day
 2. #525-Staff Solicitations
 3. #545-Support Staff Assignments and Transfers
 4. #546.1-Resignation of Support Staff
 5. #546.2-Retirement of Support Staff
 6. #546.4-Reduction in Support Staff Workforce
 7. #547-Staff Development Opportunities for Support Staff
- VIII. Employee Handbook Suggested Changes, First Reading – Chair _____:
- A. #1-All Employees-pg. 9, Section 1, 1.01, B. Disclaimer and pg. 86, Employee Acknowledgment
 - B. #6-All Employees-pg. 36, Section 13.00, 13.02, Unpaid Leave of Absence, Other Than Medical Reasons
 - C. #7-All Employees-pg. 30, Section 8, 8.05, Sick Leave Bank
 - D. #8-Certified-pg. 43, Section 2, 2.02, Lane Advancement
 - E. #10-Certified-pg. 57, Section 8, C. 3. B, Retirement System Contributions
 - F. #11-Certified-pg. 57, Section 8, C. 4, Retirement System Contributions, and Part 3, Support Staff, pg. 74, Section 11, D, Retirement System Contributions
 - G. #20-Support, pg. 70, Section 9, 9.01, C, Sick Days and pg. 73, Section 11, 11.02, A, Retirement Benefits
- IX. Board Development – Chair, _____:
- A. Board Development Suggestions.
 - B. Board Goals.
 - C. Develop Board Development Agenda for May 27 Regular Meeting.
- X. Future Agenda – Chair, _____:
- A. Develop May 13, 2015, Regular Board Meeting Agenda.
- XI. Adjourn.

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

Upon reasonable notice, effort will be made to accommodate the needs of people with disabilities through appropriate aids and services. For additional information or to request this service, contact the District Office at 340 Fair Street, 882-3387 or 882-3386.

Posted: 4/23/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

Wednesday, April 29, 2015

6:00 p.m.

District Board and Training Center

340 Fair Street (Door 36)

- I. **Roll Call:** Kathi Swanson Sandra Spanton Nelson Mason Braunschweig
 Eric Busse Melissa Hammann
 John Rasmussen Amanda Koenecke

II. **Approve Agenda.**

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

III. **Annual Board Reorganization.**

A. Election of Officers – *Mr. Roth will open the floor for nominations so that the Board may vote on a President. Paper will be provided for paper vote. Following the election of the President, the President will facilitate the election of the other board officers. Refer to Policy #141-Board Officers.*

Suggested Motions:

I _____ move we elect _____ as President, seconded by _____.

Nominations closed.

Vote –

President Runs the Meeting – asks for nominations for Vice President -

I _____ move we elect _____ as Vice President, seconded by _____.

Nominations closed.

Vote –

President asks for nominations for Clerk -

I _____ move we elect _____ as Clerk, seconded by _____.

Nominations closed.

Vote –

President asks for nominations for Treasurer –

I _____ move we elect _____ as Treasurer, seconded by _____.

Nominations closed.

Vote –

President asks for appointment of Deputy Clerk, Kelly Mosher –

_____ I move we appoint Kelly Mosher as Deputy Clerk, seconded by _____.

Vote –

B. Discussion of Committees, Determine Committee Structure, and Make Assignments – *Enclosed is a listing of the current Committee assignments. Please consider which committee you would like to serve on and if you are interested in being the Board Member Chairperson of a Committee.*

C. Determine Meeting Times and Dates – *Does the Board want to continue meetings on the second and fourth or last Wednesday of the month, per Policy #171? District Office staff prefer this day. The Board needs to set the start times of the meetings.*

Consensus to meet on _____ (day of week), at _____ (time).

1. Set June and July Board Meeting Dates – *Enclosed is a calendar for your reference. Mr. Roth suggests the following Board meetings for June and July:
June – 10 and 24 (normal dates)
July – 15 (only one meeting). The next meeting would be August 12.*

Consensus to meet during June on _____ and July _____.

D. What Every New Board Member Needs to Know, About the District – *This document has been updated as necessary and will continue to be. You may want to keep this in your Board Binder as a reference.*

- E. Review of Board Binder and:
1. Legal Authority and Duties of Board Members (Policy #150)
 2. Open Meetings Law (Brochure)
 3. How Agendas are Set (Policy #171.2)
 4. How Board Meetings are Conducted (Policies #171 and #172)
 5. Purpose and Structure of Minutes (Policy #184)

*Enclosed are the 100 policies of the Policy Manual. **Please insert these into your Board Binder.***

- F. Appoint a Board Member as Evansville Education Foundation Representative – Ms. Swanson has been the Board appointed Member of the Evansville Education Foundation. Do you wish for her to continue in this role?

Consensus to appoint Board Member _____.

- G. Appoint Delegate Representative to CESA 2 – Ms. Tina Rossmiller was on the CESA 2 Board of Control. CESA stands for Cooperative Educational Services Agency, and have their office in Whitewater. CESAs develop programs and provide services that are not as cost effective for districts to provide on their own. They are primarily funded by user fees. We determine each year what services we will contract for.

Consensus to appoint Board Member _____ to serve as the CESA 2 Delegate Representative for the Evansville Community School District.

- IV. **Presentation on Laude System – Mr. Everson – Mr. Everson has enclosed information. He will make a presentation and answer any questions you may have.**

- V. **Budget Finance – Chair, _____:**

- A. Discussion Items:

1. 2015-2016 Staffing Update – Interim Director of Student Services, Ms. Nelson, has enclosed information.
2. 2015-2016 Budget Update – Business Manager, Ms. Treuden, will give a verbal update.
3. Food Service Report – Ms. Treuden has enclosed a memo.
4. Fund 46 – Ms. Treuden has enclosed a memo.
5. Job Share Agreement – Mr. Roth has enclosed a Memorandum of Agreement for Job Sharing, for Nicole Forster, and a partner to be determined. Please consider approving this Job Share Agreement at the next meeting.

6. 4K Update – *Interim Co-Director of Instruction, Ms. Bernhardt and Elementary Principal, Ms. Dobbs have enclosed a memo.*
 7. Employee Compensation Committees Update – *Enclosed are the Teachers March 16 minutes. Enclosed are the Support Staff February 5 minutes.*
 8. Evansville Education Foundation Update – *Ms. Swanson will present.*
 9. Insurance Committee Update – *Enclosed are the March 4 minutes. This Committee has not set another meeting at this time.*
- B. Develop Budget Finance Agenda Items for May 27 Meeting.

VI. Business (Action Item):

- A. Approval of Technology Request for Proposals (RFPs), Server and Storage Infrastructure – *Enclosed is a memo from Technology Manager, Mr. Martin.*

Suggested Motion: I move we approve the Technology Request for Proposals, for the Server and Storage Infrastructure project to Heartland Business Systems (HBS).

- B. Approval of April 8, 2015, Minutes – *Please approve the enclosed minutes.*

Suggested Motion: I move we approve the April 8, 2015, minutes as presented.

- C. Approval of Staff Changes: Teacher and Support Staff Resignations – *Please approve the following:*
1. *Resignation of Laura Martin, Kindergarten Teacher, effective at the end of the 2014-2015 school year (she was on a one year contract, received a Preliminary Notice of Consideration of Nonrenewal and will not be receiving a teacher nonrenewal now).*
 2. *Resignation of Melissa Gray, special education assistant, effective April 10, 2015.*

Suggested Motion: I move we approve the teacher resignation of Laura Martin, Kindergarten Teacher, effective at the end of the 2014-2015 school year, and the resignation of Melissa Gray, special education assistant, effective April 10, 2015.

VII. Policies – Chair, _____:

- A. *First Reading of Policies: All of these policies come forward with suggestion to remove from the Policy Manual.*
1. #322-Student School Day
 2. #525-Staff Solicitations
 3. #545-Support Staff Assignments and Transfers
 4. #546.1-Resignation of Support Staff
 5. #546.2-Retirement of Support Staff

6. #546.4-Reduction in Support Staff Workforce
7. #547-Staff Development Opportunities for Support Staff

VIII. Employee Handbook Suggested Changes, First Reading – Chair _____:

Enclosed is a listing of Proposed Changes from the Employee Handbook Committee meeting of April 7. On the list, you will see that under the column, Board Action, there are a number of proposed changes that do not need Board Action, due to the Committee, believing that these items were considered Housekeeping. There is a list of Suggested Employee Handbook Housekeeping Items included. Also enclosed are the minutes of February 7.

- A. #1-All Employees-pg. 9, Section 1, 1.01, B. Disclaimer and pg. 86, Employee Acknowledgment
- B. #6-All Employees-pg. 36, Section 13.00, 13.02, Unpaid Leave of Absence, Other Than Medical Reasons
- C. #7-All Employees-pg. 30, Section 8, 8.05, Sick Leave Bank
- D. #8-Certified-pg. 43, Section 2, 2.02, Lane Advancement
- E. #10-Certified-pg. 57, Section 8, C. 3. B, Retirement System Contributions
- F. #11-Certified-pg. 57, Section 8, C. 4, Retirement System Contributions, and Part 3, Support Staff, pg. 74, Section 11, D, Retirement System Contributions
- G. #20-Support, pg. 70, Section 9, 9.01, C, Sick Days and pg. 73, Section 11, 11.02, A, Retirement Benefits

IX. Board Development – Chair, _____:

- A. Board Development Suggestions – Board members were to consider suggestions for this topic of discussion.
- B. Board Goals – Ms. Swanson will lead discussion.
- C. Develop Board Development Agenda for May 27 Regular Meeting.

X. Future Agenda – Chair, _____:

- A. Develop May 13, 2015, Regular Board Meeting Agenda – Enclosed is a draft of this agenda meeting.

XI. Adjourn.

Suggested Motion: I move we adjourn the meeting.

COMMITTEE LIST
April 20, 2015

BOARD COMMITTEES AND ASSIGNMENTS

<u>Board Committee of the Whole</u>	<u>Board Member Chairs</u>
Board Development	Swanson
Budget Finance	(VACANT)
Strategic Planning (includes Facilities & Transportation and Open Enrollment)	Roth, Swanson (Board-Admin. Team)
<u>Board Sub-Committees</u>	<u>Board Members</u>
Communications	Rasmussen, Swanson
Employee Handbook (as needed)	Busse, Swanson
Facilities & Transportation (quarterly)	Rasmussen, Spanton Nelson
Insurance (October – February)	Spanton Nelson, (VACANT)
Open Enrollment	Hammann, Koenecke
Policy Development	Koenecke, (VACANT)
<i>(The Board Committees above are posted in accordance with the Open Meeting Law)</i>	
<u>CESA 2 Representative: (VACANT)</u>	
<u>Evansville Education Foundation: Swanson</u>	
<u>Negotiations/Compensation Assignments:</u>	
Support Staff (Custodians, Food Service, Educational Assistants, Administrative Assistants, Clerks)	Busse, Swanson, (VACANT)
Teachers	Busse, Swanson, (VACANT)
Transportation	Busse, Swanson

**BOARD REPRESENTATIVES
TO DISTRICT ADMINISTRATIVE COMMITTEES**

<u>District Committee</u>	<u>Chairperson</u>	<u>Board Representative</u>
Technology	Director of Technology	Rasmussen

Interest for School Board Officer and Committee Assignments

Be prepared to volunteer for an officer position and/or one or more committee assignments. If you would like to indicate skills or experience that would make you an especially effective member of a specific assignment, please do so and bring to the Board Reorganization Meeting to help keep this process moving.

Board Officer Positions:

President: Facilitate all board meetings, plan agendas and follow up with District Administrator, participate in WASB training, communicate with WASB as needed on behalf of the Board. Plan Board training and development with the District Administrator. Serve on the Teacher Union Negotiation Committee. Serve as primary Board spokesperson for media contacts. Sign documents as required. Several early morning/evening hours in addition to regular board meetings.

Vice-President: Conduct meetings when the president is absent or unavailable. If longer absences are needed, fulfill other roles of president as determined with the President and District Administrator. Serve as secondary media spokesperson. Minimal additional hours during the month.

Clerk: Work with the District Administrator's Administrative Assistant as needed to sign required documents. Take brief minutes including executive sessions and make sure proper procedures are followed at each board meeting. Certify election results. Time commitment varies. Helps if person is available during the day to sign documents.

Treasurer: Serves as the Finance Committee Chair. Digital signature is used for most official district checks.

The remaining members are simply known as members.

Deputy Clerk: You have appointed in the past, the Administrative Assistant to the District Administrator, to work with the Clerk and in the Clerk's absence.

Board Committee Assignments:

The following are the standing Board Committee assignments.

Board Development: The Board President has been in charge of this with input from all board members.

Budget Finance: This has been a Committee of the Whole since May 2010. Prior to being a Committee of the Whole, they met monthly, the third Monday of the month at 5:30 p.m. Meetings ranged from 90 minutes to as long as three hours. Had 2-3 board members. Committee also includes District Administrator and Business Manager. *Recommendation: Continue as Committee of the Whole, with the Treasurer chairing this section of the meeting.*

Policy: Beginning with the 2013-2014 school year, this became a sub-committee of the Board. Meetings are usually held during the week, during the day. Because of the number of district staff involved, it is best if the members of this Committee can adjust their work schedules

to meet during the school day. Need 2 board members. Members include District Administrator. Other administrators or staff members attend based on the policies under consideration.

Recommendation: *for the Board to decide.*

Employee Handbook: This past year, a Committee was formed, consisting of three board members, staff representation from each employee group, and the District Administrator. The Committee meets one time during each of the first three quarters of the school year. Approved changes are effective July 1 of each year. **Recommendation:** *for the Board to decide.*

Facilities and Transportation: This Committee dissolved May 2010. The Committee met at 4:30 p.m. on the Monday of board meetings. Meetings were typically about 60 minutes. It helped if the persons negotiating the bus contract and the custodial contract were on this committee. Need 3 board members. Members also include the District Administrator, Business Manager, Buildings and Grounds Director and District Administrative Assistant. **Recommendation:** *to work through CSI Facilities Sub-Committee who reports to the Board.*

Strategic Planning: This Committee has not met for some time. It did have 2-3 board members, 2-3 community members, 1-2 administrators, and the District Administrator. The recommendations of this Committee come to the full board for discussion, revision and approval. This Committee is responsible for involving and communicating with key groups including: Staff, local government officials, parents of current students, community members without students in school.

Communication: This Committee was formed during the 2013-2014 school year and meets monthly. 2 board members, the District Administrator, and the Business Manager serve on this Committee. **Recommendation:** *to work through CSI Sub-Committee who reports to the Board.*

Continuous System Improvement (CSI): These sub-committee's meet as needed throughout the school year. Members include members of the board, administrators, staff, and community. Goals and Action Plans are shared and approved at a board meeting. Sub-committee's:

- Teaching and Learning
- Workforce Engagement and Development
- Communication and Community Engagement
- Technology
- Facilities and Operations
- Climate and Culture

Co-and Extra-Curricular: This Committee met from October 2012 – January 2013 and presented to the Board of Education on 2-25-13.

Insurance: This Committee started in September 2012 and continues to meet. Committee is represented by staff, retirees, and two board members.

Open Enrollment: This Committee was started in 2014-2015 school year to review data. Two board members serve.

CESA #2 Representative: Tina Rossmiller was our board representative. She attended meetings monthly.

Evansville Education Foundation: This position is currently held by Kathi Swanson.

4 Year Old Kindergarten Committee: This Committee was formed during the 2013-2014 school year. Director of Instruction led the Committee that consisted of community members. Committee made recommendations to the Board in April 2014.

CAC (Citizens Advisory Committee): This Committee was formed during the 2013-2014 school year. A community member led the Committee of community members. District Administrator, Business Manager, and Administrators presented information. Committee hired a firm to do a School Community Survey. Results were presented to the Board in April 2014.

Employee Compensation Committees: Two committees, Teachers and Support Staff, were created and meet monthly. Members include, two board members, District Administrator, Business Manager, and staff members.

Board Negotiations:

The **Custodial**, and **Food Service** master agreements expired June 30, 2014.

Bus Transportation Contract: The District Administrator and the Business Manager will bring to the Committee of the Whole our suggestions to this contract. The whole contract is reviewed every two years, and the financial terms are reviewed annually.

Teachers: Negotiations will resume in 2015.

District Level Committees:

The following committees are staffed by District employees.

- **Safety**
- **Administrative Team**
- **Technology**
- **Pupil Services Team**
- **Special Education K-12**
- **Special Education IEP**
- **Reading Specialists**
- **K-12 Departmental Teams**
- **Standards and Instruction Leadership Team (SILT)**
- **Curriculum Adoption**
- **District Wellness**

EVANSVILLE COMMUNITY SCHOOL DISTRICT 2014-2015 CALENDAR

AUGUST – 2014 – 3#, 1W						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	NT	NT	23
24	#	#	#	#	X	30
31						

SEPTEMBER – 1H; 21T; ½ col						
S	M	T	W	R	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17/col	18	19	20
21	22	23	24	25	26	27
28	ls	30				

OCTOBER – 23T; ½ col						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15/col pt	16	17	18
19	20	21	22	23	24	25
26	27 ls	28	29	30	31	

NOVEMBER – 18T; 1 H; 1cc; ½ col						
S	M	T	W	R	F	S
						1
2	3	4	5 pt	6 pt	7*	8
9	10	11pt	12	13	14	15
16	17	18	19/col	20	21	22
23	24ls	25	26	H	cc	29
30						

DECEMBER – 17T, ½ #						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23/#	X	X	X	27
28	X	X	X			

JANUARY – 2015 – 19T, 1#; ½ col						
S	M	T	W	R	F	S
				X	X	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	#	20	21	22	23*	24
25	26 ls	27	28/col	29	30	31

CODE:

- */ End of Quarter
- NT New Teachers
- X Non Paid Day

- Aug 21, 22 New Teachers
- 25 Work Day
- 26-28 Staff Development
- Sept 1 Labor Day – NO SCHOOL
- 2 First Day of School
- 17 Early Release/PM Collaboration
- Oct 15 Early Release/PM Collaboration
- HS Parent/Teacher Conferences
- Nov 5, 6 K-5 Parent/Teacher Conferences
- 7 End of 1st Quarter; ½ day K-8
- Grading
- 6, 11 6-8 Parent/Teacher Conferences
- 19 Early Release/PM Collaboration
- 27, 28 Thanksgiving-No School
- Dec 23 Early Release-PM Staff Dev.
- 24-2 Winter Break-NO SCHOOL
- Jan 5 Students Return
- 19 Staff Development-NO SCHOOL
- 23 End of 2nd Quarter; ½ Day K-8
- Grading
- 28 Early Release/PM Collaboration
- Feb 18 Early Release/PM Collaboration
- 26 K-5 Parent/Teacher Conferences
- Mar 3 K-5 Parent/Teacher Conferences
- 4 HS Parent/Teacher Conferences
- 18 Early Release/PM Collaboration
- 27 End of 3rd Quarter; ½ Day K-8
- Grading
- 30-31 Spring Break-NO SCHOOL
- Apr 1-3 Spring Break-NO SCHOOL
- 5 Easter
- 7 6-8 Parent/Teacher Conferences
- 16 6-8 Parent/Teacher Conferences
- 17 Early Release/PM Collaboration
- 20 Staff Development-NO SCHOOL
- May 20 Early Release/PM Collaboration
- 25 Memorial Day-NO SCHOOL
- June 5 End of 4th Quarter; ½ Day K-8
- Students
- 7 High School Commencement
- 8 ½ Workday for Staff

DPI Days of Instruction (T)

- Q1 – 49 days
- Q2 – 44 days
- Q3 – 45 days
- Q4 – 43 days
- 181 Days

Contract Days

- 174.5 Student Contact Days
- 4 8-½ Collaboration Days (col)
- 2 4-½ Grading Days
- 1.5 Work Days (W)
- 3 Paid Holidays (H)
- 5.5 Staff Development Days (#)
- 190.5

FEBRUARY – 20T; ½ col						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18/col	19	20	21
22	23ls	24	25	26	27	28

MARCH – 20T; ½ col						
S	M	T	W	R	F	S
1	2	3	4 pt	5	6	7
8	9	10	11	12	13	14
15	16	17	18/col	19	20	21
22	23	24	25	26	27*	28
29	X	X				

APRIL – 18T; 1cc; 1 #; ½ col						
S	M	T	W	R	F	S
			X	X	cc	4
5	6	7pt	8pt	9pt	10	11
12	13	14	15	16pt	17/col	18
19	#	21	22	23	24	25
26	27ls	28	29	30		

MAY – 20T; 1H; ½ col						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20/col	21	22	23
24	H	26	27	28	29	30
31						

JUNE – 5T; ½W						
S	M	T	W	R	F	S
	1	2	3	4	5*	6
7	W	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 2013-2014-Added minutes to school days
- 4 Snow Days Built In

Board Approved: 12/11/13
Updated: 2/11/15 (conferences)

- pt Parent/Teacher Conferences
- ls HS Late Start
- cc Comp Day

What Every New Board Member Needs To Know

– About The District –

Need to Know:

1. Name Of School District: **Evansville Community School District**
 2. School District Address: **340 Fair Street Evansville WI 53536**
 3. Main District Phone Number: **608-882-5224 Fax: 608-882-6564**
 4. Web Site: **www.ecsdnet.org**
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5. Superintendent:	Phone:	Cell Phone:	E-mail:
Jerry Roth	882-3386	751-9868	rothj@evansville.k12.wi.us

6. Superintendent's Administrative Assistant	Phone:	Fax:	E-mail:
Kelly Mosher	882-3387	608-882-6564	mosherk@evansville.k12.wi.us

7. Board Members:	Phone:	E-mail:
Mason Braunschweig	295-1785	BraunschweigM@evansville.k12.wi.us
Eric Busse	882-0405	bussee@evansville.k12.wi.us
Melissa Hammann	882-9993	HammannM@evansville.k12.wi.us
Amanda Koenecke	490-0062	KoeneckeA@evansville.k12.wi.us
John Rasmussen	882-6525	rasmussenj@evansville.k12.wi.us
Sandra Nelson Spanton	751-2771	spantons@evansville.k12.wi.us
Kathi Swanson	728-1045	swansonk@evansville.k12.wi.us

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8. Communities Served By The District: **City of Evansville, towns of Brooklyn, Union, Porter, Janesville, Magnolia, Center, and Rutland.**
 9. Number Of Employees In District: **247 (does not include crossing guards or substitutes).**
 10. What Employee Groups Are In Place?
Evansville Education Association – Dee Jay Redders/Kim Katzenmeyer: 2014-15, 143 members.
Evansville Educational Association Auxiliary – Cathy Schuett; 2014-15, 36 members.
Teamsters Union Local No. 695 (Custodians) – Kevin Wells, 2014-15, 14 members.
Teamsters Union Local No. 695 (Food Service) – Liz Uher, 2014-15, 14 members.

