

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, March 25, 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: Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson
 Eric Busse Melissa Hammann

- II. Approve Agenda.

- III. CSI Draft Action Plans Updates.

- IV. Budget Finance – Chair, Tina Rossmiller
 - A. Discussion Items:
 - 1. 2015-2016 Staffing Update.
 - 2. Review Agreements for Use of School Property of Kids Korner, Kid Connection, and Woodchucks.
 - 3. 2015-2016 Budget Update.
 - 4. 4K Update.
 - 5. Employee Compensation Committees Update.
 - 6. Evansville Education Foundation Update.
 - 7. Insurance Committee Update.
 - B. Develop Budget Finance Agenda Items for April 29 Meeting.

- V. Business (Action Item):
 - A. Approval of March 11, 2015, Minutes.
 - B. Approval of Staff Changes: Hiring of Director of Student Services and Teacher Retirement.

- VI. Policies – Chair, Tina Rossmiller:
 - A. First Reading of Policies:
 - 1. #185-Board Committees
 - 2. #321-School Year/School Calendar
 - 3. #529.4-Use of Sick Days
 - 4. #662.3-General Fund Balance
 - 5. #657-Student Fees, Fines and Charges
 - 6. #657.1-Student Fee Schedule

- VII. Board Development – Chair, Kathi Swanson
 - A. First Reading of Policies:
 - 1. #182-Quorum
 - 2. #183-Voting
 - B. Develop Board Development Agenda for April 29 Regular Meeting.

- VIII. Future Agenda – Chair, Kathi Swanson
 - A. Develop April 8, 2015, Regular Board Meeting Agenda.

- IX. 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: 3/19/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda/Briefs

Wednesday, March 25, 2015
6:00 p.m.

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

I. **Roll Call:** Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson
 Eric Busse Melissa Hammann

II. **Approve Agenda.**

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

III. **CSI Draft Action Plans Updates** – *The sub-committees will share their draft Action Plans.*

- Teaching and Learning – *will get in May*
- Workforce Engagement and Development
- Communication and Community Engagement
- Technology
- Facilities and Operations
- Climate & Culture

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

A. Discussion Items:

1. 2015-2016 Staffing Update – *Interim Director of Student Services, Ms. Nelson, has enclosed information on speech/language and special education staffing at Levi Leonard.*
2. Review Agreements for Use of School Property of Kids Korner, Kid Connection, and Woodchucks – *Business Manager, Ms. Treuden, has enclosed information.*
3. 2015-2016 Budget Update – *Ms. Treuden will give a verbal update.*
4. 4K Update – *Registration night for 4K will be held on March 19 from 3:15-6:30 pm in the TRIS LMC. The Curriculum Committee has been working on assessment kits for each of the 4K sites. In addition to the kits there will be a*

common assessment tool that will be used by each of the sites. Each site has had input throughout the process and have collaborated to create a form that works for everyone, including information that will be helpful for placement in 5K.

The site owners have met with Mrs. Dobbs to start the process of ordering curriculum and PALS assessment kits. Additionally the group will be working on the outreach opportunities. There is a requirement to have 87.5 hours of family outreach. The goal is to have this ready prior to the end of this school year.

We are working on an application for a 4k start up grant from DPI which is due April 17th. The Operations Committee will be reviewing this on March 26th.

5. Employee Compensation Committees Update – Enclosed are the Teacher Compensation Committee Meeting minutes of February 4, February 24, and March 10. The Committee met on March 16. The Support Staff Compensation Committee Meeting meet on March 23.
6. Evansville Education Foundation Update – Ms. Swanson will give a verbal update.
7. Insurance Committee Update – Enclosed are the February 18 minutes. The Committee will meet on March 24 and will be bringing a recommendation to this meeting.

- B. Develop Budget Finance Agenda Items for April 29 Meeting.

V. Business (Action Item):

- A. Approval of March 11, 2015, Minutes – Please approve these minutes.

Suggested Motion: I move we approve the March 11, 2015, minutes as presented.

- B. Approval of Staff Changes: Hiring of Director of Student Services and Teacher Retirement – Please approve the hiring of:

1. Janessa Katzenberger as the Director of Student Services, effective July 1, 2015. Janessa obtained a Bachelor of Science Degree in Cross Categorical Special Education from UW-Whitewater in 2009, a Masters Degree in Educational Leadership from Cardinal Stritch in 2012 and a Director of Special Education and Pupil Services Certification from Cardinal Stritch in 2013.

Janessa started her teaching career Evansville in 2009, as a cross categorical special education teacher at J.C. McKenna Middle School. In 2011 she transferred to Evansville High School where she served as a cross categorical teacher. In 2012 Janessa was hired by Verona Area School District as a high school cross categorical teacher. Janessa will be paid a salary of \$85,000.

Suggested Motion: I move we approve the hiring of Janessa Katzenberger as the Director of Student Services, effective July 1, 2015, at a salary of \$85,000.

2. *Please accept the teacher retirement of Jackie Andrew, effective June 9, 2015.*

Suggested Motion: I move we approve the retirement of teacher, Jackie Andrew, effective June 9, 2015, and thank her for her years of service to the District.

VI. Policies – Chair, Tina Rossmiller:

A. First Reading of Policies:

1. #185-Board Committees
2. #321-School Year/School Calendar
3. #529.4-Use of Sick Days
4. #662.3-General Fund Balance
5. #657-Student Fees, Fines and Charges
6. #657.1-Student Fee Schedule

Also, enclosed are the minutes of February 2.

VII. Board Development – Chair, Kathi Swanson

A. First Reading of Policies – Ms. Spanton will present these policies.

1. #182-Quorum
2. #183-Voting

B. Develop Board Development Agenda for April 29 Regular Meeting.

VIII. Future Agenda – Chair, Kathi Swanson

- A. Develop April 8, 2015, Regular Board Meeting Agenda – *Enclosed is a draft agenda of the April 8 meeting. This packet will be worked on during Spring Break and may not be available until sometime on Friday or Monday.***

IX. Adjourn.

Suggested Motion: I move we adjourn the meeting.

FOR YOUR INFORMATION

1. Upcoming Board Meetings:
 - April 8, 2015, Regular Meeting
 - April 29, 2015, Regular Meeting (Reorganization and Regular Meeting)
 - May 13, 2015, Regular Meeting, Start Time of 5:00 pm
 - May 27, 2015, Regular Meeting, Start Time of 5:00 pm
2. Article - Best Cities for Young Families in Wisconsin.

CONTINUOUS SYSTEM IMPROVEMENT (CSI) SUB-COMMITTEES 2015-2016 GOALS

Teaching and Learning – To achieve exceptional growth for all students and steadily increase the number of students meeting state proficiency targets for reading, as measured on the state test, from 40% in 2012-13 to 60% by the 2017-2018 school year. Accomplishing this goal would place ECSD in the top 10% of highest performing schools in the state.


Workforce Engagement and Development – The ECSD will engage and develop a skilled and talented workforce that will enable building and district goals to be achieved.

Communication and Community Engagement – By May 2016, internal communication will improve by .25 on a 4.0 scale as measured by the District Communication survey.

Technology – Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.

Facilities and Operations – Goal 1 – By 2016, 100% of all employees will understand and practice District-wide safety and security procedures as measured by internal and external audits. Goal 2 – By 2016, reduce District-wide energy consumption by 10% as measured by an industry accepted energy metric.

Climate & Culture – By May 2016 the individual building and overall district climate will each increase by 1 point on the ECSD climate survey.


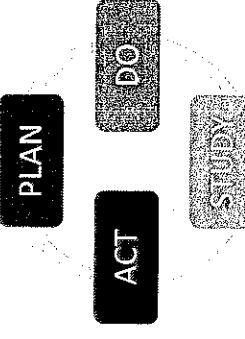
 Evansville Community School District	<h2>Continuous Improvement Plan 2015-2016</h2>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #333; color: white;">PLAN</div> <div style="border: 1px solid black; padding: 5px; background-color: #ccc;">DO</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #333; color: white;">ACT</div> <div style="border: 1px solid black; padding: 5px; background-color: #ccc;">STUDY</div> </div>
Priority Area:	Strategic Objective #2	Strategic Focus: Workforce Engagement and Development
PLAN: Identify the Data Measures and Performance Gap		
Strategic Focus Goal: The ECSD will engage and develop a skilled and talented workforce that will enable building and district goals to be achieved.		
Timeline For Completion:		
DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area. <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? 2. What gaps or needs still exist in this strategic focus area? 3. Which data points identify the gaps or needs identified in question 2? 4. Which strategy will we use to reduce the gap or improve the need identified in question 2? 		
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan		
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:
Analysis of Change in Data:		
1. ECSD survey		
2. Anecdotal comments regarding the need for staff development.		

CSI Action Plan Template

Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
Read through the ECSD survey and look for items related to this topic	This data was already collected. Our group used it as a starting point to determine areas of need.	Second meeting	Barb and Joanie brought the survey to the group. All members had input.
Define how this topic differs from culture and climate		Third meeting	All members
Discuss the research behind staff development	Discussion on staff development and a discussion on how to get staff involved.	Third meeting	Butch brought the information and all members had input
Discussed areas of concern that has been discussed as a staff, where is support needed?		Each meeting	All members
Created a staff development survey and to		January	Barb and Joanie put together the first draft with input from committee.

