SCHOOL DISTRICT OF ABBOTSFORD
REGULAR BOARD OF EDUCATION MEETING
Community Room
September 19, 2016
6:30 P.M.

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **NOTICE OF PROPER POSTING**
4. **PUBLIC PARTICIPATION**
5. **ADMINISTRATIVE REPORTS/UPDATES**
   - A. District Administrator-Baker
   - B. Principals -Bargender/Gunderson
   - C. Summer School Update-Gunderson
   - D. Technology Update-Meddaugh
   - E. Maintenance Update – Hill
   - F. CESA 10
     - Board of Control Meeting Minutes-August 4, 2016
   - G. Marathon County Children with Disabilities
     - Board Highlights-August 18, 2016
     - Administrator Highlights-September 13, 2016
   - H. Student Achievement
   - I. Athletic Director Report

6. **CONSENT AGENDA**
   - A. Approve Minutes of Meetings – August 15, 2016 (Regular Board Meeting)
   - B. Approve Revenues, Expenditures, and Student Activity Reports
   - C. Approve Monthly Journal Entries
   - D. Approve General Budget Transfers and Revisions
   - E. 2016-2017 Substitute List (Updated List)
   - F. Grant Applications and Approval-None
   - G. Out of State Travel-None
   - H. Awards, Donations and Gifts to the School District of Abbotsford-None
   - I. Proclamations/Resolutions/Recognition-None

7. **POLICIES.**
   - A. 2nd Reading of District Goals — Discussion/Approval

8. **BUDGET, CONTRACTS, BIDS, AND PROPOSALS**
   - A. 2016-2017 Budget
     - (1). Utility Report (Expenditures by Function)

9. **PERSONNEL**
   - A. Resignations-None
   - B. Employment Recommendations-None
   - C. Unpaid Leave Approval — Discussion/Approval

10. **OTHER**
    - A. Designation of Youth Options Contact Person Chapter PI 40.04(3)(b) — Discussion/Approval
    - B. Consideration of Changes to April Monthly Board Meeting — Discussion/Approval
    - C. Consideration to Modify 2016-2017 Calendar — Discussion/Approval
    - D. MCSE Stipend Distribution — Discussion/Approval
    - E. Policy Revision/Development Process - Options — Discussion/Approval
    - F. Parent Request for In-Town Bus Pick-Up — Discussion/Approval

11. **ADJOURN**

Reminders

September 21, 2016	WASB Fall Regional	6:30 P.M.	Rothschild
October 17, 2016	Regular Monthly Board Meeting	6:30 P.M.	Community Room



Board Preview for September 19, 2016

The following is your 'PREVIEW' of what you can expect regarding this month's agenda. I have provided recommendations for approval when appropriate, but also encourage you to ask questions and seek out further information if desired. I can be reached at any time during school hours at the District Office or after school hours by my cell phone. (715) 360-9534.

Respectfully,

Sherry Baker

5. Administrative Reports/Updates

5.A. District Administrator's Report – Baker – Highlights **(Supporting Documents)**

5.B. Principals' Reports **(Supporting Documents)**
- Bargender: Middle/High School Report
- Gunderson: Elementary School Report

5.C. Summer School Update – Gunderson **(Supporting Document)**

5.D. Meddaugh - Technology Update **(Supporting Document)**

5.E. Hill - Maintenance Update **(Supporting Documents)**
- Maintenance Report
- 5-Year Maintenance Budget Projections

5.E. CESA 10 – Board of Control Regular Mtg. Minutes **(Supporting Document)**
- Board of Control Regular Mtg. Minutes from August 4, 2016

5.G. Marathon County Children with Disabilities **(Supporting Documents)**
- August 18, 2016 Board Highlights
- September 13, 2016 Administrator Highlights

5.H. Student Achievement Reports **(Supporting Documents)**
- Bargender
- Gunderson

5.I. Athletic Director Report **(Supporting Document)**

6. Consent Agenda

6.A. Approve Minutes of Meetings **(Supporting Document)**
- August 15, 2016 (Regular Board Meeting)

6.B. Approve Revenues, Expenditures, and Student Activity Reports **(Supporting Documents)**

6.C. Approve Monthly Journal Entries **(Supporting Document)**

6.D. Approve General Budget Transfers and Revisions **(Supporting Document)**

6.E. 2016-2017 Substitute List – (Approve Updated List) **(Supporting Document)**

6.F. Grant Applications and Approvals - None

6.G. Out of State Travel – None

6.H. Awards, Donations, and Gifts to the School District of Abbotsford – None

6.I. Proclamations/Resolutions/Recognition - None

Recommendation to approve the Consent Agenda as presented.

7. Policies

7.A. Second Reading of 2016-2017 District Goals **(Supporting Document)**

Recommendation to approve.

8. Budget, Contracts, Bids, and Proposals

8.A. 2016-2017 Budget **(Supporting Documents)**
(1). Utility Report (Expenditures by Function

Recommendation to approve.

Personnel

9.C. Unpaid Leave Approval **(Supporting Document)**

According to 9.07 of the Teacher Handbook:

"Unpaid leave may be granted for personal or medical reasons for a period not longer than five working days by administration, after the allotted personal and medical leave has expired. Longer periods of unpaid leave beyond five working days may only be granted at the sole discretion of the School Board and must be approved in advance by the board. Submittal for board approval is required thirty (30) working days in advance of the requested leave. All unpaid leave will result in prorated salaries and fringe benefits."

We currently have a staff member who is requesting in excess of five unpaid leave days between October 17, 2016 and January 20, 2017. Mr. Bargender can provide further details upon request.

Recommendation to approve.

Other

10.A. Designation of Youth Options Contract Person **(Supporting Document)**
Chapter PI 40.04(3)(b)

The board yearly designates the Youth Option Contact Person as required by law. The HS Principal has traditionally served in this role. Recommendation is made at this time to designate Mr. Bargender as the Youth Option Contact Person for the 2016-2017 school year.

Recommendation to approve.

10.B. Consideration of Change to April Monthly Board Mtg.

- April 17th falls during Spring Break
  Possible alternative dates: April 10th or April 24th. In checking there are no home track meets during these dates.

10.C. Consideration to Modify 2016-2017 Calendar **(Supporting Documents)**

I've had numerous requests to consider having at least one additional P/T Conference added to the schedule so that parents can have more than one formal opportunity to meet with teachers regarding their students. Currently, we have only one date set aside.

October 5th is currently designated as an early release day (12:30pm) with P/T Conferences being conducted from 1:00pm to 9:30pm (8 ½ hours). I know that there is an historical premise for this decision, but the staff have weighed in and agree that adding an additional evening sometime in March and shortening the Oct. 5th to a more reasonable length of time makes a lot of sense. Therefore, the administrative team and the district staff are proposing that the Oct. 5th date be shortened to finish at 5:00pm (4 hours). Then, on March 13, 2017 following the regular school day hold an additional P/T Conference opportunity going from 3:45pm to 7:45pm (4 hours). The principals will thoroughly communicate this change with parents in a timely fashion if you so choose to amend the 2016-2017 calendar in this way.

Recommendation to approve.

10.D. Marathon County Special Education Stipend Distribution - **(Supporting Document)**

Marathon County Special Education offered a stipend of $100/day for employees to attend the Summer Academy in July. Per the agreement with the administrators (prior to my arrival), Summer Academy stipend reimbursements will be handled differently this year because of tax implications. Instead of MCSE invoicing the district for regular ed. teacher/paraprofessional attendance, each district will reimburse its staff directly. As per past practice, special education staff will still be paid through payroll by MCSE. The stipend must run through payroll, however, there is currently no provision in the district handbook stipulating the amounts.

Requesting board action to reimburse the employees in the amount of $100 per day for attendance at the summer academy to be run through district payroll.

Recommendation to approve.

10.E. Policy Revision/Development Process - Options **(Supporting Documents)**

- WASB recently conducted a 'review' of our policies for approximately $1,950. The recommendations provided in a binder encompass quite a collection of missing and irrelevant policies, not to mention those that are simply not up to legal standard. For an additional subscription fee, the district could receive policy templates from WASB, but these templates leave substantial decision-making up to the individual district which then should be overviewed by legal counsel if done appropriately. The additional expense inherent in this process is $11,850 for the subscription to the resource guide and templates ($3,950 per year for the first three years with an annual fee after that). Legal reviews are done hourly at $100 - $160 per hour. With almost 200 policies flagged by the WASB 'review', the hourly fees for legal counsel could become a substantial additional expense.
- There is another agency that contracts its services to update and keep updated board policy. NEOLA, Inc. meets with the administrator and goes through all policy on site, provides legally proofed templates and houses all policy electronically for the district. As each new requirement for update comes out, this organization sends the district alerts and revised templates. A full bylaws and policy update will cost approximately $14,000. The cost for this service has a maintenance fee of $550/year.

Recommendation to purchase services. (The most important product the Board produces is an updated legally vetted policy manual.)

10.F. Parent Request for In-Town Pick-Up **(Supporting Documents)**

- Timeline of Communication and Detail of Request
- Other Supporting Documents include:
  - Burnett Transit Transportation Application
  - Policy #751.8 School District of Abbotsford Hazardous Transportation Plan
  - Policy 751.6 School District of Abbotsford Transportation to Babysitter or Licensed Daycare Center
  - General Transportation Aid Report for the School District of Abbotsford
- Invited to the Board's regular meeting of September 19th are Mr. Joe Burnett of Burnett Transit and Chief Deputy James Hirsch from the Clark County Sheriff's Office.
- Considerations regarding the impact of changing current policy regarding in-town bus pick-ups:
  - Loss of transportation aid
  - Issue of fairness: It would stand to reason that all other students walking from non UHT areas would desire in-town pick-up. Unfortunately, this would require an additional bus route and the costs associated with that route.

Recommendation withheld.

5.A.

District Administrator's Report *(September 19, 2016)*

Cheryl Baker



District Goals

Data Management and Achievement Growth

EduCLIMBER Training (August 22-23) - The principals and I attended our training on August 22-23. On the 3rd day of in-service, Dr. Nathan Hanson from Merrill gave the full staff an overview of all that EduCLIMBER offers by way of data and 'how' that data can be used to inform universal instruction and interventions. This data tool will offer our district endless possibilities for analyzing and using student data in an effective and proactive manner.

Internal School Climate

Welcome Back Staff In-Service - The in-service provided to our staff upon their return on August 29th was packed with good professional development, time to build relationships and the concept of team, of course work-time in classrooms for which there can never be quite enough, and fuel for the soul and belly with a trip to Rosholt to hear Kevin Honeycutt speak which included a 'fuel-up' at the Golden Corral in Plover.

Safety

Bus Pick-Up and Drop-Off Modifications - The administrative staff, district staff, and I continue to monitor and 'tweak' the drop-off and pick-up of students of our district. Although I have not heard any negative comments from parents, I understand that there may be some concerns regarding the parking lot to the east of the district office, in front of the Middle School. I believe that all puzzles ultimately have solutions and so it is with this intent that we will continue to explore options. We are currently considering the following possibilities:

- forcing the 'flow' of traffic to go only one way around the parking lot thereby avoiding traffic coming from both ways;
- allowing no parking along the sidewalk where children are dropped off before school and picked up after school for an hour in the morning and at the end of the school day thereby allowing parents 'roll-up access to pick up their students in the event they do not want to park their cars and walk up to gather their children; and
- painting an additional crosswalk area on the north end where students cross.

I am sure that there will be other positive suggestions moving forward and as 'safety' is a focus for all of our district's children, we will continue to pursue avenues of improvement.

K-12 Writing Across All Curricula

On Monday, September 12th, the administrative team met with Stacey Boehm, our new curriculum contact with CESA 10 to discuss the team's goals for this year. One of the key topics was that of our district-wide goal of K-12 writing. We have tentatively scheduled a mini-retreat for early October to strategically plan for this year by developing timelines and targets for 2016-2017.

Meetings, Conferences, Updates, Etc.

Open House (Aug. 24th) - From all appearances, Open House was a success. I had an opportunity to meet a lot of parents and talk to some students. I also received some great suggestions regarding P/T Conferences. There was a palpable concern regarding the fact that parents get to meet with staff in a formalized P/T fashion only once a year. Therefore, I will be recommending to the board, with the total support and encouragement of the principals and their staffs, slightly modifying the current calendar to shorten the P/T conferences on October 5th and add another day in the spring. On the agenda you will notice that we are recommending March 13th.

District Electronic Sign - In case you hadn't noticed, out electronic sign on the corner of 4th and W. Hemlock has been hauntingly dark for the last three weeks. The problem is that the mainboard died and that a new cable is required. Both are on order and expected to be installed either the week of September 12th or the week of September 19th. Stay tuned!

Medford Radio Interview - On Wednesday, September 7th I had an opportunity to share a bit with Russ Gowey regarding Abbotsford's start of the school year.

City of Abbotsford TIF Joint Review Board - On Wednesday, September 7th, Ms. Schreiber and I represented the School District at a TIF meeting at City Hall. As most of you most likely are aware, the City is proposing two additional TIF Districts. They will be designated as District #6 and District #7. I have mentioned these TIFs in my Abby Abstract. As I learn more about these TIFs I will share that information with you, the Board.

CESA 10 PAC - On September 9th I attended September's CESA 10 PAC meeting which was held in Stanley-Boyd instead of Chippewa Falls. The reason for the change of location was so that the administrators could tour their new Oriole Park. The tour of the facilities was surreal. If you get a chance you need to check it out. In regards to the meeting portion, administrators were provided information regarding Academic and Career Planning (ACP), CTE Incentive Grants, TEACH Grants, and Youth Apprenticeship, and other Professional Association Updates.
The law [state statute 114.28(59)] requires that by the 2017-2018 school year every school board must provide Academic and Career Planning services to ALL students in grades 6-12. DPI has been directed to provide Wisconsin's districts the necessary professional development, rules, etc.

MCSE 2015-2016 Summary Report - On Tuesday I attended this month's regularly scheduled MCSE meeting in Wausau. There was a lot of information shared regarding the consortium's budget, expenses, revenue and practices. As there was no meeting in August, I do not have highlights. However, in October there will be from this past week's meeting. For the board's pleasure, I have electronically uploaded the *MCCDEB End of the Year Summary Reports 2015-2016*. There is a lot of great material in this summary report, both about the organization of Marathon County Special Education, but also specific reports about programming in Abbotsford. Please enjoy!

WASDA Fall Conference Highlights (September 14-16) - As of the writing of this report I have not yet attended the Fall Conference. I look forward to sharing those highlights next month.

Legislative Updates

Lots is happening in Madison these days. Following are just a few of the highlights.

- Legislative Chairman Thiesfeldt asks that a school data committee consider options for writing student data privacy into statutes that would be supervised by DPI.
- It's official! Data proves that the hiring of teaching staff is not keeping up with demand while the teacher workforce is aging. The U.S. Department of Education projects that k-12 enrollment will grow 5.2 percent between 2011 and 2023, increasing the demand for teachers while at the same time we are experience a dramatic decrease in college students entering the field.
- Assembly Republicans unveil their legislative agenda for 2017-2018 which includes a proposal to provide a tablet or laptop computer to every high school freshman in the state, regardless of their income or whether they attend a public, private or charter school. This includes an initiative allowing students without internet access at home to check out portable wi-fi hot spots from their school. Another idea being raised is a plan to begin providing wi-fi capabilities on school buses. There are numerous other items on their agenda. Check it out at https://wasblegupdate.wordpress.com/2016/09/08/assembly-republicans-unveil-legilslative-agenda-for-2017-18/#more-10577.
- New BadgerNet Contract makes state a leader in providing affordable broadband to schools.
- New technology grants available to rural districts through TEACH.
- The 'Forward Assembly Republican Agenda' has been released.
- A new Association for Equity in Funding (AEF) press release show that school funding disparity has negative effects on important measure of student outcome. **Please read the supporting document for this press release as it is extremely informative.**
- New Government Accountability Office (GA)) report examines rapid voucher growth across the nation and urges oversight guidance regarding the obligations of public schools to provide "Equitable Services". This is another interesting read which I've included for your perusal.

Reminders

- The WASB Fall Regional Mtg. is scheduled for September 21st in Rothschild. I believe I communicated with you a 5:15pm pickup in front of the Elementary Office. This should place us in Rothschild right around 6pm allowing you some time for networking with your colleagues in the region.

- October 17th is the next regular monthly meeting of the Board. On the following day, Tuesday, I will be undergoing a surgical procedure. I will be returning home on Wednesday, barring complications. Thursday and Friday I will be out of the office convalescing. During that time span I will be working from home with access to the office via computer.