**What Every New Board Member Needs to Know
– About Governance Team Operations –**

Need to Know:

11. Grade Levels Served By The District: **Early Childhood (3-4 year old special education), Grade K-12**

12. Number Of Students Enrolled: Total: **1,735 (3rd Friday, September 2014)**

Early Childhood **10**; K-2 Levi Leonard Elementary **366**; 3-5 Theodore Robinson Intermediate **392**;
JC McKenna Middle 6-8 **420**; and Evansville High School **547**

13. Student Population:

Ethnic Groups by Percentage: **White - 91.4%; Hispanic - 5%; Black - 1.4%;**

American Indian - .1%; Asian - 1%; Multi – 1.1%

Percentage of English Language Learners: **.2% (35 students)**

Primary languages spoken at home other than English: **Spanish; Greek; Chinese**

Percentage of students receiving free or reduced lunch: **23%**

14. Number Of Square Miles The District Covers: **165 square miles**

15. Home To School Transportation: Contracted to: **Ringhand Brothers, Inc.**

16. Number Of Schools: Total: **4**

Pre-schools **0** Elementary schools **2** Middle schools **1** High schools **1**

Continuation schools **0** Charter schools **0** Adult Ed. **0** JEDI Virtual **1**

District Office Departments:	Name of Department Head:	Phone Number:
Business Manager	Doreen Treuden	882-3383
Curriculum	Director - Paula Landers	882-3382
Special Education	Director – Janessa Katzenberger	882-3391
Technology	Manager - Larry Martin	882-3390
Buildings and Grounds	Director – Steve Shulta	882-3388

**What Every New Board Member Needs to Know
– About Governance Team Operations –**

Need to Know:

18. Standing Advisory Committees:

Panels or Commissions:	Staff Member Responsible:	Board Representation:
Technology	Larry Martin	John Rasmussen

19. District Documents On District Website:

Mission Statement and Vision Statement – on Home Page

Budget – Departments page, then Business Services

District Fund 10 Operating Budget = \$18,979,861

Policy Book - School Board and Employee Handbook

District Administrative Calendar- Main Page at bottom

Collective Bargaining Agreements – Human Resources

Long Range Facilities Plan – District Reports

Additional Information under District Reports

Current District Issues:	Status Of The Issue:
School District Budget	Work in progress

Need to Know:

20. District Schools:

Name of School:	Grade Levels:	Principal:	Phone Number:
Levi Leonard Elementary	PK-2	Joanie Dobbs dobbsj@evansville.k12.wi.us	882-3104
Theodore Robinson Intermediate	3-5	Barbara Dorn dornb@evansville.k12.wi.us	882-3842
JC McKenna Middle	6-8	Jason Knott knottj@evansville.k12.wi.us	882-3302
Evansville High	9-12	Scott Everson eversons@evansville.k12.wi.us	882-3508

**What Every New Board Member Needs to Know
– About Governance Team Operations –**

Need to Know:

1. Board Meeting Dates And Times:

2nd and 4th (or last) Wednesday of Each Month, 6:00 pm

2. Board Officers:

Role:

President: Kathi Swanson	Facilitate all board meetings, plan agendas, follow-up with District Administrator, participate in WASB training, and communicate with WASB.
Vice-President: Eric Busse	Conduct meetings in Presidents' absence.
Clerk: John Rasmussen	Work with Deputy Clerk as needed to sign required documents.
Treasurer: (Vacant)	Serves as Chair of Finance Committee and works with business manager.
Deputy Clerk: Kelly Mosher	Clerk work done in timely manner.

3. Order Of Items On The Board Meeting Agendas:

1. Roll Call	7. Business (Action Items)
2. Approve Agenda	8. Consent Agenda (Action Items)
3. Public Announcements/Upcoming Events	9. Set Next Agenda
4. Public Presentations	10. Executive Session (When Needed)
5. Information & Discussion Items	11. Adjourn
6. Public Presentations	

4. Board Committee Of The Whole:

Board Member Chairs:

Board Development	Swanson
Budget Finance	(Vacant)
Strategic Planning (includes Facilities and Transportation and Open Enrollment)	Swanson (Board and Admin. Team to Work On)

5. Board Sub Committees:

Board Members:

Communications	Rasmussen, Swanson
Employee Handbook (As Needed)	Busse, Swanson
Facilities & Transportation (quarterly)	Rasmussen, Spanton Nelson
Insurance (October-February)	Spanton Nelson (Vacant)
Open Enrollment	Hammann, Koenecke
Policy Development	Koenecke, (Vacant)

***What Every New Board Member Needs to Know
– About Governance Team Operations –***

6. Governance Norms – How we behave toward members of the governance team and others:

Group/Meeting Agreement

1. We listen carefully and respectfully seeking first to understand what the other person is saying. Then we speak clearly and concisely seeking to be understood by the other person.
2. We address issues, not individuals.
3. There are no side conversations. If we have something to say to our neighbor that cannot wait, we request an opportunity to caucus and go out of the room or we wait our turn.
4. We conduct ourselves within commonly understood principals of integrity, professionalism and accountability.
5. We speak and write directly to the question – we don't sidetrack the discussion – we stay on point.
6. We will strive to be prepared by reviewing available board materials and other District related communications in a timely manner.
7. We encourage all members to actively participate and contribute to group discussions.
8. We strive for consensus and do not publicly criticize the decisions of the majority.
9. We celebrate the District's accomplishments.
10. We enjoy what we are doing and we have fun.

Need to Know:

7. Governance Protocols – **How we do business: May 2, 2011, Meeting**

How the board meeting agenda is developed and reviewed and by whom: Policy #171.2
Placing items on the board meeting agenda: Policy #171.2
Obtaining additional information about board meeting agenda items before the meeting: Policy #171.2
Obtaining answers to questions about board meeting agenda items before the meeting:
Alerting the board president of the desire to speak on a particular agenda item: Policy #187
Introducing new ideas for the board's consideration:
Responding to staff or community complaints or concerns at board meetings: Policy #187
Communications between and among the board, board members and the superintendent:
Communications between the board and other staff: Policy #521.1
Responding to community or staff complaints or concerns outside of board meetings: Policy #871
How, when and whom to notify about visiting school sites or participating in district activities: Policy #521
Individual board member requests for information from staff:
Board member participation on district committees and in district activities: Policy #185
When and how the board conducts a self-evaluation:
When and how the board evaluates the superintendent: Policy #225 & 225.1

**What Every New Board Member Needs to Know
– About Governance Team Operations –**

Need to Know:

8. Governance Documents:

- | | |
|--|---|
| District Policies -
http://www.ecsdnet.org/School-Board/Policies/index.html

Board Bylaws – (100 Series of Policy Book) -
http://www.ecsdnet.org/School-Board/Policies/Policies-100-199/index.html

District Setting Direction Documents

Employee Handbook

Annual Governance Calendar | District Budget Development Calendar

Location of District Policy Book: Policy #151.2

Governance Handbook - |
|--|---|

9. Board Member Benefits:

Stipend:	Voted on at the annual meeting. Currently \$1,500, officers receive an additional \$100.
Health Benefits:	None.
Attending conferences / educational meetings / community events: Policies #164 and #671.2	District pays lodging and registration.
Making reservations for conferences / workshops / district business trips:	Kelly Mosher
Travel Expenses and Reimbursements: Policies #164 and #671.2 Form	Travel and meals reimbursed if submitted.

What Every New Board Member Needs to Know

– About The District – About Governance Team Operations –

NOTES:

Approved: May, 1985
Revised: February 1, 1990
Revised: December 11, 2013

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DISTRICT VISION, MISSION, OBJECTIVES AND GOALS

VISION:

Creating a culture of excellence in:

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

MISSION:

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.

OBJECTIVES:

1. To learn skills in reading, writing, speaking and listening.
2. To develop good work habits, honesty, respect for others, responsibility and life-long learning, and the ability to get along with people with whom we work and live.
3. To think objectively and analytically, and to use these skills in making decisions and solving problems.
4. To help students discover their potential and develop a healthy self-image.
5. To learn skills in mathematics and science.
6. To gain knowledge about the world of today and yesterday, and develop respect for and understanding of other races, religions, nations and cultures.
7. To develop academic skills needed by all students at graduation, whether continuing their education or entering the work force.
8. To develop the ability to think creatively.
9. To develop skills in computer science and other technology.
10. To promote physical development and well being through a variety of experiences and opportunities.

11. To develop an appreciation of the fine arts such as music, art, drama and literature, and promote participation in the creative and performing arts.
12. To understand our political and economic systems, and promote participation in the political process.
13. To promote self-confidence, mutual support and positive social interaction through a variety of co-curricular activities.
14. To deal with adult responsibilities and problems, i.e., sex, marriage, parenting, personal finances, use of alcohol and drugs, and worthy use of leisure time.
15. To develop career awareness and experience a wide variety of vocational areas.

GOALS:

The District shall set goals on an annual basis.

Legal Ref.: Sections 118.01 Wisconsin Statutes (Educational Goals and Expectations)
118.13 (Pupil Discrimination Prohibited)
118.30 (Pupil Assessment)
120.13 (Board Power to do all Things Reasonable for the Cause of
Education)
121.02(1) (School District Standards)
No Child Left Behind Act of 2001
Wisconsin Constitution – Article X, Section 3

EXPECTATIONS OF THE EVANSVILLE COMMUNITY SCHOOL DISTRICT

FOR STUDENTS:

1. Every student develops the values and abilities necessary for ethical decision-making and conduct based on the core values of respect, honesty, caring, and responsibility.
2. Every student attends school daily and graduates.
3. Every student reads at an advanced or proficient level.
4. Every student achieves at the advanced or proficient level on assessments based on the Wisconsin model academic standards for language arts, mathematics, science, and social studies.
5. By the end of elementary, intermediate, middle, and high school, each student demonstrates the ability to use technology.
6. Every student demonstrates an understanding of the democratic political process and has a working knowledge of local, state, national, and international governments.
7. Every student is prepared with the knowledge and skills to be a successful producer, consumer, and citizen in the global economic community.
8. Every student graduates with skills and habits necessary to be a life-long learner.

FOR LEARNING ENVIRONMENTS:

1. Curriculum, Instruction & Assessment:
 - a. Every student has access to a coherently articulated, core curriculum complemented with a variety of elective courses and co-curricular activities.
 - b. The curriculum addresses important academic content and essential life skills.
 - c. Instructional strategies reflect best practices and inspire student engagement.
 - d. Learning is assessed regularly using both formative and summative elements.
 - e. Assessment ensures quality learning, and informs teachers and teams regarding curricular and instructional decision-making.
2. Equity:
 - a. Each staff member holds high standards and expectations for every student's success.
 - b. Each staff member pays attention to the whole student, including academic progress, behavior, and emotional well-being, and initiates appropriate interventions as needed.
 - c. Curriculum, instructional practice, and assessment accommodate and build upon individual and cultural differences, interests, and abilities.
3. School Culture and Climate:
 - a. Schools are safe and caring environments.
 - b. School staff foster a culture of connectedness and attachment.

- c. Because learning is socially and dynamically constructed, classrooms are characterized by engagement, collaboration, and supportive relationships with peers and teachers.
 - d. Schools promote, recognize and celebrate individual and collective efforts and achievement.
 - e. Students and staff treat each other with mutual respect and consideration.
 - f. Schools ensure open, ongoing communication between all members of the community.
4. Professional Learning Community:
- a. The District recruits, hires, and retains dedicated, skilled, diverse, and innovative staff.
 - b. Every staff member contributes to high-performing, collaborative teams because success for every student depends upon the people in a school working together.
 - c. School staff members collectively inquire and reflect upon the results of student achievement in order to improve student learning.
 - d. Every employee commits to maintaining a high level of mutual support and trust between all members of their professional learning community.
 - e. Every employee models the importance of life-long learning through commitment to action research and ongoing professional development.
5. Extended Community:
- a. The District and schools value and develop collaborative relationships and strong commitments among families, residents, businesses, government agencies, and other educational systems.
 - b. The extended community shares and promotes the vision and values of schools.
 - c. Parents play a fundamental role in the education of children, and by working collaboratively and positively with educators, maximize children's educational experience.
 - d. Each school provides opportunities for students to learn by serving within the extended community.
 - e. The extended community provides the resources that enable schools to offer exemplary academic and co-curricular programs and expects effective stewardship of those resources.

Approved: June 10, 1985
Revised: June 25, 2001
Reviewed: February 11, 2010

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FILLING BOARD VACANCIES

Public officials may resign or be removed from office as provided by Wisconsin law. When a vacancy does occur, the remaining members of the Board shall appoint a replacement. Qualified electors may contact the Board to express interest in the position. Board members may also contact qualified electors to determine their interest in the vacancy. Board vacancies will be noticed in the official school newspaper.

Those qualified electors interested in filling such a vacancy shall provide a written statement in response to the notice. The Board, under the guidance of the Board President, will determine interview questions. The questions will be provided to interested board candidates who will provide a written response within one week of receiving the questions. The Board will select candidates to interview based on the written responses to interview questions.

Appointment to the Board shall be by election of the remaining members following an interview. The candidate appointed to the vacancy shall, pending acceptance and filing the oath of office, be seated at the next meeting of the Board.

Appointed board members who wish to continue shall stand for election at either the subsequent or the second regular spring election, depending upon the time of year of initial appointment to the Board and the number of years remaining in the unexpired term.

Legal Ref.: Wisconsin Statutes - Sections 17.03 (Vacancies, How Caused)
17.035 (Vacancies; Military Leaves)
17.26 (Vacancies in School Boards; How Filled)
19.01 (Oaths and Bonds)
120.05(1)(d) (School Board Officials)
120.06 (4) (Election of school board members)
120.06(12) (Election of school board members)

Reviewed: June 9, 2003
Revised: August 13, 2007
Revised: August 9, 2010

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STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

The Board of Education welcomes student input during their discussion of District policy and management matters during regular Board meetings. Therefore, a student representative or selected alternate shall be seated at the Board table during all regular meeting sessions. The student shall be an Evansville high school student, selected at large, for a term of one year from September through June, to represent the opinions and express the needs of Evansville students.

The student representative may neither make motions nor vote. The Board shall decide the extent of student participation in its deliberations. As preparation for each meeting, the representative shall receive the materials that are delivered to members of the Administrative Team. The representative shall prepare and present a report to the Board.

The student representative shall attend regular board meetings. If needed a conference with the Board president and the representative to delineate the scope of responsibilities and expectations of a student representative, both generally and at the Board meetings will be held.

SELECTION OF STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION ADMINISTRATIVE RULE

1. Students selected from the Evansville High School to be the student representative or the student alternate representative to the Board of Education, henceforth referred to as the representative or alternate respectively, shall be selected at large from all full time high school students. Although selected from the high school, the representative will represent students in all District schools. If no appropriate candidate comes forward, a student council representative should submit a monthly report to the building principal who will present to the Board.
2. The term of office shall be from September through June. Selection shall occur during the spring.
3. The representative and/or alternate serve as liaison to the Student Council and other representative groups of the student body, administration, and/or the Board of Education.
4. If concerns arise regarding the student representative's performance of designated responsibilities, the high school principal and/or district administrator will meet with the representative to discuss these concerns and develop a plan for improvement if necessary. If the concerns continue, the Representative Selection Committee may convene to discuss these concerns with the representative. If deemed necessary, the Selection Committee can remove the representative from the position by a simple majority vote.
5. In instances when the representative is unable to fulfill the responsibilities of the position, the alternate shall assume the duties of the student representative to the Board of Education.

RESPONSIBILITIES OF STUDENT REPRESENTATIVE TO THE SCHOOL BOARD

1. Review Board of Education meeting materials which are delivered prior to all regular Board meetings.
2. Participate in discussions at all regular, open session board meetings in the manner determined by the Board. The representative may neither make motions nor vote.
3. Present a student representative report at regular board meetings. Guidelines for the report are the following: report is no longer than five minutes in length, current topics of discussion at student council meetings or other representative groups of the student body, current examples of student participation in decision making, and student successes in all areas of district schools. Cautions for the report are that the Board is limited by open meeting laws in responding to it.

4. Report back to the student council or other representative group of the student body on a regular basis throughout the year.
5. Provide a year-end report.

To be selected, a student must:

- A. Be informed and commit to fulfillment of the designated responsibilities.
- B. File nomination papers which have 25 student signatures, two teacher signatures, and parent approval to the principal by the established deadline.
- C. Respond to questions prepared by the Selection Committee. The written responses need to be submitted to the principal by the established deadline.
- D. Interview for the position with the Selection Committee comprised of the following: 4 students (one each from grades 9-12); 1 parent/guardian; 1 Board member or designee; 2 school staff members including a student council advisor; and a building principal.
- E. The Selection Committee shall select the student representative based upon the nomination papers, written responses, and interview. The Selection Committee will select the student representative and an alternate by consensus if possible. If consensus is not possible, then the representative and alternate will be determined by a simple majority vote of the committee before the October board meeting.
- F. If no more than two students apply, the principal shall appoint a student representative and an alternate. The representative will attend the first meeting in September.

BOARD OFFICERS

The Evansville Community School District Board of Education shall elect a President, Vice President, Clerk and Treasurer from among its members to serve as officers of the Board. Board officers shall be elected annually at the organizational meeting of the Board, which is to be held on or within 30 days after the fourth (4th) Monday in April. Voting for Board officers shall be done by nomination and voice vote, unless a secret ballot process is requested.

Board officers shall serve a one-year term, from one organizational meeting until the next. In the event of an officer's absence or inability to act, or a Board officer vacancy, the Board shall elect another Board member to discharge the officer's duties using the same voting method as outlined above. When an officer is elected to fill a vacancy, the person elected to fill the vacancy shall serve until the next organizational meeting. As noted below, the Vice President shall automatically carry out the duties and responsibilities of the President in his/her temporary absence or inability to act.

Removal of any Board officer from his/her position as an officer prior to the expiration of his/her term as an officer shall be handled in accordance with the requirements of state law.

Board officers shall perform the following duties:

The President shall:

1. Prepare the agenda for all regular and special board meetings in consultation with the District Administrator.
2. Ensure that public notice is given for all meetings of the Board.
3. Preside at all meetings of the Board and see that the minutes are properly recorded, approved and signed.
4. Decide all questions of parliamentary procedures.
5. Have the right to discuss and vote on all matters and motions.
6. Appoint all Board committees.
7. Countersign all checks and other orders for the disbursement of District funds.
8. Defend the District from actions brought against it and prosecute actions brought by the District.
9. Sign all District contracts.
10. Serve as spokesperson for the Board.
11. Perform all other duties required by law or assigned by the Board.

The Vice-President shall:

1. Perform the duties assigned to the President in the event of the President's absence or inability to act.
2. Perform all other duties as assigned by the Board.

The Clerk shall:

1. Have the care and custody of the records, books and documents of the Board. Draw orders on the School District treasurer as directed by an annual or special meeting or the School Board and record all orders drawn on the school district treasurer.
2. Enter in the record book provided by the Board, the minutes of its meetings, orders, resolutions, and other proceedings.
3. Attest any written contract to which the District may be a party when such contract shall have been authorized by the Board.
4. Before the spring election, appoint two citizens at large to serve as the Board canvassers. If the District clerk is a candidate at the election being canvassed, the other two members shall designate a third member.
5. Report the name and post office address of each officer of the School District within ten days after the election or appointment of the officer to the clerk and treasurer of each municipality having territory within the School District.
6. Annually, as specified by statute, deliver to the clerk of each municipality a certified statement showing that proportion of the amount of taxes voted to be collected in such year, if any, for the annual payment of any loan of the School District.
7. Within five days after receipt of notification from the School Board of the same of a new school, notify the post master of the name and address. On school vacations the clerk shall direct what disposition shall be made of the mail.
8. Have authority to administer the oath of office to School Board members.
9. Act as clerk and record the proceedings of annual and special meetings.
10. Enter in the record book copies of all of the proceedings of a meeting returned by a temporary School District clerk.
11. Furnish each teacher with a copy of the contract between the teacher and the school board.
12. Perform all other duties required by law or assigned by the Board.

The Treasurer shall:

1. Account for all monies belonging to the District, or coming into its possession, and shall render a report when so required by the Board.
2. Apply for, receive and sue for all money appropriated to or collected for the School District and disburse the same in accordance with State Statutes. Disburse money upon written order of the clerk after vouchers have been filed.
3. Enter in his/her account books all money received and disbursed by him/her, specifying the source from which it was received, the person to whom it was paid and the object for which it was paid.
4. Present to the annual meeting a written statement of all monies received and disbursed during the preceding year.
5. Deposit all funds of the School District in a public depository deposit designated by the School Board under State Statute.
6. Withdraw funds of the School District under State Statutes.
7. Collaborate with the Business Manager.
8. Perform all other duties required by law or as assigned by the Board.

Legal Ref.: Sections 120.05(1) Wisconsin Statutes (School Board Officials)
120.15 (School District President Duties)
120.16 (School District Treasurer Duties)
120.17 (School District Clerk Duties)

BOARD CONSULTANTS

The Evansville Community School District Board of Education recognizes that in order to pursue its educational mission and to protect the public's financial investment in the schools, the Board may engage qualified consultants to provide advice and services beyond the expertise of staff.

Before engaging any consultant, the Board may require submission of a written proposal. Proposals will detail: 1) objectives, 2) tasks to be performed, 3) procedures to be used, 4) target dates for completion of tasks, 5) method to be used to report results to the Board or deliver any product, and 6) cost breakdown.

The Board will routinely secure the services of the following:

ATTORNEY

The Board will appoint an attorney/legal firm for the District. The attorney/legal firm will act as legal counsel for the District on matters pertaining to the District. The Board will designate the District Administrator or designee to initiate legal service contacts when appropriate. An annual retainer fee for legal services may be paid by the Board. The Board may secure additional legal services, if necessary.

AUDITOR

The Board will have the annual audit of the books and affairs of the District made either by private auditors or Department of Public Instruction.

At the completion of an audit contract, the District Administrator or designee will recommend to the Board a firm to conduct the audit. The audit must be completed by December 1st following the close of the fiscal year. The auditing firm will file appropriate financial statements.

OTHER

In situations where knowledge and/or technical skills are needed that cannot be supplied by regular staff positions, technical and consultant assistance will be considered as an alternative for providing the desired service. The service to be provided will be carefully planned consistent with budget appropriations and related implementation procedures. The selection of consultant and technical resources will include criteria of background, professional standing in the field, knowledge, and quality of past performance as related to the requirements needed for the task to be performed.

All services provided in this manner will be evaluated during the progress and upon the completion of the assignment.

BOARD POWERS AND RESPONSIBILITIES

The Evansville Community School District Board of Education shall provide for a school system and establish general policies in keeping with the wishes of the community and the requirements of the state law. It is understood that the members of the Board have authority only when acting as a Board legally in session. The Board shall not be bound in any way by any action or statement on the part of any individual Board member, except when such statement or action is in pursuance of specific instructions from the Board.