CSI Action Plan Template

give to staff during a staff meeting				Brought back to the committee in January for final input.
Discuss staff results from the survey	Looking for patterns	March		
Develop action plan on how to address staff needs as determined by the survey				
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .				
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)			Analysis of Evidence (Describe why this evidence shows the action step was effective)
1. Analyzed survey results	Tabulated results			Information was gained
2. Discussed similarities and differences between buildings	Tabulated results			Information gained and shared
Age Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date -- ACTION PLAN #2				
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE	
Share information with each of the building administrators and district.	Tabulated survey results	March 2015		
Building administrators sharing survey results with leadership teams to develop summer curriculum proposals.	Tabulated survey results	April 2015	Building administrators	
Gather information from: • Consortium	Information gathered	May 2015	Committee	






 <p>Evansville Community School District</p>	<h2>Continuous Improvement Plan 2015-2016</h2>	
<p>Priority Area: Communication and Community Engagement</p>	<p>Strategic Objective: The ECSD will communicate, engage and develop partnerships with students, parents, staff and citizens to achieve academic excellence and positive citizenship for all students</p>	<p>Strategic Focus: Develop a Comprehensive Communication Plan</p>
<p>PLAN: Identify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal: By May 2016, internal communication will improve by .25 on a 4.0 scale as measured by the District Communication Survey</p>		
<p>Timeline For Completion: May 2016</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p>		
<ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Principals are sharing internal school meetings minutes with staff • A staff communication survey was conducted in November • District meeting minutes will be available to staff on the District website starting this spring • The communication committee has asked staff for input related to communication objectives or areas in need of improvement 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Communication from District Office regarding: district meetings (agendas and minutes) and district wide newsletter (births, deaths, weddings, achievements, other important information) • Collaboration time to discuss transitions from grade level to grade level and from school to school • Collaboration time for: grade level meetings, across grade level meetings, subject area meetings, general ed, special ed, resource teacher meetings 		

CSI Action Plan Template

<p>3. Which data points identify the gaps or needs identified in question 2?</p> <ul style="list-style-type: none"> • Communication objectives or areas in need of improvement submitted by staff 			
<p>4. Which strategies will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Monthly District Office Newsletter to all staff. (district meetings agendas and minutes, births, deaths, weddings, achievements, other important information) • Building level meeting agendas and minutes sent to building level staff • District level meeting agendas and minutes posted on district website • Conduct transition meetings (Building to building and grade level to grade level, September-October and April-May) 			
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan			
Data that Identifies Gap:		Analysis of Change in Data:	
1. Communication survey	Beginning Measure/ Date: To be determined by survey, May 2015	Ending Measure/Date: To be determined by survey, May 2016	
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:		
1. Monthly District Office Newsletter	A District Office Newsletter does not currently exist, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	Analysis of Change in Data:
2. Building level meeting agendas and minutes	Agendas and minutes are not regularly shared with staff, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	
3. District level meeting agendas and minutes	Agendas and minutes are not posted on district website, 2014-2015 school year.	To be determined, quarterly, 2015-2016 school year.	
4. Transition meetings agendas and minutes	Transition meetings not regularly scheduled 2014-2015 school year	To be determined, May 2016	
<p>Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?</p>			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE

CSI Action Plan Template

1. Create a monthly District Office Newsletter	Newsletters emailed to staff	September 2015	District Administrator
2. Share building level meeting agendas and minutes	Agendas and minutes emails to staff	September 2015	K-12 Principals
3. Share District level meeting agendas and minutes	District level meeting agendas and minutes posted on website	September 2015	District Administrator, administrative team
4. Schedule Transition meetings	Transition meetings scheduled on staff calendars	September 2015	Principals, Director of Student Services
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2			
ACTION STEP What steps will you and your team take?	MEASURE/INDICATOR What data will be collected? How will you know when the step is completed?	END DATE When will the work be completed?	PERSON(S) RESPONSIBLE
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .			
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #3			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE


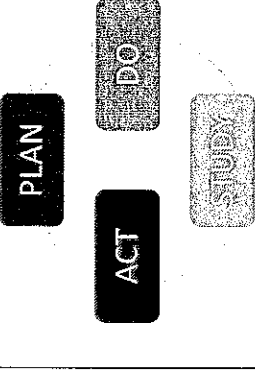
 <p>Evansville Community School District</p>	<h2>Continuous Improvement Plan 2015-2016</h2>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
<p>Priority Area: Technology</p>	<p>Strategic Objective To develop PD that is relevant and useful to staff through a variety of resources, training, and support.</p>	<p>Strategic Focus: District Professional Development</p>
<p>PLAN: Identify the Data, Measures and Performance Gap</p>		
<p>Strategic Focus Goal: <u>Goal 1:</u> Develop and implement a comprehensive professional development plan that supports staff in integrating best practices in teaching and learning to develop student proficiency in utilizing information literacy and technology.</p> <ul style="list-style-type: none"> • Objective 1.1: Develop a list of professional development knowledge and skills needed by staff. • Objective 1.2: Design multiple vehicles for staff to access information about resources, training, and support for new technologies that improve teaching, learning, and student achievement. • Objective 1.3: Provide professional learning opportunities for technology integrators and staff integrating technology into common core based lessons and lessons that address 21st Century Skill development for students. 		
<p>Timeline For Completion: Summer of 2015</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? District 3 year technology plan. 2. What gaps or needs still exist in this strategic focus area? 3. Which data points identify the gaps or needs identified in question 2? 4. Which strategy will we use to reduce the gap or improve the need identified in question 2? 		
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>		

CSI Action Plan Template

Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.			
2.			
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check in Points) What action steps will need to be taken to reach the goal?			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
Identify technology and information literacy training targeted to improved student achievement.	Working document of professional learning components		Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Identify emerging technology that supports the information and technology mission and vision.	Working document of professional learning components		Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Utilize survey results to target and improve the use	Data analysis indicating targeted needs		Director of Instruction; Principals; District LMS Staff; Teacher Leaders

CSI Action Plan Template

of currently existing technology resources.				
Develop Tech Wednesdays for 2013-2014	Tech Wednesdays 2014			District Information and Technology Team; Teacher Leaders
Review and revise Tech Wednesdays for 2015-2016	Tech Wednesdays 2016			Director of Instruction; Principals; District LMS Staff; Teacher Leaders
Develop a medium for sharing technology tools (e.g. a sharing page)	Sharing Page or Equivalent			Technology Manager; District LMS Staff; Teacher Leaders
Departments of grade levels work fluidly and dynamically with trainers to determine the technology and information skills and training needed to meet state, national, or CCSS	Curriculum resources; curriculum maps; training			Director of Instruction; Principals; District LMS Staff; Teacher Leaders
CESA2 Technology Training Opportunities for 2015-2016*	Evidence in classroom instructional practices			Director of Instruction; Principals; District LMS Staff; Technology Manager
State Association Conference – Wisconsin Educational Media and Technology Association (WEMTA)*	Evidence in Technology Academy and Tech Wednesdays			Director of Instruction; Principals; District LMS Staff; Technology Manager
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .				
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)			Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.				
2.				
ACT: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2				
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE	


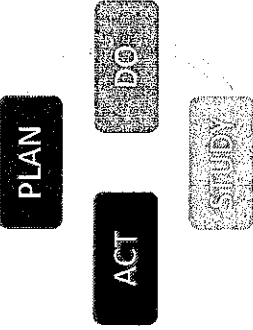
 <p>Evansville Community School District</p>	<p>Continuous Improvement Plan 2015-2016</p>	 <p>PLAN ACT DO STUDY</p>
<p>Priority Area: Facilities and Operations</p>	<p>Strategic Objective #5 The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.</p>	<p>Strategic Focus: Security proficient and energy efficient District practices</p>
<p>PLAN: Identify the Data Measures and Performance Gap</p> <p>Strategic Focus Goal #1: By 2016, 100% of all employees will understand and practice District-wide safety and security procedures as measured by internal and external audits.</p> <p>Timeline For Completion:</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • Security Audit • Survey of administrative assistants • District Safety Committee • District safety manual/flip chart for classrooms • Purchase of 2-way radios • Policies are in place 2. What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Recommendations from the security audit have not been fully implemented • Safety committee does not meet regularly • District Safety manual is not current, update process in not adequate, staff are not trained on contents • Staff training not complete for flip charts or 2-way radios and radio set-up not ideal • Policies are not followed and are out of date 3. Which data points identify the gaps or needs identified in question 2? 		

CSI Action Plan Template

<ul style="list-style-type: none"> • Security audit survey • Administrative Assistant survey data • District safety manual • No data <ul style="list-style-type: none"> i. Safety Committee meeting info – agendas/minutes ii. Staff training logs <p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> • Reconvene the District Safety Committee • Conduct internal/external audits of safety practices • Update Board policies related to safety • Implement staff training 															
DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan															
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:												
1. Security Audit Survey	Data from September, 2013	Annually beginning November 2015													
2. Admin. Asst. Survey	Data from November, 2014	Annually beginning November, 2015													
3. District safety manual	Version of manual dated September, 2014	Annually beginning September 2015													
4.															
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:												
1. Repeat Security Audit Survey	November 2015	Annually beginning November 2015													
2. Admin. Asst. Survey	Data from November, 2014	Annually beginning November, 2015													
3. District safety manual	Version of manual dated September, 2014	Annually beginning September 2015													
4. Safety Committee Meeting Agendas/Minutes	September, 2014	Annually beginning September 2015													
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:												

CSI Action Plan Template

1.					
2.					
<p>Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?</p>					
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE		
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?			
Reconvene the Safety Committee	Agendas/Minutes	Ongoing	Shulta/Roth		
Research better method to update the District Safety Manual	Updated published safety manual	Annually beginning September, 2015	Safety Committee		
Policy review	Current review dates listed on policies	September, 2015	Safety Committee		
Develop safety training sessions for all staff	Training schedule and attendance logs	Ongoing	Safety Committee/Administrators		
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .					
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)		
1.					
2.					
<p>Act: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date – ACTION PLAN #2</p>					
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE		
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?			
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .					
MEASURE/INDICATOR	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence		