5.A. (1)

School Data Committee Selects Options for Further Discussion

By John Forester | August 17, 2016

From The Wheeler Report . . .

At the conclusion of today's committee Chairman Thiesfeldt asked committee members to start compiling ideas for Legislative Council to have available for the September 14 meeting. Committee members asked for options on:

Student Privacy Officer' written into statutes, hired and supervised by the Department of Public Instruction. There was discussion about looking at the **Georgia legislation** with regards to this suggestion.

- More information and definition regarding an 'Inventory of data' from DPI.
- The committee had discussion about online service providers and what the committee members could ask for within the scope of the committee.
- Appropriate time periods for retention of data and what should be retained for longitudinal studies.
- Destruction of data.
- Student, parent and public notification on data breeches.

The study committee heard from the DOA Chief Information Officer, David Cagigal. Cagigal told members that Wisconsin has an advantage over other states because they have a centralized data information center, meaning it is easier to protect against intrusions and hacks from outside sources. Cagigal said that in March the state received 146 million emails and 95% of them were bad (non-business related). Cagigal said that number is high, and that the average monthly emails are usually closer to 70-90 million emails.

DPI testified on specifically what information the agency (and schools) collects, and what information the agency (and schools) don't collect on students.

A presentation by Brennan McMahon Parton of Data Quality Campaign. Parton told committee members that Wisconsin is not unique in studying student data. In 2013, one state had a bill related to student data privacy. In 2014, there were 110 bills related to student data privacy in 36 states. In 2015, there were 188 bills related to student data privacy in 47 states. In 2016, there were an additional 113 bills related to student data privacy in 34 different states. The presentation made the following recommendations for building a state data privacy and security policy:

- Statement of the policy or law's purposes.
- Selection of a state leader and advisory board.
- Establishment of public data inventory and description of data elements.
- Strategies for transparency about data use, storage, retention, destruction, and protection.
- Statewide policies governing personally identifiable information.
- Statewide data security plan.

Caitriona Fitzgerald, a policy coordinator from the Electronic Policy Information Center (EPIC) provided information about the risks to students when data is collected. She completed her presentation with recommendations on how Wisconsin could adopt a Student Privacy Bill of Rights:

- Access and Amendment: Students have the right to access and amend their erroneous, misleading, or otherwise inappropriate records, regardless of who collects or maintains the information.
- Focused Collection: Students have the right to reasonably limit student data that companies and schools collect and retain.
- Respect for Context: Students have the right to expect that companies and schools will collect, use, and disclose student information solely in ways that are compatible with the context in which students provide data.
- Security: Students have the right to secure and responsible data practices.
- Transparency: Students have the right to clear and accessible information privacy and security practices.
- Accountability: Students should have the right to hold schools and private companies handling student data for adhering to the Student Privacy Bill of Rights.

Documents and Presentations from today's meeting:

- **Presentation**: Caitriona Fitzgerald, State Policy Coordinator, Electronic Policy Information Center (EPIC).

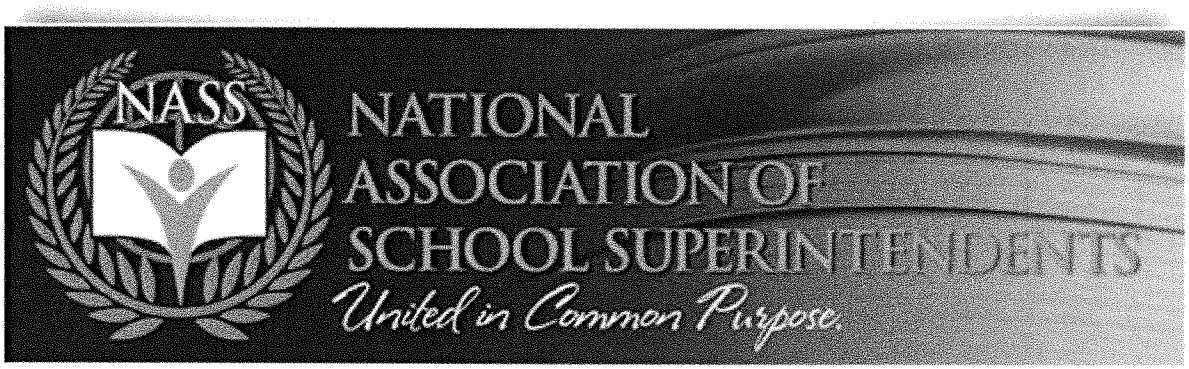
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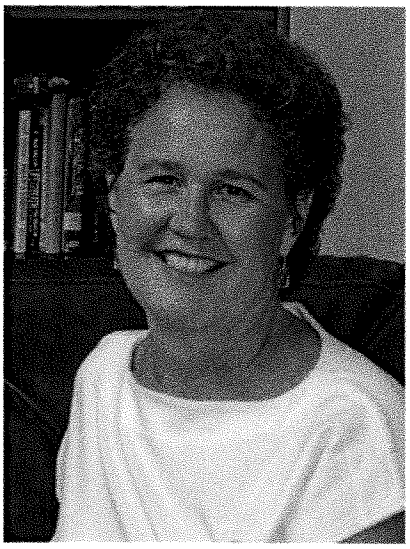
Cheryl Baker <cbaker@abbotsford.k12.wi.us>

U.S. teacher shortage

1 message

National Association of School Superintendents <info@nass.us> Wed, Aug 24, 2016 at 4:00 PM
Reply-To: info@nass.us
To: cbaker@abbotsford.k12.wi.us





The good news is that school districts are hiring again! The bad news is that hiring is not keeping up with the demand given the long-term impact of the Great Recession. Come hear Linda Darling-Hammond at the annual 2016 NASS Leadership Conference Nov 7 – 9 as she addresses the teacher shortage.

Meanwhile, the teacher workforce is aging and to make matters worse, the U.S. Department of Education projects that K-12 enrollment will grow 5.2 percent between 2011 and 2023, increasing the demand for teachers.

What can superintendents do to manage this shortfall? A few suggestions include:

- Creating mentor programs and supportive infrastructure for new teachers
- Improve teaching conditions overall and create incentives for long-term district commitment
- Become aware of and support regional and statewide programs to encourage teaching like fellowship programs, on the job training and loan repayment options

Join us at the 2016 NASS Leadership Conference to learn from colleagues and develop your plan for success. Register Now and gain **FREE** (a **$599 value**) access* to ACSA's Leadership Summit!

*First 100 registrants will be eligible to attend Leadership Summit.

National Association of School Superintendents 1575 Old Bayshore Hwy, Burlingame, CA 94010

This email was sent to cbaker@abbotsford.k12.wi.us. If you no longer wish to receive these emails you may unsubscribe at any time.

5.A.(3)

Assembly Republicans Unveil Legislative Agenda for 2017-18

September 8, 2016 State Budget, State Issue 2017-19 State Budget, Education Savings Accounts (ESAs), Financial Literacy, K-12 Funding, Life Skills Classes, STEM, Summer School, Teacher Safety, Technology, Vocational Education, Vouchers Dan Rossmiller



State Assembly Republicans unveiled their goals for the next legislative session, labelled the Forward Agenda and focusing on the economy, education and public safety, on Wednesday at a Capitol press conference.

The education proposal garnering the most media attention is a plan to provide a tablet or laptop computer to every high school freshman in the state, regardless of their income or whether they attend a public, private or charter school. Included in the plan is an initiative allowing students without internet access at home to check out portable wi-fi hot spots from their school. Another idea raised in the plan is to begin providing wi-fi capabilities on school buses.

Assembly Speaker Robin Vos (R-Rochester) called the laptop proposal one of the Assembly GOP's "highest priorities."

"Almost every single assignment given to students today is to be done either using the internet or using technology," Vos said. "For kids to not have access to devices, or to not have access to the internet, really puts them behind the curve."

Speaker Vos did not provide any details on how the program would be funded or whether schools or districts that already provide devices to students would receive some allowance or reimbursement under the plan. According to the Department of Public Instruction (DPI), there are roughly 70,000 freshmen in Wisconsin high schools this year.

Other K-12 education agenda items include:

- Evaluating the K-12 funding formula, and perhaps changing it, to provide more state financial assistance to high-property value districts, such as northern lake areas that receive currently little or no general (equalization) aid;
- Exploring providing additional funding or flexibility to support more robust summer school programs statewide;
- exploring offering financial support so all schools have vocational training classes;
- considering creating a school district matching grant program to encourage collaboration with local manufacturing businesses and other private sector businesses;
- increasing the number of students involved in STEM (science, technology, engineering and math) coursework as well as encouraging greater access to computer science curricula for students, including activities like robotics competitions;
- Continuing support for "Fab Labs" as a way to provide additional STEM education skills;

5.A.(3)

- Continuing to support school choice (voucher) programs in Wisconsin as well as open-enrollment, charter and virtual schools, and homeschooling programs;
- Exploring implementing Education Savings Accounts (ESAs) to provide families with access to savings that can be used only for education-related expenses, including tuition, textbooks and tutoring to enable parents and students to customize educational programs to best meet their individual needs, rather than expecting everyone to fit into the same traditional school mode.
- Supporting "zones of innovation" that could permit a school district or combination of school districts to ask for an exemption from statutes, except those relating to the health and safety of our students, in order to try out a new, innovative policy for a limited period of time (it is unclear how this proposal might differ from the existing ability school districts have to request waivers from certain state requirements);
- Continuing to push for financial literacy and life skills courses in high schools;
- Ensuring that key texts that shaped our nation – including the Federalist Papers, the Constitution, and the Declaration of Independence – are taught in every Wisconsin classroom;
- Incorporating special training for anyone looking to teach in an urban environment, including training every instructor in how to teach reading, regardless of their license category, and specifically tailoring college preparation programs for teachers looking to enter a more diverse environment;
- Encouraging more experienced teachers to serve as mentors to new staff; and
- Passing a Teacher Protection Act (containing as yet unspecified proposals) intended to make sure teachers feel safe in the classroom and students can learn in a safe environment.

Read More: Assembly GOP 2017-18 Forward Agenda, *Wisconsin State Journal*, *Milwaukee Journal Sentinel*, *Eau Claire Leader-Telegram*

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5.A.(4)

SCOTT WALKER

OFFICE OF THE GOVERNOR

Governor Walker Announces New Broadband Contract Saving $8 Million Annually

Increases broadband capacity on BadgerNet Converged Network for government and educational entities

Tuesday, September 6, 2016 - Press Release

Madison – Governor Scott Walker announced a new contract to increase broadband capacity on the BadgerNet Converged Network (BCN) and save taxpayers $8 million annually. Joined by State Superintendent of Public Instruction Tony Evers, Governor Walker will visit the school districts of Cuba City and Southern Door to discuss the benefits of the BCN contract, as well as highlight the availability of $9 million in TEACH grants.

"Faster, more reliable access to the internet is crucial as our state continues to move into the 21st century," Governor Walker said. "The new broadband contract we're announcing today dramatically improves the quality of service to users. Schools and local governments throughout Wisconsin will have the ability to utilize this contract and potentially save money. Ultimately, this enhances the quality of education for our students, as well as the quality of local government services for our taxpayers."

BCN is a statewide network serving all 72 Wisconsin counties by providing wide area network, internet transport, and video applications to state government and educational entities. This includes state technical colleges, pre-Kindergarten through 12th grade schools, private colleges, and charter schools.

Effective November 1, 2016, state agency customers and the TEACH program on the existing BCN will realize a seven percent savings on their current BCN service rates at 1.5 megabytes per second and above. This provides for a level of costs savings to customers until they migrate to the new BCN beginning in February. As customers migrate to the new network, they will receive increased bandwidth at lower cost based rates negotiated with the new contract.

Additionally, retroactive to July 1, 2016, Technology for Educational Achievement (TEACH) educational agencies are eligible for a bandwidth increase at no additional cost. The current $100 per month rate provides increased bandwidth capacity from 20 megabytes to any bandwidth increment less than 1 gigabyte. Many educational agencies participating in the TEACH program at bandwidths less than 1 gigabyte will receive a rate reduction of $150 a month as a result of this change, compared to the $250 they were paying.

Administered by the Department of Administration (DOA), the new contract between the state of Wisconsin and AT&T, including its partners, will provide significantly higher broadband speeds at a lower cost, saving the taxpayers nearly $8 million a year. Once upgrades and migrations are completed, the total for BCN customers will exceed 400 gigabytes of capacity compared to the current 90 gigabytes of installed bandwidth capacity.

"As technology continues to influence teaching, it is vital that we ensure kids have access to high speed internet," said State Superintendent of Public Instruction, Tony Evers. "Whether it's at a library, or a school, BadgerNet is now more affordable; allowing new opportunities for more kids."

DOA is now accepting TEACH grant applications with $9 million available to school districts. Up to $1.5 million is available in *Teacher Training Grants for Educational Technology* to provide support for districts to attend, arrange, and administer training activities that build the information technology knowledge and capacity of teachers and up to $7.5 million is available in *Information Technology Infrastructure grants* to provide support for districts to acquire the equipment and services necessary to build a modern infrastructure system in their district. Click the links for more information about the grant requirement or reimbursement process for Teacher Training Grants for Educational Technology (http://teach.wisconsin.gov/category.asp?linkcatid=3891&linkid=619&locid=85) or Information Technology Infrastructure Grants (http://teach.wisconsin.gov/category.asp?linkcatid=3886&linkid=619&locid=85).

###

5.A.(5)

New BadgerNet Contract Makes State a Leader in Providing Affordable Broadband to Schools

September 7, 2016 State Issue Affordable Broadband, BadgerNet, Rural Broadband, TEACH Program Dan Rossmiller

Gov. Scott Walker and State Supt. Tony Evers announced a new state broadband contract on Tuesday (Sept.6) that will significantly increase the capacity of BadgerNet, the state's high-speed internet pipeline, which serves schools in all 72 counties while substantially reducing costs, saving the state about $8 million per year. The contract will also help connect additional schools throughout the state to the network.

One of the WASB's lobbying goals has been to provide schools with greater bandwidth at lower cost. The WASB thanks those state officials and industry leaders who worked hard to secure the new deal. Through their efforts, the lower costs at new increased levels of bandwidth will make Wisconsin a leader in the nation in providing affordable broadband to every school.

Schools participating in the state's TEACH (Technology for Educational ACHievement) Program and BadgerNet will be eligible to receive bandwidth of 100 Megabits per second (Mbps) for $100/month. In addition, one gigabit per second (1 Gbps) service will be available to all TEACH/Badgernet customers for $250/month. (More details about pricing, bandwidth amounts, and the migration schedule are expected to be available by the end of the month.)

The new deal means school districts can get gigabit per second level (1Gps) access for $3,000 per year. A gigabit is 1,000 megabits. The Federal Communications Commission (FCC) as well as other educational technology experts have set a goal of providing each student with a megabit per second of internet capacity. The new BadgerNet contract will enable a typical school district with 1,000 students to mean this goal in an affordable manner.

The additional good news is that federal grants available through the expanded federal E-Rate program will likely provide about two-thirds of the funding needed to upgrade routers, switches and provide additional Wi-Fi access points in classrooms to enable the expanded broadband capacity to be distributed throughout school buildings. Those equipment upgrades will be needed to enable schools to benefit from the additional broadband capacity available under the new contract and to accommodate greater student usage through 1:1 computing initiatives that provide devices to all students.

For about 250 small and rural school districts in the state, the new $7.5 million TEACH Infrastructure Grant Program (*see separate post*) enacted as part of the 2015-17 state budget will significantly fund the remaining costs for new equipment, meaning many eligible districts that apply for and receive such grants will pay little or nothing for the needed infrastructure improvements.

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Technology Grants Available to Rural Districts

September 7, 2016 State Issue Department of Administration, Rural Schools, TEACH Grants, Technology Dan Rossmiller

The state's TEACH Program is now accepting applications for two school technology grant programs that are available to school districts with fewer than 13 students per square mile:

1. **TEACH** **Teacher Training Grants for Education Technology** provide $1.5 million in support for educators in eligible districts to attend, arrange, and provide training activities to build their information technology knowledge and capacity. Applications must be received before midnight on **Monday, October 10, 2016**. More information: **Eligible Districts; Grant FAQ; Application Instructions**.
2. **TEACH** **Information Technology Infrastructure Grants** provide $7.5 million in funding for technology infrastructure to improve the capacity of school districts to utilize technology for instruction. Applications must be received before midnight on **Friday, November 11, 2016**. More information: **Eligible Districts; Grant FAQ; Application Information**.

The TEACH Program is administered by the state Department of Administration (DOA). TEACH stands for Technology for Educational ACHievement.