The Board shall function as a legislative body only, providing for executive control of the schools through the direction of the district administrator. The individual participation of Board members shall take place in scheduled Board and committee meetings, which is the basic manner in which they fulfill their responsible positions. The method of participation is through discussion, deliberation, debate and voting.

No Board member, by virtue of his/her office, shall exercise any administrative responsibility with respect to the schools or, as an individual, command the services of any school employee.

The responsibilities of the Board shall be:

- 1) To select the district administrator and support him/her in the discharge of his/her duties.
- 2) To select school personnel upon nomination and recommendation of the district administrator.
- 3) To consider and act on policies for the school program.
- 4) To require and evaluate the reports of the district administrator concerning the progress of the financial status of the schools.
- 5) To consider, revise and adopt an annual budget recommended by the district administrator.
- 6) To consult with the district administrator and committees on their recommendations.
- 7) To assist in presenting to the public the needs and progress of the education system.
- 8) To perform specific duties mandated by statutes.
- 9) To periodically evaluate the Board's own performance.
- 10) To investigate irregularities in the school system.

All Board members are expected to attend all Board meetings, preview the Board packets, and be prepared to participate.

Approved: July 8, 1985
Revised: February 12, 2007
Revised: July 12, 2012
Revised: August 13, 2014

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BOARD POLICY ADOPTION, REVIEW AND IMPLEMENTATION

Policymaking is the primary method by which school boards exercise their statutory authority and board powers. Therefore, the Evansville Community School District Board of Education shall adopt written policies to guide the actions of those to whom it delegates authority and to serve as the basis for School District operations and decision making.

In the development of policies, the Board and/or administration may consult, as appropriate, with individuals and groups affected by the policy and those with expertise related to the policy topic. All District policies should serve an identified purpose, be supportive of the District's vision, mission and goals, provide clear guidance, be in compliance with applicable legal requirements, and be consistent with related District policies and provisions of employee handbooks.

The District Administrator and Policy Committee share a continuing responsibility to review policies and suggest modifications to them as may be required. District policies shall be reviewed by the Policy Committee on a regular basis and updated as necessary. Proposals for new policies or changes to existing policies may be initiated in writing by any Board member, District employee or community member. The written request shall be referred to the Policy Committee for study prior to consideration by the Board. The submission of a policy proposal does not guarantee consideration of the proposal by the full Board.

Adoption of new or revised policies is solely the responsibility of the Board. Upon recommendation by the Committee, any new or revised policy will be submitted to the Board in writing. Each policy shall be properly noticed and shall be read at three consecutive Board meetings. Where implementation of a policy needs to occur prior to the third reading, the Board may approve the policy where the first or second readings occur. An affirmative vote by the majority of the Board shall be required for adoption. The Board may adopt, amend or suspend a policy at any time should the need arise.

The Board recognizes that while policymaking is its responsibility, the implementation of District policies is the responsibility of the District Administrator. The District Administrator shall develop administrative guidelines and exhibits as necessary to ensure effective and consistent policy implementation. Administrative guidelines and exhibits may be presented to the Board for informational purposes, but shall not be acted upon by the Board unless deemed appropriate or necessary by the Board and/or administration.

Approved: June 10, 1985
Revised: September 10, 2001
Revised: July 12, 2004
Revised: August 13, 2014

151.1

ACCESS TO BOARD POLICIES

The District Administrator or designee shall make reasonable efforts to disseminate policies adopted by the Evansville Community School District Board of Education, to employees of the District, students and citizens.

All policies will be available on the District website. Policy binders are also maintained and available for review at the District Office.

Approved: June 10, 1985
Revised: August 13, 2014

151.2

ADMINISTRATION IN POLICY ABSENCE

In cases where emergency action must be taken and the Evansville Community School District Board of Education has provided no policy guidelines, the District Administrator shall have the authority to act. His/her decisions shall be reported to the Board at its next regular meeting. It shall be the duty of the District Administrator to inform the Board promptly of such action and of the need for policy.

EMPLOYEE HANDBOOK

The Evansville Community School District Employee Handbook is set by statutes and District policies. In case of a direct conflict between the Employee Handbook, and any specific provisions of an individual contract, the individual contract shall control.

An Employee Handbook Committee shall be established consisting of the three (3) Board members, District Administrator, and one (1) employee representative from each employee group. The Committee will meet one time during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the entire Board during the Board's second meeting of the month. The Board will approve suggested changes quarterly, after three readings, with implementation of approved changes effective July 1 of each year.

The Committee will discuss and review all proposals regarding the Employee Handbook and forward recommendations to the Board for review and approval. Proposals may originate from administration, the Board and/or employees. In all cases, proposed new or revised Employee Handbook sections shall state their potential contribution in furthering the mission of the District. An Employee Handbook section shall be adopted or amended after the Board has had three opportunities to read and discuss the proposals at successive Board meetings. Where implementation of a new or revised Employee Handbook section needs to occur prior to the next board meeting, the Board may approve the section of the Employee Handbook at the meeting where the first or second readings occur.

The Employee Handbook is intended to provide employees with information regarding policies, procedures, ethics, expectations and standards of the District; however, the Employee Handbook should not be considered all inclusive. Copies of Board Policies and the Employee Handbook are available in each administrative office to all personnel and are on the District website at www.ecsdnet.org/. It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by enumeration to the following: Federal laws and regulations, the laws of the State of Wisconsin, Wisconsin State Administrative Code and the policies of the Evansville Community School District Board of Education.

Legal Ref.: Section 120.12(2) Wisconsin Statutes (School Board Duties)

Local Ref.: Policy #151- Board Policy Development
Employee Handbook, Appendix A

Approved: June 10, 1985
Revised: July 9, 2001
Revised: October 29, 2014

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OPPORTUNITIES FOR DEVELOPMENT

The Evansville Community School District Board of Education believes that inservice training for its members is vital in order for the Board to govern the District in the most informed manner. The continuing development of Board members with regard to the role, responsibility, and knowledge required to function effectively is an important component of the Board's overall activity.

In keeping with this position, the Board encourages the participation of its members at appropriate conferences, conventions, seminars and workshops. The attendees at out-of-district meetings are encouraged to take notes and gather information, and report back to the Board at a subsequent meeting. The Board shall offer financial support to attending Board members for fees and travel outside the District, including out-of state and other necessary expenses in accordance with District policy. The District shall pay no expenses for the spouse/guest of any Board member. An expense report must be completed and presented to the District business office along with appropriate receipts for subsequent reimbursement.

Legal Ref.: Sections 120.10(4) Wisconsin Statutes (Powers of Annual Meeting)
120.13(16)(32) (School Board Powers)

Local Policy #671.2 (Reimbursement of Expenses)

Approved: June 10, 1985
Revised: July 9, 2001
Revised: October 8, 2014

163.1

SCHOOL BOARD MEMBERSHIPS

It shall be the policy of the Evansville Community School District Board of Education to maintain membership in the Wisconsin Association of School Boards (W.A.S.B.). Board members shall seek to be active participants in this organization.

Legal Ref.: Section 120.13(16) Wisconsin Statutes (School Board Powers)

Revised: September 25, 1989
Revised: July 9, 2001
Revised: November 12, 2014

164

BOARD MEMBER COMPENSATION AND EXPENSES

All Evansville Community School District board members receive an annual salary that is reviewed and acted on at the Annual District Business Meeting, where a quorum is present. The vote shall determine the annual salaries for board members or an amount for attendance at each school board or committee meeting.

All board members may claim actual and allowable expenses at the regular district rates for meals, travel and lodging when traveling outside the District in performance of their duties as a member of the Board. An expense report must be completed and presented to the District business office along with appropriate receipts.

Legal Ref.: Section 120.10(3)(4) Wisconsin Statutes (Powers of Annual Meeting)
120.13(16)(32) (School Board Powers)
120.43 (3) (School Board Meetings)

Local Ref.: Policy #671.2, Reimbursement of Expenses

SCHOOL BOARD CONDUCT/ETHICS

As representatives of the citizens in the Evansville Community School District, the Board of Education is responsible for serving the best interests of the students and the community, utilizing all available resources toward that end. The oath of office requires that Board members uphold the laws and Constitutions of the United States and the State of Wisconsin.

Consequently, members of the Board subscribe to the following code:

1. A Board member shall honor the high responsibility which membership demands:
 - a. By thinking always in terms of children first;
 - b. By understanding that the basic function of the Board is policymaking and not administrative and by accepting the responsibility of learning to discriminate intelligently between these two functions;
 - c. By accepting the responsibility along with fellow Board members to maximize the resources provided for the proper functioning of schools;
 - d. By refusing to play politics in either the traditional partisan, or in any other sense;
 - e. By representing at all times the entire school community;
 - f. By accepting and recognizing the responsibility of a school district official to seek the improvement of education throughout the school district and the state.

2. A Board member shall conduct respectful relationships with other members of the Board:
 - a. By recognizing that authority rests only with the Board in official meetings, and that the individual member has no legal status to bind the Board outside of such meetings, unless he/she is a Board officer carrying out duties authorized by law.
 - b. By recognizing the integrity of his/her predecessors and associates, and the merit of their work;
 - c. By refusing to make statements or promises as to how he/she will vote on any matter which should properly come before the Board as a whole;
 - d. By making decisions only after all facts bearing on a question have been presented and discussed;
 - e. By respecting the opinion of others and by graciously conforming to the principle of majority rule;
 - f. By refusing to participate in irregular meetings which are not official and which all members do not have the opportunity to attend.

3. A Board member shall meet his/her responsibility to his/her community:
 - a. By attempting to appraise fairly both the present and future educational needs of the community;
 - b. By regarding it as a major responsibility of the Board to interpret the policies and procedures of the District to the community;
 - c. By insisting that all school business transactions be conducted in an open, ethical, and above-board manner;
 - d. By vigorously seeking adequate financial support for the schools;

- e. By winning the community's confidence that all is being done in the best interest of school children;
 - f. By being fiscally responsible to the community.
4. A Board member shall maintain a positive relationship with the District Administrator and his/her staff:
- a. By acting upon the recommendation of the District Administrator in matters of employment or dismissal of school personnel;
 - b. By following proper Board policy and procedure when dealing with complaints and discussing them only at a regular meeting in accordance with Board policy;
 - c. By presenting personal criticisms of any employee directly to the District Administrator.
5. A Board member shall strive to improve public education and to that end:
- a. Remember always that his/her first and greatest concern must be for the educational welfare of the students attending the public schools;
 - b. Work under state and federal laws and communicate with state and federal legislators concerning the problems and needs involved in providing a quality education;
 - c. Attend all regularly scheduled Board/Committee meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
 - d. Recognize that he/she should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
 - e. Render all decisions based on the available facts and their independent judgments, and refuse to surrender such judgments to individuals or special interest group;
 - f. Encourage the free expression of opinion by all Board members and seek systematic communications between the Board, students, staff and all members of the community;
 - g. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs;
 - h. Keep informed about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by state and national school boards associations;
 - i. Support the employment of those persons best qualified to serve as school staff and insist on a regular impartial evaluation of all staff;
 - j. Avoid being placed in a position of conflict of interest and refrain from using their Board positions for personal or partisan gain;
 - k. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable laws.

Legal Ref.: Chapter 19 Subchapter III Wisconsin Statutes (Code of Ethics for Public Officials and Employees)

- 120.12 (School Board Duties)
- 120.13 (School Board Powers)
- 946.10 (Bribery of Public Officers and Employees)
- 946.12 (Misconduct in Public Office)
- 946.13 (Private Interest in Public Contract Prohibited)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: December 10, 2014

166

CONFLICT OF INTEREST

The Evansville Community School District Board of Education shall avoid conflicts of interest related to their roles and responsibilities associated with the District. A conflict of interest is generally defined as a conflict between the private interests of a Board member and their official responsibilities or duties to the District.

Therefore, in the event a Board member is employed by a corporation or business, or has a secondary interest in a corporation or business, which furnishes goods or services to the District, the Board member shall declare that interest and refrain from debating/discussing or voting upon the question of contracting with the company.

Further, a Board member may not use the public position or office to obtain financial gain or anything of substantial value for the private benefit of self or immediate family, or for an organization with which s/he is associated.

Each individual Board member shall be responsible for identifying and taking appropriate action with respect to his/her own conflicts of interest. However, the presiding officer of any Board or committee meeting, or the Board or committee by motion, may request that an individual Board member avoid participating in a matter due to a belief that a conflict of interest exists that, either under applicable law or Board policy, requires the Board member to abstain from participation. If the Board member refuses to avoid participating in the matter notwithstanding the request, the request and the refusal shall be expressly identified and recorded in the minutes of the meeting.

Legal Reference: Sections 19.42 Wisconsin Statutes (Definitions)
19.59 (Codes of Ethics for Local Government Officials, Employees and
Candidates)
946.12 (Misconduct in Public Office)
946.13 (Private Interest in Public Contract Prohibited)

BOARD MEETINGS

All meetings of the Evansville Community School District Board of Education shall be open to the public. Notice of all meetings must be given to the public in compliance with the state statutes. Please note, executive sessions of a meeting are closed to the public.

Regular Meetings –

The Evansville Board of Education shall meet on the second Wednesday of each month at a place designated by the Board with due notice. The regular meeting time will be set annually at the reorganization meeting. The public may address the Board regarding any issue during public presentations in accordance with Board policy.

The regular meeting of the Board may be changed following consultation of the Board president with the district administrator and a straw poll of remaining Board members. Meetings may be adjourned to a specific date, at the direction of the Board President, for the consideration of unfinished business.

Committee Meetings –

Board committees of the whole will meet on the 4th or last Wednesday of the month. Items may also be placed on the agenda for Board action as needed.

Special Meetings –

Special school board meetings will be scheduled following consultation of the Board president with the district administrator, and a straw poll of remaining board members.

Organizational Meeting –

The annual organizational meeting of the Evansville Board of Education shall be held at the first meeting of the Board on or within 30 days of the fourth Monday in April.

The purpose of the organizational meeting shall be to elect a president, a vice-president, a clerk and a treasurer. The floor will be opened for nominations for each office, which will be voted on by voice vote, roll call, or paper ballot.

Annual District Business Meeting –

The Annual District Business Meeting, which includes a budget hearing, will be held between May 15 and September 30 in a prominent location. The date and time of the meeting to be set no later than the May board meeting. All citizens of the Evansville Community School District shall be encouraged to attend and participate.

The school district clerk or designee shall publish a Class 2 Notice, under Ch. 985, of the time and place of the annual meeting, the last insertion to be not more than eight days nor less than one day before the annual meeting.

Legal Ref.: Section 120.11 Wisconsin Statutes (School Board Meetings and Reports)
19.83 (Meetings of Governmental Bodies)

Local Ref.: Policy #187-Public Participation at Board Meetings

Revised: August 13, 2001
Revised: September 8, 2003
Revised: March 11, 2015

171.1

PUBLIC NOTICE OF BOARD MEETINGS

The Evansville Community School District Board of Education recognizes that the public is entitled to the fullest and most complete information regarding the affairs of the Board as is compatible with the conduct of Board affairs and the transaction of Board business.

The Board endorses the Open Meeting Law and hereby appoints the district administrator as the person responsible to properly notice all regular and special Board meetings.

Public notice must be given at least 24 hours prior to meeting. Exception: notice of not less than 2 hours is sufficient if for good cause 24-hour notice is impossible or impractical.

Notice shall be given to the official school district newspaper, posted on the District web site, and shall be physically posted at locations designated by the Board and/or district administrator.

Notice must contain time, date, place and subject matter of meeting, including that intended for consideration at any contemplated closed session, in such form as is reasonably likely to inform the public and news media.

Legal Ref.: Sections 19.84 Wisconsin Statutes (Public Notice)
19.85 (Exemptions)
120.11 (School Board Meetings and Reports)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: November 12, 2014

171.2

MEETING AGENDAS

The District Administrator, under the direction of the Board President, shall prepare all agendas for meetings of the Board. In doing so, the District Administrator shall consult as appropriate with other Board members and with members of the Administrative Team.

Items of business may be suggested by any Board member, staff member, or citizen of the district. The inclusion of these items shall be at the discretion of the District Administrator based upon time restrictions and the interests of the district. If a citizen's request is received prior to agenda dissemination, the Board shall include on the agenda an opportunity for the citizen, or a group of citizens, to address the Board at the meeting.

The Board shall follow the order of business set up by the agenda unless altered by a majority vote of the members present. The Board, however, may not revise policies or adopt new ones unless such action has been taken in accordance with the Board's policy adoption procedures.

The agenda, together with supporting materials, shall be distributed to Board members no later than on the Friday prior to the meeting of the Board, so they can give items of business careful consideration.

In accordance with the open meetings law notice, the agenda shall be made available to the media and to any other person upon request.

Legal Ref.: Section 19.83 Wisconsin Statutes (Meetings of Governmental Bodies)
19.84 (Public Notice)
120.11 (School Board Meetings and Reports)
120.43 (2) (School Board Meetings)

EXECUTIVE SESSIONS

The Evansville Community School District Board of Education shall convene all meetings of the Board and its committees in open session except during consideration of certain confidential business items as specified in Wisconsin State Statutes for which the Board may convene in executive (closed) session.

Executive sessions must be convened from within the structure of an open meeting. The Board President must announce to those present at the meeting the general nature of the business to be considered at the closed session. No other business will be taken up during that session. The motion to convene an executive session shall reference the specific statutory exemption(s) authorizing the closed session and must be approved by a majority vote recorded via the roll call process.

The Board will not commence an open session, subsequently convene in a closed session, and then reconvene into an open session within a 12-hour period, unless public notice of the subsequent open session was given at the same time and in the same manner as the public notice of the initial meeting.

Meeting minutes shall reflect that the Board convened in closed session and the statutory exemption(s) cited.

Legal Ref.: Sections 19.59 Wisconsin Statutes (Codes of Ethics for local government officials, employees and candidates)
19.85 (Exemptions)
120.11(4) (School Board Meetings and Reports)

Approved: June 10, 1985
Reviewed: August 13, 2001
Revised: April 8, 2015

181

RULES OF ORDER

The President of the Evansville Community School District Board of Education, or in his/her absence the Vice-President, shall preside at all regular and special School Board meetings and call the meetings to order. The Board President, like any other Board member, has a duty to vote on all matters coming before the Board in the absence of an appropriate reason to abstain from voting (e.g., a conflict of interest).

A majority of the members of the Board shall constitute a quorum for the purpose of conducting Board business, except that a larger number of Board members may need to vote in favor of a motion in order for the Board to take action on those limited items of business which, by statute or policy, require approval by other than a standard majority vote. In the absence of a quorum, the only official action that the Board may take is to adjourn the meeting to another time and/or date.

Action on any item of business will be taken by motion. In this policy, the term “motion” is intended to include any “resolution” of the Board.

Business shall be conducted at regular and special Board meetings according to *Robert’s Rules of Order* applying to small boards, except as otherwise provided by law or the Board. However, the failure to follow *Robert’s* or any other local procedural rules that have been set at the discretion of the Board shall not, standing alone, be construed to render any decisions made by the Board void, voidable, or otherwise invalid.

Legal Ref.: Sections 19.88 Wisconsin Statutes (Ballots, Votes and Records)
65.90(3)(a) (Municipal Budgets)
120.11 (School Board Meetings and Reports)
Robert’s Rules of Order

Local Ref.: Policy #171-Board Meetings
Policy #171.1-Public Notice
Policy #171.2-Meeting Agendas
Policy #172-Executive Sessions

Approved: June 10, 1985

182

Revised: September 10, 2001

Revised:

1st Reading: 3/25/15; 2nd Reading: 4/8/15; 3rd Reading: 5/13/15

QUORUM

A majority of the **members of the** Evansville Community School District Board of Education ~~members~~ **constitutes** a quorum ~~for the transaction of business~~. In the absence of a quorum, the only official action that the Board may take is to adjourn the meeting to another time and/or date.

When a quorum is present, most motions shall be considered approved if a simple majority of those present approve them. However, there are circumstances defined in Wisconsin Statutes that demand different approval criteria.

Legal Ref.: Section 120.11(1) Wisconsin Statutes (School Board Meetings and Reports)

Approved: June 10, 1985

183

Revised: August 13, 2001

Revised:

1st Reading: 3/25/15; 2nd Reading: 4/8/15; 3rd Reading: 5/13/15

VOTING

Voting at Evansville Community School District Board of Education meetings will normally be by show of hands or by voice vote, unless a roll call vote is required by law. A Board member may request a roll call vote on any question under discussion. The Board president has the same duty as other Board members to vote on motions presented to the Board.

Unless the statutes specifically provide otherwise, secret ballot votes may be taken only to elect Board officers.

To satisfy open meeting law requirements:

- The vote on the motion to convene in closed session must be by majority vote taken in such manner that each member's vote is ascertained and recorded in minutes.
- Any member may require that any vote of the Board (except for election of officers) be taken in such manner that each member's vote is ascertained and recorded in the minutes.
- All motions and roll call votes must be recorded and preserved.
- Members may abstain from voting on a matter, but must announce their abstention.
- No Board member may cast a vote by proxy or by absentee ballot. Board members must be present at meetings to vote.

These requirements do not apply to a Board session held for purpose of collective bargaining as such sessions are excluded from the open meeting law.

Legal Ref.: Section 19.88 Wisconsin Statutes (Ballots, Votes and Records)
120.11(1) (School Board Meetings and Reports)

Approved: June 10, 1985
Revised: August 13, 2001
Revised: March 11, 2015

184

BOARD MINUTES

A complete and accurate set of minutes of each Evansville Community School District Board of Education meeting shall be kept by the Board clerk or designee. They shall constitute the official record of proceedings of the Board including:

- A record of all action taken by the Board, with the vote of each member.
- A record of all resolutions, orders, procedures and motions.

Copies of the minutes shall be made available to all Board members prior to the meeting at which the minutes are to be approved.

The minutes on motions and voting (including minutes of closed session) are subject to public inspection to the extent authorized by the Public Records Law.

The minutes of any regular or special Board meeting shall be submitted for publication within forty-five days after the meeting. The minutes shall become permanent records of the Board and shall be filed in the District Office with the district administrator and posted on the District web site.

Each committee chair shall be responsible for making sure that minutes are recorded for each committee meeting and for submitting a copy of the minutes to the District Office with the district administrator and to each Board member.

Legal Ref.: Sections 19.21(6) Wisconsin Statutes (Custody and Delivery of Official Property
and Records)
19.35(1) (Access to Records; Fees)
19.85 (Exemptions)
19.88 (Ballots, Votes and Records)
120.11(4) (School Board Meetings and Reports)

BOARD COMMITTEES

The Evansville Community School District Board of Education shall function as a committee of the whole. Sub-committees may be established which enable the Board to conduct its business in an efficient and effective manner to study in greater detail the issues facing the District.