 <p>Evansville Community School District</p>	<p>Continuous Improvement Plan 2015-2016 DRAFT</p>	 <p>Strategic Focus: Security proficient and energy efficient District practices</p>
<p>Priority Area: Facilities and Operations</p>	<p>Strategic Objective #5 The ECSD will provide safe, healthy and efficiently operated schools to ensure the success of all students and accountability for all stakeholders.</p>	
<p>PLAN: Identify the Data Measures and Performance Gap</p> <p>Strategic Focus Goal #2: By 2016, reduce District-wide energy consumption by 10% as measured by an industry accepted energy metric.</p> <p>Timeline For Completion:</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> What work has already been completed to meet the long term goal in this strategic focus area? <ul style="list-style-type: none"> • HS PAC lighting has been upgraded to LED • Lighting has been upgraded to more efficient bulbs in some areas of the District • Computer program to turn-off computers after hours • BOE Policy 733 and Energy Conservation Administrative Rule 733.1 • Occupancy sensors have been installed in some areas of the District • BOE approved study of the HS geothermal system • Utility consumption data has been reviewed and is entered in Energystar.gov website What gaps or needs still exist in this strategic focus area? <ul style="list-style-type: none"> • Energystar.gov info on website needs to be updated • Utility consumption is not benchmarked with comparable buildings • BOE Policy and Administrative Rule is not being followed • Capital projects identified by the District do not include any energy saving projects Which data points identify the gaps or needs identified in question 2? <ul style="list-style-type: none"> • District Energy Star score as listed on the energystar.gov website 		

CSI Action Plan Template

<ul style="list-style-type: none"> District gross energy consumption per square foot as compared to comparable buildings Internal audit of compliance to BOE policy 773 and Administrative Rule 733.1 District capital projects plan <p>4. Which strategy will we use to reduce the gap or improve the need identified in question 2?</p> <ul style="list-style-type: none"> Review Policy 733 and 733.1 and revise if necessary Conduct internal audits of policy 733 and 733.1 Staff training of Policy 733 and 733.1 Measure energy usage of additional devices/equipment to track energy increases Include energy project(s) when determining the capital projects budget each year Consider building competitions to promote energy awareness/conservation 																										
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>																										
Data that Identifies Gap:	Beginning Measure/ Date:	Ending Measure/Date:	Analysis of Change in Data:																							
1. Employee survey to gage employee knowledge of energy usage/knowledge	May 2015	September 2015																								
2. Energystar.gov score	May 2015	April 2017																								
3. District gross energy usage per square foot	May 2014	April 2017																								
Data that Determines if Strategy Was Completed:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:																							
1. Repeat employee survey	January 2016	June 2016																								
2. Energystar.gov score	May 2016	April 2017																								
3. District gross energy usage per square foot	May 2016	April 2017																								
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Ending Measure/Date:	Analysis of Change in Data:																							
1. Gross energy usage	May 2015	June 2017																								
2. Energy Star score	May 2015	June 2017																								
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points)		What action steps will need to be taken to reach the goal?																								
ACTION STEP	MEASURE/INDICATOR What data will be collected?	END DATE	PERSON(S) RESPONSIBLE																							

CSI Action Plan Template

What steps will you and your team take?	How will you know when the step is completed?	When will the work be completed?	
Review/revision of Policy 733 and 733.1	BOE Agendas/Minutes	September, 2015	Policy Committee
Update all District information on energystar.gov	Reports from energystar.gov	Ongoing	B&G Director
Investigate possible energy savings upgrades to add to capital projects list	Consult with local utility staff and energy consultants	Ongoing	B&G Director
Develop training sessions for all staff to change behavior regarding energy usage and policy compliance	Training schedule and attendance logs	Ongoing	Administrators
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .			
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			
2.			
ACE: Continue or Revise Action Implementation Based Upon Data Analysis for the next check-in date = ACTION PLAN #2			
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?	
Study: Analyze Data After Implementing Action Plan Steps To be completed by February .			
MEASURE/INDICATOR (from Act step Plan #2 above)	Evidence of Progress/Effectiveness (include data)		Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.			

 <p>Evansville Community School District</p>	<h2>Continuous Improvement Plan 2015-2016</h2>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; background-color: #333; color: white; width: 40px; text-align: center;">ACT</div> <div style="border: 1px solid black; padding: 5px; background-color: #ccc; width: 40px; text-align: center;">DO</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #ccc; width: 40px; text-align: center;">STUDY</div> <div style="border: 1px solid black; padding: 5px; background-color: #333; color: white; width: 40px; text-align: center;">PLAN</div> </div>
<p>Priority Area: <u>Climate & Culture</u></p>	<p>Strategic Objective The ECSD is committed to working as a team to ensure a safe, respectful, nurturing, and invigorating environment where learning is a shared responsibility.</p>	<p>Strategic Focus: Specific Building of each employee & overall district.</p>
<p>Relative Identify the Data Measures and Performance Gap</p>		
<p>Strategic Focus Goal: By May 2016 the individual building and overall district climate will each increase by 1 point on the ECSD climate survey.</p>		
<p>Timeline For Completion: One year</p>		
<p>DATA ANALYSIS – IDENTIFY GAP/NEED: Identify data sources that will be used to assess the impact, fidelity, and completion of the Plan-Do-Study-Act cycle of continuous system improvement for this strategic focus area.</p> <ol style="list-style-type: none"> 1. What work has already been completed to meet the long term goal in this strategic focus area? * We completed a survey to acquire our baseline in November of 2014 2. What gaps or needs still exist in this strategic focus area? 3. Which data points identify the gaps or needs identified in question 2? 4. Which strategy will we use to reduce the gap or improve the need identified in question 2? 		
<p>DATA ANALYSIS – DATA SOURCES: Identify the Measures That Will Determine the Effectiveness of the Plan</p>		
<p>Data that Identifies Gap:</p>	<p>Beginning Measure/ Date:</p>	<p>Ending Measure/Date:</p>
<p>1. ECSD buildings</p>	<p>5.35/Nov ' 14</p>	<p>Analysis of Change in Data:</p>
<p>2. ECSD District</p>	<p>4.82/Nov ' 14</p>	<p>Analysis of Change in Data:</p>
<p>Data that Determines if Strategy Was Completed:</p>	<p>Beginning Measure/Date:</p>	<p>Ending Measure/Date:</p>
<p>1.</p>		
<p>2.</p>		

CSI Action Plan Template

Measures that Determine Fidelity of Strategy Implementation:	Beginning Measure/Date:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.				
2.				
Measures that Determine if the Goal Was Met:	Beginning Measure/Date:	Beginning Measure/Date:	Beginning Measure/Date:	Analysis of Change in Data:
1.				
2.				
Do: Create an action plan based upon Data Analysis – ACTION PLAN #1 (Multiple Check-in Points) What action steps will need to be taken to reach the goal?				
ACTION STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE	
What steps will you and your team take?	What data will be collected? How will you know when the step is completed?	When will the work be completed?		
Survey staff to peak interest in things that are desirable for them	The survey will have a deadline	February 18 2015	Scott Everson	
Contact local vendors for various school district clothing and apparel options	Contact initiated and completed	April 30, 2015	Scott Everson, Amanda Koenecke, and Deb Miller	
Delegate community members to act as building liaisons	Liaisons are identified and determined	April 30, 2015	Scott Everson & Amanda Koenecke	
Create building “Co-worker compliments and kudos” box for each building	Boxes are created	April 30, 2015	Scott Everson & Amanda Koenecke	
Study: Analyze Data After Implementing Action Plan Steps To be completed by November .				
MEASURE/INDICATOR (from Do step above)	Evidence of Progress/Effectiveness (include data)			Analysis of Evidence (Describe why this evidence shows the action step was effective)
1.				

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

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

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

To: Evansville Board of Education
From: Doreen Treuden, Business Manager
Re: Agreement for Use of School Property
Date: March 17, 2015

The District currently has three facility user agreements that will expire on June 30, 2015. I have provided the required 90 day notice to the building users should the Board of Education decide to make changes to the agreements or terminate the agreements. Below are the terms of each agreement.

Creekside Place, Inc. /Woodchucks

The Woodchucks use a portion of warehouse space next to the District Office as a woodshop. The rental fee is \$70 per month. The term of the agreement has been for three years.

Kids Korner

Kids Korner uses the previous Community Center space and room 50 at the Grove Campus. The rental fee is \$1,300 per month except for the month of July, the rental fee is \$650. In exchange for the use of space and the rental fee, Kids Korner allows for up to 4 ECSD Early Childhood students to be enrolled in their program at no charge to the District. The term of the agreement has been for three years.

Kid Connection

Kid Connection uses the Grove Campus Cafeteria and storage space for the purpose of childcare services. They pay \$1.15 per student per day per session averaged on a monthly basis up to a maximum amount of \$625 per month. The term of the agreement has been for three years.

FEES COLLECTED 2013-2014	
Woodchucks	\$840
Kids Korner	\$15,670
Kid Connection	\$4,610
Total	\$21,120

Recommendation for Agreement Renewals

I am recommending that the Board of Education renew all three Agreements for Use of School Property with the following changes:

1. Increase rental fees by 3% - there has not been a rental fee increase for the past 6 years.
2. Reduce the term of the agreements from three years to one year to provide more flexibility to the District.
3. Extend the required notice for revisions/terminations of the agreement from 90 days to 180 days to provide more flexibility to the District and the user.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held Wednesday, February 4, 2015, at 5:33 pm in the District Board and Training Room.

Attendance

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

Approve Minutes

Motion by Ms. Katzenmeyer, seconded by Mr. Redders, moved to approve the January 19, 2015, minutes as presented. Motion carried, voice vote.

Compensation Model Components Order of Board of Education Discussion/Update

Mr. Roth shared that the School Board approved, at this time, a teacher starting salary of \$38,000 and indicated it could change.