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ASSEMBLY REPUBLICAN AGENDA

WISCONSIN ASSEMBLY

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SEPTEMBER 2016

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ASSEMBLY REPUBLICAN AGENDA



Every Wisconsin resident deserves to have the opportunity for a great education, a family-supporting job and a safe neighborhood. The American Dream should be within everyone's reach in Wisconsin and government should not put barriers in the way to personal success. By focusing on these priorities, Wisconsin Assembly Republicans will continue to move our state forward. We will look to address the major concerns in our state. We want long-term solutions, not quick fixes to the problems that face Wisconsin families.

The Forward Agenda is a broad outline of goals for the 2017-18 legislative session and beyond. We believe that less government is good government, one that fosters an environment for job growth. This agenda has three sections: improving the economy, expanding opportunities, and building strong families and safe communities.

This agenda builds on a conservative foundation that has helped the state recover from the recession. Republicans have balanced the state budget, cut taxes and made Wisconsin open for business. With historically low unemployment rates, continued job growth and a vibrant economy, Wisconsin's future continues to look bright under Republican leadership.

The first Assembly Republican Forward Agenda in 2014 contained roughly 50 proposals; a vast majority of them were accomplished. From increasing our investment in K-12 schools to assisting rural schools with their challenges, the Assembly majority members delivered on their promises. We expanded training grants, invested 60 percent of all new revenue on medical care for the poor and continued the fight against opioid abuse. Republicans reduced fraud in government programs to allow for benefits to be received by those who truly need them.

You play an important role in shaping Wisconsin's future and we value your input. Share your ideas at **WisconsinAssemblyRepublicans.com**.



Improving the Economy

Assembly Republicans are focused on making Wisconsin a more attractive place to do business. While government doesn't create jobs, it can create the climate and infrastructure necessary for businesses to prosper. Assembly Republicans will continue their commitment to improving our tax and regulatory climate, while guaranteeing our transportation infrastructure meets the needs of Wisconsin businesses and families.

Tax Reform

Assembly Republicans understand that the money earned by hardworking taxpayers belongs to them, and not the government. Holding the line on taxes has been the top priority for Assembly Republicans. We will continue our efforts to simplify the tax code and ensure our tax climate incentivizes job growth and encourages economic development.

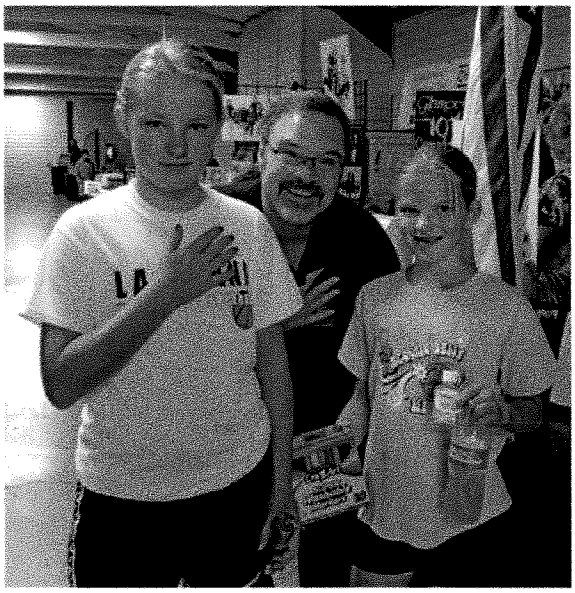
FORWARD



Fairer, Flatter, Lower Taxes

• Wisconsin Republicans have made great progress in fixing Wisconsin's tax code over the last six years. But our tax climate can be more welcoming for businesses, seniors, the middle class and young professionals. Our fractured tax code puts small businesses at a disadvantage, as they must hire tax and legal professionals to navigate all of the rules and regulations. Assembly Republicans will continue our efforts to eliminate loopholes and targeted tax breaks in favor of broader based tax relief. Whether it is removing outdated and illogical exemptions to the sales tax, federalizing our tax code where it makes sense, or targeting burdensome and inefficient taxes, we will explore ways to improve Wisconsin's tax climate. First and foremost, we must lessen the tax burden on Wisconsin families.

• To help accomplish the goal of fairer, flatter and lower taxes, we will look to form a group to work with leading economists to study the makeup of Wisconsin's overall tax structure. The task force will examine the mixture of numerous state and local taxes that fund government in Wisconsin, while keeping an eye out for opportunities to make our tax code fairer, flatter and lower.





Incentivizing Generosity - Creating IRA Charitable Rollovers

- Many of Wisconsin's retirees are our most generous citizens, supporting charities and nonprofits throughout our communities. The Assembly Republicans will explore creating a Wisconsin IRA charitable rollover, to match the federal tax code, creating simplicity and fostering generosity.

Sales Tax Holiday

- Assembly Republicans support the creation of a sales tax holiday to give tax relief to all Wisconsinites and help hardworking families stretch their budgets in preparation for the new school year.

Eliminate the "Victory Tax"

- While many countries subsidize their Olympic competitors with taxpayer dollars, the United States Olympic Team is fully funded by private donations and sponsorships. Wisconsin is home to a great number of Olympic athletes, but when they bring their medals and prize winnings home they are subject to income tax. Our Olympic athletes work hard enough in the pool and on the ice. Assembly Republicans will make sure the state isn't taking a cut of their hard earned Olympic winnings.



Transportation

Making Wisconsin open for business means more than just keeping our tax and regulatory burden low. It also requires providing the transportation infrastructure needed to get our many great Wisconsin manufacturing and agricultural products to market, ensuring our hardworking citizens commute to work safely and quickly, and providing access to our abundant natural resources and tourist destinations. Roads and infrastructure are one of the fundamental responsibilities of government and Assembly Republicans are committed to growing our economy by meeting our transportation and infrastructure needs.

Increased Debt Service in Transportation Budget

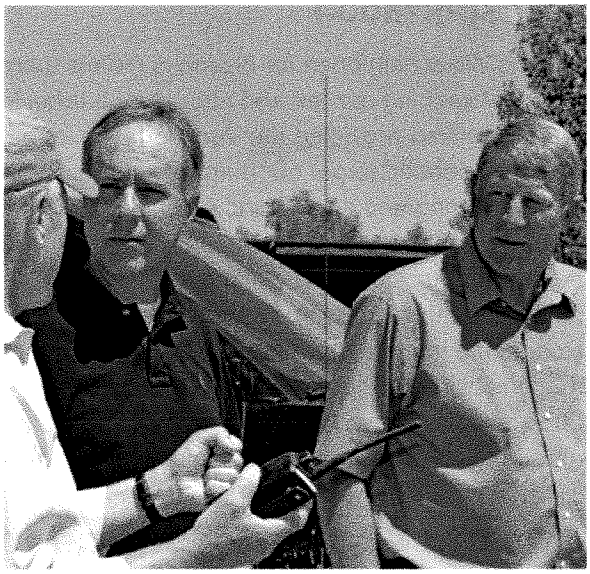


2014-2015 2015-2016 2016-2017 2017-2018 2018-2019

Portion of every dollar spent to pay off debt

Assembly Republicans will conduct a thorough review of every option available to invest in our vital transportation infrastructure. First and foremost we want to enact cost saving reforms to cut down on waste. We will strive to do all we can to ensure every dollar is being spent efficiently.

However, even after all possible cost-saving measures are taken, it may become clear that our transportation funding problems remain. We will still work to find a sustainable solution because we believe our state is relying too heavily on borrowing. While we know there is no easy answer, we will work hard to put in place a solution that will resolve our funding deficit for future generations.



• Town, county and municipal roads are vital for our local economies. Assembly Republicans will consider giving options to local governments, with limits and restraints to protect local taxpayers.

• Wisconsin's interstates are the backbone of our transportation network. They get our many agricultural and manufacturing products to market, and help citizens and out-of-state tourists access our state's many recreational opportunities. Tolling is a fair, user fee based system that can help provide a dedicated funding source to ensure our interstates are able to meet the needs of a growing economy.

Here are a few solutions that Assembly Republicans will explore this session as we work toward solving this problem:

• Assembly Republicans will examine options such as improving incentives and penalties during the construction process to help more projects finish on time and on budget.

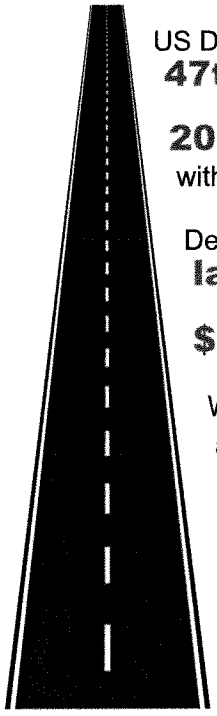
• The Legislative Audit Bureau is conducting an audit of the State Highway Program to determine where efficiencies may be found. Assembly Republicans will review the results of the audit, and embrace opportunities for improvements and increased efficiency.

• Assembly Republicans will explore new revenue generating opportunities for the Department of Transportation, such as naming rights, drones for inspection of projects, tollways, and advertising and sponsorship opportunities.

• User fees are an equitable way to recoup the costs associated with the wear and tear that users put on our infrastructure. Wisconsin can ensure these user fees are fair, while committing to keep them below our neighboring states.

Transportation Fast Facts





US DOT ranks WI Roads **47th** in nation

20% of WI jobs are within 2 miles of SE Freeways

Debt payments have doubled in **last 10 years**

$939M Deficit in next budget

WI 4 neighboring states pay about **61%** more in gas taxes and fees

Fuel Tax makes of **54%** of funding

Cost of construction has **doubled** since 2003

Tolling also eases the burden on Wisconsinites by ensuring that out-of-state travelers are contributing to the transportation infrastructure they use. Though federal government approval is necessary, Assembly Republicans will continue to explore the viability of a tolling system on Wisconsin's interstate highways.

• Transportation is more than just highways and interstates. Many Wisconsin businesses and communities rely on our extensive freight rail network as well. Assembly Republicans will ensure our freight rail infrastructure is a strong and reliable network that promotes economic development and job creation.



Reviewing Government Regulation, Cutting Red Tape, and Improving Government Services

For too long burdensome regulations made by unelected bureaucrats have turned state laws into a maze of requirements and restrictions. Most new jobs are created by small businesses, doing their best to grow and expand. Unfortunately, outdated and unnecessary regulations often inhibit job creation. Assembly Republicans will ensure job creators can spend more time focused on growing their business and less time complying with a web of regulations.

Domestic Partnership Streamlining

• With recent federal court rulings impacting marriage, our state is now facing confusion regarding the status of domestic partnerships in our state. Assembly Republicans will look to clarify this law to avoid confusion for our citizens, county clerks, county register of deeds, and the state Vital Records Office.

Administrative Rule Reform

• Administrative rules have the force and effect of law on the citizens and businesses of Wisconsin. However, many of these regulations have been created without sufficient oversight and input from the citizens of the state through their elected state legislators. Assembly Republicans will lead the way to ensure the public has adequate input in the rulemaking process, and that rules are not enacted without a full understanding of the costs and benefits they will have on our families and businesses.

Job Growth and Government Reforms

Red Tape Review

- Assembly Republicans have made an unprecedented commitment to reviewing every single regulation in the 1,768 chapters of the Administrative Code. Thus far, approximately 27 percent of the code has been reviewed to date. We will continue our effort to cut through the red tape, to get old, antiquated rules off the books, and ensure our regulations are fair and make sense.



Attracting the Best and Brightest

- Improving government services means ensuring the state of Wisconsin employees are among the best and brightest. The state recently adopted civil service reform, cutting through the bureaucratic hiring process that could discourage many from applying. The next step is to explore options to review the pay structure for state employees, reduce overtime costs, and ensure the state can adequately reward its hard-working employees.

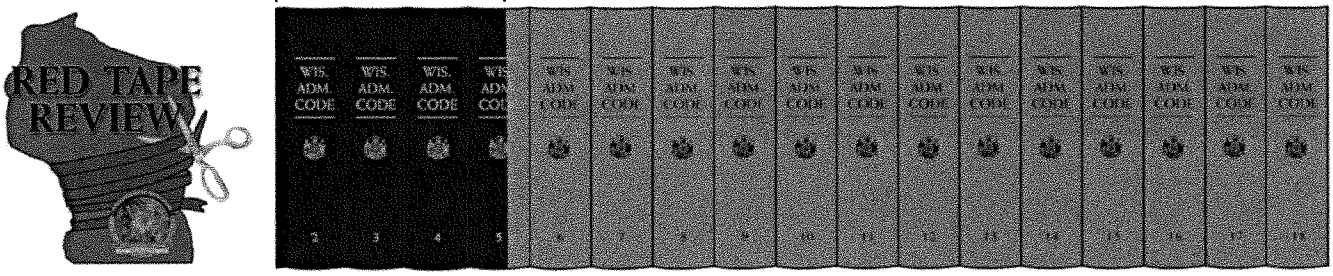
Elimination of the Position of State Treasurer

- Assembly Republicans strive to make government as efficient as possible, always keeping in mind the importance of being good stewards of taxpayer dollars. Many responsibilities of the Wisconsin State Treasurer have been relieved or transferred to other departments. The position's remaining responsibilities could be fulfilled by other means. It's time we eliminate this unnecessary office to save money and reduce the size of government. In order to accomplish this goal, we need to change the constitution.
The legislature has already completed a successful first consideration of this change and we will look to take up a second consideration, then leaving voters with the final approval.

Focus on Evidence Based Solutions

- Assembly Republicans will continue our commitment to focus on evidence-based policy making. Using the Pew-MacArthur Results First Initiative (Results First), we will apply a cost-benefit analysis approach when investing in policies and programs to deliver lower costs and better outcomes. Embracing this analysis will help us consider new legislation and review current agency programming.

27% of the code has been **reviewed to date**





Improving Veterans Services

• Assembly Republicans will work to ensure the state is meeting the needs of our veterans. We will explore options to improve coordination between County Veterans Service Offices and the Department of Veterans Affairs, all while staying focused on accomplishing our number one goal: ensuring Wisconsin veterans have access to the services they deserve. Assembly Republicans will make certain our Wisconsin Veterans Homes are providing excellent service and work with the Legislative Audit Bureau to guarantee our veterans are well cared for. We will also maintain solvency of the Veterans Trust Fund, as it helps provide so many of these vital services for our veterans.

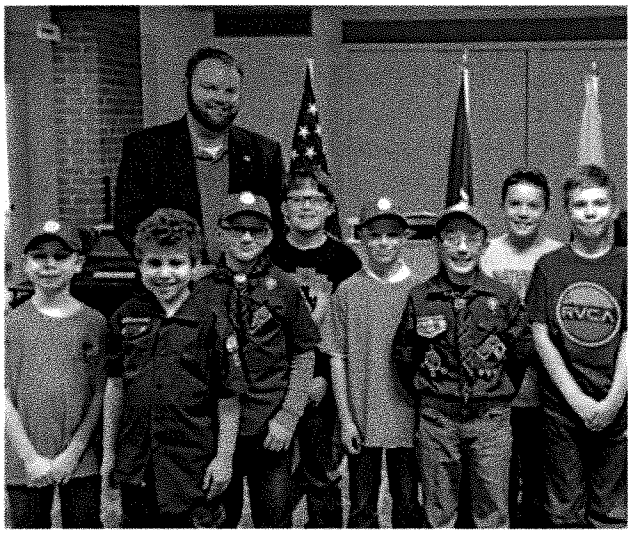
WEDC Accountability and Economic Development

• Assembly Republicans will work with the Wisconsin Economic Development Corporation (WEDC) and the private sector to make sure WEDC has the proper balance of authority, flexibility and oversight to help Wisconsin's economy grow and prosper. A recent study by the National Governors Association reported that the three most important characteristics of having a successful agency are private sector involvement, increased collaboration among economic development entities, and creating an effective evaluation system. Assembly Republicans will support and help focus the mission of WEDC, bring new businesses to the state, and help current businesses grow and expand.

• Wisconsin is a beautiful state with many benefits and unique opportunities; we recognize how truly fortunate we are to live here. It is vital to get this positive message to those who are considering visiting, moving or doing business here. We will increase our focus on statewide branding and outreach to promote the exceptional people, lifestyle, and resources we have here in Wisconsin.

Fighting Federal Government Overreach

• The overreach from the federal government in recent years has been excessive especially in the areas of healthcare, environmental regulations, and coercive conditions attached to federal funding. Assembly Republicans will continue our efforts to fight back against federal overreach, including support for the newly created Office of the Solicitor General and seeking waivers from the federal government in order to pursue new, innovative state ideas. We will also explore working with other states to pass a balanced budget amendment to the Constitution.