Committees may be standing or ad-hoc in nature. The committee structure is designed to bring recommendations to the Board; it is not intended to take away a board member's opportunity to ask questions or to be responsible for the decision-making process.

Overview

Committees shall perform specific functions and duties as determined by the Board. The committees shall be fact-finding, deliberative and advisory in nature. Committees shall have no power to take any action whatsoever on behalf of the Board or to otherwise commit the Board or District to any course of action or expenditure of funds. In the event of any uncertainty the board retains discretion surrounding a committee's scope of responsibility, and to avoid unnecessary duplication of effort, the Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

Committee Membership

A list of standing committees is established at the annual Board reorganization meeting in April or May. Board members are appointed to standing committees by the Board President after he or she consults with Board members as to their committee preferences. The appointments shall be made within 30 days of the annual reorganization meeting. Each committee shall have at least one Board representative.

The President shall assign a board member to act as the committee chair, if not already volunteered. If a second Board member is assigned to the committee, that Board member shall act as alternate chair in the event that the designated chair is unable to attend a scheduled meeting or otherwise perform the duties of the chair. The President shall not appoint the same Board member as the chair of multiple standing committees, except by necessity or except with the approval of the Board. The committee may include individuals who are not Board members, such as staff and community members with applicable expertise. The District Administrator shall appoint an administrator to serve as a resource and committee member on each committee.

The list of standing committees may be amended during the year to meet the needs of the District. Committee membership could experience change should vacancies occur.

Committee Business

It shall be the responsibility of the committee chair or designee to schedule committee meetings, plan the meeting agendas and ensure that the minutes of all committee meetings are recorded. The minutes from committee meetings shall be reviewed and approved at a committee meeting. Upon approval, the meeting minutes shall be made available to the public upon request. Committee minutes shall also be posted in accordance with state law and established District procedure.

Committee meeting minutes shall be retained according to state law.

The committee chair shall be provided time as needed on regular Board meeting agendas to present reports and/or make recommendations to the Board.

Any Board member may attend any standing committee meeting; however, only official members of the committee will have the authority to make motions and vote at the committee meeting.

Public notice shall be given for all Board committee meetings in accordance with state law and Board policy. When appropriate, based on the anticipated attendance of Board members who are not members of the committee, such notice shall include a statement that a quorum of the Board may be present, but the Board will take no action as a governmental body at the committee meeting.

Legal Ref.: 19.84 Wisconsin Statutes (Public Notice)
19.85 (Exemptions)
19.89 (Exclusion of Members)

PUBLIC PARTICIPATION AT BOARD MEETINGS

Citizens of the District are welcome to appear at Board meetings to voice their concerns and provide input. At the same time, citizens should bear in mind that even though Board meetings are open to the public, they are not meetings of the public. Hence, it is necessary to maintain order at Board meetings.

At the Board's first regular meeting of the month, normally the second Wednesday of the month, Public Presentation segments will provide the opportunity for the audience to bring forward an item of interest, not already on the agenda or comment on items on the agenda. A registration form (Blue Card) should be filled out and submitted by the end of this segment for anyone wishing to comment during this section. At Committee of the Whole meetings, normally the fourth or last Wednesday of the month, only comments related to items on the agenda may be offered. The Board will verify that if there is a concern, the community member has first discussed the issue with the appropriate staff member as needed.

In accordance with the intent of the open meetings law, the Board can not respond or take action on any item not published on the agenda but may ask questions to seek further information.

Should audience members, or members of the public in general, want to request an item for a future agenda, they should contact a Board member who will forward the item to the Board President or District Administrator who will consider the item for a future agenda as appropriate. Items for future agendas should be submitted for consideration to the Board President or District Administrator at least one full week prior to the meeting. Such factors as time, agenda and urgency of the proposed request will also be considered.

The Board/Committee can not hear complaints of school personnel. The Board President or Chairperson will redirect any such comments to the District Administrator for follow up per other District procedures.

Letters written to the Board will be distributed to Board Members in their Board mailboxes for review.

The following guidelines will allow the Board to receive public input and continue to conduct the business of the District in an orderly and efficient manner. Each speaker shall be allowed up to five minutes to address an issue or express an opinion. However, the time to speak maybe decreased by the President due to time constraints of a meeting. The Board may set a time limit for discussion of an issue, to accommodate the number of speakers, and may decide if a separate hearing is needed on an issue. Any deviation from these guidelines shall be at the discretion of the Board President.

1. Any individual may register with the District Administrator or his/her designee beginning 15 minutes before the time scheduled for a Board meeting or a public hearing.

2. Full address of their place of residence must be on registration forms.
3. Citizens can express an opinion in writing on the registration form. All Board members will read these opinions.
4. If a person wants to speak on more than one issue, a registration card should be submitted for each issue.
5. Public appearances at regular or special board meetings and committee meetings will be permitted at the point of the meeting as indicated in the meeting notice/agenda. The members of the audience should not comment or interrupt during the Board's discussion unless specifically invited to speak.
6. Registrants will be called to speak according to the order in which they have registered.
7. Each speaker must rise and note his/her name for the record.
8. A process monitor can be appointed to assist in enforcing the time limits.
9. There shall be no interruptions by other persons in the audience.
10. The Board members or District Administrator may ask questions during or after the presentation.
11. The Board President may rule a presentation repetitive or out of order and terminate it.
12. The Board President, at his/her discretion may ask for public input during a meeting.
13. Persons presenting written documents are strongly urged to bring at least 15 copies for Board members, key administrators, and the press.

Legal Ref.: Section 19.81 Wisconsin Statutes (Declaration of Policy)
19.83 (2) (Meetings of Governmental Bodies)
19.84(2) (Public Notice)
19.85 (Exemptions)

Convening in Closed Session

A meeting may be convened in closed session only when the board or subunit is first properly convened in open session, and only to consider matters under one or more of the exemptions in s.19.85(1). A motion to close shall be carried by majority vote. The vote of each member on the motion must be recorded in the minutes.

Before the motion is adopted, the presiding officer must announce the nature of the business to be considered in closed session and the specific statutory exemption or exemptions by which the closed session is claimed to be authorized. The announcement shall become part of the record of the meeting.

No business may be taken up at any closed session except that which relates to matters contained in the presiding officer's announcement of the closed session. *Section 19.85(1).*

Ballots, Voting and Records

Except for the election of officers of the governmental body, no secret ballot may be used to determine any election or decision. Any member of the governmental body may require that a vote be taken at any meeting in such a manner that each member's vote is ascertained and recorded, except for the election of board officers. *Section 19.88(1) and (2).*

The motions and roll call votes of each meeting of a governmental body shall be recorded, preserved and open to public inspection to the extent prescribed in the public records law. *Section 19.88(3).*

Exclusion of Members

No duly elected or appointed member of a governmental body may be excluded from any meeting of such body. Unless the rules of the governmental body provide to the contrary, no member of the body may be excluded from any meeting of a subunit of that governmental body. If the member is not a member of the subunit, attendance at the subunit's meeting may trigger additional notice requirements. *Section 19.89.*

Recording, Filming and Photographing

Whenever a board or a subunit holds a meeting in open session, the board or subunit must make a reasonable effort to accommodate any person desiring to record, film or photograph the meeting. However, this does not permit recording, filming or photographing a meeting in a manner that interferes with the conduct of the meeting or the rights of the participants. *Section 19.90.*

Penalty and Enforcement

A member of a governmental body may be subject to a forfeiture for violation of the open meetings law. No member of a governmental body is liable under the open meetings law on account of his or her attendance at a meeting held in violation of the open meetings law if he or she makes or votes in favor of a motion to prevent the violation from occurring, or if, before the violation occurs, his or her votes on all relevant motions were inconsistent with all those circumstances which cause the violation. *Section 19.96.*

Any action taken at a meeting of a governmental body held in violation of the open meetings law is voidable by a court. *Section 19.97(3).*

Attorney General's Interpretation

Any person may request advice from the Attorney General as to the applicability of the open meetings law under any circumstances. The Wisconsin Department of Justice publishes *Wisconsin Open Meetings Law: A Compliance Guide*, available at www.doj.state.wi.us.

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REVISED MARCH 2012



Open Meetings Law

A Summary for Wisconsin School Boards

Leadership in Public School Governance

The open meetings law is found in sections 19.81 to 19.98 of the Wisconsin Statutes. There are other statutory requirements for calling, noticing and conducting regular and special school board meetings that are not discussed in this summary (see ss. 120.11 and 120.43, for example). Also, for the open meetings requirements related to collective bargaining, read ss. 19.82(1), 19.85(3), 19.86 and 111.70(4)(cm)2.

Coverage

The open meetings law covers "meetings" of "governmental bodies." A school board is a "governmental body" covered by the open meetings law. The law also is applicable to formally constituted subunits of the board, such as board-created committees. However, any board or committee formed for or meeting for the purpose of collective bargaining is not a "governmental body" covered by the open meetings law. *Section 19.82(1).*

"Meeting" means the convening of members of a governmental body for the purpose of exercising the responsibilities, authority, power and duties delegated to or vested in the body. Whenever the members of a governmental body meet to engage in governmental business, be it discussion, decision or information gathering, the open meetings law applies if the number of members present is sufficient to determine the body's course of action regarding a proposal discussed at the meeting. If one-half or more of the members of a governmental body are present, the law "rebuttably presumes" that it is a "meeting" covered by the open meetings law. The term "meeting" does not include any social or chance gathering or conference which is not intended to avoid the law. *Section 19.82(2).*

Convening in Open Session

Every meeting of a governmental body, including contemplated closed sessions, must be preceded by public notice and initially convened in open session. All discussion and action, formal or informal, must be initiated, deliberated and acted upon in open session, except where the meeting has been properly closed for a purpose permitted by s.19.85. During a period of public comment, a governmental body may discuss any matter raised by the public. *Section 19.83.*

"Open session" means a meeting which is held in a place reasonably accessible to members of the public and open to all citizens at all times.

Public Notice

Content

Public notice must set forth the time, date, place and subject matter of the meeting, including that intended for any contemplated closed session, in such form as is reasonably likely to apprise members of the public and news media thereof. Notice of a contemplated closed session should refer to the specific statutory exemption. The public notice may provide for a period of public comment. *Section 19.84(2).*

Timing

Public notice of every meeting must be given at least 24 hours prior to the meeting's commencement. If for good cause this is impossible or impractical, shorter notice may be given, but never less than two hours in advance. *Section 19.84(3).*

Separate notice must be given for each meeting, at a time and date reasonably close to the time and date of the meeting. *Section 19.84(4).*

Intent to reconvene in open session within 12 hours after a closed session must be noticed at the same time and in the same manner as notice of the meeting convened prior to closed session. *Section 19.85(2).*

Whom to Notify

In addition to any notice required by other statutes, notice of meetings must be given (1) to the public, (2) to news media who have filed written requests, and (3) to the official newspaper, or if none, to a news medium likely to give notice in the area. *Section 19.84(1).*

Subunit Exemption

Formal subunits of school boards may meet without public notice during or immediately after a lawful meeting of the school board to discuss or act on a matter which was the subject of the board meeting. The presiding officer of the board meeting must publicly announce the time, place and subject matter of the meeting of the subunit in advance at the board's meeting. *Section 19.84(6).*

Closed Sessions

A meeting may be convened in closed session under one or more of the exemptions provided in s. 19.85(1), including the following exemptions that have been used by school boards:

(a) Deliberating concerning a case which was the subject of any judicial or quasi-judicial trial or hearing before that governmental body.

(b) Considering dismissal, demotion, licensing or discipline of any public employee or person licensed by a board or commission or the investigation of charges against such person, and taking of formal action on any such matter; provided that the public employee or person licensed is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action may be taken. The notice shall contain a statement that the person has the right to demand that the evidentiary hearing or meeting be held in open session. This paragraph and par. (f) do not apply to any such evidentiary hearing or meeting where the employee or person licensed requests that an open session be held.

(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.

(d) Considering strategy for crime detection or prevention.

(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session.

(f) Considering financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific persons except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations.

(g) Confering with legal counsel for the governmental body who is rendering oral or written advice concerning strategy to be adopted by the body with respect to litigation in which it is or is likely to become involved.

(h) Consideration of requests for confidential written advice from the government accountability board under s.5.05(6a), or from any local government ethics board.

Date: March 5, 2015

To: CESA Administrators
CESA Board of Control Chairpersons
School Board Clerks

From: Tony Evers, PhD
State Superintendent

Subject: Appointment of 2015 CESA Convention Representatives

The purpose of this notice is (1) to emphasize to each school board its statutory duty to appoint a member as its representative for the purpose of determining the composition of the board of control and (2) to cause a convention to be convened in accordance with s. 116.02, Wis. Stats.

Section 116.02(1)(c), Wis. Stats., calls for the state superintendent to cause the convening of a convention annually on the day that the board of control holds its organizational meeting under s. 116.02(1)(a), Wis. Stats., composed of representatives from each school board in the agency.

CESA administrators shall send a notice of the convention to each school district in the CESA. The chairperson of the board of control will call the convention to order and have the roll call of the official representative delegates. The first order of business is to elect a convention chairperson from the delegates.

The convention shall proceed as directed in s. 116.02(2)(1)(c), Wis. Stats.:

The state superintendent shall cause to convene annually on the day that the board of control holds its annual organizational meeting under par. (a) a convention composed of the representative from each school board in the agency. There shall be no more than one representative from each union high school district.

Section 116.02, Wis. Stats., in its entirety, reads as follows:

116.02 Board of control; membership (1)(a) Each agency shall be governed by a board of control composed of members of school boards of school districts within the agency. Annually on or after the 4th Monday in April, the school board of each school district in the agency shall appoint one of its members as its representative for the purpose of determining the composition of the board of control. For the purpose of determining membership on the board of control, a school district operating elementary grades only and lying in more than one union high school district shall be considered part of the union high school territory in which the major portion of its equalized valuation lies. The board of control shall hold an annual organizational meeting on or after the 2nd Monday in May. No annual organizational meeting may be held after the 2nd Monday in August.

(c) The state superintendent shall cause to convene annually on the day that the board of control holds its annual organizational meeting under par. (a) a convention composed of the representative from each school board in the agency. There shall be no more than one representative from each union high school district. The convention may direct the board of control to determine a different date for the annual organizational meeting.

(2) The annual convention shall establish bylaws for governing the agency, including bylaws for all of the following:

(a) Subject to sub.(1)(a), setting the date of the annual convention and establishing procedures for calling a special meeting.

(b) Providing for regular meetings of the board of control.

(c) Establishing an initial plan of representation for the agency and specifying how the plan may be amended.

(d) Specifying the number of members on the board of control.

(e) Specifying what constitutes a vacancy on the board of control and establishing procedures for filling a vacancy on the board of control.

(f) Specifying the officers on the board of control, establishing procedures for choosing those officers, specifying their terms of office and their duties and establishing procedures for removing them from office.

(g) Providing for the establishment of fiscal control, responsibility and accountability requirements.

(h) Designating a public depository.



Innovative Thinking. Tailored Delivery.

Gary Albrecht, Ph.D. • Agency Administrator

**FORM FOR NOTIFYING SCHOOL BOARD OF
COOPERATIVE EDUCATIONAL SERVICE AGENCY CONVENTION**

TO: District Clerks and Administrators of School Districts in Cooperative Educational Service Agency No. 2, State of Wisconsin

RE: In compliance with State Superintendent of Public Instruction Tony Evers' request that the chairperson of the Cooperative Educational Service Agency 2 indicate to you the date, hour, and place at which a convention of school district board representatives will be convened, the following information is submitted:

That Nancy Thompson is the Chairperson of Cooperative Educational Service Agency No. 2. That said Chairperson has determined that such convention will begin at 7 o'clock in the (p.m.) in the conference room of the Cooperative Educational Service Agency 2, in the Innovation Center in the City, Town, or Village of Whitewater on Tuesday, May 19th, 2015.

That arrangements have been made for such convention at the time and place indicated above, and

That you are requested to inform the member representative of your school board of the time and place of said convention.

Signed: _____

Nancy Thompson

Chairperson, CESA Board of Control

Date: March 17, 2015

CLASS RANK VS LAUDE SYSTEM

Rethinking Class Rank at
Evansville High School

Class Rank - What Is It?

- Class rank is a statistic that is derived by comparing students' grade point averages to a thousandth of a point. A student with a GPA of 3.338 has a higher rank than a student with 3.335
- Class rank is usually referred to by percentile – in the top 10%, in the top 25%, in the top 50% - of the class

Class Rank as a Statistic

- Class rank would be a valid statistic if every student took the same set of classes with the same set of teachers. The more that students vary from this uniformity, the less validity class rank has as a way of comparing students
- For the same reason, as well as large variations in student population, the validity of using class rank to compare students between school districts is questionable

Impact on Students

- For some students, the pressure for a high class rank can result in:
 - Avoidance of challenging classes
 - Excessive competition with classmates
 - Unwillingness to take academic and intellectual risks

National Trend

■ Some statistics on class rank

- The number of admitted freshmen to UW-Madison reporting class rank dropped to 60% in 2011
- The percentage of admitted students reporting class rank to many private colleges is even lower
 - Lawrence 07-08: 60%
 - Marquette 07-08: 60%
 - Stanford 08: 51%
 - Northwestern 07-08: 46%
 - Yale 08: 40%

From College Common Data Set information

National Trend

■ News articles indicate the trend

- Ferkenhoff, Eric. "How Schools Are Pulling Rank." Time Magazine, July 10, 2006.
- Richards, Erin. "Some districts drop class ranks to improve students' college chances." Milwaukee Journal Sentinel, September 28, 2008.
- Ramirez, Eddy. "More High Schools Consider Eliminating Class Rankings." US News & World Report Education Blog, October 3, 2008.
- Peterson, Joy. "Class rank is not the measure of student, school decides." Eden Prairie Star Tribune, February 3, 2009.

National Trend

- From the College Board website, 2009
 - “Class rank was once a major component in admissions decisions. But according to a recent report by the National Association for College Admission Counseling (NACAC) over half of all high schools no longer report student rankings.”

From an author...

Schools should...”Drop class rank: Class rank encourages cutthroat competition, cheating, and choosing classes based on GPA weight rather than on interest, not to mention directly pitting students against one another. Abolishing class rank sends the message that schools are interested in students as individuals rather than as compared to their classmates.”

Alexandra Robbins, in *The Overachievers: The Secret Lives of Driven Kids* (2006)

Effect on College Admissions

- While class rank is only one element of college admissions, without it the other elements increase in importance
 - Rigor of courses taken
 - Strength of grades in relation to rigor
 - College admissions test scores (ACT and/or SAT)
 - Activities
 - Recommendations
 - Essays

Why Drop Class Rank?

- Evansville wants the best for its students
- The validity of class rank as a statistic is questionable
- The pressure for class rank may have negative effects on student behavior
- Stress caused by class rank is not under a student's control
- In a high achieving school, class rank may not help students for college admissions and may even hurt them

College Ratings of the Importance of Various Factors
in the Admission Decision: Fall 2011 (NACAC Admissions Trends Survey)

	Considerable	Moderate	Limited	None
Grades in college prep	84.3%	11.9%	2.3%	1.5%
Strength of curriculum	67.7	20.4	5.8	6.2
Admission test scores (ACT/SAT)	59.2	29.6	6.9	4.2
Grades in all courses	51.9	39.2	6.9	1.9
Essay or writing sample	24.9	37.5	17.2	20.3
Student demonstrated interest	20.5	29.7	24.7	25.1
Counselor recommendation	19.2	39.8	27.2	13.8
Class rank	18.8	31.0	31.4	18.8
Teacher Recommendation	16.1	31.8	26.5	16.0
Subject test scores (AP, IB)	6.9	31.2	31.5	30.4
Portfolio	6.6	12.8	30.2	50.4
Interview	6.2	25.4	25.8	42.7
SAT/II Scores	5.1	9.7	22.5	62.3
Extracurricular activities	5.0	43.1	38.1	13.8
State graduation exam scores	1.2	14.9	23.8	57.1
Work	2.3	17.0	43.2	37.5

Laude System – What is it?




- This system is a point based system that combines Laude Points with a student's GPA, under our normal grading scale
- This system rewards a student for taking, and successfully completing, designated honors courses for which the student will earn 1 honor point (per term) or .5 honor point (per term)
- Students taking Advanced Placement Courses will receive 1 honor point per term for each of these courses taken.
- For all other courses designated as Advanced Standing or Honors, the student will receive .5 an honors point per term (e.g., Accounting; Health Occupations; etc.)

Laude Benefits

- Motivate students to challenge themselves academically
- Maintains recognition for students taking rigorous courses and their performance in those courses
- Removes mathematical game of calculating GPA/Rank while promoting challenging course work
- Maintains high expectations for academic performance at EHS
- Students are not competing with each other, but challenging his/herself to achieve a level of performance

Cum Laude Recognition Program

Number of Advanced Courses	GPA					
	4	3.8	3.6	3.7	3.6	3.5
15						
14.5						
14						
13.5						
13						45.5
12.5					45	43.75
12			45.8	44.4	43.2	42
11.5	44	44.85	43.7	42.55	41.4	40.25
11	44	42.9	41.8	40.7	39.8	38.5
10.5	42	40.95	39.9	38.85	37.8	36.75
10	40	39	38	37	36	35
9.5	38	37.05	36.1	35.15	34.2	33.25
9	36	35.1	34.2	33.3	32.4	31.5
8.5	34	33.15	32.3	31.45	30.6	29.75
8	32	31.2	30.4	29.6	28.8	28
7.5	30	29.25	28.4	27.6	26.8	26
7	28	27.4	26.6	25.8	25	24.2
6.5	26	25.55	24.7	23.9	23.1	22.25
6	24	23.7	22.9	22.1	21.3	20.5
5.5	22	21.85	21.0	20.2	19.4	18.5
5	20	20	19.2	18.4	17.6	16.75
4.5	18	18.15	17.3	16.5	15.7	14.85
4	16	16.3	15.5	14.7	13.9	13
3.5	14	14.45	13.6	12.8	12	11.15
3	12	12.6	11.8	11	10.2	9.35
2.5	10	10.7	10	9.2	8.4	7.55
2	8	8.8	8	7.2	6.4	5.5
1.5	6	6.9	6.1	5.3	4.5	3.65
1	4	4.9	4.1	3.3	2.5	1.65

 Summa Cum Laude
 Magna Cum Laude
 Cum Laude

Schools Using Laude

- Waunakee
- East Troy
- Badger High School
- Wilmot Union High School
- Fennimore
- Richland Center
- Iowa Grant
- Elkhart Lake
- Madison West
- Mauston
- Wisconsin Dells
- River Valley High School
- Brookfield Central
- Brookfield East
- Whitefish Bay
- Verona HS
- Marshall

"Beloit College is interested in students who have challenged themselves in a rigorous curriculum. The admissions committee will evaluate high school performance accordingly. Enrolling students come from 267 different schools, many of which don't rank and/or report grades on something other than a 4.0 scale."