Share/Discuss/Decide Sample Base Models

This Committee decided to move forward with 26 steps on the salary schedule. Ms. Treuden shared three (3) versions of the model distributed by Mr. Feldt at the last meeting. The members gave thumbs up or sideways to continue to move forward with model CPRE-B, defining the criteria per cell. Discussion:

- The District needs to approve credits taken by teachers?
- Adds credibility to the process.
- District approved credits, professional certification or PDP are three (3) areas that can be considered for skill level movement.
- Another criteria could be staff presenter.
- Becoming a DCNTP mentor – limited number.
- By District Administrator approval, non-specific and offers flexibility for teachers to submit proposals to District Administrator, must be equitable.
- Change “entry” to initial.
- Other areas:
 - Additional testing responsibilities
 - Senior project

Set Next Meeting Date and Agenda

Next meeting is Tuesday, February 24, 2015, from 4:00 – 6:00 pm.

Adjourn

Motion by Mr. Roth, seconded by Ms. Katzenmeyer, moved to adjourn the meeting. Meeting adjourned at 7:04 pm.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held Wednesday, February 24, 2015, at 4:11 pm in the District Board and Training Room.

Attendance

Members in attendance: Julie Creek Hessler, Gary Feldt, Jolene Hammond, Kim Katzenmeyer, Jim Kvalheim, Kyle McDonald, Deanna Pickering, Dee Jay Redders, Jerry Roth, Chris Schullo, Kim Sperandeo-Wehner, Doreen Treuden, and Eric Busse arrived at 4:15 and Deb Fritz at 4:16 pm. Absent: Dave Kopf, Rob Kostroun, Tina Rossmiller, Kathi Swanson, and Jon Wopat.

Approve Minutes

Motion by Ms. Creek Hessler, seconded by Mr. Kvalheim, moved to approve the February 4, 2015, minutes as presented. Motion carried, voice vote.

Compensation Model Components Order of Board of Education Discussion/Update

The February 4 meeting ended with a discussion of a potential staff survey to help the Committee make decisions that would relate to how teachers move through the new salary schedule.

Mr. Redders distributed a handout from Mount Horeb that explained their point system for moving teachers through the salary schedule. The Committee reviewed the document, paragraph by paragraph. First three paragraphs discussion:

- Addresses affordability
- Advanced degrees can move two levels
- The numbers would have to make sense for Evansville
- Co-curricular pay? The intention at this time is that it will be separate from this discussion

Discussion regarding the last two paragraphs on page 1:

- Like the language regarding mid-year hires
- Like the language regarding employees on a performance improvement plan

Discussion on page 2:

- Course work would need to be approved by building principal that would use a check list to make sure the approval process is equitable
- Pass/fail grade was acceptable to the majority of the Committee

Discussion on points pages:

- Conceptually is this something that teachers would approve?
- Tracking points/points are arbitrary/cross off the points and discuss the list of items and then figure out how to attach value/don't like using points
- Last time we talked about the PDP being the accomplishment that gets you to move from initial to emerging – that should still be the criteria and then points can be used from the rest of the level movements
- This does allow staff to improve/provide something to the District without having to get additional degrees

- We are going back to asking the staff what else is out there
- New teachers are asking how to make more money because they have been frozen
- Do we use years of service for movement or attach points to years of service for movement?
- Do we allow people to move a step each year and then when they get to the step to move to the next level? They would have to have accumulated 250 points
- This would help teachers who may have a major family crisis in one year
- Two options discussed: points earned per year or points earned over 5 years
- What about the teachers at the highest pay level? They would not earn points anymore and only get the CPI-U increase or increases when the cells are increased?

The work done by this group is impressive because it is clear that we are looking out for all levels of teachers and not just our personal situation.

Set Next Agenda

Revisit the Mount Horeb model and start to make it Evansville's model. Develop a survey at the next meeting.

Everyone should send possible survey questions to Ms. Treuden. She will try to get the South Milwaukee survey and send it out to the Committee before the next meeting. Ms. Treuden will send out the excel document to the Committee members.

Meeting Date

Next meeting is Tuesday, March 10, at 4:00 pm.

Adjourn

Motion by Mr. Roth, seconded by Mr. Redders, moved to adjourn the meeting. Meeting adjourned at 5:33 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 3/10/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Teachers (EEA) Employee Compensation Committee Meeting Minutes

The Teachers Employee Compensation Committee meeting was held Tuesday, March 10, 2015, at 4:04 pm in the District Board and Training Room.

Attendance

Members in attendance: Eric Busse, Gary Feldt, Deb Fritz, Jolene Hammond, Rob Kostroun, Jim Kvalheim, Kyle McDonald, Deanna Pickering, Dee Jay Redders, Jerry Roth, Rob DeMeuse, Kim Sperandeo-Wehner, Doreen Treuden, and Kim Katzenmeyer arrived at 4:07 pm. Absent: Julie Creek Hessler, Dave Kopf, Tina Rossmiller, Kathi Swanson, and Jon Wopat.

Approve Minutes

Motion by Mr. Kvalheim, seconded by Ms. Pickering, moved to approve the minutes as presented. Motion carried, voice vote.

Revisit the Mount Horeb Compensation Model

Continued discussion from February 24 meeting. Discussion of points or no points:

- Don't like points
- Like points
- Until teachers know how points are going to work, they won't be in favor of
- We need to reach out now to the staff
- We haven't actually talked to individual teachers about what is important to them
- Are leaning toward points
- Huge fan of points
- Obtaining points can be an indication of what is important to the District
- Points can be motivating for both old and new employees
- Neutral regarding points – it just needs to be objective
- Points can be criteria for the compensation model, but it can't get out of hand and we end up with 700 different ways to earn points
- Different administrators can not be allowed to handle the points system differently
- Doesn't love points but also don't hate points
- Points represents criteria and don't know of another way to measure criteria
- Points for co-curricular/extra-curricular? It is an objective way to keep track
- Likes points as the method to advance
- Likes the point system because it values each person's individual strengths/skills
- There is a lot of variance amongst districts who are using points and it will be a lot of work to develop the points system
- Not a fan of points, but warming up to it
- In favor of a more goal orientated system
- If it is points, it needs to be black/white and cannot have questionable areas
- How does hiring fit into a point system?
- How do hard-to-fill positions fit into a point system?

Develop a Survey

South Milwaukee did not do a survey, they did focus groups. Discussion:

- What is the rationale for the survey? To find out what teachers are doing (e.g., senior project work and not getting any compensation)
- This Committee is going to need to explain how we drafted the compensation model
- The survey will generate a lot of information; people will include things that are an expectation of the teaching job, co/extra-curricular work is going to be included
- Do we ask for tasks outside of the work day only or include tasks during the work day?
- The survey needs to include items that improve teacher performance
- Focus groups may be a better idea
- Focus groups have the ability to clear up questions and conversations will spur additional ideas
- Maybe do a combination of focus groups and survey
- A survey may be used to gauge what teacher perceptions are regarding their “extra” duties
- There will be differing ideas of what’s included in your work responsibilities and what is “extra”
- Maybe there should be one question: What makes you a better teacher?
- Can we use the District Mission/Vision as a focus for teachers to respond to what teachers do as a professional to promote the Mission/Vision?
- What are we trying to accomplish here? We are trying to quantify continuous improvement for teachers
- What do teachers do that is value added to the District?
- What are the teachers doing to improve themselves and their practice?
- The survey should be three questions, not electronic
- The survey needs to be prefaced with an explanation of what the information will be used for and what the next steps will be
- We need to start communicating to staff what the timeline is for this Committee work
- What do you do to provide value to the District?
- Can the focus groups happen first and have the discussion center around the 2-3 questions? And then follow up with a survey?
- Focus groups need to be conducted exactly the same
- The focus group script should answer the top 3-4 questions on everyone’s minds
- Other questions need to be written down and answered later by the Committee
- Create a generic list as a handout at the focus groups for teachers to react to

Focus group document discussion:

- Start with the mission statement of the Committee? Or this statement?
The goal of the ECSD Compensation Committee survey is to provide guidance to reward and/or compensate your teaching practices that help further the District’s continuous system improvement.
 1. Describe what makes a professional educator.
 2. Explain activities that improve your teaching practices and student learning.
 3. Describe things that you do that add value to the District.
- Who is on the team? Mix up building representatives

- Hold the focus groups on March 18 from 3:15-3:45 pm; Mr. Roth to check with principals on this date and time
- Ms. Mosher is to create a list of ideas from the examples handed out from other districts
- Ms. Treuden will draft a document that includes instructions and script for conducting focus groups

Set Next Meeting Date and Agenda

Agenda – continue this discussion. Next meeting is Monday, March 16 at 4:00 pm.

Adjourn

Motion by Mr. Kvalheim, seconded by Ms. Katzenmeyer, moved to adjourn the meeting.

Motion carried, voice vote. Meeting adjourned at 5:28 pm.

Submitted by Doreen Treuden, Business Manager

Approved: 3/16/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Insurance Committee Minutes

The Insurance Committee meeting was held on Wednesday, February 18, 2015, at 4:30 pm in the District Board and Training Room.

Attendance

Members in attendance: Jolene Hammond, Jerry Roth, Doreen Treuden, Kevin Wells, and Deb Fritz arrived at 4:50 pm. Others in attendance AFG consultant, Greg Kuelz. Absent: Kelly Mosher, Tina Rossmiller, and Sandi Spanton Nelson.

Appoint Notetaker

Greg Kuelz volunteered to take the minutes.

Approve Minutes

Motion by Mr. Roth, seconded by Ms. Hammond, moved to approve the November 19, 2014, minutes as presented. Motion carried, 4-0 (voice vote).