Responding to changing technology, fostering new industries, developing new markets

New technologies create new opportunities for Wisconsin citizens and businesses. Our focus on ridesharing technologies proved incredibly successful in improving mobility and opportunity for Wisconsinites. Whether it is growing the economy or other emerging industries, Assembly Republicans will continue that effort by ensuring Wisconsin is a state that welcomes emerging industries and businesses exploring new technologies.

Autonomous Vehicles

- Technological advances in automobiles have made autonomous and self-driving vehicles a reality. To take advantage of this innovation, Assembly Republicans will explore partnering with the University of Wisconsin and developing legislation that would permit these vehicles on our roads, first to be tested and then to operate regularly with proper safeguards in place.

Personal Delivery Devices

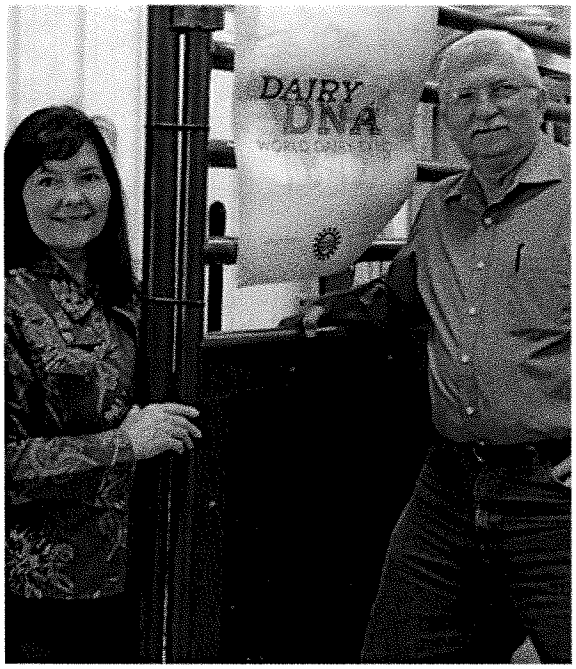
- Personal Delivery Devices are another emerging technology that our state statutes are currently ill equipped to handle. This new technology provides "last mile" delivery of parcels, groceries, and takeout to customers in a safe and cost effective way. Wisconsin Republicans will lead the effort to review our statutes to accommodate the testing, development, and implementation of this technological advancement.

Individualized Transit Options

- Individuals without personal vehicles have limited options to get to where they are going, whether it is work, school or medical needs. Traditionally, many have relied on public mass transportation. However, mass transit is expensive for the government to run and is generally limited to larger cities, with service limited to a handful of routes. Assembly Republicans will explore options for using ridesharing services to connect new employees with work opportunities and medical transit needs.

Home Rental Services

- Vacation rental websites are another example of a new technology that is fostering new connections and business opportunities. These websites are giving travelers additional options and can be an incredible boost for Wisconsin's tourism industry. Assembly Republicans want Wisconsinites and tourists to have access to these lodging options and to make sure these services are contributing to our tourism industry in the same manner as traditional hotel and lodging establishments.



Modernizing the Dairy and Agricultural Industries

- Agriculture and dairy industries are more than just a major part of our economy, they are part of our identity as Wisconsinites. We will continue efforts to support Wisconsin farmers as they improve and modernize their industry so they can continue feeding our state, country and world.

Broadband expansion

- Wisconsin has made significant efforts to improve access to broadband, especially in the rural parts of our state. However, much more work needs to be done to ensure all Wisconsinites have the access they need for work, school, and remote healthcare and telemedicine. Assembly Republicans created a Legislative Council Study Committee on this issue and will explore reducing barriers and costs to expand service.

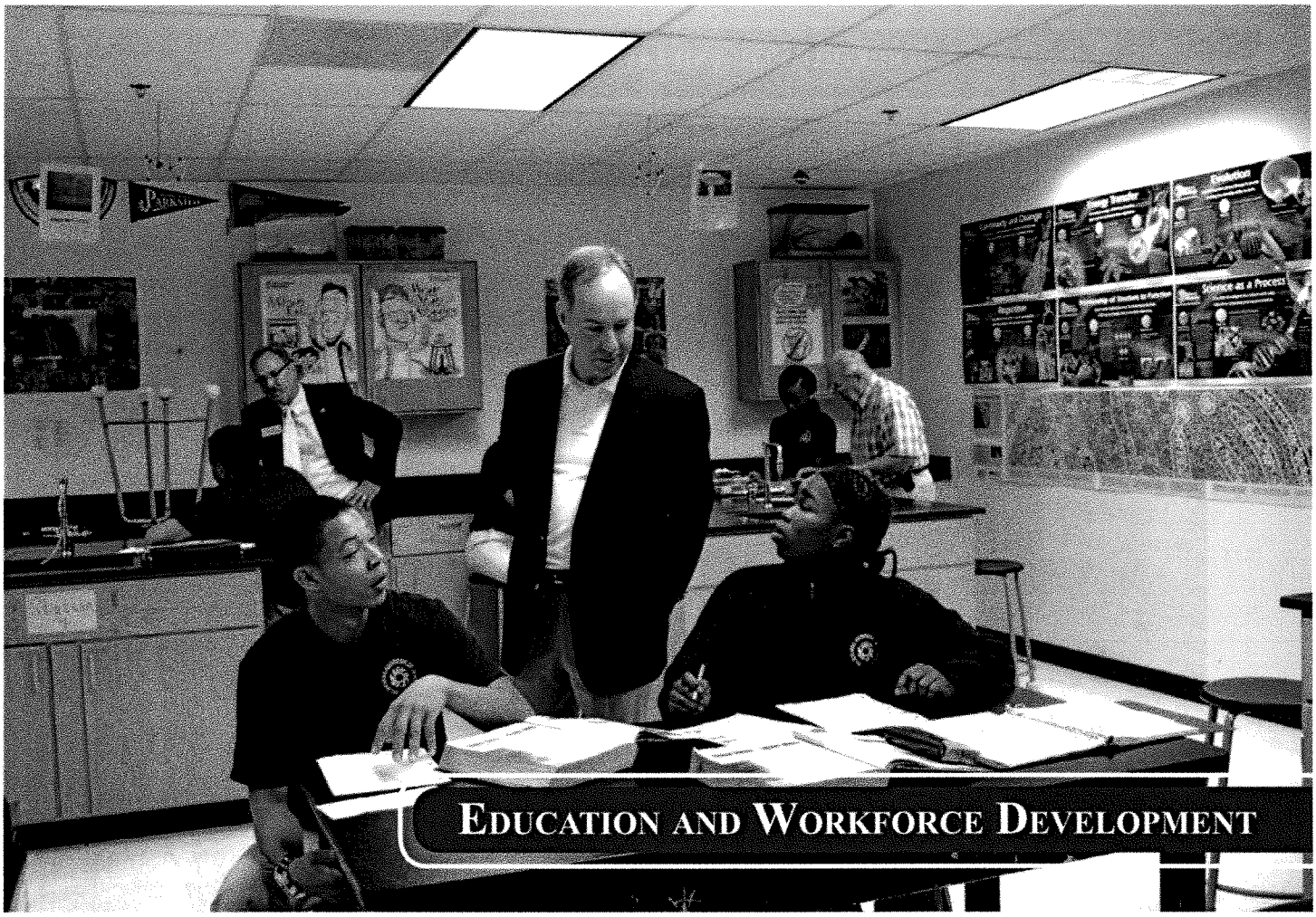
Promote international trade and exports

- In 2015, our state exported $22.4 billion in Wisconsin goods and products. Assembly Republicans will continue to pursue ways to increase our exports, especially with emerging markets like China, Africa and other U.S. trading partners. Developing relationships with foreign countries and legislatures will be key in fostering communication, goodwill and trust for increased cultural exchange and access to new markets.



Honorary Consuls

- Assembly Republicans will work to encourage the formation of more Honorary Consuls here in Wisconsin. We want foreign firms and tourists to have additional Wisconsin-based resources when choosing a travel destination or expanding their businesses in the U.S.



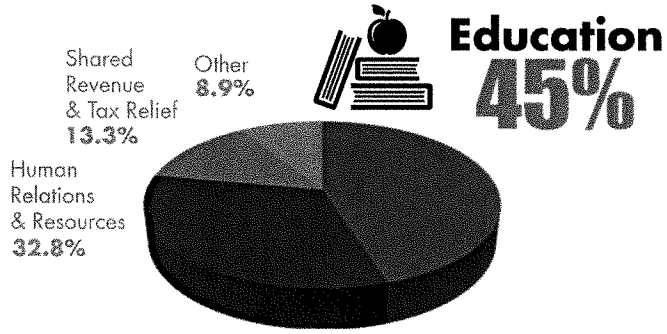
Expanding Opportunities

A quality education is essential to help grow a stronger economy and make the American Dream a reality for more Wisconsinites. Whether it is our public schools, private schools, charter schools or virtual schools, the path forward in life begins in the classroom. We are proud of the excellent educational experiences available in Wisconsin and we are committed to investing in our schools. We have frozen tuition for UW System schools for four years and granted the UW System flexibilities to help them better function and succeed. We have also increased investments to our K-12 schools, even though federal aid has decreased, through per pupil support, categorical aids, and investing in measures to reduce property taxes. Assembly Republicans will continue to support responsible legislation to improve outcomes and provide pathways to higher education and the workforce.

FORWARD

2015-2017 State Budget

A breakdown of **how** each tax dollar **is spent**



K-12 Administrative Reform - Public Schools

The vast majority of Wisconsin students are educated in a public school. As such, funding for K-12 public education is the state's largest financial investment, totaling 32 percent of the biennial budget. Assembly Republicans will evaluate the school funding formula, looking to correct problems that may bring unfair distributions. We will also look for ways to provide schools with money-saving flexibilities, allowing more dollars to stay in the classroom.

Reducing Administrative Overhead

- Many programs supervised by the Department of Public Instruction (DPI) could be more efficient if overseen by local school officials. A thorough review of all the programs administered by DPI should be done, with input from local district administrators, to determine which tasks could be better accomplished at the local level. Any savings generated from reducing staff at DPI would be sent directly to schools.



Increase Cooperation Among School Districts

- Assembly Republicans would like to create incentives for school districts to coordinate their administrative functions. Cooperation on administrative tasks would streamline operations and save districts money while also maintaining the identity, pride, and autonomy of individual districts.

Zones of Innovation

- The constraints, regulations, and red tape school districts face make it difficult to be innovative in the way they educate and prepare our students for life after graduation. By supporting zones of innovation, we could allow a school district or a combination of school districts to ask for an exemption from statutes, except those relating to the health and safety of our students, in order to try out a new, innovative policy for a limited period of time. If these new ideas or innovations prove successful, they can be replicated in other districts. Assembly Republicans will explore what zones of innovation could look like in our state to give school districts additional options for giving students the tools they need to succeed.

More Expansive Summer School Programs

- Summer school can be a great way to keep students engaged in learning, allowing them to catch up or even get ahead academically. Assembly Republicans will explore providing additional funding or flexibilities to form more robust summer school programs statewide.



Continued Support for School Choice

The most important component of the educational system in Wisconsin is making sure there is a choice. Our state has a strong history of parental choice in education. We remain committed to supporting the school choice programs in Wisconsin as well as open-enrollment, charter and virtual schools, and homeschooling programs that have helped parents secure the best possible education for their children.

Explore Education Savings Accounts

- We will explore implementing Education Savings Accounts (ESAs) to provide families with access to savings that can be used only for education-related expenses, including tuition, textbooks and tutoring. By giving parents greater autonomy to decide what kind of education their children should receive, they will have more opportunities to customize educational programs to best meet their individual needs, rather than expecting everyone to fit into the same traditional school model.

Addressing the Skills Gap and Encouraging Technical Education and STEM Careers

Support Technical Training in Schools

- The Speaker's Task Force on Youth Workforce Readiness heard from many experts about the importance of participation in technical training classes. These classes expose students to new interests and can help them develop a plan for the future after graduation. We will explore providing financial support to ensure all schools offer vocational training classes



Introduce Students to Local Technical Jobs

- Assembly Republicans will consider creating a school district matching grant program to encourage collaboration with local manufacturing businesses and other private sector businesses. This will provide students hands-on experience with up-to-date manufacturing equipment and software that wouldn't otherwise be possible.

- We will also encourage student-run businesses and entrepreneurial experiences within the high school, similar to the examples from the Speaker's Task Force on Youth Workforce Readiness public hearings, to help provide real world training to students in these important sectors of our economy.



STEM, Computer Science, and Robotics

- Early exposure to math and science can set students up for a lifetime of success. Increasing access to computer science in our classrooms will be key to developing our 21st century workforce and offers great potential to work in STEM-related fields. Assembly Republicans will look to encourage greater access to computer science for students, including fun and engaging activities like robotics competitions. Increasing the number of students involved in STEM coursework and hands-on activities will help students develop valuable technical skills, confidence, and teamwork, and help our workforce meet the demands of a new economy.

Continued Support for Fab Labs

- Fab labs bring STEM curriculum to students as early as kindergarten, setting them up for greater success upon graduation. Fab Lab programs can help address the growing skills gap by providing additional STEM education skills to encourage students to explore these rewarding employment opportunities. While the original basis for Fab Labs was to assist with the skills gap and declining employment in rural areas, this successful program has expanded to help schools in all parts of our state—rural and urban.

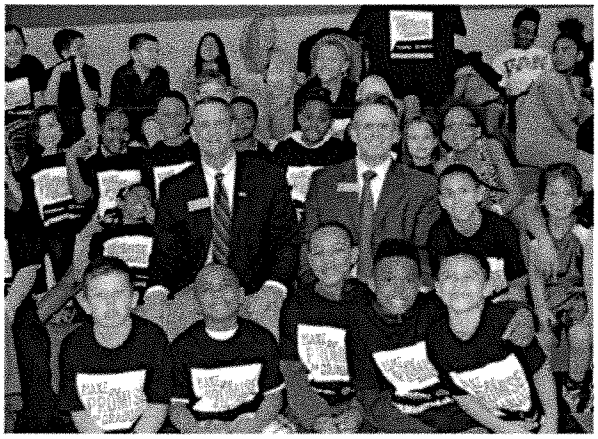
Preparing Students for the Future

1:1 Learning Initiative

- Assembly Republicans will make sure every high school freshman is provided a computer or tablet so that every single student may connect to the outside world. Our future workforce needs to be tech savvy and ready to grow our economy. We understand technology is changing the way our schools operate; students use fewer textbooks and have more online assignments and readings. To make sure students are able to access the internet on their provided computer or tablet, we will also look to increase the ability of students to check-out mobile hotspots or begin providing Wi-Fi capabilities on school buses.

Financial Literacy and Life Skills Courses

- Assembly Republicans will continue to push financial literacy and life skills courses as a crucial part of a high school education. An increased focus and emphasis on financial literacy and life skills-based coursework will help our students get their lives started on the right track.



Teach our Foundational Documents

- To prepare students to be active, engaged and informed members of society, we should ensure that the texts that shaped our nation - the Federalist Papers, the Constitution, the Declaration of Independence - are taught in every Wisconsin classroom. Assembly Republicans will also look to gradually increase the metric for what is considered a passing score on the required civics exam.

Addressing Urban Issues

The Speaker's Task Force on Urban Education was convened to listen to educators, administrators and community partners and identify solutions to the unique challenges that face larger, urban school districts. Assembly Republicans will work to implement many of the task force recommendations, and investigate other options to assist with the unique challenges urban schools face.

Opportunity Schools and Partnership Program

- The Opportunity Schools and Partnership Program (OSPP) was included in the 2015-17 state budget to create meaningful and effective change for the students in the failing schools of Milwaukee Public School District. Assembly Republicans will continue to work with stakeholders to get students access to the best education possible. For too long, too many of our students have been stuck in these failing schools.

Meeting the Challenges of Teaching in an Urban Environment

- The Task Force on Urban Education heard from many administrators and educators that special training is needed for anyone looking to teach in an urban environment. Every instructor should be trained in how to teach reading, regardless of their license category, and college programs should be specifically tailored for teachers looking to enter a more diverse environment.

Teacher Safety Study



In Wisconsin schools, **11.3%** teachers said they were physically abused by students.