MARQUETTE
UNIVERSITY

- Receive roughly 23,000 applicants nationally each year
- They assign a value to the rigor of courses on the transcript
- Emphasis given to the following:
 - Rigor of course work
 - Roughly 40% of schools they see do not report class rank
 - ACT/SAT
 - Essay and application



UW-Madison



- Emphasis on students' rigor and breadth
- Holistic admissions
- Students are reviewed in their school groups for comparison
- Admissions priority:
 - Rigor of courses
 - Grades in courses—improvement and/or consistency

Will this Help or Hurt our Students?

- Based on the information we have gathered from other schools who have moved away from Class Rank – the resounding answer is that it will help
- This new system causes colleges to look beyond class rank and take a closer look at the students full body of work
- Other schools have reported a higher acceptance rate to colleges and especially to the more competitive colleges

In Conclusion

- High Schools must find a way to make colleges look beyond a student's class rank and to make them more aware of students' achievements and future potential (advice from the College Board)
- The statistical shortcomings of high school rank are enough in themselves to make the use of rank in a college admission dubious
- The Laude System does this, and it gives colleges a clearer picture of a students' academic rigor/achievement

Who No Longer Reports Rank?

- Whitefish Bay
- Madison West
- Shorewood
- Middleton
- Kohler
- Richland Center
- Badger High School
- Wilmot Union High School
- Verona
- Marshall
- Neenah
- Edgewood HS
- Marquette Univ HS
- East Troy
- Fennimore
- Marshall
- Waunakee

National Trend

- Reporting class rank is not actually “standard” practice across the nation
 - From Boston College Heights newspaper: *“When John Mahoney, director of the Office of Undergraduate Admissions, began his job in 1990, 64% of high schools reported class rank. For the admitted class of 2003, the statistic dropped to 41%.”*
 - From Kimberly Folstein, UWM Office of Admissions: *“We see a mix of ranking and non-ranking transcripts.”*
 - From the Milwaukee Journal Sentinel, 2008: *Private high schools such as University School and Marquette University High School haven’t ranked students for years.*

UPDATED MEMORANDUM

To: Jerry Roth, District Administrator
From: Tessa Nelson, Interim Director of Student Services
Date: April 20, 2015
Re: Change in Special Education Staffing for 2015-2016

This memo includes updated information regarding the recommended change in special education staffing for the 2015-2016 school year. In the previous memo that was sent to you on March 16, 2015, I outlined the need for a decrease in Speech and Language staffing and an increase in Early Childhood staffing. Please review that memo for background information, detailed information about both programs, along with the rationale for the staffing change.

In the previous memo, a great deal of emphasis was placed on student rating information. Through detailed student ratings and conversations with stakeholders, it was determined that further information was needed. Along with updated information from the student rating system, you will find information regarding staff schedules and comparables. These two added areas both turned out to be useful factors in looking at the staffing change in special education for 2015-2016.

I. Current Staffing Situation

Our School District currently has 4.0 FTE Speech and Language Pathologists (SLPs), who service students ranging from 3-21 years of age. Levi Leonard, TRIS, and JC McKenna have a full time SLP in their buildings, while the fourth SLP travels to the various buildings. The average caseload size is 26 students per SLP.

II. Student Rating System (based on DPI Model)

As requested, the Speech and Language staff were asked to rate each student on their caseloads according to a model provided by DPI. The model used is the only rating system we have from DPI to rate students. The rating system is used for all areas of special education, not just Speech and Language. According to DPI, the purpose of the rating system is to recommend caseload sizes. The descriptors for each rating category (minimal, moderate, and comprehensive) are not based on the type of services or amount of time that the student receives, rather on the student's overall profile (disability status, level of support, cognitive ability, etc.). There are pros and cons to this system. It does provide valuable information about the students we have in special education, but it does not reflect the amount of time the special education staff is spending with each student. For example, a student could be rated as minimal, and receive 40 minutes of Speech and Language minutes per week. Similarly, another student

could be rated as comprehensive, and receive the same amount of Speech and Language time per week. As stated, this gives an unclear picture of what type of services a student is receiving.

According to the student ratings recently provided by the Speech and Language staff, a recommended 5.6 FTE is required next year to meet the needs of the approximate 105 students that receive Speech and Language services in our district. However, the 4.0 FTE we currently have meets the needs of that same population, while still having available time in their schedules. It is clear that the DPI rating system did not fit our intended outcome of rating Speech and Language students for determining caseloads and staffing.

To conclude, we attempted to use the DPI rating system to determine staffing needs for Speech and Language. What was discovered through this process is that the rating system identified specific student service needs, but what not helpful in determining FTEs. For that reason, two other factors were looked at, staff schedules and comparables.

III. Staff Schedules

Along with looking at student service needs, reviewing staff schedules was an area that was taken into account to determine staffing needs. All special education staff are required to provide their schedules at the beginning of the school year, sending updated schedules as necessary. The SLPs recently provided their updated schedules. In our district, a teacher/SLP is given 30 minutes of lunch and 45 minutes of prep per day. Apart from these two reserved times, a teacher/SLP schedule is filled with student contact time. According to the SLP schedules they provided, three SLPs have approximately ten hours each of unscheduled time and one SLP has closer to three hours of unscheduled time per week.

IV. Comparables (national, state, local)

Per DPI, the average Speech and Language caseload size in Wisconsin is approximately 50 students per SLP. The average Speech and Language caseload size in the nation is approximately 80 students per SLP. According to neighboring districts, the local caseload size is 35 students per SLP (see Table A). Currently, Evansville's average caseload size is around 26 students per SLP. If we go down to three SLPs next year, the average caseload size will be around 34 students per SLP, which is in line with the local average.

Table A

<i>District</i>	<i>Average Speech and Language Caseload Size per SLP</i>
Waukegan	24 students
Middleton	29 students
Clinton	30 students
Evansville	34 students (3.0 FTE)
Beloit Turner	37 students
MMSD	38 students
Edgerton	39 students
Beloit	39 students
Verona	39 students
Delavan-Darien	40 students

V. SLP Staffing Recommendation

Based primarily on the included information regarding staff schedules and comparables, it is recommended that the District reduce from 4.0 FTE to 3.0 FTE SLPs for the 2015-2016 school year.

MEMO

To: Jerry Roth

From: Tessa Nelson, Interim Director of Student Services

Re: Change in Special Education Staffing for 2015-2016

Date: 3/16/15

Current Staffing Situation

The Evansville Community School District currently has 4.0 FTE Speech and Language Pathologists (SLP), who service students ranging from 3-21 years of age. Levi Leonard, TRIS, and JC McKenna have a full time SLP in their buildings, while the fourth SLP travels to the various buildings. Caseload sizes range from 23-26 students per SLP.

Early Childhood (ECH) started the year off with a 1.0 FTE teacher who managed a caseload size of 8. To date, we have moved up to a 1.5 FTE for ECH, with a caseload size of 13. The determination to increase FTE by .5 was made based on DPI's recommendation for Early Childhood caseload sizes. A long-term substitute was hired through Teachers on Call for the remainder of the 2014-2015 school year. We accrued an unanticipated expense with the staffing increase. ECH occurs in two sessions (am and pm), along with community visits.

Facts

- Currently, our district has four full time SLP's serving roughly 100 students district-wide, which results in an average of 25 students per caseload.
- Historically, Speech and Language staffing has been determined by student need and caseload size in our district.
- Currently, our district has 1.5 ECH Teachers serving 13 students.
- ECH teaching staff is also determined by student need and caseload size.
- ECH is requiring an additional Special Educator based on caseload size
- Our district has two staff members who are licensed to teach ECH.
- ECH positions are difficult to fill. In January, we posted a .5 ECH teaching position and received zero applicants.
- Moving a licensed teacher to ECH leaves a Special Education teaching position open at Levi Leonard Elementary.

Projected Staffing Situation for 2015-2016

Based on the information we have to date, **Speech and Language** student projections for the 2015-2016 school year are as follows: Early Childhood, 16; Elementary/Intermediate, 25; Middle School, 22; High School, 20; which amounts to 100 students. We started the 2014-2015 school year with 99 students receiving Speech and Language services. Based on this information, there has been an increase of one (1) student over the course of the school year (through dismissals and referrals).

Based on the information we have to date, **Early Childhood** student projections for the 2015-2016 school year are as follows: 4K, 5; Early Childhood, 4; which amounts to 9 students. The duties of Early Childhood will also increase next year due to the implementation of 4K. Our ECH teachers will be servicing students off-site at the 4K centers. The ECH program is also responsible for traveling to more than one site during 4K sessions, as students will be receiving special education services at various sites.

Staffing Recommendation

If we move forward with 3.0 FTE SLPs, caseload sizes for Speech and Language will be in line with DPI's recommendation for the 2015-2016 school year. If we remain at 1.0 FTE for Early Childhood, caseload numbers will exceed DPI's recommendations for the 2015-2016 school year. Therefore, the recommendation is that we increase ECH staff to 2.0 FTE, in order to be in line with DPI's caseload recommendations. This results in shifting 1.0 FTE from Speech and Language to Early Childhood. We will then have 3.0 FTE for Speech and Language and 2.0 FTE for Early Childhood.

Caseload Sizes

On the following pages you will find caseload data from DPI and our district. The purpose of this data is to provide you with information that explains why the shift in staffing is recommended. As a reference, DPI recommendations were used throughout this process to determine staffing needs. This model provides each student with a number based on his/her needs. The weighted number for each student is used to determine caseload sizes. For example, an elementary student requiring moderate level of services would be counted as 1.7 students. Another important factor to consider is that the weighted caseload sizes for our 2015-2016 school year are generous. A third of our Speech and Language population at Early Childhood and Elementary/Intermediate were rated "comprehensive." This was to ensure that we weren't underestimating. However, most of the Speech and Language population in our district is considered Minimal or Moderate.

I. DPI Recommended Caseload Sizes for Speech and Language

A. DPI SPEECH AND LANGUAGE STUDENT FACTORING TABLE

<i>Level of service for student</i>	<i>Early Ed. - 1 session</i>	<i>Early Ed. - 2 sessions</i>	<i>Elementary</i>	<i>Middle School/ High School</i>
Minimal	1.0	1.0	0.7	0.6
Moderate	1.7	1.3	1.7	--
Comprehensive	2.2	1.4	2.2	--

B. DPI WEIGHTED SPEECH AND LANGUAGE WEIGHTED CASELOAD RECOMMENDATIONS

<i>Level of service</i>	<i>Early Ed. - 1 session</i>	<i>Early Ed. - 2 sessions</i>	<i>Elementary</i>	<i>Middle School and High School</i>
Minimal	N/A	26 w. students (26 headcount)	35 w. students (50 headcount)	40 w. students (67 headcount)
Moderate	N/A	20 w. students (15 headcount)	15 w. students (9 headcount)	--
Comprehensive	N/A	18 w. students (13 headcount)	12 w. students (6 headcount)	--
Average Weighted	N/A	22 weighted	21 weighted	40 weighted
Average Headcount		18 headcount	22 headcount	67 headcount

C. EVANSVILLE'S PROJECTED 2015-2016 WEIGHTED CASELOAD

<i>Level of service (average of minimal, moderate, comprehensive)</i>	<i>Early Ed. - 1 session</i>	<i>Early Ed. - 2 sessions</i>	<i>Elementary/ Intermediate</i>	<i>Middle School and High School</i>
Minimal	N/A	6 w. students (6 headcount)	10 w. students (14 headcount)	26 w. students (42 headcount)
Moderate	N/A	7 w. students (5 headcount)	24 w. students (14 headcount)	--
Comprehensive	N/A	7 w. students (5 headcount)	31 w. students (14 headcount)	--
Weighted	N/A	20 weighted	65 weighted	26 weighted
Headcount		16 headcount	42 headcount	42 headcount

It is best to use Table B and Table C to compare DPI recommendations with Evansville's projected 2015-2016 Speech and Language caseloads. With the recommended 3.0 FTE, we are within recommendations for Early Childhood and Middle School/High School caseload sizes. We are not within recommendation for Elementary/Intermediate. In order to promote equal distribution of caseload sizes, the Elementary/Intermediate caseload would be serviced by more than 1.0 FTE.

Our district still meets DPI recommendations for 3.0 FTE SLPs based on the student factoring table and caseload sizes. 100 actual students represent the number of students who will receive Speech and Language services in our district, which amounts to an average caseload of 33 students with 3.0 FTE. Per DPI's recommendation, 107 actual students represent the number of students who can receive Speech and Language services with 3.0 FTE, resulting in an average caseload size of 35 students. We are within DPI recommendations for 3.0 FTE.

I. COMPARABLE DATA

<i>District</i>	<i>Average Caseload Size</i>
Waunakee	24
Middleton	29
Clinton	30
Evansville*	33
Beloit Turner	37
MMSD	38
Edgerton	39
Beloit	39
Verona	39
Delavan-Darien	40

When transitioning from 4.0 SLPs to 3.0 SLPs for the 2015-2016 school year, the average student caseload size will be **33 students**. As the data shows in Table E, Evansville will be in a comparable range when analyzing caseload sizes from neighboring districts.

Caseloads will be thoughtfully determined according to grade level, level of need per student, and SLP personnel. The Speech and Language Pathologists will be given time as a team to develop and revise caseloads and schedules for the 2015-2016 school year.

II. DPI Recommended Caseload Sizes for Early Childhood

A. EARLY CHILDHOOD: SPECIAL EDUCATION CASELOAD NUMBER CHART (based on factoring table)

Level of Service	One session model	Two session model
Moderate	12	16
Comprehensive	10	14
<i>Itinerant or Homebased/Community Outreach Services (including services in Head Start and nonsectarian daycare centers licensed by DHFS): Maximum = 12</i>		

B. EARLY CHILDHOOD STUDENT FACTORING TABLE

Early Childhood	One session model	Two session model
Moderate	2.2	1.6
Severe	2.6	1.9

C. 2015-2016 Projected Early Childhood Caseloads in Our District

Staff Member	Caseload Size	Weighted Caseload Size
1. ECH Teacher # 1	5 students	9.5
2. ECH Teacher #2	4 students	7.6
TOTAL	9	17.1 (does not meet DPI recommendation for 1.0 FTE)

The ECH program is considered to be a comprehensive, two session model due to the intense level of supports that the students require on a daily basis. When taking into consideration the caseload number chart and student factoring table, our ECH caseload number of 17.1 exceeds DPI's recommendation of 14 for 1.0 FTE for the 2015-2016 school year.

Conclusion

It is recommended that the Evansville Community School District retain 3.0 FTE SLPs, due to projected caseload sizes. Our current one-year contract SLP will not be returning. It is also recommended that a Special Education teacher move to Early Childhood to increase ECH staff to 2.0 FTE. This creates a Special Education teaching vacancy at Levi Leonard. The shifting in staff requires hiring a new Special Education teacher for Levi Leonard Elementary.

Evansville

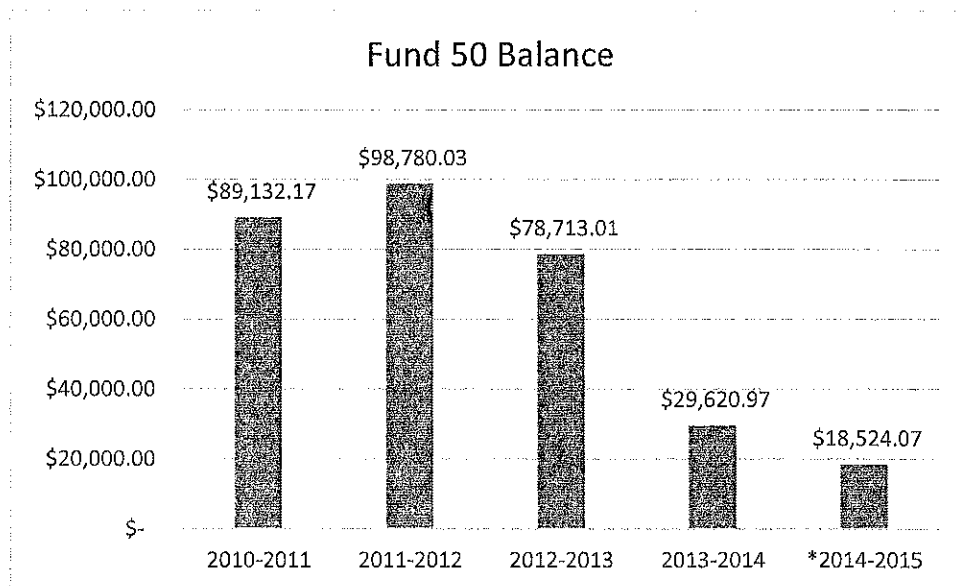
Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Food Service Report
Date: April 17, 2015

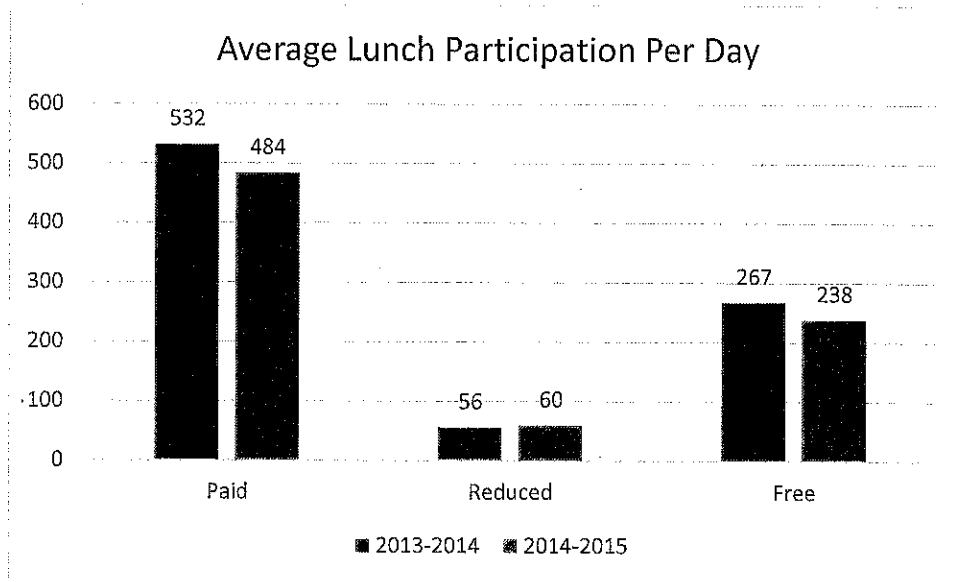
The ECSD provides daily breakfast and lunch service to students and staff under the National School Lunch/Breakfast program regulated by the USDA and administered by WI-DPI. The program has undergone significant changes over the past five years due to the 2010 Child Nutrition Reauthorization, now known as the Healthy, Hunger-Free Kids Act of 2010. Program changes have impacted the financial state of the District meal program.

The meal program is maintained for financial purposes separate from the District general Fund 10 operating budget. The Food Service Fund 50 maintains a segregated Fund Balance. Regulations dictate that the Fund 50 Fund Balance be zero or positive at the end of each fiscal year. If Fund 50 ends a fiscal year with a negative Fund Balance, the District Fund 10 would incur an expense equal to the negative amount and would be transferred to the Food Service budget resulting in a final Fund 50 Balance of zero at fiscal year-end. Below is four years of Fund 50 Balances and the projected 6/30/2015 Fund Balance.

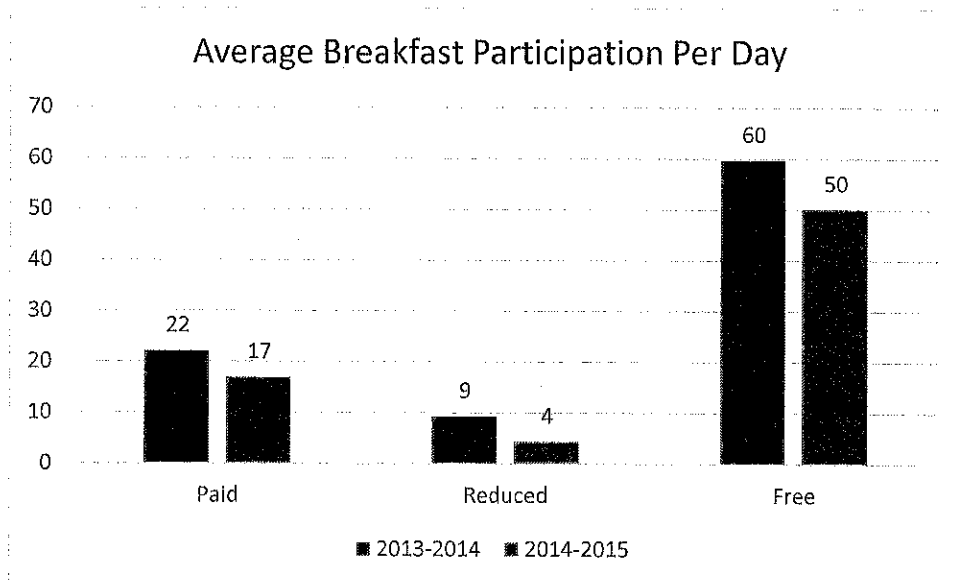


The Fund 50 Balance is decreasing because expenses have been exceeding revenues for the past three years.

Revenue is decreasing because participation is decreasing. The graphs below represent data from September through February for school year 2013-14 and year 2014-15.



Overall, lunch participation is down 8.6% this year from the same time period as last year.



Overall, breakfast participation is down 21.7% this year from the same time period as last year. During the 2013-2014 school year, 366 students on average qualified for free meals and 79 students qualified for reduced meals. For the 2014-2015 school year, 345 students on average qualify for free meals and 86 students qualify for reduced meals. Based on the daily participation rates above, we are serving 4% of students who qualify for reduced meals and 14.5% of students who qualify for free meals during the breakfast service this year.