Insurance Wellness Committee Update

AFG Consultant, Greg Kuelz, asked if there was a Wellness Committee update. A formal update was not available, but Mr. Roth indicated that the Committee continues to meet regularly with Dean Health Plan and has requested a minimal incentive budget that Mr. Roth and Ms. Treuden will discuss.

Board Directive to Insurance Committee

Ms. Treuden indicated that the Board met on January 31, 2015, and has directed the Insurance Committee to develop options that would have no budget increase over the District's current benefit liability. This directive was given prior to the devastating budget proposal from the Governor that was made public, so there is a belief that the directive will not be relaxed. Mr. Kuelz shared that the District has received loose estimates of a health premium increase in the 4.5-7% range and has reason to believe that it will be closer to the lower end of that estimate.

The Committee agreed that a fast employee survey be provided so that the Committee gets input and ideas from staff on how to address this issue. Ms. Treuden will assure that this process is completed quickly and prior to the next Insurance Committee meeting.

The Committee asked Mr. Kuelz to explore with Dean Health Plan some atypical arrangements with incentive reimbursements that can be discussed at the next meeting.

Set Date of Next Meeting and Agenda

The next meeting will be March 4, 2015, at 4:30 pm. Agenda: we will have options from AFG to consider that will reduce the renewal premium to the Board-directed threshold. A subsequent meeting was scheduled for March 24, 2015, at 4:30 pm., as the District will have the Dean Health Plan renewal by that time and a recommendation to the Board will be prepared.

Adjourn

Motion by Ms. Hammond, seconded by Ms. Fritz, moved to adjourn the meeting. Meeting adjourned at 5:20 pm.

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, March 11, 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, and HS Reps Gallagher and Michael. Absent: Koenecke.

APPROVE AGENDA

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

PUBLIC ANNOUNCEMENTS/RECOGNITION/UPCOMING EVENTS

- March – Art/Music Education Month
- Open Enrollment – February 3 – April 30, 2015
- Energy Fair – April 24, 2015
- Back To School Days – August 4, 3:00-7:00 pm; August 12, 10:00 am-2:00 pm
- High School Board Representatives Report of Events

PUBLIC PRESENTATION

Parent, James O'Brien, spoke on the salutatorian award.

INFORMATION & DISCUSSION

Business Manager, Ms. Treuden, presented no changes to the Employee Handbook, annual payments due to employees retiring during the 2015-2016 fiscal year. Changes related to employee benefits will be presented to the Board at the March 25 meeting. Discussion.

District Administrator, Mr. Roth, gave an update on the Continuous System Improvement Plan sub-committees. Discussion.

Ms. Swanson presented for a second reading, policies: #172-Executive Session; #181-Rules of Order; #353.1-School Volunteers; #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. Discussion.

Ms. Swanson presented for a second reading, 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. Discussion.

PUBLIC PRESENTATIONS

None.

BUSINESS (Action Items)

Motion by Mr. Rasmussen, seconded by Ms. Spanton Nelson, moved to hire Jenny Baierl and Denise Heydn, Crossing Guards, for \$9.00 per shift; Megan O'Brien, Head Boys/Girls Track Coach, for a stipend of \$2,624; and David Rossmiller, a 50% Assistant Boys/Girls Track Coach, for a stipend of \$984. Motion carried, 5-0-1 (voice vote)(Rossmiller abstained).

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to approve the 2015-2016 teaching staffing and co/extra-curricular staffing proposal as presented. Discussion. Motion carried, 6-0 (voice vote).

Motion by Mr. Busse, seconded by Ms. Hammann, moved to approve the 2015-2017 administrative contracts for Doreen Treuden, Business Manager, for a salary of \$95,312, and Joanie Dobbs, Levi Elementary Principal, for a salary of \$89,500. Discussion. Motion carried, 6-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Mr. Busse, moved to approve the Request for Proposal submitted by Heartland Business Systems for Classroom Projectors. Motion carried, 6-0 (voice vote).

Motion by Ms. Spanton Nelson, seconded by Mr. Busse, moved to approve the Request for Proposal submitted by Heartland Business Systems for Wired & Wireless Infrastructure Upgrades. Motion carried, 6-0 (voice vote).

CONSENT (Action Items)

Item D, Approval of Policies, policies #345.51-Academic Honors and #345.62-Graduation Exercises, removed from the consent agenda items.

Motion by Ms. Rossmiller, seconded by Mr. Busse, moved to approve the consent agenda items of: February 25 Regular Meeting Minutes; February Bills and Reconciliation; Proposed Employee Handbook Changes: #1-All Employees-Pg. 14, 3.04, Remove Reference to Policies 454.1 and 454.1 Form; #2-All Employees-Pg. 32, 10, 10.02 and 10.03, Bereavement Leave Updated; #3-Certified Staff-Pg. 42, 1, 1.01, Professional Hours/Workday, Removed, No Action; #4-Certified Staff-Pg. 55, 7, 7.02, Insurance and Leave, Sick, Removed, No Action; #5-Support Staff-Pg. 59, 1.02, Job Descriptions Updated; #6-Support Staff-Pg. 60, 1.08, Job Titles Updated; #7-Support Staff-Pg. 66, 7, Paid Vacations Updated; #8-Support Staff-Pg. 68, 8, C, 4, Holidays, Job Title Updated; #9, #10, #11-Support Staff-Pg. 70-71, 9, 9.01, C, Sick, Personal, Bereavement, Leave Benefits Updated; #12-Support Staff, Pg. 73, 11, 11.02 and 11.03, Job Titles Updated; and Policies: #171.1-Public Notice; #184-Board Minutes; #345-Recognition of Student Achievements; #345.11-Awards; #345.2-Progress Reports to Parents/Guardians; #345.4-Promotion and Retention; #345.5-National Honor Society; #345.61-Early Graduation; #345.63-Administrative Rule-Adult Diploma Requirements; #422-Early Admission to School; #461-Wisconsin Technical Excellence Scholarship, as presented. Motion carried, 6-0 (roll call vote).

Motion by Ms. Hammann, seconded by Mr. Rasmussen, moved to approve policies: #345.51-Academic Honors and #345.62-Graduation Exercises. Discussion. Ms. Hammann withdrew motion, Mr. Rasmussen seconded.

Motion by Ms. Hammann, seconded by Mr. Rasmussen, moved to approve policy #345.51-Academic Honors. Discussion. Motion failed, 0-6 (voice vote). Policy to go back to Administration and Policy Committee.

Motion by Ms. Hammann, seconded by Mr. Busse, moved to approve policy #345.62-Graduation Exercises. Discussion. Motion carried, 4-2 (voice vote) (Hammann, Spanton).

FUTURE AGENDA

March 25, 2015, Regular Meeting agenda discussed.

ADJOURN

Motion by Mr. Busse, seconded by Ms. Hamman, moved to adjourn the meeting. Motion carried, 6-0 (voice vote). Meeting adjourned at 7:11 pm.

Submitted by Kelly Mosher, Deputy Clerk

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

Approved: June 10, 1985

Revised: August 13, 2001

Revised: August 9, 2010

Revised:

1st Reading: 3/25/15

185

BOARD COMMITTEES

~~The Board shall function as a committee of the whole. However, the Board may delegate preliminary and fact-finding work to committees. These committees may make recommendations, based on their findings, to the Board for formal approval.~~

~~Board members may participate in two types of committees: Board of Education Committees, and District Committees. A listing of all standing committees shall be established annually and may be revised periodically according to the needs of the District.~~

~~Following the School Board election each April, the Board president will conduct a discussion of Board representation on these committees. Before the end of April the Board president will discuss the committee structure with the district administrator and appoint Board representatives to the various committees.~~

~~Board members serving on committees will report on progress at the regular Board meetings throughout the year.~~

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)

Approved: May 11, 1987
Revised: October 8, 2001
1st Reading: 3/25/15

321

SUGGESTED TO REMOVE POLICY FROM POLICY MANUAL

SCHOOL YEAR/SCHOOL CALENDAR

The school year in the School District of Evansville shall consist of at least 190 teacher contract days inclusive of teacher inservice days and legal holidays.

The Board encourages and will support all reasonable efforts to have the schedule and calendar so organized that they will promote the greatest possible flexibility and effectiveness in curriculum and efficiency in operation.

Each school year, the administration shall formulate a master calendar that includes all regular and on-going activities, and that complies with board policy.

School calendars shall be disseminated as widely as practicable.

Legal Ref.: Sections 115.001(12) Wisconsin Statutes
120.10
120.12 (15)
121.02(1)(f)(1)
P.I. 8.01(2)(f)

Revised: April 9, 2007
Revised: December 14, 2009
Revised: July 30, 2012
1st Reading: 3/25/15

529.4

FOR REMOVAL AS PLACING IN EMPLOYEE HANDBOOK

USE OF SICK DAYS

Employees of the Evansville Community School District will be allowed to use sick days for the following reasons. Some of the potential uses include but are not limited to:

1. When an employee is ill.
2. When an employee, or his/her family or household member has a doctor's appointment that is an emergency or cannot be scheduled outside of school hours, or when an employee must take a child or spouse to/from the hospital.
3. When an employee must remain home to care for a sick child, spouse, domestic partner, or parent who lives in the employee's home.
4. When an employee's spouse, domestic partner, child or other member of his/her immediate family is undergoing surgery. One sick day will be permitted with prior approval of the building principal.
5. When it is necessary to care for a sick child or parent who does not live in the employee's home, up to five (5) sick days may be approved by the District Administrator.

USE OF PARTIAL SICK DAYS/PERSONAL DAYS

In the event it is necessary for an employee to be absent from work, sick days/personal days will be charged in 15 minute increments.