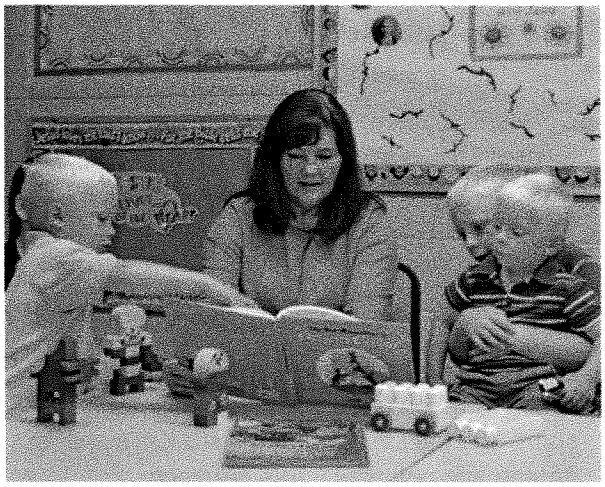
(highest percentage in the country)

2011-2012 school year

Source: US Department of Education

Improve Classroom Safety

- To retain top quality staff, we will encourage more experienced teachers to serve as mentors to new staff. We should also make sure that our teachers feel safe in the classroom and that other students can learn in a safe environment. Passing a Teacher Protection Act is one way to ensure that school is a safe place for everyone.



Addressing Rural Issues

Assembly Republicans will build off of our efforts in previous sessions to provide solutions for problems facing students in rural school districts. Roughly 44 percent of the state's public school students attend school in a rural community.

Broadband Access for all Students

- In today's world, access to high speed internet is essential for all students, but is significantly limited in many rural parts of the state. Assembly Republicans will explore unique ways to make the internet available; ideas include using school buses or providing funding to issue hotspots to students.

Minimum Aid Payments for School Districts

- There are significant flaws in our school funding formula that harm some rural school districts. We will explore options for providing financial assistance to the high property value districts, particularly rural, lake districts, that receive either "no-aid" or "primary aid only." This could help make the funding formula fairer for certain northern districts.

Higher Education

Assembly Republicans understand that investing in a skilled and educated workforce is critical to meeting the workforce needs of the state now and in the future. Our UW System graduates are some of the best in the nation and are a key part of our state's workforce. Assembly Republicans will focus on keeping tuition affordable by supporting extending the tuition freeze for in-state undergraduates. We will also explore ways to encourage students to graduate on-time, especially in high demand fields. The UW System should operate efficiently and focus on placing more funding in the classrooms and less in administration, which can also help prevent students from graduating later because of a lack of key course offerings.

Improving Transfer of Credits

- Assembly Republicans will further review the way credits transfer from the Wisconsin Technical College System to the UW System. A more streamlined process to transfer credits from technical colleges to the UW could help more students graduate on time and with less student debt.

Time to Degree and Degree Completion

- Every year a student spends in college not only costs more in tuition, but is also a lost year of earned wages. Assembly Republicans support strategies that promote graduating students on time and will look at ways we can assist students in accomplishing that goal.



• Students who graduate and earn a degree are much more likely to pay back their student loans. Assembly Republicans will support programs that promote student success, retention of students, and degree completion.

Ideological Diversity and Free Speech Protections

• College campuses are supposed to be a place where students explore new ideas and gain new perspectives. A critical part of a university education is engaging in meaningful discussion with individuals who hold different viewpoints. The political correctness culture on college campuses becomes detrimental when it stops dialogue and constrains the free exchange of ideas. Assembly Republicans are committed to the freedom of expression and the vigorous debate of ideas which is the foundation of a great university. We will support efforts to strengthen freedom of speech on campus and promote diversity of thought and experience. Assembly Republicans will challenge the UW system to embrace ideological diversity on campus and ensure diverse perspectives are present and protected in our classrooms and faculty lounges.

Encouraging Business Experience and Internships

• A worthwhile internship in Wisconsin can be a key factor for many students when determining whether or not to stay here after graduation. In addition, internships help create a well-rounded, experienced future graduate, provide a benefit to businesses, and increase the likelihood for career placement after graduation. Colleges and universities in our state need to do all they can to assist students in receiving a valuable internship or business experience.

Performance Metrics

• Taxpayer funding for the Wisconsin Technical College System and University of Wisconsin System should be transparent, and those institutions should be accountable for how taxpayer money is spent. Assembly Republicans support using performance metrics to allocate state money to these institutions.

• An important measure of transparency is the extent to which our universities and colleges share information regarding a student's cost of degree and potential future earnings opportunities based on their chosen degree. We seek to increase transparency on this important information.



Financial Aid

• An adequately funded financial aid system is one piece to keeping college affordable and providing access for students who would otherwise be unable to attend college. Assembly Republicans support investing in students who are pursuing their education.

UW System Tuition Freeze



Saving an average college student up to $6,000 over 4 years.

*Exclude tuition figures from UW-Madison. UW Colleges

Remedial Education

• Remedial education, while necessary at times, can be costly for students who don't receive credit for their coursework, taxpayers who support similar classes in high schools and colleges, and institutions who must devote resources to providing the remedial class. Assembly Republicans will work to improve the effectiveness of remedial education and explore programs that increase the success of students enrolled in these courses.

Developing our Workforce

Career Education and Workforce Development Coordinators

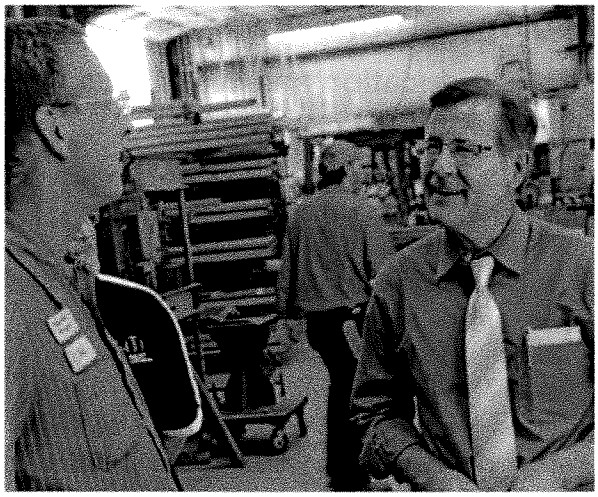
• To provide students with a better understanding of career opportunities and provide industries with skilled laborers, the state could consider options to create a pilot program to employ regional career education and workforce development coordinators to assist students, parents, and high school counselors in utilizing programs provided by the state. One coordinator could be assigned to a single CESA chosen by DPI, in conjunction with DWD, after considering applications from the 12 CESAs.

Occupational Licensing Reform

• Excessive and unnecessary occupational licensing and regulations can discourage individuals from entering the workforce and attaining financial independence. Assembly Republicans will review education, experience, and other licensing requirements and ensure Wisconsin's requirements do not exceed the national average. We will also seek to eliminate licenses in Wisconsin that do not provide legitimate public safety benefits.

Expansion of the Transitional Jobs Program

• Wisconsin's transitional jobs program has helped thousands of low income adults gain the necessary work experience to develop the skills they need to reenter the workforce while also filling needed positions within the business community. Assembly Republicans will look to expand this program even further to those communities that need it to help provide valuable work experience to even more Wisconsinites who have had trouble finding long-term employment.



Certificate of Qualification for Employment

• We must continue to focus on lowering our unemployment rate and meeting our workforce development needs. Being convicted of a crime comes with a host of restrictions, often including the inability to get an occupational license. Assembly Republicans will work to establish Certificates of Qualification for Employment for individuals who have paid their debt to society and now wish to join the labor force with a trade or skill they possess. A well-designed program will help get this segment of our population back to work as contributing members of society.

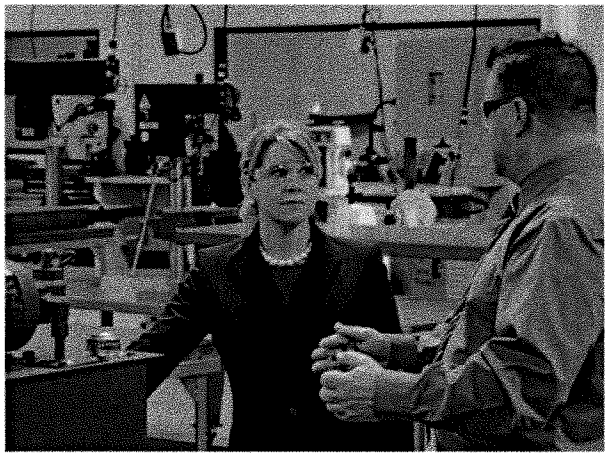


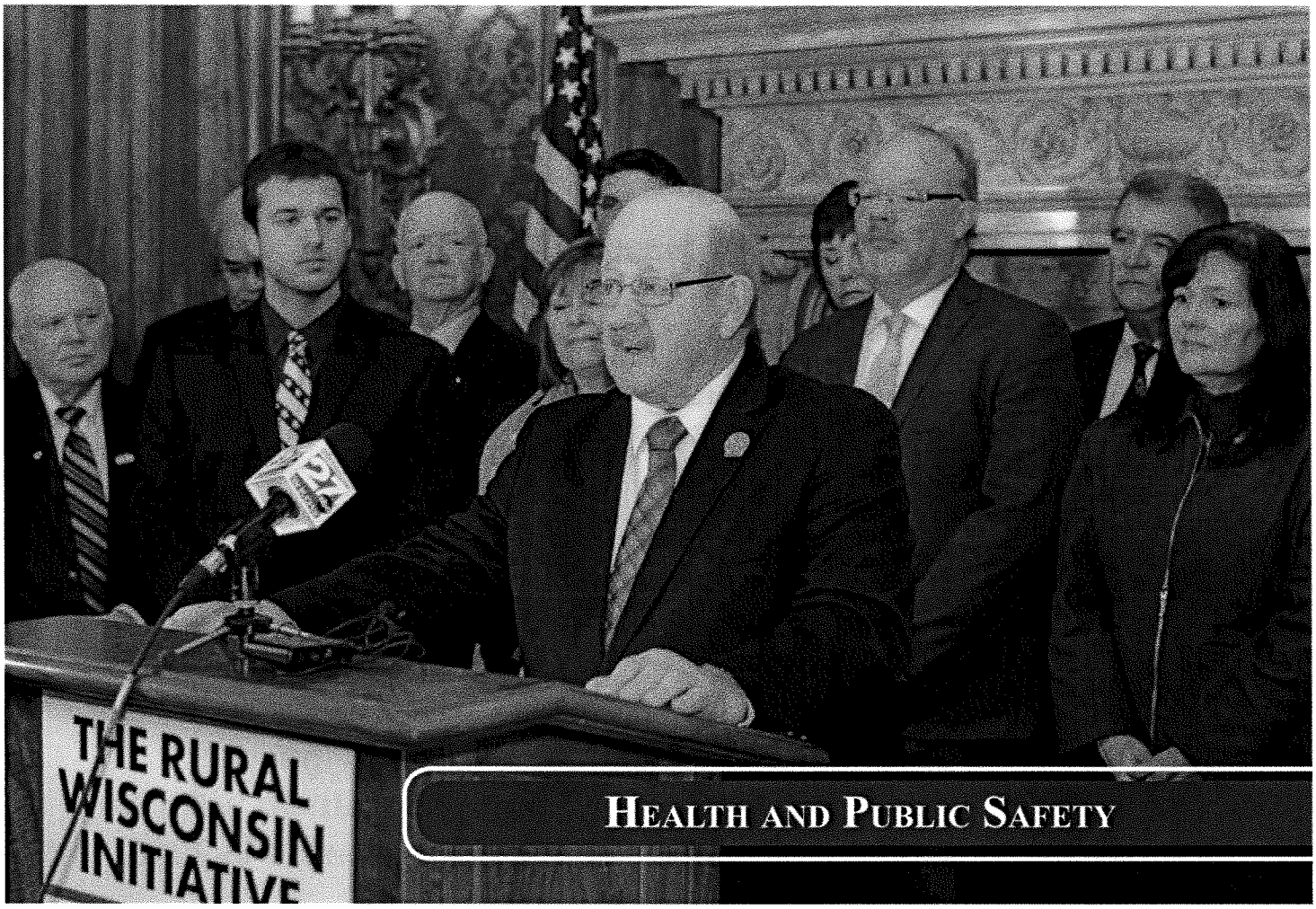
Disability Workforce Improvement

• According to the Wisconsin Board for People with Developmental Disabilities, 80 percent of those with disabilities have a desire to work, but only 19 percent are gainfully employed. Studies show that people with disabilities who work have improved health outcomes and require less Medicaid dollars. Employment also provides the individuals with a new level of independence and confidence. Assembly Republicans support measures to adequately match employers and potential employees, and measures to provide the proper support and training.

Incentivizing Startups in STEM Fields

• Students who have business experience or even start a business themselves while still in college are much more likely to stay in Wisconsin after graduation. To encourage the creation of new businesses and to prevent graduates from leaving our state, Assembly Republicans will explore removing a burden for students in starting a business by waiving certain fees required to start an LLC. Particularly, we will look at waiving certain fees associated with LLC filings for high demand fields, such as engineering, computer science, alternative energy research, and the hard sciences.





Health and Public Safety

Building Strong Families, Safe Communities

We all should be proud of our great state. Wisconsin is considered to be one of the best states for healthcare. We have some of the best communities to live in, raise a family, and call home. The health, safety, and quality of life our citizens enjoy is what draws families to our state and, more importantly, it's what keeps them here. Assembly Republicans will work to retain the quality of life for our citizens by ensuring access to potentially lifesaving options for our most vulnerable populations, building safer communities, giving families more paths to security and independence, and protecting the state's great natural resources. Assembly Republicans understand the ability of our citizens to lead healthy, safe, and ultimately successful lives is key to the overall success of our state as a whole.

FORWARD

Health

Assembly Republicans have been a leader on a number of important fronts relating to the health and quality of life for Wisconsinites. We have led the fight against the growing epidemic of heroin and opioid addiction. Our Speaker's Task Force on Alzheimer's and Dementia brought families, stakeholders, and caregivers together to address this growing concern. And we helped bring forth one of the most comprehensive packages of mental health reforms in decades. Although we have accomplished much in the areas of opioid addiction, mental health, and Alzheimer's, there is still more we can do to combat these problems.



HOPE – Heroin and Opiate Prevention and Education

- Wisconsin has led the nation in confronting the opioid epidemic, but there is more to be done regarding the addiction to heroin, opioids, and methamphetamine. We will focus on treatment and recovery options, which will assist in the reduction of recidivism and incarceration.

- In addition, Assembly Republicans will look to better coordinate and manage the state's efforts to fight the opioid epidemic across state agencies.

HOPE AGENDA
Heroin, Opioid Prevention and Education

Continued Focus on Alzheimer's

- Assembly Republicans will continue to address issues surrounding Alzheimer's disease. Looking at how to prepare for dementia-related crisis situations and how to address the shortage of those who help provide care to those with Alzheimer's and dementia are particular areas of interest.

WISCONSIN CARES
ALZHEIMER'S AND DEMENTIA LEGISLATIVE PACKAGE



Over **5 million Americans** are living with Alzheimer's, and as many as **16 million** will have the disease in 2050.

Mental Health Proposals

- The Department of Health Services says thousands of Wisconsinites are impacted by mental illness every year. A lack of access to needed community supports can result in those struggling with mental health concerns being placed in more costly out-of-home care, institutional settings, or even the correctional system. Assembly Republicans understand these environments can sometimes be more harmful to those struggling and will focus on measures to help increase access to early intervention.

- We will look to improve access to important mental health resources by increasing the number of psychiatrists in our state, streamlining and cutting red tape to enable faster and more efficient treatment, and further reviewing any mental health barriers in our schools.

• Assembly Republicans understand the importance psychologists can play in treating a mental illness. A next step in providing more access to these professionals would be for our state to consider a Psychology Interjurisdictional Compact (Psypact). This would allow for greater access to psychological services through electronic means, referred to as telepsychology.

Healthcare Worker Shortage

• Trends in Wisconsin are showing a smaller workforce and an increased demand for health care as our population ages and is living longer. It's important that we maintain Wisconsin's workforce in this critical industry. Physicians, nurses, advanced practice clinicians, and certified nursing assistants (CNAs) will be crucial to recruit and retain in the coming years. Assembly Republicans will look to address this problem by lessening the burdens to enter this field, and incentivize and drive interest in these careers. Burdens such as inordinate levels of training, coursework, testing, or high costs, as compared to our neighbors, could be playing a role in the problem of filling some of these vital positions in our state.

• Clinical experience is essential in the education and training of our future doctors and other health care workers, but unfortunately our state is facing shortage of quality residencies . Assembly Republicans will explore ways to address the issue of health care workforce shortages and increase these types of opportunities, particularly in rural parts of Wisconsin.