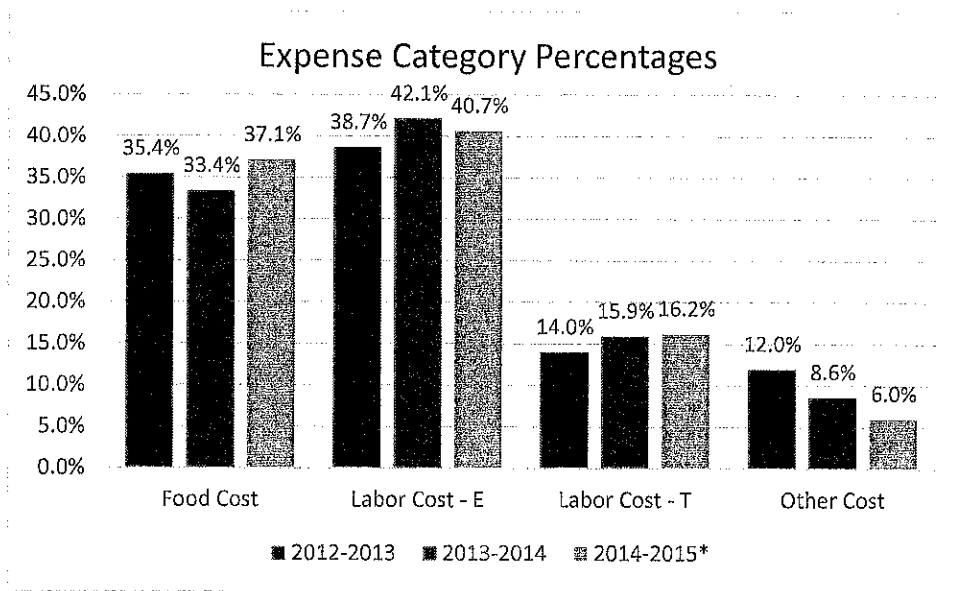
The decrease in participation is most likely related to meal pattern changes implemented over the past three years as regulated by the Healthy, Hunger-Free Kids Act of 2010. Here is a summary of the meal pattern changes:

The Final Rule on the new Federal Nutrition Standards was published on January 26, 2012.

Highlights of the Nutrition Standards and Meal Pattern Requirements include:
 National School Lunch Program—effective date for the majority of changes is July 1, 2012 unless noted.

- A single Food Based Menu Planning (FBMP) Approach
- Three new age/grade groupings: K-5, 6-8, and 9-12, with ability to overlap K-8
- Fruits and vegetables are two separate components
- Five vegetable subgroups: dark green, red/orange, beans/peas (legumes), starchy, other
- Half of all grains offered must be whole grain-rich in SY 2013-14
- All grains offered must be whole grain-rich in SY 2014-15
- One ounce meat/meat alternate minimum daily requirement for Grades K-5 and 6-8
- Tofu and soy yogurt can credit as a meat alternate
- Fat-free (unflavored or flavored) and low-fat (unflavored) fluid milk only
- Under Offer versus Serve, students must select at least ½ cup fruit or ½ cup vegetable for a reimbursable meal, or ½ cup total combination of fruits/vegetables
- Calorie ranges with maximums not to be exceeded
- Zero grams trans-fat per serving
- Sodium restrictions begin SY 2014-15

Other information to consider when reviewing the financial status of a meal program is expenses by category. The graph below shows expenses by major category for the past two years and partial 2014-2015. Labor Cost – E represents the District employees. Labor Cost – T represents the Taher office staff and Director.



Based on my experience, the food cost percentages are below average for a school meal program and the labor cost percentages are above average.

If the meal program continues the current mode of operation, the data indicates that the Fund 50 Balance will fall below zero in the next year or two. Fund 50 cannot carry over a negative balance so the result will be an equal expense to Fund 10 at fiscal year end. To avoid this outcome, there are options to consider.

Option 1

Breakfast participation is really low. The Board may consider not belonging to the USDA National School Breakfast program and offering an alternative breakfast option in each building each day. There are many different ways to set up an alternative breakfast option. One option would be to offer a simple cold breakfast without charge in each building (e.g. cold cereal and milk). Eliminating the regulatory oversight of the National School Breakfast program allows for a significant savings in labor cost.

Option 2

Rebid the Food Service Management contract to include management of 100% of the meal program. This would involve the transfer of employment of food service staff from the District to Taher. This option would not be available to begin until the start of the 2016-2017 school year due to the bidding process.

Option 3

Wait another year before making any changes to the current operation of the meal program.

Evansville

Community School District

MEMORANDUM

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Fund 46
Date: April 29, 2015

Below is information from DPI regarding the creation of a Long Term Capital Improvement Trust Fund (Fund 46).

LONG TERM CAPITAL IMPROVEMENT TRUST FUND (FUND 46): A school board with an approved long-term capital improvement plan (minimum of 10 years) may establish a "trust" that is funded with a transfer from the general fund. The contribution from Fund 10 to Fund 46 (Long-term Capital Improvement Trust Fund) is recorded as the expenditure for shared cost and equalization aid purposes. Future expenditures from Fund 46 are not part of shared costs. A school board is prohibited from removing money deposited into Fund 46 for a period of five years after the fund is created. After the initial five year wait period is over, funds may only be used for the purposes identified in the approved long-term capital improvement plan. Fund 46 assets may not be transferred to any other school district fund.

The resources in Fund 46 may not be used for any purpose other than that for which the "trust" was established. For this reason a separate checking and/or investment account for these funds is required.

Board actions required by June 30th of fiscal year in which Fund 46 is established:

- 1. Approve the long-term capital improvement plan (minimum of 10 years).*
- 2. Pass the resolution creating the Long-Term Capital Improvement Trust Fund.*

To utilize DPI accounts to record the Fund 10 transfer, provide copies of the following documents:

- 1. Official Board minutes approving the long-term capital improvement plan.*
- 2. Signed resolution creating the Long-Term Capital Improvement Trust Fund.*
- 3. Documentation that confirms the existence of a segregated bank/investment account.*

Limitations regarding Fund 46 activities and access to funds:

- 1. Funds may only be accessed five years after the establishment of the "trust" fund.*
- 2. Fund balance may not be used for general fund cash flow purposes.*
- 3. Funds may not be transferred to another fund or liquidated.*
- 4. Loaning of money for other purposes or to other funds is not allowed.*
- 5. Funds must be physically deposited and held in a segregated bank/investment (separate and distinct from other district accounts) until they are expended for capital improvement projects per the District's plan.*
- 6. Funds invested as per sec. 66.0603, Wis. Stats.*

In order to establish Fund 46, the following actions must take place by June 30.

1. Board approved 10 Year Capital Improvement Plan.
2. Board resolution to establish a trust.

3. Creation of a segregated bank account.

In my conversations with the DPI, the 10 Year Capital Improvement Plan can be very simple and it can be changed in the future. Below is a draft 10-year plan for Board consideration and a sample of the Board resolution.

Evansville Community School District
10 Year Capital Improvement Plan
July 1, 2015 through June 30, 2024

(DRAFT)

The Board of Education's 10 Year Capital Improvement Plan is a plan of proposed capital projects intended to address the present and anticipated future needs for the maintenance and improvement of the facilities under the supervision of the Board of Education. The proposed capital projects are intended to support the significant investment the Evansville School Community (taxpayers) has made in its educational infrastructure and to provide the optimum teaching and learning environment for staff and students.

Funding for maintenance and improvement projects will be determined on an annual basis through the District budget process. Sources of funding include the District General Operating Budget Fund 10, the District Long-term Capital Improvement Trust Fund 46 and/or other sources. Maintenance and improvement projects that may be funded in the future are listed below. The Board of Education will determine project priority on an annual basis.

Capital Improvement Project List

- Roof repair and/or replacement
- HVAC repair and/or replacement
- Land acquisition
- Any project identified as a life/safety improvement
- Any project identified to save energy

Sample Resolution

**EVANSVILLE COMMUNITY SCHOOL DISTRICT
RESOLUTION TO AUTHORIZE LONG-TERM CAPITAL IMPROVEMENT TRUST
FUND**

WHEREAS, pursuant to the provision of Section 120.137 of Wisconsin Statutes, a school board that has approved a long-term capital improvement plan may create a long-term capital improvement trust fund for the purpose of financing the costs of the capital improvements included in the approved plan; and

WHEREAS, the Evansville Community School District has created and approved a long-term capital improvement plan; and

WHEREAS, the Evansville Community School District "long-term capital improvement plan" is a capital improvement plan for at least a 10-year period; and

WHEREAS, the Evansville Community School District School Board desires to create a long-term capital improvement trust fund pursuant to the fund's review by the District's legal counsel and the District's Auditors;

NOW HEREBY BE IT RESOLVED BY THE EVANSVILLE COMMUNITY SCHOOL DISTRICT SCHOOL BOARD that, pursuant to the provision of Section 120.137, of the Wisconsin Statutes, the Evansville Community School District School Board shall create a capital improvement trust fund pursuant to the above law, and all of the following shall apply to such capital improvement trust fund:

1. The Evansville Community School District School Board may not expend money deposited in such a trust fund for a period of 5 years beginning on the date the trust fund is created. After the 5-year period, the Evansville Community School District School Board may make expenditures from the trust fund solely for the purposes described in the approved long-term capital improvement plan.
2. The Evansville Community School District School Board may not transfer money from a long-term capital improvement trust fund to any other school district fund.
3. For purposes of calculating equalization aid, money deposited in a long-term capital improvement trust fund is counted as a shared cost at the time the money is deposited in the trust fund, but such money is not counted as a shared cost at the time the money is expended from the trust fund.

BE IT FURTHER RESOLVED, that this resolution is effective as of the date this resolution is adopted.

BE IT FURTHER RESOLVED, that the officers, employees, and agents of the District are authorized and directed to do any and all things reasonably necessary to accomplish the purposes of this Resolution.

Adopted this day of _____, 2015.

Kathi Swanson, Board President

ATTEST:

John Rasmussen, Board Clerk

MEMORANDUM OF AGREEMENT FOR JOB SHARING

Between

Nicole Forster and _____ (Partner)
2015-2016 School Year

The Evansville Community School District (hereinafter "District"), the Evansville Education Association (hereinafter "Association"), Nicole Forster (hereinafter "Forster") and _____ (hereinafter "Partner") agree to the following:

1. Forster and the District will enter into a part time (.8) teaching contract for the 2015-16 school year. Partner and the District will enter into a part time (.2) teaching contract for the 2015-16 school year only.

During the 2015-16 school year, Forster and Partner will Job-Share on a split week schedule. Forster will work Monday, Tuesday, Thursday and Friday. Partner will work Wednesday. These days may be changed by mutual agreement between Forster, Partner and the District.

2. All wages, hours and working conditions for the Teachers will be controlled by the District Employee Handbook except for the specific provisions of this Job Sharing Agreement.
3. The Teacher's work weeks will be more than 20%/80% of a regular work week, to the extent necessary to include work days, regular communication about students, staff meetings, staff development, parent-teacher conferences, committee and grade level responsibilities, and other events considered by the building principal to be essential for performing the job shared duties. Both parties will be required to attend all district staff development. Attendance at other building or district meetings will be determined by the building principal. Required attendance at staff development over 20%/80% will be compensated at the curriculum rate.
4. If a substitute is needed, the job-sharing Partner will be assigned to substitute and will be paid at the long-term substitute rate for the time that she is substituting. If circumstances prevent the job-sharing Partner from serving as a substitute, she will not be required to substitute.
5. If one job-sharing teacher resigns, becomes disabled, is granted a leave of absence during the term of the Job Sharing Agreement, or is unable to fulfill the entirety of the job-sharing arrangement, the remaining job-sharing teacher will assume the full teaching position for the remainder of the school year.
6. This job share is dependent on finding a suitable Partner for the position by August 1, 2015. The Partner, unless currently a full time district employee under a teaching contract will only accrue .2 year seniority. The Partner will have no rights to a full time position should the job share agreement end and would need to apply for any vacancies that might exist.

7. The Teachers further agree that this Agreement is limited to the specific Teachers named in this Agreement and that no provision of this Agreement constitutes a precedent for any other person, or any other school year, or any other circumstances. The Teachers may request that they be allowed to teach under the same agreement for the next school year. The District Administrator must receive such a request by January 15, 2016. All job shares must be approved by the Board of Education, with the District Administrator notifying the Teachers of the Board decision before June 15. The Board's denial shall not be the subject of a grievance. The decision to continue the Agreement another year will be at the discretion of the District Administrator. If the District Administrator approves another year, the Teachers will sign a new Agreement. If the District Administrator disapproves another year, or if one of the Teachers wishes to discontinue the position, Nicole Forster will be given a full-time teaching position. In such case, Partner will be non-renewed. Partner will have no rights under lay-off or recall rights.

District Administrator

Date

President, Board of Education

Date

Nicole Forster

Date

(Partner)

Date

MEMO

TO: Board of Education

FROM: Jo Bernhardt, Co-Interim Director of Instruction and Joanie Dobbs, Elementary Principal

DATE: April 21, 2015

RE: 4K Update

The 4K implementation process is proceeding on schedule. The next meeting of the Steering Committee will be Thursday, May 7th at 5:30. The sites have been strong partners with the District, and this has helped make the implementation process go smoothly.

Here are the current activities:

- 111 students registered and we are in the process of placing them in sites.
- The District applied for a start-up grant from DPI. We should hear next month if we are getting it and how much money we will receive.
- The Curriculum Committee has developed a family outreach calendar to ensure we meet the state required 87.5 hours.
- Curriculum materials and supplemental materials have been ordered.
- The Curriculum Committee had developed curriculum kits for sites to use for administering the PALS assessment which is required in 4K-2nd grade.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held Monday, March 16, 2015, at 4:03 pm in the District Board and Training Room.

Attendance

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

Approve Minutes

Motion by Ms. Creek Hessler, seconded by Mr. Kvalheim, moved to approve the March 10, 2015, minutes as presented.

Summer Curriculum

Mr. Roth shared that in the past years, summer curriculum had been paid at the BA and MA rates. There is currently no Employee Handbook language related to the rate that is paid for summer curriculum. We will continue to look at the rates we have paid in the past and compare the rates to other districts. Discussion:

- Teachers may not be putting in their total hours devoted to summer curriculum to hold the cost down and get the project approved
- We are looking to make changes for the summer curriculum rates for this summer
- How many people put in for summer school? Not many because we don't have the money to fund a lot of summer work
- Looked briefly at some comparable data.

Revisit the Mount Horeb Compensation Model

No discussion.

Survey/Focus Group

Discussion:

- Are we going to move forward with the focus group?
- It has been scheduled by the principals for this Wednesday, starting at 3:15 pm
- Focus group vs. in-person survey
- Cannot do a focus group in 30 minutes
- There is not enough time

At the focus groups, handout the survey document. Have three questions to answer and the list of items to check. No discussion is needed.

The opening paragraph should be:

The Teacher Compensation Committee has been working since January 2014, researching teacher compensation models in other Districts comparable to ours. As a

Committee we have determined that we cannot just copy another model. We want to create an Evansville model. Therefore, we are coming to you now to gather information about current activities that you believe improve teaching practices and student learning.

Instructions for the day:

1. Read two paragraphs.
2. Get in groups of 3-4.
3. Everyone gets a handout.
4. Ask all to process the list and share: by processing the list you will be highlighting the things that you want to keep or like. Cross things off that should not be on the list and add things that should be added.
5. Consider the three questions on the back as you move through the process. Each person should turn in a document if you have input. Give them the choice to turn in a group document.
6. Participants can write questions for the Committee to be answered at a future time.

Possible responses to questions: we are not far enough along in the process to give you a definite answer.

Following will attend each building:

Levi – Ms. Fritz and Ms. Creek Hessler
TRIS – Ms. Pickering and Ms. Sperandeo-Wehner
JC McKenna - Mr. McDonald and Mr. Kostroun
High - Mr. Kvalheim and Mr. DeMeuse

Set Next Meeting Date and Agenda

Next meeting date is Monday, April 6 at 4:00 pm. Agenda – to look at survey data and have the Committee members complete the survey.

Adjourn

Motion by Ms. Fritz moved, seconded by Mr. Kvalheim, to adjourn the meeting. Meeting adjourned at 4:55 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 4/6/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Support Staff Employee Compensation Committee Minutes

The Support Staff Employee Compensation Committee meeting was held on Thursday, February 5, 2015, at 4:15 pm in the District Board and Training Room.

Attendance

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

Approve Minutes

Motion by Ms. Rossmiller, seconded by Ms. Sperry, moved to approve the January 15, 2015, minutes as presented. Motion carried, voice vote.

Review/Discuss Suggested Compensation Models

The support staff members reacted to the model presented at the last meeting. They shared a handout with pros and cons to the District model, as they were asked to do. Discussion:

- How many vacation days do administrative assistants get? 22 days after 20 years. 2 more days than administrators. Back in the day the administrative assistants were not given a pay increase for a few years.
- Bullet point on retirement? If an hourly employee is required to work until the end of the school year.
- Is it possible to include percentages in the model that goes to the Board? Mr. Roth/Ms. Treuden will prepare the School Board presentation and bring it back to the Committee first.
- We are approving the model, not the percentages at this point.

Set Next Meeting Date and Agenda

Next meeting is Monday, March 23, 2015, at 4:00 pm.

Adjourn

Motion by Ms. Sperry, seconded by Mr. Roth, moved to adjourn the meeting. Motion carried, voice vote. Meeting adjourned at 4:58 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 3/24/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Insurance Committee Minutes

The Insurance Committee meeting was held on Wednesday, March 4, 2015, at 4:30 pm in the District Board and Training Room.

Attendance

Members in attendance: Jolene Hammond, Kelly Mosher, Jerry Roth, Doreen Treuden, Kevin Wells, and Deb Fritz. Others in attendance, AFG consultant, Greg Kuelz. Absent: Tina Rossmiller and Sandi Spanton Nelson.

Appoint Notetaker

Greg Kuelz volunteered to take the minutes.

Approve Minutes

Motion by Ms. Mosher, seconded by Ms. Treuden, moved to approve the February 18, 2015, minutes with suggested change. Motion carried, 5-0 (voice vote).

Insurance Wellness Committee Update

AFG Consultant, Greg Kuelz, asked if there was a Wellness Committee update. A formal update was not available. Mr. Kuelz indicated that he would ask that Kelly Nemo, Dean Health Plan Wellness Consultant, or a District Wellness Committee member, attend the March 24th meeting to give an update.

Consider Health Plan options from AFG

The Committee reviewed the staff health insurance survey which generally indicated that employees, en masse, would prefer to change deductibles and premium contributions versus changing insurance carriers and changing plan designs.

The Committee reviewed AFG generated estimates of what savings options would be needed to generate the necessary District savings to meet the Board's target of a 0% increase in benefit costs. Since districts were given estimation from Dean Health Plan of approximately a 4.5-7% increase, estimations were based off of a 5% premium increase in the current plan design. Options included raising the amount of deductible per employee that is not reimbursed through the District's HRA, increasing the employee contribution to premium above the current 11.75% contribution level, and adding an office visit co-payment requirement to the plan. Mr. Kuelz showed that a combination of the three targets may be needed and each option had a different impact on staff. The group agreed that all three options would be in play for consideration once the final rate projections were given at the March 24th meeting.

Set Date of Next Meeting and Agenda

The next meeting will be March 24, 2015, at 4:30 pm. Agenda: we will have an update on District wellness activities and determination of a recommendation to the Board on insurance for the 2015-2016 school year.

Adjourn

Motion by Mr. Roth, seconded by Ms. Treuden, moved to adjourn the meeting. Meeting adjourned at 5:15 pm.

Submitted by Greg Kuelz

Approved: 3/24/15

MEMO

To: Jerry Roth

From: Larry Martin

Subject: Server and Storage Infrastructure RFP

Date: 04/20/2015

The server and storage infrastructure for Evansville Community School District (ECSD) is in need of upgrades and replacements as identified by the Tech Audit. Our current servers are experiencing growing pains and our storage is running low with the increased demand for digital storage. The server and storage upgrades will include migrating the District's email to Microsoft Office 365 as well as converting all of our servers to virtual servers. This project is scheduled to be completed prior to July 1, 2015. The referendum budgeted amount for this project is \$200,000.

In order to receive comparable proposals, the RFP requested pricing on a "template" project for the purpose of selecting the vendor to then complete the ECSD specific work. We received two responses with total package pricing from \$147,794 to the \$148,494. Additional criteria used to review the proposal included, interview process, level of engineering licensing/skill, and location of the vendor. After reviewing the responses, we would like to recommend that Heartland Business Systems (HBS) be awarded the server and storage infrastructure project. Heartland's proposed price was \$147,794. We have worked with Heartland in the past. Specifically they installed the District telephone system and projection system in the high school Media room. We believe that HBS will be able to provide ECSD with the service and support that we need for this project at a price that is competitive. The money that is left after this project will go to help support District technology. We plan on purchasing battery backups for all of the data closets in the District along with remote support software for all of our client machines.

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 on Wednesday, April 8, 2015, 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, Spanton Nelson, Hammann, Koenecke, and HS Reps. Gallagher and Michael.

APPROVE AGENDA

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

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- Recognize Board Member Tina Rossmiller
- Week of the Young Child Family Night – April 17, 5:30 – 7:30 pm
- Open Enrollment – February 3 – April 30, 2015
- Energy Fair – April 24, 2015
- Staff End of Year Celebration/Retirement – May 29, 4:00 pm, Red Barn
- Back To School Days – August 4, 3:00-7:00 pm; August 12, 10:00 am-2:00 pm

PUBLIC PRESENTATIONS

None.

HIGH SCHOOL BOARD REPRESENTATIVES REPORT OF EVENTS

Ms. Michael and Ms. Gallagher presented their board report. Discussion.

INFORMATION & DISCUSSION

Student Council Advisors, Ms. Kopf and Ms. Oswald, and Student Council Reps. Christina Judd, Angie Corell, and Jasmine Elliott, presented and invited all to attend the Wisconsin Association of School Councils on April 26 and April 27 in Madison. Discussion.

Ms. Koenecke began discussion of the 2014 CAC (Citizens Advisory Committee) satisfaction survey. Discussion.

Ms. Swanson congratulated Amanda Koenecke and Mason Braunschweig, on their unofficial election to the School Board.

District Administrator, Mr. Roth, presented a revised 2015-2016 school calendar and shared the differences between the original calendar and this version. Discussion.

Ms. Swanson presented the Continuous System Improvement (CSI) Plan sub-committees dates of upcoming meetings of Teaching and Learning, Workforce Engagement and Development,

Communication and Community Engagement, Technology, Facilities and Operations, and Climate and Culture.

Ms. Swanson presented for a second reading, policies: #182-Quorum; #183-Voting; #185-Board Committees; #321-School Year/School Calendar; #529.4-Use of Sick Days; #662.3-General Fund Balance; #657-Student Fees, Fines and Charges; and #657.1-Student Fee Schedule. Discussion.

PUBLIC PRESENTATIONS

None.

BUSINESS (Action Items)

Motion by Mr. Rasmussen, seconded by Ms. Spanton Nelson, moved to approve the Agreements for Use of School Property of Kids Korner, Kid Connection, and Creekside Place, Inc./Woodchucks, as presented. Motion carried, 7-0 (voice vote).

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to approve the resignation of teacher, Erin Savaske, effective at the end of the 2014-2015 school year and thank her for her nine years of service to the District. Discussion. Motion carried, 7-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Mr. Rasmussen, moved to approve the teacher's preliminary notice of nonrenewal for Lindsay Roesler, Speech and Language, and Laura Martin, Kindergarten Teacher. Discussion. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Mr. Busse, moved to approve no changes to the Employee Handbook relating to the annual payments due to employees retiring during the 2015-2016 fiscal year. Motion carried, 7-0 (voice vote).