Legal Ref.: Section 103.10 WI Statutes (Family or Medical Leave)
Federal Family and Medical Leave Act

GENERAL FUND BALANCE

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

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

In recognition of these needs, the Board shall strive to develop a District budget which, will add sufficient Funds each year to the Fund 10 Fund Balance. The Board's goal for the unreserved designated Fund Balance shall be **between 10-15% at fiscal year end.** ~~ten percent (10%) of Fund 10 audited expenditure as of June 30, 2010, and fifteen percent (15%) by 2020.~~

The Fund Balance will consist of five components according to the Government Accounting Standards Board Statement 54 designed to indicate both:

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

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

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

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

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

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

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

To provide good fiscal management of any component of the Fund Balance, two separate motions shall be required to use any portion of these Funds for purposes other than meeting cash flow needs. The first motion must identify the amount of dollars to be transferred from any component of the Fund Balance to the operating budget. A second motion must identify the purpose of the expenditure(s). Both of these motions shall be approved by a minimum of five (5) Board members.

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

Local Ref.: Policy #662.31 - Committed Fund Balance

Revised: April 13, 1998

Revised: June 13, 2005

Revised: July 16, 2007

Revised: March 9, 2009

Revised:

1st Reading: 3/25/15

657

STUDENT FEES, FINES AND CHARGES

~~The Evansville Board of Education wishes to provide a complete and effective educational program for all students. During the process of schooling, certain activities, courses and services may require additional funding. Therefore, the Board will charge those students who choose to participate according to an approved schedule of fees.~~

The Evansville Community School District Board of Education will charge those students who choose to participate according to an approved schedule of fees. The fees charged shall be reviewed annually and adjustments shall be published in the official school newspaper and/or distributed prior to the beginning of the school year. A schedule of Student Fees will include payment for general instructional materials, school meals, additional cost for special classes or programs, athletic participation and ~~extra~~ or co-curricular activities. **Student fees will be collected for all co-curricular activities that require a paid supervisor.** Fees will not be prorated for any student regardless of instructional hours or setting, and/or enrollment starting/ending dates.

Student materials fees may not exceed the cost of consumable materials used in classes by the vast majority of students as determined by the operating budgets of each building.

~~Music instrument rental, and parking fees are set aside into separate accounts for repair, replacement or purchases.~~

Individual fines and other appropriate charges will be assessed when students intentionally, or through neglect, abuse and destroy school property. Fines will be in direct relation to the damage, taking into consideration the normal life of the property. **All fees, including food service, must be paid for students to participate in end of year celebratory field trips, prom, or graduation.**

~~Economic hardship may qualify families for free or reduced school meals. If qualified, other district fees will also be reduced. To determine if a family qualifies, they must complete an application for free or reduced meals.~~

Legal Ref.: Sections 118.001 Wisconsin Statutes

118.03(2)

118.04(4)

120.12(11)(22)

120.13(5)

121.54(7)(b)(2)

Local Ref.: Policy #657.1-Student Fee Schedule

~~Policy #760.1-Breakfast/Lunch Fee Schedule~~

Revised: July 12, 2010
 Revised: June 27, 2011
 Reviewed: June 6, 2012
 Reviewed: April 29, 2013

TO BE REPLACED
EVANSVILLE COMMUNITY SCHOOL DISTRICT
2014-2015 STUDENT FEE SCHEDULE

The Materials Fee helps defray the cost of textbooks, workbooks, periodicals, etc., as follows:

		<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
High School	\$52.00	\$16.00	\$ 5.00
Middle School	\$37.00	\$11.00	\$ 4.00
Intermediate School	\$27.00	\$ 8.00	\$ 3.00
Elementary School	\$27.00	\$ 8.00	\$ 3.00

** Athletic Fees	<u>Per Sport/ Per Season</u>	<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
Middle School	\$34.00	\$17.00	\$8.50
High School	\$62.00	\$31.00	\$15.50

** Extra or Co-Curricular Activities Fees		<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
Middle School Forensics	\$ 7.00	\$ 3.50	\$ 1.75
Middle School Jazz Band	\$ 7.00	\$ 3.50	\$ 1.75
Middle School Swing Choir	\$ 7.00	\$ 3.50	\$ 1.75
Middle School Quiz Bowl	\$ 7.00	\$ 3.50	\$ 1.75
High School Forensics	\$24.00	\$12.00	\$ 6.00
High School Jazz Band	\$24.00	\$12.00	\$ 6.00
High School Vocal Jazz	\$24.00	\$12.00	\$ 6.00
High School Three Act Play	\$24.00	\$12.00	\$ 6.00
High School Musical Cast/Major Crew	\$24.00	\$12.00	\$ 6.00

** After the first four days of a team practice or meetings of an extra or co-curricular activity, students are not eligible for a refund, unless cut from a team.

Musical Instrument Rental (Excludes percussion)		<u>Qualifies for Reduced Meals</u>	<u>Qualifies for Free Meals</u>
	\$100.00/annually, \$50.00/semester	\$50.00/annually, \$25.00/semester	\$25.00/annually, \$12.50/semester

Parking Fees	
Parking Permit – will only be issued after all other fees have been paid	\$80.00/annually, \$40.00/semester, or \$20.00/term—no refunds.

- Donation for activities fees scholarships may be given and are very appreciated.
- All fees, including food service, must be paid for students to participate in end of year celebratory field trips, prom, or graduation.

Reviewed: June 6, 2012
 Reviewed: April 29, 2013
 Revised:
 1st Reading: 3/25/15

EVANSVILLE COMMUNITY SCHOOL DISTRICT
 2015-2016 STUDENT FEE SCHEDULE

<u>Materials Fee:</u>	
(helps defray the cost of textbooks, workbooks, periodicals, etc.)	
Elementary School	\$8 *
Intermediate School	\$8
Middle School	\$11
High School	\$16

*No fees for 4K

<u>** Athletic Fees</u>	
<u>Per Sport / Per Season</u>	
Middle School	\$17
High School	\$31

** After the first four days of a team practice or meetings of an extra or co-curricular activity, students are not eligible for a refund, unless cut from a team

<u>*** Co-Curricular Activities Fees</u>	
Middle School	\$ 3.50 ^
High School	\$12.00 ^^

*** Charge is for any co-curricular with teacher advisor
 ^ Excluding Student Council
 ^^ Excluding National Honor Society and Student Council

<u>Musical Instrument Rental</u>
(excludes percussion)
\$50/annually, \$25/semester

<u>Parking Permits</u>		
(will only be issued after all other fees have been paid)		
\$80.00/annually	\$40.00/semester	\$20.00/term -- no refunds

- Donation for activities fees scholarships may be given and are very appreciated.
- All fees, including food service, must be paid for students to participate in end of year celebratory field trips, prom, or graduation.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

POLICY COMMITTEE MINUTES

The Policy Committee meeting was held Monday, February 2, 2015, at 5:00 pm in the District Board and Training Center.

Committee Members Present: Tina Rossmiller, Jerry Roth, and Amanda Koenecke. Others in attendance: Doreen Treuden.

Approve January 12, 2015, Minutes: Motion by Mr. Roth, seconded by Ms. Koenecke, moved to approve the January 12, 2015, minutes with one change. Motion carried, voice vote.

New Business:

Policy #353.1 – School Volunteers – Ms. Treuden brought policy forward with suggested changes. Discussion. Policy to go before the Board for a first reading with suggested changes.

Policies #353.1 Form – Volunteer Agreement and #353.1 Form 1 – Background Check Information Form – Ms. Treuden suggested that these two policies be removed and the District Office create and have on file new forms. Discussion. Policies will go before the Board for a first reading for suggested removal from the Policy Manual.

Policy #830- Form – Facility Use Agreement – Ms. Treuden suggested that this policy be removed and will be replaced with new forms, not yet created. Discussion. Policy to go before the Board for a first reading, after inserting new language into current policy #830, bringing #830 forward at the same time.

Old Business:

Policy #529.1 – Family & Medical Leave – Ms. Treuden spoke on suggested changes to this policy. Discussion. Ms. Treuden to rewrite and bring policy back to Policy Committee for review.

Appendix A, Employee Handbook Proposed Change – Policy brought forward with suggested changes. Discussion. Policy to go before the Board for a first reading.

Policy #453.4 – Administering Medications to Students – Policy brought forward with concerns from Board Member Ms. Hammann. School Nurse and Student Services Interim Director reviewed and shared suggested changes. Discussion. Policy to go before the Board for a first reading with suggested changes.

Policy #453.4 Form – Medication Consent Form – Policy brought forward with concerns from Board Member Ms. Hammann. School Nurse and Student Services Interim Director reviewed and created a new form. Discussion. Two policies, created and to go before the Board for a first reading with suggested changes.

Policy #185 – Board Committees – Policy brought forward with suggested changes from Board Member Ms. Hammann. Discussion. Policy to go before the Board for a first reading with suggested changes.

Suggested Policies/Handbook Changes:

- a. Policy #525 – Staff Solicitations – Policy came forward with suggestion to remove from the Policy Book and insert into the Employee Handbook, under All Employees. Discussion. Policy to go before the Board for a first reading for removal. An Employee Handbook Proposed Form to be created and submitted to the Employee Handbook Committee.

Policies below came forward with suggestion to remove from the Policy Book and insert into the Employee Handbook, under Support Staff. Discussion. Policies to go before the Board for a first reading for removal. An Employee Handbook Proposed Form to be created and submitted to the Employee Handbook Committee:

- b. Policy #545 – Support Staff Assignments and Transfers –
- c. Policy #546.1 – Resignation of Support Staff –
- d. Policy #546.2 – Retirement of Support Staff –
- e. Policy #546.4 – Reduction in Support Staff Workforce –
- f. Policy #547 – Staff Development Opportunities for Support Staff -

Set Date of Next Meeting and Agenda: The next meeting will be Monday, March 2, 2015, at 5:00 pm in the District Board and Training Center. Will bring back policy #830 – Use of Facilities and #830 Form – Facility Use Agreement and #529.1 – Family & Medical Leave.