Sexual Assault Nurse Examiners

• Sexual Assault Nurse Examiners are important in conducting forensic exams for victims of sexual assault, which include both medical assessments and evidence collection. However, sexual assault forensic examinations are not available in every county. Assembly Republicans will examine ways we can encourage more nurses to receive this important training, in addition to increasing access to exams when needed.

Medicaid

• As the second largest state funded program and the fastest growing, it is vital that the Medicaid program is sustainable, cost-effective, and is able to continue serving those who need this assistance the most. Assembly Republicans will look at ways to curtail costs and provide innovative solutions as this program cannot continue to grow at its current rate and remain sustainable.

• In order to maintain or even reduce current Medical Assistance costs, innovative solutions and long-term structural changes are needed. While there are certainly no easy answers for cost savings and efficiencies, Assembly Republicans can begin to look at several reform ideas. Some of these ideas could include encouraging more transitions of care management programs and other team-based care approaches, and accountable care organizations which utilize further coordination of care. Medicaid is an area that may also require more federal waivers to further explore new and innovative ideas to address the issue of Medicaid spending and costs.



Improving and Expanding the Volunteer Health Care Program

- The Volunteer Health Care Program (VHCP) currently in place allows certain health officials to volunteer to provide their services at a school or nonprofit organization. The benefit of this program is twofold in that it increases access to healthcare for Wisconsinites, especially those who are uninsured or lower income individuals, and it does this without expanding the size of government. Assembly Republicans could encourage the participation of this program even further through allowing hours spent volunteering through the VHCP to count towards fulfilling the health professional's continuing medical education requirements.

Right to Try

- Access to varying healthcare options and solutions are key when trying to make the best decision for you and your family. Assembly Republicans will investigate options for terminally ill individuals to have easier access to experimental therapies, because for those diagnosed with a terminal illness, every day and every option available to them counts.

Long-Term Care Investment Fund

- Long-term care is expensive and costs continue to rise. The majority of Wisconsinites do not have sufficient savings, or any savings, for retirement to cover their long-term care needs and therefore, risk becoming dependent on the state. The creation of a long-term care investment fund could allow individuals to contribute and earn money tax free for their long-term care needs. These funds could be used prior to relying on Medicaid and Medicare.

CBD Oil

- In 2014, the legislature took an important step in allowing access to non-psychoactive Cannabidiol Oil to those struggling with seizure disorders. However, it has since been seen that those individuals are still not able to access this treatment due to the red tape still associated with it. Assembly Republicans will look to address this issue so that those who face seizure disorders are finally able to access an important treatment option originally intended by the initial bill passed by the legislature.

Fighting Crime

Crime in Milwaukee

- Milwaukee police have deemed August 2016 the deadliest month in 25 years. Our largest city is facing a serious challenge. Assembly Republicans are open to opportunities to partner with the city to address this problem. A safer Milwaukee is in the state's best interest. It is clear that more police officers need to be on the streets and criminal behavior must be punished accordingly.



Blue Lives Matter

- Our police and law enforcement officers voluntarily put their lives on the line everyday, placing incredible strain on their families and loved ones. It is reprehensible when these brave protectors are targeted. Assembly Republicans will send a clear message that targeted violent acts against law enforcement officers will be punished to the fullest extent.

Juvenile Justice System Review

• The Milwaukee Police Department has seen a 163 percent increase in juvenile arrests between 2011 and 2015. Assembly Republicans will review how we handle juvenile justice from arrest, to intake, to supervision orders, charging recommendations and sentencing to help address this growing problem. We will examine timing improvements in the system to hold offenders accountable, limiting opportunities to reoffend and ensuring justice is achieved. We will also explore unique solutions, such as expanding access to the Wisconsin Challenge Academy, an alternative education program designed to reclaim the lives of at-risk youth.

Carjacking

• Since 2014 carjackings have risen approximately 700 percent in Milwaukee. Assembly Republicans are committed to ensuring law enforcement and judicial system have the tools they need to fight this growing trend. .

Fighting Recidivism

• Assembly Republicans helped form a Legislative Council Study committee on recidivism and the criminal justice system. We will review the recommendations of the committee to break the cycle of recidivism, and encourage these individuals to turn their lives around and become contributing members of society.

Synthetic Drugs

• Drug dealers are constantly developing new synthetic drugs targeted at our youth and destroying lives throughout our state. Law enforcement struggles going after retailers because the changing formulas of these drugs can evade state law. Assembly Republicans will push legislation giving law enforcement the tools they need to target these new drugs.

Underscore the Seriousness of Drunk Driving

• Drunk driving, even a first time offense, must not be taken lightly. We will look to require first-time offenders to actually appear in court, something not required under current law, ensuring they understand the seriousness of their illegal behavior. We also will investigate the issue of chronic and repeated drunk driving.

Human Trafficking

• The legislature, over the course of the past three legislative sessions, has passed several bills to combat human trafficking. These bills have laid a good foundation, but more work can be done to assist these vulnerable populations, including policies to address homeless and unaccompanied youth and human trafficking prevention education for school-age children.



Public Safety

Recruitment and Retention for Law Enforcement and Corrections Professionals

• These important public safety officials help keep our families and communities safe. Unfortunately, law enforcement agencies and correctional institutions around the state are having difficulty attracting new recruits. Assembly Republicans will consider improving recruitment efforts to help fill these empty positions and retain quality employees.

PSAPs - 911 Funding

• Ensuring public safety for Wisconsinites means having a 911 emergency communication system that is up-to-date and reliable. Across the state public-safety answer points (PSAPs) provide the communication resources necessary for our public safety. New tools such as GPS tracking systems and text and video messaging are making it easier for law enforcement to provide emergency services. We need to make sure our emergency response systems are equipped to use this technology. Assembly Republicans will reform our 911 funding mechanism to ensure local governments are able to update this vital technology and move toward an upgraded 911 emergency system.



Volunteer Firefighters and EMS Certifications

• EMS volunteers are in high demand in our state, especially in rural areas. In a field where minutes are a critical factor in the outcome of an emergency situation, we need to ensure that it is not overly difficult for these individuals to acquire the necessary certification, recertification, training, and requirements they need to be such a vital resource in our communities.

Uninsured drivers

• Wisconsin must do more to increase compliance of its mandatory insurance law, which has been in place since 2009. Too many individuals still do not purchase insurance, become involved in accidents, and are unable to pay for the damages caused to other vehicles and people. Safety on our roadways is critical and ensuring compliance of this safeguard could make a huge difference in the lives of those impacted.



Environmental Issues

Wisconsin is blessed with abundant natural resources that make our state a tourism and recreational destination. These resources have also helped Wisconsin feed the nation as one of the major agricultural drivers of our country. Assembly Republicans will continue our efforts to find the right balance between our agricultural heritage and economy and protecting our natural resources.

Groundwater Quantity Concerns

• Assembly Republicans will continue efforts to protect our groundwater resources and our agricultural economy. We will provide a more in-depth study of areas of the state with groundwater concerns, while exploring options such as metering to gain accurate information on water usage. Improving our knowledge base with science will help identify and implement additional solutions. We will also provide a predictable system for existing well owners to repair, replace, and transfer wells, and create a statutory private right of action to protect property owners from excessive water withdrawals by neighbors.

Protecting Water Quality

• In parts of Wisconsin unique geographical features, such as thin topsoil and fractured bedrock, have raised concerns about the safety and quality of groundwater. Assembly Republicans are committed to protecting groundwater quality in these areas and will develop the factual background necessary to make informed decisions about how best to accomplish this goal. We will partner with local farmers as they take the initiative to develop new processes and systems to address these concerns. We will explore options such as bio-digesters, nutrient recycling systems, reverse osmosis systems, and ultraviolet devices to help address this issue.



PROTECTING STEWARDSHIP

Stewardship Funding

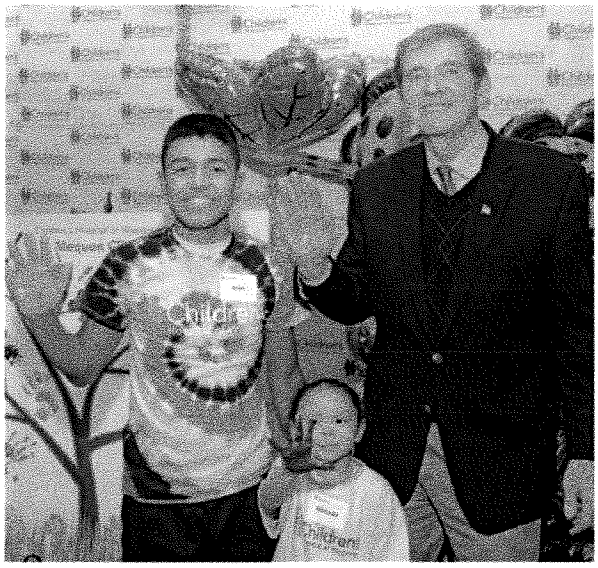
• The stewardship program is valuable in preserving our state's beautiful natural areas and wild habitats, while protecting water quality and expanding opportunities for outdoor recreation. It is essential that we continue this program for the benefit of Wisconsin's tourism economy and conservation and sporting heritage. Assembly Republicans will focus on maintaining the program with a renewed commitment to cost containments and fiscally responsible prioritization.

Stronger Families

A strong family unit can be a key factor in the ultimate success of individuals in our state. Our children are our future teachers, doctors, and caregivers. We will work to ensure parents have the tools they need to provide safe and healthy homes.

Parental Leave Savings Accounts

• Assembly Republicans understand that circumstances can arise in each family that require taking some time away from work. For these important life moments, we support giving individuals more options. Options include the creation of tax-free parental leave savings accounts and incentives for employers who offer paid family leave. This could be an important tool in ensuring independence and security, no matter what stage of life you are in, and it could promote savings for crucial life moments and can prevent a dependence on government assistance.



Early Childhood Development and Quality Childcare

- Research has shown that the achievement gap begins at a very early age, and once that gap presents itself, it is difficult to diminish. The benefits of investing in children's early years is becoming more and more evident, and those early years in a child's life are crucial in the overall development, health, and success of a child for the rest of their life. One study showed that every $1 spent on early childhood education returns an eventual $8 or more to society by way of less corrections and government assistance spending.

Assembly Republicans will strive to maintain an adequate level of funding for quality childcare for low income families so parents can be confident their child is in a safe and educational environment while they work. We will continue to support existing programs that help these low income parents cover some childcare costs so they are able to work, provide for their families and be independent of government.

Savings for Early Childhood Education and Childcare

- The cost of education and childcare related expenses are growing at a rapid pace. In Wisconsin, the average cost of infant care exceeds the average cost of one year at a state public college. Currently, there are fewer options available to parents who want to save for childcare and other education related expenses prior to the start of kindergarten. Allowing parents more options to encourage savings for these often necessary expenses will further help parents stay in the workforce and be independent of government assistance.



Infant Care
Average annual cost
$11,579



College
Average annual cost
$8,406

Source: Economic Policy Institute

Homelessness

- In 2015, over 27,000 people received homelessness services and shelter in Wisconsin. It's been shown that a collaboration between local governments, state government, federal programs, in conjunction with a private sector partnership can be effective. Assembly Republicans understand that one of the most basic needs for our citizens is to have safe and reliable housing and we will look for ways we can further prevent homelessness and help the homeless.



Civil Liberties

The civil liberties we enjoy in a free and fair society must not be taken for granted. Assembly Republicans are focused on protecting the rights of citizens against governmental abuses of power.

Wrongful Conviction

- Our criminal justice system is one of the best in the world, but unfortunately sometimes innocent citizens are wrongfully convicted. These individuals have been deprived of their liberty and ability to raise a family, find employment, and establish themselves in their community. Unfortunately, Wisconsin currently reimburses these individuals a paltry amount compared to the years lost off their lives. It is time that we address Wisconsin's inadequate $25,000 compensation limit.

Access to Civil Legal Services

- Assembly Republicans will review the recommendations of the Legislative Council Study Committee on access to civil legal services and explore opportunities to ensure citizens can assert their rights against aggressive or frivolous lawsuits.

Promoting Self-Sufficiency and Fighting Fraud

- Assembly Republicans understand that some families are doing everything they can to get by but still can't make ends meet. We want to ensure that public benefits go only to those who need them and not to those who are taking advantage of the system. We want to do all we can to ensure the integrity of these government programs and will continue our strong record of fighting fraud, waste and abuse.

- We will explore possible changes to Electronic Benefits Transfer (EBT) cards to increase program integrity and penalties for those who intentionally commit fraud.

- It is currently difficult to quantify the total number of benefits an individual receives from different agencies as state agencies may use different programs and software to track program participation. We will further explore how a statement of *total* benefits could be developed and ways our state agencies can better communicate with each other in this regard.

- While it is important to ensure there is greater benefit for Wisconsinites to work than to receive government assistance, it is also important to make sure these incentives are not abused. Wisconsin spends millions annually on the earned income tax credit, which pays cash refunds to earners under certain circumstances. Assembly Republicans will investigate this program to ensure these dollars are going to their intended purpose.

Health and Public Safety



• There are many needs within our communities that can be met through community service. Assembly Republicans will look to revive efforts of volunteerism in our neighborhoods. For those who cannot find or work a full-time job, the benefits of volunteering is twofold. Important community needs will be met and those volunteering will learn new skills, connect with others, and improve not only their lives, but the lives of others in their communities.

• Assembly Republicans will look at expanding the current part-time work requirements to other state benefit programs. Part-time work can often lead to full-time work, gained skills and experience, and continued participation in the workforce.



THE RURAL WISCONSIN INITIATIVE
EDUCATION
HEALTH CARE
Bridging the Gap
TECHNOLOGY
WORKFORCE

• Assembly Republicans understand that rural Wisconsin faces unique challenges and has distinct needs compared to more urban areas of our state. The Rural Wisconsin Initiative will continue its efforts to address the unique needs of rural Wisconsin on issues of health, education, workforce, and technology. We support fostering ways to help rural Wisconsin succeed, and look forward to seeing the package the Rural Wisconsin Initiative brings forth.

WISCONSIN STATE LEGISLATURE
1917-2017
Wisconsin State Capitol
Celebrating
100 Years!
103rd Legislative Session
2017-2018

• What better way to learn about the history of our state than to experience it firsthand. Assembly Republicans will encourage not only 4th graders, but all Wisconsinites to make a trip to the Capitol in 2017 as we celebrate the 100th Anniversary of the Capitol.

Wisconsin Association for Equity in Funding Press Release

(The following is EMBARGOED until Wednesday, September 14 at 12:00PM)

"New AEF study shows school funding disparity has negative effects on important measures of student outcome"

On Wednesday, September 14, 2016 at 2:00PM, State Representative Melissa Sargent (D-Madison) and State Senator Kathleen Vinehout (D-Alma) will host a public press conference in the Assembly Parlor. The Association for Equity in Funding will release a new study, "Wisconsin School Funding and Student Outcome: Systemic Roadblock to Opportunity." The study has important implications for Wisconsin schools and the communities they serve.

Background

In 2015, the Association for Equity in Funding (AEF) commissioned a second study through the Forward Institute to continue examining the systemic effects of school funding in Wisconsin. The first study, released in 2014, concluded that the current school funding mechanism in Wisconsin is insufficient to ensure that every child in every school has the resources necessary to receive a "sound, basic education" as defined in Vincent v. Voigt (Wisconsin State Supreme Court 2000). Further, the systemic effects over time are creating resource deficits due to increasing rates of higher needs students which are reaching crisis levels.

In order to effectively measure disparity in funding between school districts with vastly different student demographics, the first study developed a "Funding Disparity Rank" for each school district in Wisconsin. This ranking was generated by combining school funding and spending capacity, adjusts for inflation over the 10 years of the study; then uses a formula to "equalize" districts based on high needs student rates (as defined in Vincent v. Voigt). The "Funding Disparity Rank" provides for an apples-to-apples comparison of school district funding and spending capacity.

What remained unclear after the first study, is whether the school funding model and resulting disparity as measured by the "Funding Disparity Rank" has a direct impact on student performance and outcome? This new study sought to answer that question.

Study Results

This study finally addresses the "adequacy" of funding question by testing whether funding disparity and other factors known to negatively affect outcome (i.e., student poverty and truancy) have a positive or negative association with key measures of student outcome.