Motion by Mr. Rasmussen, seconded by Ms. Rossmiller, moved to approve CEC (Communications Engineering Company) as the vendor to perform upgrades to the District security system. Discussion. Motion carried, 7-0 (voice vote).

Business Manager, Ms. Treuden, presented a change, as of today, to the Insurance Committee recommendations, to remove the office visit co-pay of \$20 per office visit.

Motion by Mr. Busse, seconded by Ms. Rossmiller, moved to approve the Insurance Committee recommendation as presented with one change, to remove the office visit co-pay of \$20 per office visit. Motion carried, 7-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Spanton Nelson, moved to approve the generous donation of auto repair equipment from Blain's Farm & Fleet in Janesville, totaling approximately \$4,700. Discussion. Motion carried, 7-0 (voice vote).

CONSENT (Action Items)

Motion by Ms. Spanton Nelson, seconded by Mr. Rasmussen, moved to approve the consent items of: March 25 Regular Meeting Minutes; Proposed Employee Handbook Changes: Part 1, All Employees—Pg. 30; Section 8-Sick Leave; 8.02-Sick Leave Use; Throughout Book—Pg. 30, 54, 70; Remove Reference to Policy #529.4-Use of Sick Days; Part 2, Certified Staff—Pg. 54-55; Section 7.02; A. #13—Remove Sick Leave; Part 6, Subs/Seasonal—Pg. 82; Section 1 and pg. 83,

Section 2--Combine into One Section; and Part 2, Certified Staff--Pg. 42; Section 1, 1.01--Normal Hours of Work and 1.02--Administratively Called Meetings; and Policies: #172-Executive Session; #181-Rules of Order; #353.1 Form--Volunteer Agreement; #353.1 Form 1--Background Check Information Form; #453.4--Administering Medications to Students; #453.4 Form--Medication Consent Form; and #453.4 Form 1--Physician/Practitioner Medication Consent Form. Motion carried, 7-0 (voice vote).

FUTURE AGENDA

April 29, 2015, Reorganization and 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 7:04 pm.

Submitted by Kelly Mosher, Deputy Clerk

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

Unapproved Minutes

April 7th, 2015

Evansville Community School District,

I wish to resign from my one year Kindergarten teaching position effective at the end of the contract. I have truly enjoyed this position and thank you for this opportunity.

A handwritten signature in black ink, appearing to read 'Laura Martin', with a stylized flourish at the end.

Laura Martin

Rec'd 4-13-15
km

Melissa S Gray
9410 North Arrowhead Shores Road
Edgerton, WI 53534
608-295-7823

Wednesday April 1st 2015

Evansville Community School District
District Administrator,

To: Whom it may concern,

I Melissa Gray here by give you my resignation for my employment at Evansville High School as a Special Education Aide Effective as soon as possible. I would like my Last day to be Friday April 10th due to the fact I received my new position during spring break when all staff is out and I wasn't sure as how to resign during this time. Our new term starts today and I gave the head teacher Carolyn notice to schedule appropriately due to my leaving and having a sub or new staff member coming in to fill my spot. I leave with a heavy heart. I truly enjoyed my job and I loved working with the students and the staff and I will miss my time with everyone, My heart and career has always been in the Dental field and a position fell into my lap without even searching and I was offered a job almost on the spot and I accepted. Therefore please let me know what needs to be completed with the District office and at the High School? I thank you for my time here and hope a great replacement comes in a picks up where I left off.

Sincerely,



Melissa Gray

Rec'd 4-6-15
KM

Revised: ~~July 30, 2012~~

Revised: ~~June 10, 2013~~

Revised: April 9, 2014

Revised: August 13, 2014

Revised: 1st Reading: 4/29/15

SUGGESTION TO REMOVE POLICY AS IS NOT REQUIRED (WOULD POST HOURS ON WEB SITE)

STUDENT SCHOOL DAY

Wisconsin law requires the Evansville Community School District Board of Education to reserve to itself the right to establish rules that schedule the hours of the normal school day. In establishing such rules, the Board will consider comments from parents, staff, and district residents.

Once established, the schedule of hours of a normal school day will be posted in school buildings, on the web site, and distributed to the local media.

The schedule of hours for a normal school day for respective grade levels shall be as follows:

ECH (Early Childhood)	8:00 am – 11:00 am AND 12:00 pm – 3:00 pm	
	(Tuesday, Wednesday, Thursday)	
4K (4 year old Kindergarten)	8:00 am – 11:00 am AND 12:00 pm – 3:00 pm	
	(4 Days per Week)	
Full Day Kindergarten	8:00 a.m.	3:00 p.m.
Grades 1 – 2	8:00 a.m. -	3:00 p.m.
Grades 3 – 5	8:00 am	3:00 p.m.
Grades 6 – 8	7:50 a.m. -	3:10 p.m.
Grades 9 – 12	8:00 a.m. -	3:15 p.m.

Early release days will release at 12:00 noon for grades K-5; 12:10 pm for grades 6-8; and 12:15 pm for grades 9-12.

ECH – if school has a late start, AM will not report. Early release days, no PM session.

4K – if school has a late start or early release, no 4K will be held that day.

Legal Ref.: Sections 115.01(10) Wisconsin Statutes (Classifications)
120.12(15) (School Board Duties)
121.02(1)(f)2 (School District Standards)
PI 8.01(2)(f)2 Wisconsin Administrative Code

Approved: July 9, 2012
1st Reading: 4/29/15

525

Suggestion to remove from Policy Manual and place in Employee Handbook

STAFF SOLICITATIONS

Employees of the Evansville Community School District may not promote the sale of or act as an agent for the sale of goods or services to any student while on District property or at any District activity.

The District Administrator or designee must approve solicitations of employees for contributions during work hours before solicitations can be made in the schools.

Legal Ref.: Section 118.12 Wisconsin Statutes (Sale of Goods and Services at Schools)

Suggestion to remove from Policy Manual and place in Employee Handbook

SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

Evansville Community School District support staff assignments and transfers shall be determined by the District Administrator or his/her designee upon recommendations of the building principal and/or other administrative supervisors. The interest of the employee will be considered, but all assignments shall ultimately be made in order to accomplish the major purpose of getting the necessary work completed and meeting the educational, social, and physical needs of our students. When there is a reduction in the number of student's requiring services or a reduction in services required for students, a position(s) may be reduced or eliminated.

Approved: July 30, 2012
1st Reading: 4/29/15

546.1

Suggestion to remove from Policy Manual and place in Employee Handbook

RESIGNATION OF SUPPORT STAFF

The Evansville Community School District requests a written notice of resignation from support staff members. The resignation shall be filed with the District Administrator at least fourteen (14) days prior to the effective date of resignation so as to ensure appropriate time to find a qualified replacement. The District Administrator has the authority to accept the resignation.

Personal time or other benefit time may not be taken in place of the notice.

Approved: July 30, 2012
1st Reading: 4/29/15

546.2

Suggestion to remove from Policy Manual and place in Employee Handbook

RETIREMENT OF SUPPORT STAFF

There shall be no compulsory retirement age for any employee of the Evansville Community School District. However, retirement prior to the age designated by the Wisconsin Retirement System will be considered a resignation rather than a retirement.

Legal Ref.: Section 111.33 Wisconsin Statutes (Age, Exceptions and Special Cases)
Age Discrimination Act

Suggestion to remove from Policy Manual and place in Employee Handbook

REDUCTION IN SUPPORT STAFF WORKFORCE

When a reduction in support staff is necessary due to a decline in enrollment or budgetary concerns, the following factors will be considered:

- Ability to meet the basic functions of the position.
- Need for the position.
- Training for the particular position.
- Most recent evaluation.
- Previous evaluations.
- Attendance.
- Disciplinary Record.
- Willingness to go above and beyond for students.

Suggestion to remove from Policy Manual and place in Employee Handbook

STAFF DEVELOPMENT OPPORTUNITIES FOR SUPPORT STAFF

The Evansville Community School District will provide staff development for all support staff. The purpose of staff development includes:

- Increasing job skills.
- Improving job efficiency.
- Building knowledge of new methods and practices.
- Reviewing job expectations and responsibilities.

Support staff may request additional staff development opportunities that will enhance and develop job related skills upon supervisor approval. Support staff may be required to attend staff development opportunities.

EMPLOYEE HANDBOOK (EHB) PROPOSED CHANGES FROM APRIL 7, COMMITTEE MEETING

#	Name on Form	EHB Part	EHB Page/Section/Section #	Board Action		Date
				YES	NO	
1	Rich Fanning	1 - All Employees	Pg. 9, Section 1, 1.01, B. Disclaimer and pg. 86, Employee Acknowledgment			
2	Tina Rossmiller	1 - All Employees	Pg. 24, Section 3, 3.31, Solicitations			4/7/15
3	Kelly Mosher	Entire Handbook	Remove Reference to Policy 525-Staff Solicitations			4/7/15
4	Tina Rossmiller	1 - All Employees	Pg. 30, Section 8, 8.02, Sick Leave Use			4/7/15
5	Kelly Mosher	Entire Handbook	Remove Reference to Policy 529.4-Use of Sick Days			4/7/15
6	Lisa Christensen	1 - All Employees	Pg. 36, Section 13.00, 13.02, Unpaid Leave of Absence – Other Than Medical Reasons			
7	Kim Katzenmeyer	1 - All Employees	Pg. 30, Section 8, 8.05, Sick Leave Bank.			
8	Jerry Roth	2 - Certified	Pg. 43, Section 2, 2.02, Lane Advancement			
9	Jerry Roth	2 - Certified	Pg. 55, Section 7, 7.02, A - 8, Sick/Personal/Business			
10	Doreen Treuden	2 - Certified	Pg. 57, Section 8, C. 3. B, Retirement System Contributions			W/D 4/8/15
11	Doreen Treuden	2 - Certified	Pg. 57, Section 8, C. 4, Retirement System Contributions, and Part 3, Support Staff, pg. 74, Section 11, D, Retirement System Contributions			
12	Tina Rossmiller	3 - Support	Pg. 59, Section 1, 1.01, Notice of Assignments		X	4/7/15
13	Kelly Mosher	Entire Handbook	Remove Reference to Policy 545-Support Staff Assignments and Transfers		X	4/7/15
14	Tina Rossmiller	3 - Support	Pg. 61, Section 1, 1.09, Professional Development		X	4/7/15
15	Kelly Mosher	Entire Handbook	Remove Reference to Policy 547-Staff Development Opportunities for Support Staff		X	4/7/15
16	Tina Rossmiller	3 - Support	Pg. 65, Section 6, 6.01, Notice of Termination of Employment		X	4/7/15
17	Kelly Mosher	Entire Handbook	Remove Reference to Policy 546.1, Resignation of Support Staff and 546.2, Retirement of Support Staff		X	4/7/15
18	Tina Rossmiller	3 - Support	Pg. 65, Section 5, 5.01, Reduction in Staff		X	4/7/15
19	Kelly Mosher	Entire Handbook	Remove Reference to Policy 546.4, Reduction in Support Staff Workforce		X	4/7/15
20	Support Staff Members of Comp Com	3 - Support	Pg. 70, Section 9, 9.01, C, Sick Days and pg. 73 Section 11, 11.02, A, Retirement Benefits			

x - are housekeeping items

EMPLOYEE HANDBOOK (EHB) PROPOSED CHANGES FROM APRIL 7, COMMITTEE MEETING

#	Name on Form	EHB Part	EHB Page/Section/Section #	Employee HB Com Recommendation to Make Change	Board Action		Date
					YES	NO	
1	Rich Fanning	1 - All Employees	Pg. 9, Section 1, 1.01, B. Disclaimer and pg. 86, Employee Acknowledgment	No			
2	Tina Rossmiller	1 - All Employees	Pg. 24, Section 3, 3.31, Solicitations	Yes		X	4/7/15
3	Kelly Mosher	Entire Handbook	Remove Reference to Policy 525-Staff Solicitations	Yes		X	4/7/15
4	Tina Rossmiller	1 - All Employees	Pg. 30, Section 8, 8.02, Sick Leave Use	Yes		X	4/7/15
5	Kelly Mosher	Entire Handbook	Remove Reference to Policy 529.4-Use of Sick Days	Yes		X	4/7/15
6	Lisa Christensen	1 - All Employees	Pg. 36, Section 13.00, 13.02, Unpaid Leave of Absence – Other Than Medical Reasons.	Yes			
7	Kim Katzenmeyer	1 - All Employees	Pg. 30, Section 8, 8.05, Sick Leave Bank.	Yes			
8	Jerry Roth	2 - Certified	Pg. 43, Section 2, 2.02, Lane Advancement.	Yes			
9	Jerry Roth	2 - Certified	Pg. 55, Section 7, 7.02, A, 8, Sick/Personal/Business	N/A		W/D	4/8/15
10	Doreen Treuden	2 - Certified	Pg. 57, Section 8, C. 3. B, Retirement System Contributions	Yes			
11	Doreen Treuden	2 - Certified	Pg. 57, Section 8, C. 4, Retirement System Contributions, and Part 3, Support Staff, pg. 74, Section 11, D, Retirement System Contributions	Yes			
12	Tina Rossmiller	3 - Support	Pg. 59, Section 1, 1.01, Notice of Assignments	Yes		X	4/7/15
13	Kelly Mosher	Entire Handbook	Remove Reference to Policy 545-Support Staff Assignments and Transfers	Yes		X	4/7/15
14	Tina Rossmiller	3 - Support	Pg. 61, Section 1, 1.09, Professional Development	Yes		X	4/7/15
15	Kelly Mosher	Entire Handbook	Remove Reference to Policy 547-Staff Development Opportunities for Support Staff	Yes		X	4/7/15
16	Tina Rossmiller	3 - Support	Pg. 65, Section 6, 6.01, Notice of Termination of Employment	Yes		X	4/7/15
17	Kelly Mosher	Entire Handbook	Remove Reference to Policy 546.1, Resignation of Support Staff and 546.2, Retirement of Support Staff	Yes		X	4/7/15
18	Tina Rossmiller	3 - Support	Pg. 65, Section 5, 5.01, Reduction in Staff	Yes		X	4/7/15
19	Kelly Mosher	Entire Handbook	Remove Reference to Policy 546.4, Reduction in Support Staff Workforce	Yes		X	4/7/15
20	Support Staff Members of Comp Com	3 - Support	Pg. 70, Section 9, 9.01, C, Sick Days and pg. 73 Section 11, 11.02, A, Retirement Benefits	Yes			

x - are housekeeping items

DRAFT

Employee Handbook Housekeeping Items:

The Employee Handbook Committee reviewed and gave permission (on April 7, 2015) to allow the District Office to go ahead and make the following changes:

- When a Policy is removed from the Policy Manual and is referenced in the Handbook
- Transferring exact language from Policy to Employee Handbook, to eliminate need for reference
- Re-numbering: sections, within sections, and pages
- Add/delete job titles
- Correct typos
- Correct redundant information
- All Board approved items such as insurance, staff compensation, and budget related items

EMPLOYEE HANDBOOK

The Evansville Community School District Employee Handbook is set by statutes and District policies. In case of a direct conflict between the Employee Handbook, and any specific provisions of an individual contract, the individual contract shall control.

An Employee Handbook Committee shall be established consisting of the three (3) Board members, District Administrator, and one (1) employee representative from each employee group. The Committee will meet one time during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the entire Board during the Board's second meeting of the month. The Board will approve suggested changes quarterly, after three readings, with implementation of approved changes effective July 1 of each year.

The Committee will discuss and review all proposals regarding the Employee Handbook and forward recommendations to the Board for review and approval. Proposals may originate from administration, the Board and/or employees. In all cases, proposed new or revised Employee Handbook sections shall state their potential contribution in furthering the mission of the District. An Employee Handbook section shall be adopted or amended after the Board has had three opportunities to read and discuss the proposals at successive Board meetings. Where implementation of a new or revised Employee Handbook section needs to occur prior to the next board meeting, the Board may approve the section of the Employee Handbook at the meeting where the first or second readings occur.

The Employee Handbook is intended to provide employees with information regarding policies, procedures, ethics, expectations and standards of the District; however, the Employee Handbook should not be considered all inclusive. Copies of Board Policies and the Employee Handbook are available in each administrative office to all personnel and are on the District website at www.ecsdnet.org/. It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by enumeration to the following: Federal laws and regulations, the laws of the State of Wisconsin, Wisconsin State Administrative Code and the policies of the Evansville Community School District Board of Education.

Legal Ref.: Section 120.12(2) Wisconsin Statutes (School Board Duties)

Local Ref.: Policy #151- Board Policy Development
Employee Handbook, Appendix A

1-28-15

EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the Board of Education. The Board of Education will approve suggested changes quarterly, after three readings, with implementation July 1 of each year.

Employee/School Board Member Name: RICH FANNING

Employee Handbook Part: Sect. 1.01, B. Disclaimer

Employee Handbook Page/Section/Section #: 11/89 (web pgs.)

Suggested Revision:

How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph,

«withstanding certain provisions of this handbook, employment may NOT be terminated without just cause.»

last sentence):

DISTRICT OFFICE USE ONLY

Form received: 1-28-15 km Redd lat for 2.4.15 mtg.

[Empty rectangular box for District Office Use Only]

Form reviewed by Policy Committee: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: not able to determine

Legal Impact: needs legal opinion from Boardman Clark

PART I ALL EMPLOYEES

Section 1 PREAMBLE AND DEFINITIONS

1.01 About this *Handbook*

- A. Employees Covered: This *Handbook* is provided as a reference document for the Evansville Community School District's (hereinafter referred to as "District") employees.
- * B. Disclaimer: The contents of this *Handbook* are presented as a matter of information only. The plans, policies and procedures described are not conditions of employment. The District reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in whole or in part, at any time with or without notice. The language which appears in this *Handbook* is not intended to create, nor is it to be construed to constitute, a contract between the District and any one or all of its employees or a guaranty of continued employment. Notwithstanding any provisions of this *Handbook*, employment may be terminated at any time, with or without cause, except as explicitly provided for in any other pertinent section of this *Handbook* or individual contract.

In case of a direct conflict between this *Handbook*, rules, regulations or policies of the Board and any specific provisions of an individual contract or collective bargaining agreement, the individual contract or collective bargaining agreement shall control.

This *Handbook* is intended to provide employees with information regarding policies, procedures, ethics, expectations and standards of the District; however, this *Handbook* should not be considered all inclusive. Copies of Board Policies and Administrative Regulations are available in each administrative office to all personnel and are on the District website at www.ecsdnet.org/. It is important that each employee is aware of the policies and procedures related to his/her position. The rights and obligations of all employees are governed by all applicable laws and regulations, including, but not limited by enumeration to the following: Federal laws and regulations, the laws of the State of Wisconsin, Wisconsin State Administrative Code and the policies of the Evansville Community School District Board of Education.

1.02 Definitions of Employee Type

- A. Teacher: Teachers are defined as persons hired under a contract under § 118.22, *Wis. Stats.*
- B. Administrative Employees: Administrative Employees are defined as persons who are required to have a contract under § 118.24, *Wis. Stats.*
- C. Hourly Employees: All employees are Hourly Employees unless defined as exempt by the Fair Labor Standards Act (FLSA).

Employee Acknowledgment

(To be signed and returned to the District Office)

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

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

Printed Name

Signature

Date

Received in District Office on _____ by _____



August 21, 2012

Ms. Kathi Swanson
Board President
Evansville Community School District
340 Fair Street
Evansville, WI 53536

RE: "Cause" Standard for Discipline, Discharge or Nonrenewal

Dear Ms. Swanson:

The Evansville Community School District has asked our firm to provide a legal opinion regarding the adoption of standards for discipline, discharge, and nonrenewal, and the issues that may arise if the Board of Education adopts such standards or policies to govern the employment relationship with employees.

The law does not require a school board to adopt any standard for discipline, discharge, or nonrenewal. Instead, it is a policy decision for a school board as to whether to adopt such a standard. Adoption of any standard for discipline, discharge, or nonrenewal will change the "at-will" employment relationship the school board has with most of its employees. This change in the employment relationship has several significant consequences for a school board as an employer, which are explained further below.

In Wisconsin, employees are presumed to be "at-will," meaning that their employment can be ended for any reason, with or without cause, as long as the reason is not unlawful. (A termination that is based on an employee's protected characteristic, such as age, race or disability, is one example of a termination for an unlawful reason.) If an employee is an at-will employee, he or she does not have a basis to sue an employer over a termination on the claim that the termination is unfair or without cause.

An employee's at-will status can be negated by the terms of a written employment contract which creates a cause standard for termination, or by the inclusion of a cause standard in an employee handbook or board policy. Handbook provisions or board policies that create a cause standard for discipline, discharge, or nonrenewal create a property right for a school district employee. A cause standard gives a discharged employee a potential breach of contract claim on the basis that the Board did not follow the handbook provisions. A cause standard also gives

employees a "property interest" in their job. Under the due process clause of the U.S. Constitution, the District may not take away this property interest without "due process." If an employee is discharged or disciplined without due process, an employee may be able to sue for a violation of his or her due process rights. A successful due process claim can be very costly to the District, because the District can be ordered to pay both compensatory and punitive damages, as well as all of the employee's attorneys' fees. Frequently in such litigation, the attorneys' fees award can be larger than the damage award. Other board policies or handbook provisions that can alter an employee's an-will status include probationary periods and seniority-based promotion, layoff and termination provisions.

If the District decides not to adopt a cause standard, and therefore maintains an at-will relationship with its employees, that does not mean that the District intends to make arbitrary, unfair decisions about its employees. It simply means that whatever decisions it does make, the District will be less likely to have to defend them in expensive, time consuming and morale deflating lawsuits. In some ways, the question of whether the School Board should impose a cause standard upon itself boils down to a question of whether the School Board can be trusted to make a fair and reasoned decision regarding an employee, or whether an outside entity, such as a court, should be given the opportunity to second-guess the School Board's decision.

The Board should also consider the fact that teachers and administrators are not at-will employees during the term of their contracts. During the term of their contracts, such employees do have a cause standard. That is because they have a contract for a definite term, and therefore they have a property interest in their employment for that term, and may only be terminated during that term for good cause. The Supreme Court of Wisconsin, in explaining what constitutes good cause to terminate a teacher during the term of his or her or her contract, said "any inexcusable substantial violation by an employee of instructions, or neglect of duty of a substantial character, or any misconduct inconsistent with the relations of master and servant and which might injuriously affect the former's business regardless of any express agreement on the subject, constitutes good grounds for discharging the employee." See *Millar v. Joint Sch. Dist. No. 2*, 2 Wis. 2d 303 (1957).