Adjourn: Motion by Ms. Koenecke, seconded by Mr. Roth, moved to adjourn the meeting. Meeting adjourned at 6:05 pm.

Submitted by Tina Rossmiller, Chair

Approved: 3/2/15

Approved: June 10, 1985
Revised: September 10, 2001
1st Reading 3-25-15

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QUORUM

Evansville Community School District

A majority of the ~~elected~~ Board of Education members constitute 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 of the Board is present, a motion which receives a majority of the votes actually cast, is deemed passed, absent a statute requiring a greater vote.

Statutes requiring a greater number of votes include:

- employment or dismissal of teacher
- (majority vote of all board members)
- Transfers of Budgeted Appropriations
- (the District business manager will provide a monthly update of the budget. The budget will be organized by function and presented at the Annual Meeting. Transfers within a function will occur frequently during the year and are not viewed as transfers of budgeted appropriations. Transfers between functions will be presented to the Board for approval, by 2/3rd vote of the Board as a whole, at the end of the fiscal year.)
- Resolution to Borrow on Promissory Notes
- (2/3 vote of all board members).

There shall be no alteration of salaries of teachers, or other employees of the District, and no suspension of policies, rules, and regulations unless approved by a majority of the Board as a whole.

Legal Ref.: Section 120.11(1) Wisconsin Statutes
118.22(2)
65.90(5)
67.12(12)

Approved: June 10, 1985
Revised: August 13, 2001
1st Reading 3.25-15

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VOTING

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Voting at Board meetings will normally be by show of hands or by voice vote, unless a roll call vote is required by law. An individual Board member may request a roll call vote on any question under discussion. The school 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.

These requirements do not apply to a Board session held for purpose of collective bargaining (including strategy and acting on grievances) as such sessions are excluded from the open meeting law. ?

Legal Ref.: Section 19.82(1) Wisconsin Statutes
19.85(1)
19.88

Reference? →

- 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.

EVANSVILLE COMMUNITY SCHOOL DISTRICT

Board of Education Regular Meeting Agenda

Wednesday, April 8, 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: Evansville.k12.wi.us, and by forwarding the agenda to the Evansville Review, Union Bank & Trust and Eager Free Public Library.

- I. Roll Call: Tina Rossmiller John Rasmussen Amanda Koenecke
 Kathi Swanson Sandra Spanton Nelson HS Rep Aliye Gallagher
 Eric Busse Melissa Hammann HS Rep Sydney Michael
- II. Approve Agenda.
- III. 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
 - High School Board Representatives Report of Events
- IV. Public Presentations
- V. Information & Discussion:
- A. JC McKenna Student Council Invite to Conference.
 - B. School Board Unofficial Election Results.
 - C. Revised 2015-2016 School Calendar.
 - D. Continuous System Improvement (CSI) Plan Update.
 - E. Second Reading of Policies: #182-Quorum; #187-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;
- VI. Public Presentations.
- VII. Business (Action Items):
- A. Approval of Agreements for Use of School Property of Kids Korner, Kid Connection, and Woodchucks.
 - B. Approval of Staff Changes:
 - C. Approval of Employee Handbook Changes Relating to Budget.
 - D. Approval of Requests for Proposal (RFP) to Provide and Install Added Security Infrastructure.
 - E. Approval of Insurance Committee Recommendations.
- VIII. Consent (Action Items):
- A. Approval of March 25 Regular Meeting Minutes.
 - B. Approval of 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.
- C. Approval of Policies: #172-Executive Session; #181-Rules of Order; #353.1–School Volunteers; #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; #453.4 Form 1–Physician/Practitioner Medication Consent Form.
- IX. April 25 Reorganization/Regular Meeting Agenda.
- X. Adjourn.

Mission Statement:

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

Vision Statement:

Creating a culture of excellence in:

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

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

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. Persons needing more specific information about the agenda items should call 882-3387 or 882-3386 at least 24 hours prior to the meeting.

Posted:

Best Cities for Young Families in Wisconsin

by Jonathan Todd on March 9, 2015 | posted in Cities, Lifestyle

There are plenty of reasons to love the state of Wisconsin. NerdWallet has previously named Madison, the capital, as the city with the best quality of life in the nation and the greenest city in America. According to data compiled by Bloomberg, Wisconsin also has one of the highest rates of volunteerism in the country, and the state, of course, is the No.1 cheese producer in the U.S. Wisconsin's success isn't an accident. The state's 19th century immigrants brought generations of cheese-making knowledge.

Wisconsin Idea

As for the other qualities, Wisconsin has a long tradition of community involvement and striving to improve the lives of all residents. The Wisconsin Idea came from the work of Robert M. La Follette, who was governor of Wisconsin from 1901 to 1906, and Charles Van Hise, president of the University of Wisconsin-Madison. Their effort to develop closer ties between state government and the university culminated with the idea "that the university should improve people's lives beyond the classroom. It spans UW-Madison's teaching, research, outreach and public service."

The Wisconsin Idea has become embedded in the DNA of the state and its residents, and has helped cultivate the qualities that make the state a wonderful place for young families.

NerdWallet found the communities in the Badger State that offer young families the best combination of solid schools, great neighbors and affordability. Here's our second analysis of over 140 cities, towns and census-designated places in Wisconsin.

Key takeaways

Excellent schools. The average GreatSchools rating for cities in the top 10 is 8.2 out of 10, which means families can find a place to live with good schools in every corner of the state.

Recent economic growth. For top 10 cities, median family incomes have risen by an average of 62% since 1999. This is significantly higher than the statewide average of 53%.

Wide geographic footprint. Three cities — Waunakee, Mount Horeb and DeForest — are in the greater Madison area, but the rest of the top cities are spread across the state.

NerdWallet's analysis

Home affordability. We looked at median home value and selected monthly homeowner costs to prioritize affordable communities.

Prosperity and growth. Looking at current and past family incomes, we calculated the income of residents, as well as the projected long-term growth of each city.

Quality of education. We looked at ratings at GreatSchools.org to find the best schools.

Family friendliness. This year, we added a new component to our methodology — the percentage of families with school-age children and the poverty rate for young children. This

measure helps determine if an area is not only affordable for families, but if it is also a healthy one for children.

Want to know about future NerdWallet studies first? [Click here](#) to have updates sent to your inbox.

NerdWallet crunched the data for 143 places in Wisconsin — cities, towns and census-designated places. Only places with over 5,000 residents were analyzed. To see the full data set, [click here](#).

Best cities for young families in Wisconsin

1. Evansville

Evansville is the smallest town in the top 10, but it has a lot of qualities that bigger towns may envy. With its blend of affordability (median home values of \$163,400 are 20% below the top 10 average), family friendliness (families with children under 18 make up 31.3% of households) and its beautifully preserved historic downtown, Evansville has all the qualities of an idyllic Midwest town.

Methodology

All data are from the 2013 U.S. Census Bureau's American Community Survey. Our methodology focused on four factors:

1. **Home affordability.** Home affordability, 30% of the total score, was calculated by averaging index scores for median home value and median selected monthly owner costs. The lower the costs, the higher the score.
2. **Growth and prosperity.** Growth and prosperity are 20% of the total score. The two metrics involved were growth in family income from 1999 to 2013, and median family income in 2013. Both were weighted equally and positively.
3. **Family friendliness.** To measure if an area is a good place for families, which is 30% of our total score, we looked at the percentage of married couples with at least one child under age 18, and the percentage of families in poverty with at least one child under age 5. The percentage of families with at least one child was 70% of the score, while the percentage of families in poverty was 30% of the score.
4. **Educational quality.** Using data from GreatSchools, every place was assigned a ranking from 1 to 10 for the quality of schools. Education is 20% of the total score.

Best cities for young families in Wisconsin

	Location	GreatSchools rank	Median home value	1999-2013 family income growth	2013 median family income	Percent of families with at least 1 child under 18	Young families score
1	Evansville	7	\$163,400	60.03%	\$70,781	31.30%	68.69
2	Holmen	7	\$166,600	80.36%	\$75,788	27.90%	67.86
3	Waunakee	10	\$308,200	71.09%	\$101,328	33.10%	66.64
4	Whitefish Bay	10	\$315,600	57.29%	\$127,017	31.70%	65.68
5	Hartland	10	\$248,300	56.09%	\$91,094	28.30%	64.25
6	Mount Horeb	8	\$227,800	45.40%	\$80,714	29.30%	64.04
7	DeForest	7	\$189,300	43.92%	\$79,688	29.40%	64.01
8	Sturgeon Bay	8	\$135,300	87.09%	\$59,748	15.90%	62.79
9	Onalaska	8	\$165,500	55.19%	\$74,182	23.30%	62.73
10	Ripon	7	\$119,600	62.66%	\$60,833	21.00%	62.67
11	Muskego	8	\$269,500	53.87%	\$98,855	29.40%	62.50
12	Lake Mills	7	\$164,500	59.41%	\$70,352	24.80%	61.97
13	Cedarburg	10	\$249,700	60.39%	\$90,508	25.30%	61.90
14	Oconomowoc	7	\$233,400	70.71%	\$87,487	29.00%	61.82
15	Slinger	8	\$190,800	65.29%	\$77,893	19.80%	61.72
16	Germantown	9	\$241,000	52.71%	\$92,758	24.00%	61.66
17	Cottage Grove	8	\$247,300	40.51%	\$93,618	32.10%	61.54
18	Delafield	10	\$350,000	79.66%	\$111,275	25.20%	61.24
19	Neenah	7	\$131,300	45.62%	\$66,653	21.90%	61.19
20	Rothschild	7	\$135,400	38.16%	\$69,830	20.90%	61.16
21	Oregon	7	\$217,900	57.55%	\$89,149	26.90%	60.88
22	New Richmond	7	\$144,600	57.46%	\$68,457	21.80%	60.81
23	River Falls	8	\$175,900	84.98%	\$76,184	18.50%	60.65
24	Reedsburg	5	\$124,700	41.77%	\$55,504	27.50%	60.54
25	Kimberly	8	\$131,300	40.62%	\$65,205	17.80%	60.53
26	Marshfield	8	\$129,900	61.63%	\$60,204	16.20%	59.97
27	De Pere	7	\$168,700	42.39%	\$71,598	23.00%	59.88
28	Richland Center	5	\$102,700	101.29%	\$54,609	16.20%	59.85
29	Menomonee Falls	8	\$230,400	55.47%	\$90,100	23.70%	59.85
30	Waupun	5	\$118,600	58.53%	\$64,360	22.80%	59.51
31	Pleasant Prairie	7	\$218,500	42.74%	\$89,720	28.50%	59.48
32	Columbus	8	\$155,700	57.97%	\$67,401	18.90%	59.45
33	Brookfield	10	\$280,800	36.48%	\$104,029	26.60%	59.36
34	Wauwatosa	8	\$226,600	71.64%	\$93,577	20.90%	59.32
35	Elm Grove	9	\$373,300	79.97%	\$155,159	26.30%	59.24
36	Elkhorn	7	\$167,800	63.97%	\$62,957	23.50%	59.02