Based on the study analyses, the following are key results that funding disparity does indeed have a negative effect on student outcome:

1. The "Funding Disparity Rank" (FDR) interacts with student poverty (measured by Free-Reduced Lunch (FRL)) rates to have a significant negative effect on school districts' Department of Public

Instruction (DPI) issued report card scores[1], particularly in districts with higher rates of FRL (see Figure 1, attached). Note in Figure 1 that as FDR increases (75th percentile on the x axis), scores decrease (y axis). At the same time, as FRL rate increases (75th percentile is the bottom trendline with the greatest slope), scores also decrease. In this way, the two factors (FRD and FRL) act in conjunction to decrease scores. **Based on this data, the study concludes that schools of highest poverty are typically also seeing the greatest negative effect of funding disparity.**

2. **In the important benchmark of 8th Grade Math scores[2], funding disparity was found to have a significant negative effect**. School districts with higher funding disparity, as measured by our previously discussed index, saw lower test scores (see Figure 2, attached). This is further evidence that the Wisconsin school funding system itself is creating segregation of opportunity.

In order to ensure the validity of the data analyses for the study, it was necessary to control for both student poverty (as measured by FRL rates) and habitual truancy rates, as both are known to have a significant negative effect on student outcome. The full study data analyses provided surprising insights as to the negative effects of student poverty and truancy. Two examples of these effects follow:

1. High FRL rates have a negative effect on **both** DPI issued school district report card scores and 4th Grade Math scores[3]. The three different "types" of school districts (rural, urban, suburban) experience different negative effects. **Suburban districts experience a greater negative effect at higher FRL rates than both urban and rural districts** (see Figure 3 as example, attached).
2. Habitual Truancy has a negative effect on each measure of student outcome in rural and urban districts. In terms of 8th Grade Math scores, **Suburban Districts are NOT affected by Truancy, unlike Rural and Urban Districts. This factor could contribute to greater achievement gaps between high- and low- poverty populations**, as Suburban Districts are typically more affluent than Rural and Urban Districts. See Figure 4, attached.

The results of this study demonstrate that the system funding the education of our children in Wisconsin actually contributes to inequity of educational opportunity. The quality of educational opportunity in Wisconsin now largely depends on where you live, and the relative affluence of your family and community. Further, the systemic problems indicated by this study require immediate solutions to address systemic issues of student poverty, truancy, and increasing inequity in school funding.

The full study may be viewed at www.waef.net

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[1] DPI-issued School District Report Card scores for 2012-2013, and 2013-2014 school years

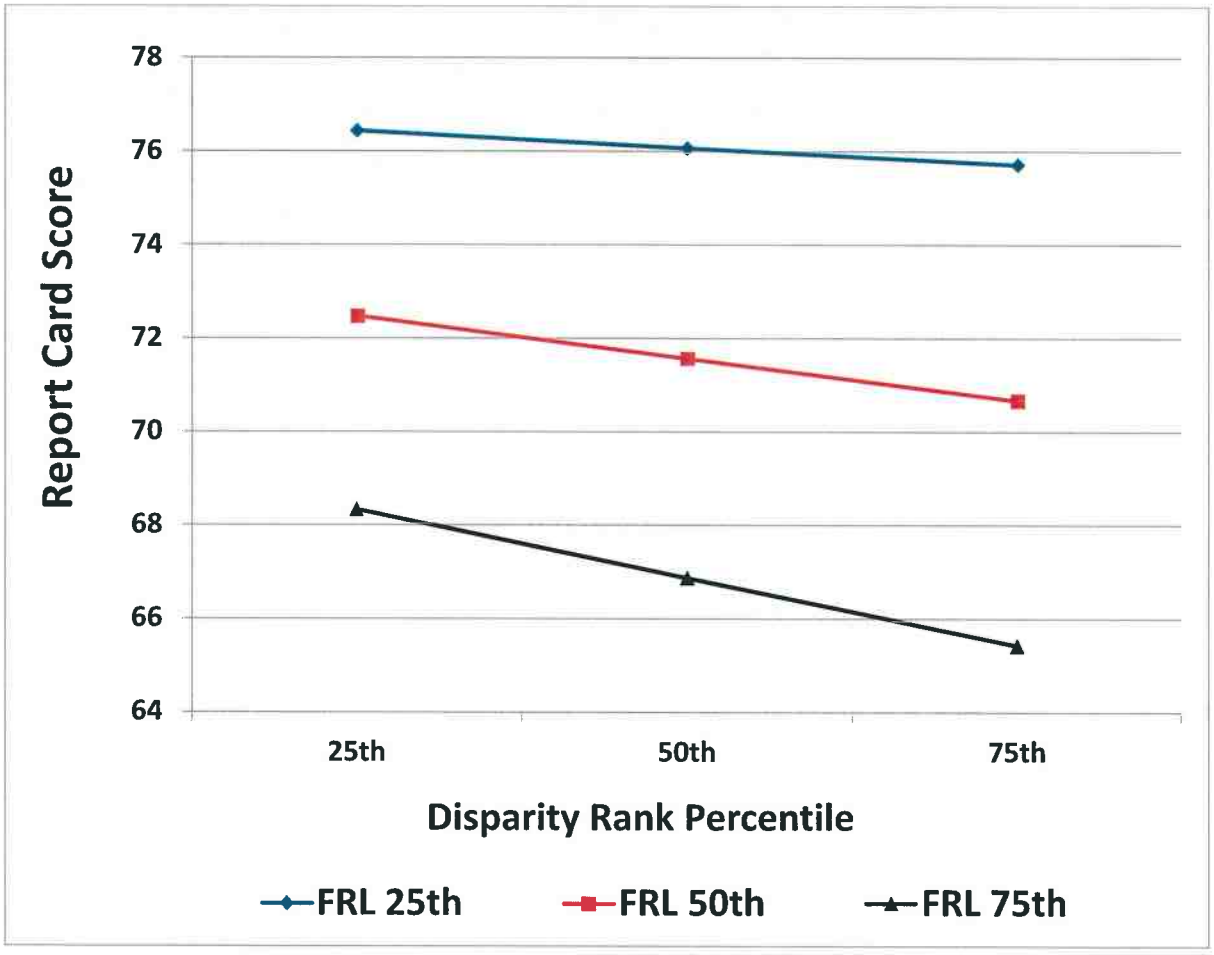
[2] WSAS certified 8th Grade Math scores for 2005-2013 school years

[3] WSAS certified 4th Grade Reading scores for 2005-2013 school years

Statement from State Senator Kathleen Vinehout, 31st Senate District:

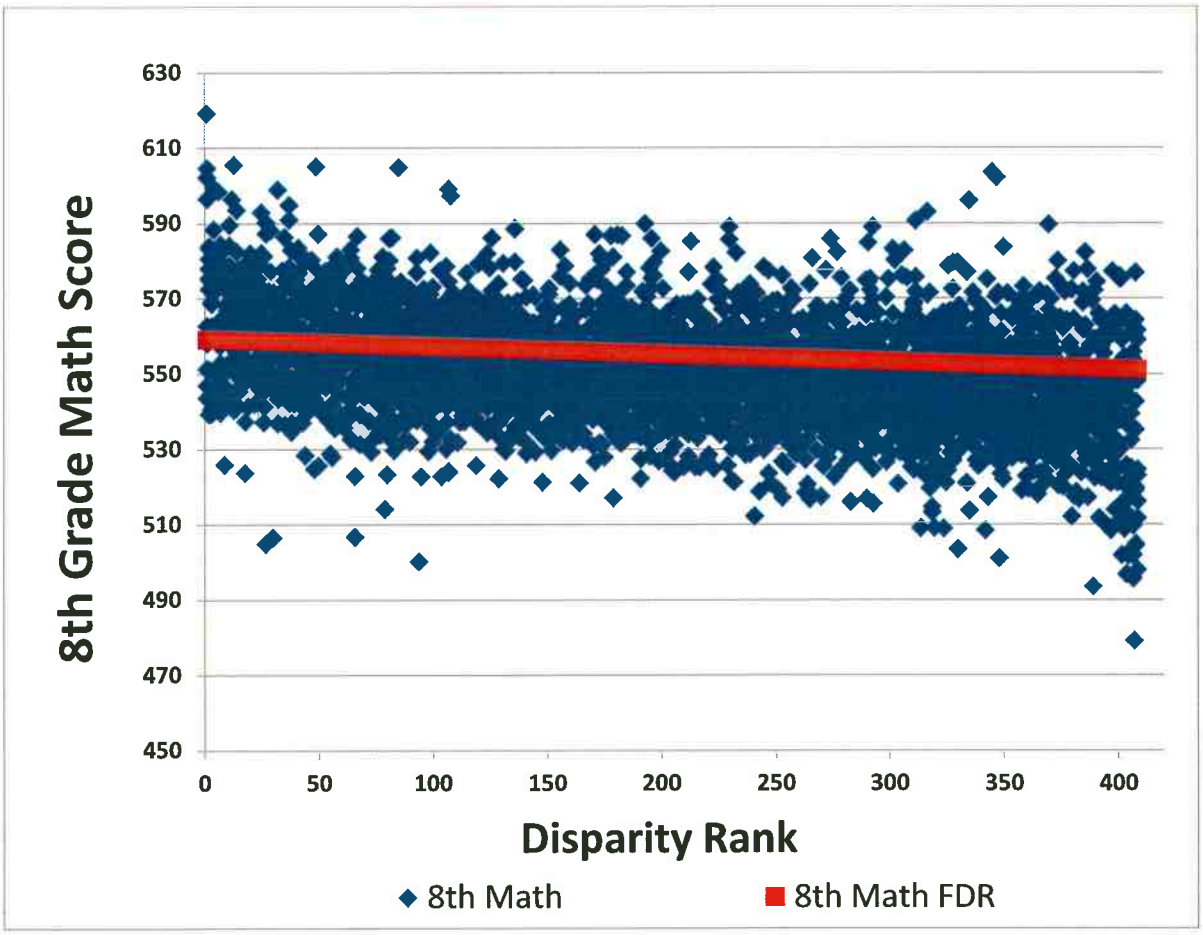
"The education children receive should not be determined by the zip code in which they live. Children from every part of Wisconsin need the same access to high-quality public education. This is part of our state Constitution and needs to be part of our state policy. The time is now to change our school funding formula to make education equality a reality!"

Figure 1 - Negative Association of Funding Disparity Rank (FDR) interaction with Free-Reduced Lunch Rate (FRL)



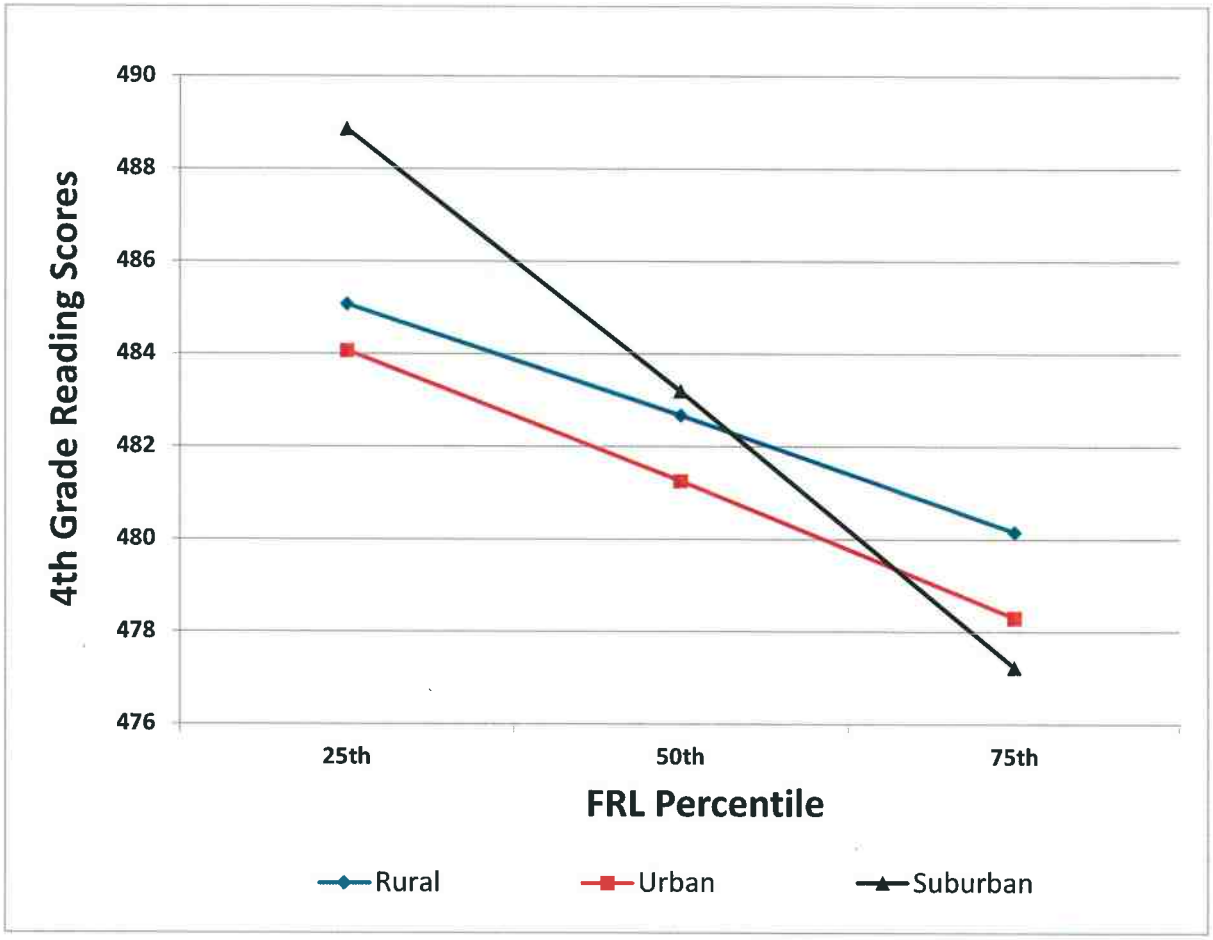
Note in Figure 1 that as FDR increases (25th - 75th percentile on the x axis), scores decrease (y axis). At the same time, as FRL rate increases (75th percentile is the bottom trendline with the greatest slope), scores also decrease. In this way, the two factors (FRD and FRL) act in conjunction to decrease scores.

Figure 2 – Funding Disparity Rank Negative Effect on 8th Grade Math Scores



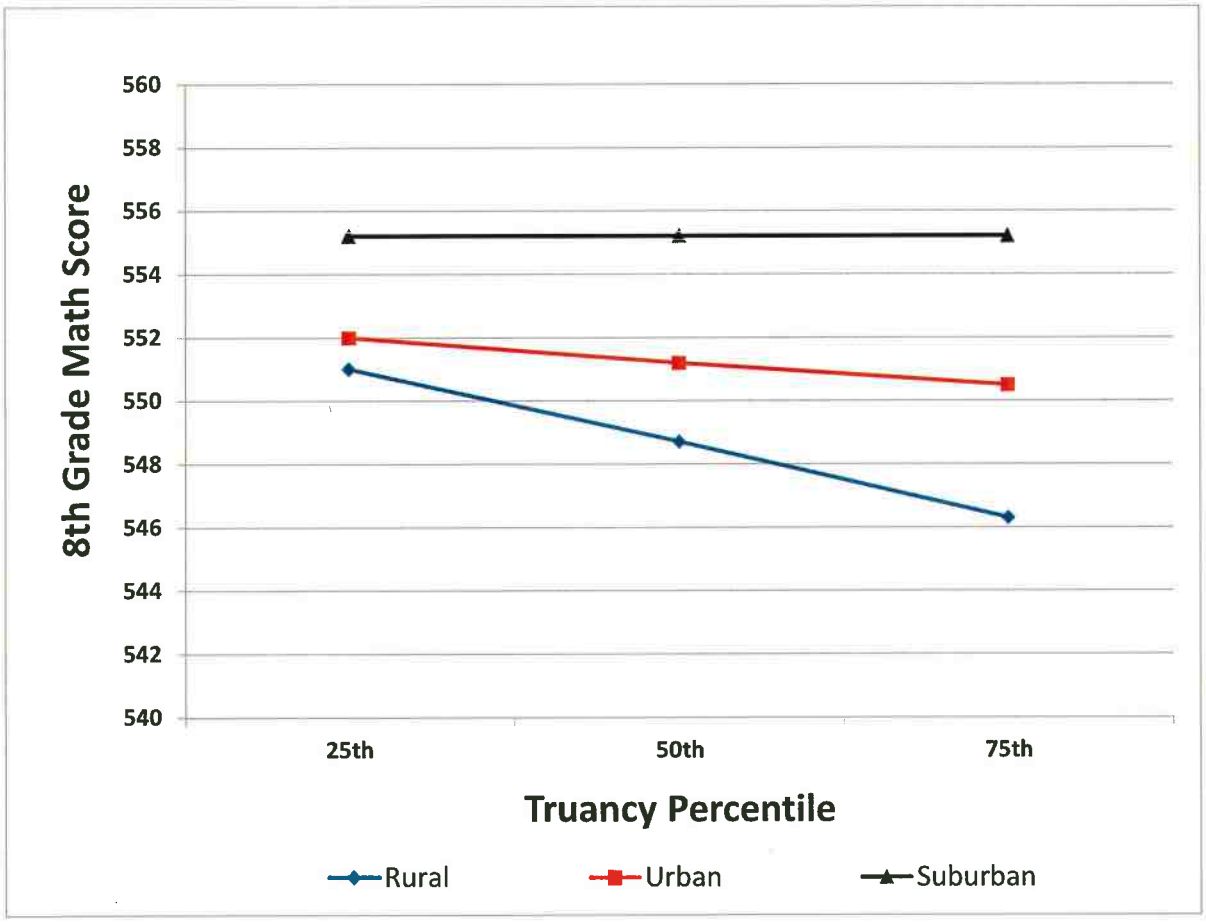
Note in figure 2 that blue diamonds show raw 8th Grade Math scores for each school district statewide. The red line comprised of red squares show the effect of FDR on scores when controlling for all other significant factors. This figure is clear evidence that greater funding disparity (higher numbers on x axis) has a negative effect on 8th Grade Math scores.