Absent a cause standard, teachers and administrators do not have a property right in the renewal of their contracts, so a school board is free to nonrenew a teacher or an administrator without having to establish "cause," as long as the school board complies with the statutory nonrenewal process created by Wis. Stat. § 118.22 (teachers) and Wis. Stat. § 118.24 (administrators). Under Wis. Stat. § 118.22, teachers have the right to preliminary notice, and a private conference with the Board prior to nonrenewal of their contract. Under Wis. Stat. § 118.24, administrators have the right to preliminary notice, and a hearing before the Board prior to nonrenewal of their contract. Administrators also have the right to receive a written statement of the reasons on which the Board is considering nonrenewal, prior to the hearing.

In addition, under Act 10, all District employees, including teachers and administrators, have the right to grieve their discipline, discharge or nonrenewal through the statutory grievance procedure. These procedures are in place to give employees the opportunity to be heard, and to

argue their case, before they are disciplined, discharged or nonrenewed. All of the statutory rights outlined above exist even if a school board decides not to adopt a cause standard.

If the Board does decide to adopt a cause standard, it should consider that there are standards that are not as stringent as "just cause." One such standard is the "good and sufficient" reason standard. The Wisconsin Supreme Court has stated that "good and sufficient reasons" are those reasons which are not wholly frivolous and inconsequential. The WERC has interpreted a sufficient reason to be a reason that has a reasonable basis in fact.

Another standard less stringent than just cause allows the employer to discipline, discharge or nonrenew an employee so long as its decision is not arbitrary or capricious. "Capricious" has been defined to be an action which is either so unreasonable as to be without rational basis or the result of unconsidered, willful or irrational choice. A decision is arbitrary and capricious if it lacks a rational basis or results from an unconsidered, willful and irrational choice of conduct.

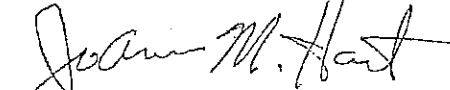
The Board should be aware, however, that the adoption of a lesser standard or any standard will still change the at-will relationship, require the District to prove that it provided employees with the constitutional level of due process, and open the door to lawsuits that second-guess the Board's decisions on termination. In other words, adopting any type of cause standard increases the likelihood that the District will have to defend itself in future lawsuits.

There are significant advantages if the District maintains an at-will employment relationship with its employees where possible. It remains a policy decision for the Board whether to adopt a cause standard. The Board may be concerned that some good employees will leave to work at a district with a cause standard. Teacher and administrators can be reminded that they are not at-will employees during the terms of their contracts, and have statutory protections for nonrenewal. All employees can be advised that they have a grievance procedure that applies to discipline, discharge and nonrenewal. Ultimately, the board must weigh the costs and benefits of imposing a cause standard upon itself. We recommend that the Board consider the legal ramifications prior to adopting any type of cause standard, or including any other language in the handbook that changes the at-will employment relationship.

If you have any questions about this letter, please give me a call.

Very Truly Yours,

BOARDMAN & CLARK LLP



JoAnn M. Hart

JMH:jh

cc: Mr. Jerry Roth, District Administrator



EMPLOYEE GRIEVANCE PROCEDURES
(Discipline, Termination and Workplace Safety)

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

Definitions

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

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

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

Time Limits

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

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

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

Grievance Processing Procedures

Grievances shall be processed in accordance with the following procedures:

Step One – Filing of the Grievance in Writing

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

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

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

Step Two – The District’s Administrative Response

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

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

If the grievance has not been resolved and either (1) has been denied in the form of a written response from a supervisor or administrator other than the District Administrator; or (2) no initial administrative response has been provided by the District by the applicable deadline for

an initial administrative response, the grievant may drop the grievance or, to continue the grievance, the grievant must file a request for reconsideration by the District Administrator.

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

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

Step Three - Appeal to Impartial Hearing Officer and Hearing

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

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

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

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

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

In a case involving a challenge to discipline or termination, unless a different standard applies due to the application of substantive rights or employment protections arising from a source other than this grievance procedure, the District shall have the initial burden to demonstrate a plausible factual basis for the challenged action, which shall be subject to rebuttal by the grievant. The District shall have the ultimate burden of proving that its action was not arbitrary or capricious.

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

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

As a general guideline that may vary, the administration should appoint a hearing officer who indicates that he/she would be available to hear and issue a decision on the grievance within sixty (60) calendar days of the date the District receives the grievant's timely notice of request for a hearing. The hearing officer shall make reasonable efforts to fulfill his/her role within this general guideline, and shall notify the parties in the event that meeting the guideline becomes impractical.

Step Four - Appeal to the School Board

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

Generally, the Board's review of the grievance and the hearing officer's decision will be based upon the record created through the Step Three hearing and the presentation of argument to the Board via letter briefs and/or in person at any meeting that may be scheduled for that purpose. The Board President shall have authority to establish any briefing schedule and coordinate the scheduling of any meeting that may involve the attendance of the parties. If the Board determines more information is necessary, it may either remand the matter to the hearing officer, or allow the parties to present additional information to the Board, observing any legal requirements relating to open meetings, confidentiality or privacy.

On appeal from Step Three, the Board may (1) modify any factual findings of the hearing officer if, after reviewing the record and consulting with the hearing officer to the extent the Board deems necessary, the Board concludes that the most reasonable view of the record calls for modification of one or more of the findings; or (2) remand the case to the hearing officer for further factual development and (if necessary) revised conclusions of law; or (3) call for additional hearing before the Board. In terms of conclusions of law, mixed questions of law and fact, and decisions as to appropriate remedies (if any), the Board shall apply a de novo standard

of review, meaning that the decision(s) being appealed shall be accorded no particular deference.

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

Grievant's Right to Elect Representation

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

Consolidation of Grievances

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

Grievances Filed by the District Administrator

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

Voluntary Modifications to and Waiver of Procedures

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

Settlement of Grievances

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

Local Ref.: Policy #527.2-Employee Grievances

Policy #527.4-Impartial Hearing Officer Selection Procedures

6

EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the Board of Education. The Board of Education will approve suggested changes quarterly, after three readings, with implementation July 1 of each year.

Employee/School Board Member Name: Lisa Christensen

Employee Handbook Part: 1

Employee Handbook Page/Section/Section #: p 36/13.02/D, 1

Suggested Revision:

How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph,

add a letter E. which states:
D
1.
e. provide written notice by April 1st of the intention to return to work the following school year or 60 days notice if the leave was less than 1 year.

last sentence):

DISTRICT OFFICE USE ONLY

Form received: 3-16-15 KLR

Form reviewed by Policy Committee: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: 0

Legal Impact: not aware of any legal impact

13.02 – Unpaid Leave of Absence – Other Than Medical Reasons

D. Leave Clarification:

1. All employees on leave of absence as stated in paragraphs A-C above shall:
 - a. retain all accumulated sick leave and years of experience as had been earned prior to taking the leave,
 - b. be guaranteed a position in the District upon returning from leave, unless nonrenewed or laid off,
 - c. remain eligible for inclusion in all of the District's group insurance at the expense of the employee, and
 - d. not accrue sick leave, retirement, or other benefits which are at cost to the employer or the District during the time of the leave.

Add:

- e. Provide written notice by April 1st of the intention to return to work the following school year or 60 days notice if the leave was less than one year.

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EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

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Employee/School Board Member Name: Kim Katzenmeyer

Employee Handbook Part: Part I

Employee Handbook Page/Section/Section #: Section 8; 8.05 Sick Leave Bank

Suggested Revision: Strike part 2 and part 4 under D. Eligibility (see below)
How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph,

2. The requesting employee must have completed one (1) contract year in the District.
4. No employee shall be eligible to withdraw more than ninety (90) days during the employee's employment in the District.
We believe striking these two statements better fits the intent of the language, considering ALL requests go through the sick leave bank committee. The committee should have the option to approve or decline requests based on individual merits and circumstances and ALL employees should be able to request days; regardless of time in the district.

last sentence):

DISTRICT OFFICE USE ONLY

Form received: 3-20-15 KW

Form reviewed by Policy Committee: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: 0

Legal Impact: not aware of any legal impact

Sick Leave Bank

D. Eligibility: The Sick Leave Bank is intended to provide for hardship cases, including but not limited to catastrophic illness and/or injury. The Sick Leave Bank Review Committee shall have the final say over the granting of Sick Leave Bank days. The Committee's decisions may not be appealed through the grievance procedure. The Committee shall use the following criteria:

1. The requesting employee must have exhausted all of his/her reimbursable days.
- ~~2. The requesting employee must have completed one (1) contract year in the District.~~
3. An employee may request days retroactive to the first day of the onset of an illness or injury.
- ~~4. No employee shall be eligible to withdraw more than ninety (90) days during the employee's employment in the District.~~



EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

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Employee/School Board Member Name: Jerry Roth

Employee Handbook Part: Part II - Certified Staff

Employee Handbook Page/Section/Section #: pg. 43, 2.02 - Lane Advancement

Suggested Revision:

How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph,

Remove this section as is not being followed because lane movement does not exist.

last sentence):

DISTRICT OFFICE USE ONLY

Form received: 3-10-15, JCR

[Empty rectangular box]

Form reviewed by Policy Committee: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: 0

Legal Impact: Removes risk of legal ramifications of not following policy

Section 2

PROFESSIONAL GROWTH

2.01 Requirement for Remaining Current

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

2.02 Lane Advancement

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

- A. Teachers who complete credits before the first day of classes and provide the District Office with transcripts (other official documents may be used until official transcripts are available) will receive full lane movement.
- B. Teachers who earn credits during the District's first semester will be moved to the next lane at the start of the second semester. Teachers who make a lane advancement will receive one half of the full year lane advancement salary increase for the second semester.
- C. Salary Advancement Consistent With P.I. 34
 1. Teachers who are working to qualify their licenses consistent with the requirements of P.I. 34 will advance to the BA+6 lane on the salary schedule after completion of their first professional development plan (PDP) provided the PDP is consistent with and supports building and/or District goals for the school years in which it is developed. Teachers may use PDP completion only one time to move a lane prior to obtaining a Master's Degree.
 2. Once a teacher has reached the Master's lane on the salary schedule, his/her completion of each subsequent PDP will be equivalent to earning six (6) credits for movement on the salary schedule provided the PDP is consistent with and supports building and/or District goals for the school years in which it is developed or has written approval of the District Administrator.
 3. Teachers may advance a lane on the salary schedule for either PDP completion or for credits earned. Credits may be used as part of a PDP or toward a six (6) credit advancement, but not both.

EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

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Employee/School Board Member Name: Doreen Treuden

Employee Handbook Part: Certified Staff

Employee Handbook Page/Section/Section #: p. 57/sec 8/C3b

Suggested Revision:

How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph,

The annual deposit for retiree HRA accounts is not related to insurance industry trends.

last sentence):

DISTRICT OFFICE USE ONLY

Form received: 3-20-15,lr

[Empty rectangular box for District Office Use Only]

Form reviewed by Policy Committee: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: 0

Legal Impact: not aware of any legal impact

Current language:

- a. participants who have taught at least fifteen (15) full-time equivalent years in the District shall receive an annual payment of \$13,754 for four (4) consecutive years (or until eligible for Medicare) to be deposited into their HRA account. The amount of the annual payment will be determined by the Board annually, based on insurance industry trends.

Proposed language:

- ~~a.~~ participants who have taught at least fifteen (15) full-time equivalent years in the District shall receive an annual payment of \$13,754 for four (4) consecutive years (or until eligible for Medicare) to be deposited into their HRA account. The amount of the annual payment will be determined by the Board annually, ~~based on insurance industry trends.~~



EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE Effective Upon Board Approval July 1, Of Each Year

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the Board of Education. The Board of Education will approve suggested changes quarterly, after three readings, with implementation July 1 of each year.

Employee/School Board Member Name: Doreen Treuden

Employee Handbook Part: Certified Staff and Support Staff

Employee Handbook Page/Section/Section #: p. 57/sec 8/C4 and p. 74/sec 11/D

Suggested Revision:

How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph,

The language for survivorship of retirement benefits needs ^{to} match the District HRA plan document. _^

last sentence):

DISTRICT OFFICE USE ONLY

Form received: 3-20-15 kw

Form reviewed by Policy Committee: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: 0

Legal Impact: Current language is not in compliance with tax law related to HRA (domestic partner)

Current language:

If an employee dies prior to exhausting the HRA benefit, the payments shall continue to be made into the HRA account, and the spouse/domestic partner, and/or dependent(s) eligible for employee's health insurance benefit shall receive the remainder of the benefit per the terms of the HRA plan. If there are none, no payment will be made to an estate.

Proposed language from HRA Plan document approved by BOE:

If a Participant dies prior to exhausting his vested account balance, the Participant's surviving spouse and/or dependents are eligible to be reimbursed under this Plan for their eligible medical expenses until the vested account balance is exhausted. In the event of the death of the Participant, the Participant's spouse, and all of the Participant's qualifying dependents, any funds remaining in the account shall be forfeited in accordance with the Plan's provisions. Forfeited funds shall reduce future Employer contributions. Reference: Health Reimbursement Arrangement Plan for the Evansville Community School District dated July 1, 2010.

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EVANSVILLE COMMUNITY SCHOOL DISTRICT EMPLOYEE HANDBOOK PROPOSED CHANGE

Effective Upon Board Approval July 1, Of Each Year

If you have a suggestion for an Employee Handbook change, please work with your employee group/representative to complete a form for each suggested change. Once the form is complete, please return to the District Administrator Administrative Assistant in the District Office, prior to each quarterly Employee Handbook Committee meeting. The Employee Handbook Committee will review, all suggested changes submitted by employee groups during each of the first three quarters of the school year, and the Committee Chair will forward recommendations to the Board of Education. The Board of Education will approve suggested changes quarterly, after three readings, with implementation July 1 of each year.

Employee/School Board Member Name: Support Staff members of Compensation Committee

Employee Handbook Part: Support Staff Leave Benefits

Employee Handbook Page/Section/Section #: Pg. 70 & 73/Section 9/Section 9.01 C & Section 11 11.02 A & 11.03

Suggested Revision:

How This Revision Furthers the Mission of the District (stated in policy #152, second paragraph,

See Attached.
Pg. 70, C. Sick Days - We do not understand the Maximum Accumulated Sick Hours between the two columns: prior to 7/1/2003, staff receive less accumulated hours than the staff hired after 7/1/2003. Our questions: Is this correct? Are the dates correct? Is this equitable across the District?
Pg. 73 - 11.02/11.03 - Retirement Benefits - if the hours are changed on page 70, should the 860 hours addressed in this section be changed also?

last sentence):

DISTRICT OFFICE USE ONLY

Form received: 3-19-15/kw

Form reviewed by Policy Committee: _____

Board of Education Approval of Change: YES ___ or NO ___; Action Date _____

Cost Impact and Amount: increases employee post employment benefit liability

Legal Impact: not aware of any legal impact

* The BOE voted to "grandfather" all support staff with 10+ years of experience as of 7/1/2013.

With changes from December 1st Proposed Changes – this section will look like this:

Section 9 LEAVE BENEFITS

9.01 Sick, Personal, Bereavement, Leave Benefits

Refer to Policies: 529.4 – Use of Sick Days

529.1 – Family & Medical Leave

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

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

Note: Food Service Employees hired before July 1, 2003, are eligible for 3-5 days of personal leave (refer to Collective Bargaining Agreement dated June 30, 2013).

- B. Funeral/Bereavement:
See All Employees, Section 10 – Bereavement Leave.
- C. Sick Days: The full allowance for sick leave for the school year will be credited at the beginning of the school year.

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

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

Number of Days Worked in a School Year	Sick Days Hired Prior to July 1, 2003	Sick Days Hired After July 1, 2003
180-196 (9 month)	6 Sick days	6 Sick days
197-229 (10 month)	7 Sick days	7 Sick days
230 -259 (11 month)	8 Sick days	8 Sick days
260 (12 month) (Custodian/Cleaner)	12 Sick days	9 Sick days
260 (12 month) (All Other)	10 Sick days	9 Sick days

Number of Days Worked in a School Year	Maximum Accumulation of Sick Hours Hired Prior to July 1, 2003	Maximum Accumulation of Sick Hours Hired After July 1, 2003
180-196 (9 month)	825 880	880
197-229 (10 month)	825 880	880
230 -259 (11 month)	825 880	880
260 (12 month) (Custodian/Cleaner)	960	880
260 (12 month) (All Other)	825* 880*	880

*Administrative Assistants hired before July 1, 1993, maximum accumulated sick hours is 907.5

Section 11

RETIREMENT BENEFIT

This number exceeds the maximum for employees starting before July 1, 2013

11.01 Wisconsin Retirement System (WRS) Contributions

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

11.02 Retirement Benefits for Educational Assistants, Secretaries, Clerks, and Technology Specialists and Food Service Hired Before July 1, 2013

- A. Employees, who retire from the District after fifteen (15) years or more of District employment and are age 55, shall be paid \$12.50 per hour for up to 880 hours of accumulated unpaid sick leave into a non-elective TSA after the employee's retirement. (This amount is not to exceed a total of \$11,000.) This severance benefit is not subject to WRS contributions.
- B. Employees, who have reached the age fifty-five (55) and have been employed full-time by the District for fifteen (15) years, shall be entitled to receive \$5,852.88 per year for three (3) years (or until eligible for Medicare) deposited into their HRA account. These HRA funds are fully vested from the initial payment.

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

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

- A. The Board of Education of the Evansville Community School District on behalf of those classified as administrative assistants in the District agree to establish a Health Reimbursement Arrangement (HRA) for administrative assistants as a retirement benefit.
- B. An administrative assistant may elect to retire at the conclusion of a school year provided that person has reached age fifty-five (55) no later than September 1st of the next school year.
- C. The Board will make payments into a Health Reimbursement Arrangement (HRA) account on behalf of administrative assistants as follows:
1. an administrative assistant who currently has at least 10 full-time equivalent years in the District is entitled to receive \$13,754 per year for three (3) years (or until eligible for Medicare) deposited into an HRA by August 20 of the year of retirement. These HRA funds are fully vested upon the initial payment, and
- an administrative assistant who currently has at least 15 full-time equivalent years in the District is entitled to receive \$13,754 per year for four (4) years (or until eligible for Medicare) deposited into an HRA by August 20 of the year of retirement. These HRA funds are fully vested upon the initial payment.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Employee Handbook Committee Minutes

The Employee Handbook Committee meeting was held Wednesday, February 4, 2015, at 4:00 pm in the District Board and Training Center.

Attendance

Members in attendance: Melissa Hammann, Kim Katzenmeyer, John Rasmussen, Jerry Roth, Kevin Wells, and Holdin Worley. Absent: Amanda Koenecke and Liz Uher.

Appoint Someone to Take the Minutes

Mr. Rasmussen volunteered to take the minutes.

Approve December 1, 2014, Minutes

Motion by Mr. Roth, seconded by Mr. Wells, moved to approve the December 1, 2014, minutes as presented. Motion carried, voice vote.

Review Suggested Employee Handbook Changes From Each Employee Group Representative, District Office, and Policy Committee

Acting Chair, Mr. Rasmussen, presented the suggested changes.

Part 1-All Employees; Pg. 30, 8-Sick Leave; 8.02-Sick Leave Use – Ms. Rossmiller's suggested change is to insert language from policy #529.4-Use of Sick Days, under Part 1-All Employees, Sick Leave, 8.02-Sick Leave Use, and to eliminate policy #529.4-Use of Sick Days, from the Policy Manual. Discussion. Consensus to proposed change with a revision from the Employee Handbook Committee members.

Throughout Book; Pg. 30, 54, 70-Remove Reference to Policy #529.4 – Ms. Mosher's suggested change is to remove reference to policy #529.4-Use of Sick Days, due to removal of this policy from the Policy Manual. Discussion. Consensus to proposed change.

Part 2-Certified Staff; Pg. 54-55; 7.02; A. #13-Remove Sick Leave - Ms. Rossmiller's suggested change is to remove #13, from this Section, as sick leave would be covered under Part 1-All Employees, Sick Leave, 8.02-Sick Leave Use. Discussion. Consensus to proposed change.

Part 6-Substitutes/Seasonal; Pg. 82; Section 1 and Pg. 83, Section 2-Combine Into One Section – Ms. Mosher and Ms. Treuden's suggested change is to combine Part 6, Sections 1 and 2. Discussion. Consensus to proposed change.

Part 2-Certified Staff; Pg. 42, Section 1, 1.01-Normal Hours of Work and 1.02-Administratively Called Meetings – Mr. Redder's and Ms. Katzenmeyer's suggested change is to rewrite the language in Part 2, Section 1, 1.01 and 1.02, as presented. Discussion. Consensus to proposed change.

Next Meeting Date

The next meeting is April 7, 2015, at 4:30 pm.

Adjourn

Motion by Ms. Katzenmeyer, seconded by Mr. Rasmussen, moved to adjourn the meeting.
Motion carried, voice vote.

Meeting adjourned at 4:49 pm.

Submitted by John Rasmussen, Acting Board Member Chair

Approved: 4/7/15

Board Goals – Samples

In researching other District's Board Goals, I discovered there are three different paths to take. School Boards chose the following:

1. Focus on District Goals
2. Focus on Goals pertaining to Board Development
3. A combination of District Goals and Board Development Goals

District Goals – Sample

Most of the District Goals were focused on Continuous System Improvement (Strategic Planning Goals). For Example:

The Board will support the implementation of the Continuous System Improvement Plan to ensure high student achievement.

The Board will support the implementation of the Continuous System Improvement Plan to foster climate and culture.

The Board will support the implementation of the Continuous System Improvement Plan to optimize communication and community engagement.

The Board will support the implementation of the Continuous System Improvement Plan to promote a high quality workforce.

The Board will support the implementation of the Continuous System Improvement Plan to maximize operations and efficient use of infrastructure.

The Board will support the implementation of the Continuous System Improvement Plan to promote appropriate use of technology.

Or

In support of our District's Continuous System Improvement Plan, the Board of Education will actively engage all stakeholders in the mission, vision and core beliefs of the XXXXXX (District Name).

The District then listed Core Beliefs and then listed actions to further the goal (I can provide specifics if we want to consider this option).

Board Development Goals – Samples

The following are examples of board development goals:

Engage the Board in a self-evaluation during the 2015-2016 school year.

Collaborate with other School District's Board of Education in neighboring Districts.

To evaluate the Board's committee structure.

Continue open Communication among Board of Education, the District Administrator, and the public.

Continue financial transparency and communication/articulation.

The Board of Education is committed to being visible at school activities and events as well as day-to-day operations in each of the buildings.

Recommendation

The following is my recommendation:

I recommend the Board adopt goals that support the Continuous System Improvement Plan and at least one goal that supports board development.

Rationale: This approach makes a statement that the Board of Education supports what is happening in the District and is also committed to improving ourselves as a collective group.