37	Franklin	9	\$231,100	42.71%	\$91,787	22.80%	58.99
38	Mukwonago	9	\$223,200	37.69%	\$77,449	23.10%	58.93
39	Tomah	4	\$111,700	67.62%	\$53,616	20.70%	58.91
40	Sun Prairie	8	\$203,700	58.10%	\$81,175	22.70%	58.62
41	Sussex	9	\$260,600	36.20%	\$82,108	29.60%	58.41
42	Grafton	8	\$212,000	49.11%	\$80,398	22.70%	58.41
43	New Berlin	8	\$238,900	42.89%	\$96,557	23.50%	58.07
44	Merrill	6	\$86,600	69.81%	\$56,205	15.80%	58.03
45	Altoona	6	\$151,300	52.38%	\$61,553	18.80%	57.90
46	Kaukauna	4	\$138,500	50.90%	\$66,365	23.60%	57.70
47	Plymouth	7	\$148,200	56.16%	\$65,748	18.30%	57.68
48	Oak Creek	6	\$214,200	59.04%	\$85,531	24.50%	57.41
49	Stoughton	7	\$190,100	58.47%	\$75,485	20.00%	57.13
50	Hudson	9	\$211,400	52.22%	\$77,618	17.50%	56.87
51	Pewaukee	9	\$186,400	50.32%	\$80,982	14.50%	56.74
52	Sheboygan Falls	6	\$142,200	36.95%	\$64,649	17.90%	56.70
53	Port Washington	7	\$189,900	37.01%	\$73,750	21.80%	56.60
54	Appleton	6	\$137,900	41.96%	\$67,125	21.10%	56.38
55	Plover	5	\$161,200	35.83%	\$69,598	24.50%	56.30
56	Shorewood	10	\$291,500	108.05%	\$98,250	16.30%	56.24
57	Beaver Dam	6	\$120,200	47.13%	\$55,721	18.60%	56.16
58	Weston	6	\$143,700	37.45%	\$63,314	23.00%	56.01
59	Prairie du Chien	6	\$106,000	68.70%	\$57,422	13.30%	55.58
60	Jackson	7	\$190,800	30.43%	\$70,417	22.90%	55.47
61	Burlington	6	\$182,100	59.11%	\$68,998	19.40%	55.45
62	New London	4	\$111,000	46.98%	\$55,104	23.80%	55.37
63	Stevens Point	7	\$110,900	69.56%	\$56,256	13.90%	55.31
64	Verona	7	\$245,900	47.85%	\$96,646	28.10%	55.27
65	Pewaukee	9	\$266,200	31.29%	\$99,239	21.10%	54.71
66	Jefferson	6	\$146,100	44.17%	\$59,055	20.90%	54.56
67	Eau Claire	6	\$138,600	76.66%	\$64,304	16.10%	54.50
68	Baraboo	7	\$140,600	48.34%	\$56,926	18.60%	54.19
69	Monroe	6	\$118,600	65.71%	\$61,182	17.00%	54.17
70	Rice Lake	6	\$117,600	66.12%	\$54,502	13.40%	53.97
71	Platteville	9	\$143,100	72.01%	\$61,481	12.70%	53.93
72	Mayville	6	\$139,700	43.53%	\$60,846	17.40%	53.87
73	Milton	6	\$132,800	47.91%	\$63,899	20.40%	53.55
74	Little Chute	5	\$142,100	31.29%	\$64,987	19.60%	53.51
75	Wind Lake	7	\$248,600	33.85%	\$91,525	24.10%	53.36
76	Whitewater	6	\$168,700	81.95%	\$57,846	14.40%	53.25
77	Hales Corners	8	\$226,900	51.79%	\$82,782	17.70%	53.21
78	Mequon	10	\$349,800	34.85%	\$122,356	25.10%	52.85
79	Hartford	5	\$186,600	47.21%	\$68,543	23.70%	52.82

80	Delavan	4	\$146,600	16.25%	\$49,464	26.00%	52.74
81	Oshkosh	6	\$116,800	51.34%	\$56,960	15.30%	52.70
82	La Crosse	5	\$127,800	85.65%	\$57,744	11.40%	52.67
83	Monona	8	\$215,600	67.49%	\$80,452	13.30%	52.64
84	Edgerton	5	\$140,600	41.38%	\$63,173	16.70%	52.58
85	Fond du Lac	6	\$122,200	41.54%	\$58,192	17.70%	52.47
86	McFarland	5	\$236,500	40.15%	\$88,250	26.20%	52.34
87	Glendale	7	\$206,500	45.93%	\$80,710	17.40%	52.29
88	Portage	5	\$135,700	67.01%	\$59,814	16.70%	52.23
89	Middleton	9	\$265,600	72.96%	\$87,841	16.40%	52.15
90	Two Rivers	4	\$97,100	32.30%	\$52,526	17.20%	52.12
91	Greendale	8	\$207,500	37.75%	\$76,526	20.20%	52.11
92	Menomonie	6	\$142,700	85.81%	\$57,792	13.30%	52.10
93	Fort Atkinson	6	\$153,100	37.27%	\$60,134	17.80%	52.09
94	Menasha	4	\$116,300	50.70%	\$60,184	18.50%	52.08
95	Janesville	6	\$130,000	29.59%	\$59,563	18.50%	51.95
96	Waterford	9	\$195,400	28.04%	\$71,450	19.50%	51.45
97	West Bend	5	\$170,100	39.68%	\$67,488	21.10%	51.35
98	Sparta	5	\$106,200	64.81%	\$55,042	16.50%	51.33
99	Sheboygan	5	\$115,600	39.79%	\$56,009	17.70%	51.32
100	Marinette	3	\$78,800	70.01%	\$53,967	12.50%	51.28
101	Twin Lakes	4	\$181,000	63.72%	\$76,295	24.40%	51.26
102	Chippewa Falls	5	\$117,900	62.24%	\$53,125	15.30%	51.10
103	Manitowoc	4	\$108,500	51.11%	\$57,728	16.10%	51.00
104	Wausau	5	\$115,000	50.67%	\$55,494	16.70%	50.99
105	Waukesha	6	\$199,800	46.30%	\$73,271	20.80%	50.78
106	Waupaca	5	\$109,000	51.25%	\$47,031	14.20%	50.10
107	Watertown	5	\$156,600	42.99%	\$60,859	21.40%	49.71
108	South Milwaukee	4	\$163,100	53.95%	\$68,043	16.90%	49.05
109	Fitchburg	8	\$263,600	44.42%	\$72,833	22.90%	48.95
110	Superior	5	\$114,600	72.80%	\$55,160	14.30%	48.22
111	Brown Deer	3	\$159,900	37.51%	\$69,920	19.40%	48.21
112	Green Bay	5	\$128,900	38.29%	\$53,685	17.20%	47.94
113	West Allis	5	\$149,700	52.33%	\$60,009	13.90%	47.89
114	Madison	5	\$214,100	85.34%	\$77,732	14.50%	47.44
115	Kenosha	4	\$149,700	40.28%	\$58,780	19.70%	47.00
116	Wisconsin Rapids	6	\$87,500	35.31%	\$47,300	12.10%	46.76
117	Rhineland	4	\$87,900	48.43%	\$43,969	12.90%	46.75
118	Ashland	4	\$104,600	61.63%	\$49,869	14.60%	46.66
119	Greenfield	5	\$176,900	54.53%	\$68,350	14.50%	46.62
120	Sturtevant	3	\$142,900	25.29%	\$64,512	18.30%	45.54
121	Shawano	4	\$104,800	47.72%	\$46,600	13.90%	45.47
122	Cudahy	3	\$157,500	51.60%	\$60,880	17.50%	45.05

123	Antigo	4	\$80,000	45.58%	\$43,015	11.90%	44.55
124	Racine	3	\$120,500	30.40%	\$48,460	15.80%	43.65
125	Beloit	3	\$85,800	14.37%	\$41,646	16.10%	43.26
126	Berlin	4	\$106,000	35.66%	\$50,054	14.10%	43.26
127	Lake Geneva	6	\$200,000	38.55%	\$56,700	13.00%	40.96
128	St. Francis	3	\$157,500	79.95%	\$66,078	8.30%	40.17
129	Milwaukee	3	\$127,400	26.64%	\$40,798	12.00%	35.46

Our final calculations didn't include 14 places that lacked complete school data or 1999 income data.