Figure 3 – Free-Reduced Lunch (FRL) Association with 4th Grade Reading scores by District Type



Note in Figure 3 that as FRL increases to the 75th percentile (x axis), 4th Grade Reading scores decrease at different rates in different types of school districts (urban, rural, suburban). The negative effect of poverty is greatest in suburban school districts.

Figure 4 – Truancy Association with 8th Grade Math Scores by District Type



Note in Figure 4 that as Habitual Truancy increases through the 75th percentile (x axis), the negative effects on 8th Grade Math scores increase, and the effects differ by school type (urban, rural, suburban). While suburban districts see no negative effect, rural districts see the greatest negative effect.

5.A.(9)

New GAO Report Examines Rapid Voucher Growth Across Nation, Urges Guidance re: Public Schools' Obligations to Provide "Equitable Services"

September 13, 2016 Federal Issue, National Issue, State Issue Educational Savings Accounts (ESAs), Federally Funded "Equitable Services", Government Accountability Office (GAO), Huffington Post, Individuals with Disabilties Education Act (IDEA), Mark Pocan, Title I, Vouchers Dan Rossmiller

A new report from the federal Government Accountability Office (GAO) examines the growing impact the proliferation of private school choice programs such as vouchers and Educational Savings Accounts (ESAs) is having on public school districts. The report focuses specifically on the obligation of public schools to provide federally funded "equitable services" to private school students under IDEA and Title I.

The report, entitled, "Private School Choice Programs Are Growing and Can Complicate Providing Certain Federally Funded Services to Eligible Students" recommends that "given the growing number of private school choice programs, the Secretary of Education should incorporate information about providing equitable services in the context of private school choice programs into guidance." According to the report, the U.S. Department of Education agrees with this recommendation.

The GAO Report prompted Wisconsin 2nd District Congressman Mark Pocan (D-Madison), a member of the House Committee on Education and the Workforce, to issue a press release calling on the U.S. Department of Education to take the necessary steps to ensure proper oversight and encourage accountability of taxpayer-funded voucher schools.

Among other things, the release notes, "Taxpayer-funded voucher schools across the country also lack requirements regarding high educational standards for teachers, discriminate against certain students, and can mandate religious requirements for admission-blurring the lines between separation of church and state." Pocan's office also released what it called a fact sheet regarding the findings of the GAO's report.

In addition, the report prompted Pocan to write an Op-Ed piece published by the Huffington Post website entitled, "Why You Should Be Worried About The Rapid Rise of Private Voucher Schools."

The report describes the rapid growth in the number and scope of voucher programs over the past 25 years. According to the GAO's survey and related follow-up. participation in private school choice programs nationally has more than doubled in the past 5 years.

From the 2010-11 through 2014-15 school years, participation in private school choice programs grew from approximately 70,000 students to approximately 147,000. During that time period, the funding these programs provided for students increased from approximately $400 million to $859 million, according to the GAO.

Since 2010, nine states have started 13 new private school choice programs—seven states started new voucher programs and two states started new ESA programs—contributing to this increase in participation. In addition, the report notes that two additional voucher programs (in Arkansas and Colorado) and three additional ESA programs (in Mississippi, Nevada, and Tennessee) were authorized but not operating for all or part of 2015 when the study was conducted.

S.A. (9)

The report distinguishes between voucher programs and ESA programs, noting that:

"While vouchers generally provide interested parents with funding for tuition at a religious or secular private school. ESAs are typically designed to fund a broader set of educational expenses, such as private school tuition and fees, online learning programs, private tutoring, education therapies, or higher education expenses. The first voucher program began in 1990, and the first ESA program began more recently in 2011. ... In addition, ESA programs also lay out which expenses are allowed and what to do with any unused funds. For example, both ESAs operating in school year 2014-15 allowed funds to be used for college savings plans or for a student to enroll in college courses, according to program officials and our review of ESA documents."

An item in the Forward Agenda announced by state Assembly Republicans last week states: "We will explore implementing Education Savings Accounts (ESAs) to provide families with access to savings that can be used only for education-related expenses, including tuition, textbooks and tutoring." (See previous post.)

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MCCDEB

END-OF-THE-YEAR SUMMARY REPORTS 2015 - 2016

Executive Summary

Assistant Administrator of Pupil Services
Supervisor of Special Education/Coordinator of Pupil Services
Assistant Supervisor of Special Education
Staff Development
Pupil Service Staff
Audiology
Behavioral Consultant
Behavior Support Specialist
Coordinator of Data Management
Deaf & Hard of Hearing
Itinerant Music Analysis
Occupational/Physical Therapists
School Nurse
PST - Technology
Youth Employability Services
MCSE Spring Track & Field Games
MCSE Summer Day Camp
Grants

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MARATHON COUNTY
SPECIAL EDUCATION
Children with Disabilities Education Board

Marathon County Special Education
2015-16 Executive Summary

Marathon County Children with Disabilities Education Board Year-End Staff Program Summaries for 2015-16 have been completed. These summaries reflect the activities, services and programing supports provided to our consortium districts on behalf of students with special education needs and documents the on going, responsive and comprehensive services provided to our member schools.

Marathon County Special Education Consortium (MCSEC) Modernization and Improvement Plan continues to provide guidance for implementing a problem-solving model for school improvement. Through this effort, our agency, in collaboration with our school districts have sought to increase the capacity for an integrated system of student support for all children around academics, student engagement, and behavior. Districts are moving forward with a process for **multi-tiered systems of support (MTSS)** to better meet student's educational and behavioral needs and provide the necessary and appropriate documentation for students in need of further evaluation. Outreach to district leadership teams and general education remains a priority as we seek to coordinate and connect services to diverse and challenged learners. MCSE continues to be committed to the provision of services and programming that will be sustainable, implemented with fidelity; using data based decisions and held to high standards.

The agency acknowledges the important role teachers have on student outcomes and so it remains a priority to work with MCSE consortium leadership to create a forum for teachers to receive high impact training. The **MCSEC Summer Academy** continues as the cornerstone for providing teacher training and professional development opportunities to effectively meet the needs of our regular and special educators. July 2015 brought over 140 educators together for four days to gain knowledge and understanding of research-based strategies from nationally recognized experts, building the collective capacity of staff to address the diversified learning needs of their students. July 18-20, 2016 will host the 8th MCSEC Summer Academy.

Children's mental health in our classrooms has received greater emphasis in the last several years. Our agency has been providing guidance for teachers in the understanding and management of social-emotional learning as a part of classroom instruction. Grant funding enabled the Agency to provide universal screening and trainings in behavior and social/emotional learning. This initiative is being advanced this year as part of our Summer Academy which will provide additional training to staff on how to support students in classrooms and schools. MCSE's flagship conference, the **Annual Institute on Educating Students with Emotional and Behavioral Disabilities** held its 23nd Annual event in February with nearly 160 educators in attendance providing additional support around student mental health.

Lakeview Professional Plaza
1200 Lakeview Drive, Suite 350 I Wausau, WI 54403-6707 I T 715.261.1980 I F 715.261.1981 I www.mcspecialeducation.com

MCSE also expanded training and supports for both regular and special education Para-Support staff and Health Assistants. All instructional support personnel were enrolled in online training modules providing personalized coursework designed to support their classroom and student assignments. The fourth annual **Health Skills Training** will be held in August, providing our school nursing health assistants with school health preparedness, updates and hands-on skills practice. Both training programs serve to ensure that support personnel meet criteria for maintaining 'highly qualified' staff that serve our students, staff and schools.

Agency itinerant and support services in speech, physical, occupational, deaf/hard of hearing, nursing, assistive technology, vocational/transition, seclusion and restraint, and behavior continue to provide both students and staff critical skills for learning access. MCSE partnership with the County Health Department has enabled vision and hearing screenings to continue throughout Marathon County. To respond to our schools request for additional guidance around data at the student, classroom and district level, our **Data Management** position has allowed for more in-depth analysis of student and classroom assessments as well as greater district level analysis for both regular and special education outcomes. Finally, two annual student focused events, **Spring Track and Field Day** and **MCSE Summer Camp** continue to provide students with positive behavioral, social, and related opportunities they may not experience anywhere else.

During the 2016-17 school year, MCSE staff will work with the State Department **Results Driven Accountability (RDA)** system to provide a more balanced and focused effort on improving educational results and functional outcomes for children with disabilities, ensuring the IDEA program requirements are met. Staff will be supported around the effective use of student data and monitoring of student growth to better access the instructional impact on student-learning outcomes. To meet this requirement, MCSE professional development will provide a greater focus on curriculum, IEP development and progress monitoring of student outcomes.

Our focus on children's **mental health** also remains a priority as children in special education frequently experience mental health issues interfering with academic and behavioral success. We are committed to a public health approach to the issue, providing access to screening, trainings and school-based supports to District staff strengthening capacity and promoting strategies for positive mental health for all children.

As an agency, we will continue to work toward our collective capacity to reach and teach all children, defining what we value most, and emphasizing how attitude and perspective have an effect on all that we do. The **Annual Multi-District** beginning of the year in-service to be held August 30th will bring together the nearly 500 MCSEC member educators to receive a warm and energizing welcome to the start of yet another school year focused on a tradition of high quality educational services and high expectations for all staff and students. We want to challenge our staff to the highest levels of professional development and collaboration we can and will do it in a manner that recognizes the central and important strategic role that teachers play in a child's educational life and future development.

Thank you for your ongoing dedication and support to our staff and our agency.

Eric P. Hartwig, Ph.D., Administrator
Marathon County Special Education

MARATHON COUNTY CHILDREN WITH DISABILITIES EDUCATION BOARD
STAFF CHART
Winter 2015

11/10/15
Printed 11/10/15

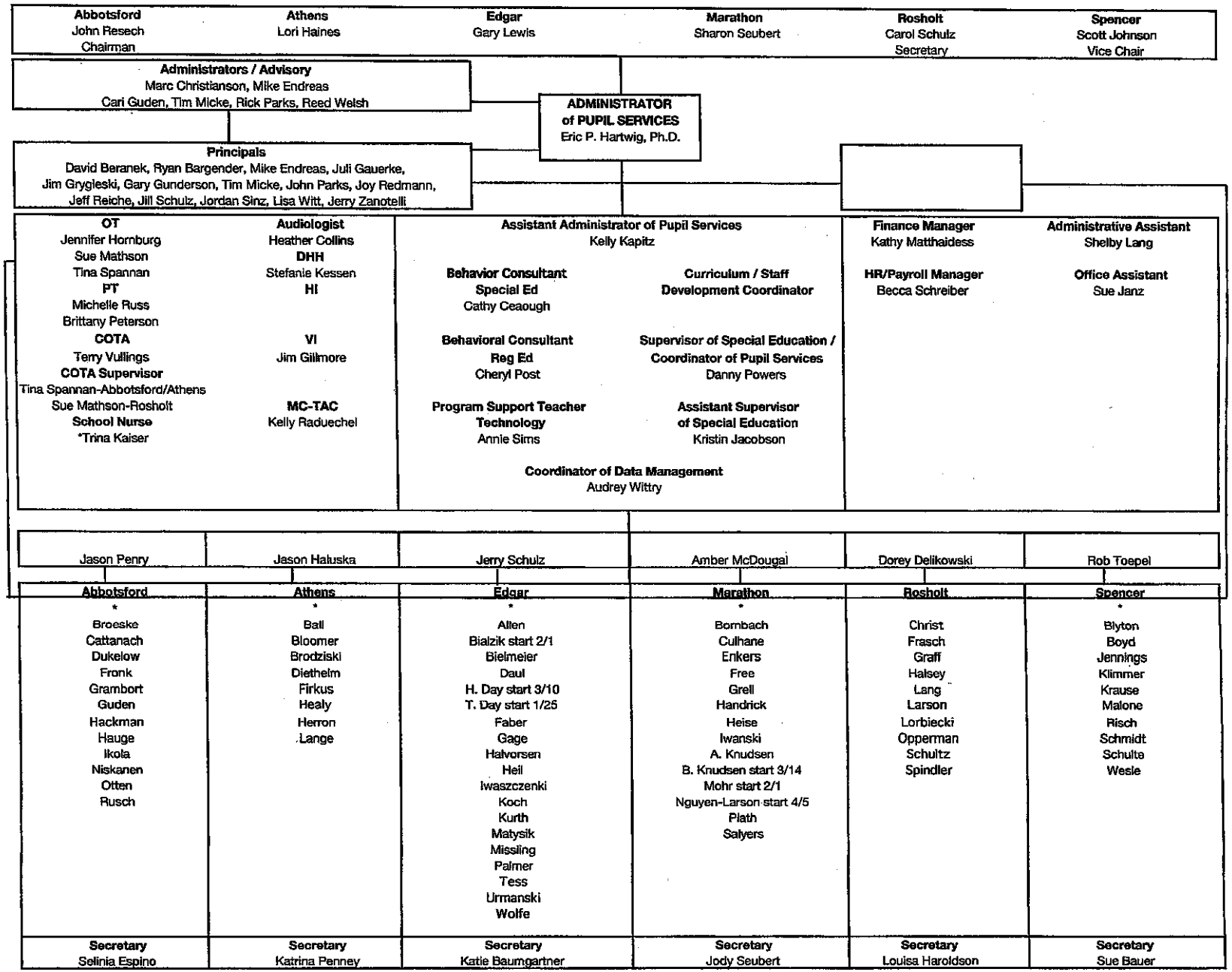
ADMINISTRATOR of PUPIL SERVICES: Eric P. Hartwig, Ph.D. **ASSISTANT ADMINISTRATOR OF PUPIL SERVICES:** Kelly Kapitz
SUPERVISOR OF SPEC ED/COORDINATOR of PUPIL SERVICES: Danny Powers **ASSISTANT SUPERVISOR of SPECIAL ED:** Kristin Jacobson
BEHAVIOR CONSULTANT SPECIAL ED: **Cathy Ceaough** **BEHAVIORAL CONSULTANT REG ED:** Cheryl Post **PST TECHNOLOGY:** Annie Sims
CURRICULUM/STAFF DEVELOPMENT/KOTB COORDINATOR:
COORDINATOR OF DATA MANAGEMENT: Audrey Wittry
AUDIOLOGIST: Heather Collins **DEAF AND HARD OF HEARING CONSULTANT:** **Stefanie Kessen** **MC-TAS:** Kelley Raduechel **VI:** Jim Gillmore
NURSE: Trina Kaiser (Abbotsford, Athens, Edgar, Marathon, Spencer) **HEALTH AIDES:** Ikola/Abbotsford, Lange/Athens, **Gage**/Edgar, **Salyers**/Marathon, **Dums**/Spencer
PT: Russ, Peterson **OT:** Mathson, Spannon, Hornburg **COTA:** Terry Vullings **COTA Supervisor:** Mathson/Rosholt, Spannan/Abbotsford
FINANCE MANAGER: Kathy Matthaidess **HR/PAYROLL MANAGER:** Becca Schreiber **ADMINISTRATIVE ASSISTANT:** Shelby Lang **OFFICE ASSISTANT:** Sue Janz
SPECIAL ED SECRETARIES: Grambort/Abbotsford, **Bell**/Athens, Baumgartner/Edgar, **Seubert**/Marathon, Haroldson/Rosholt, S. Bauer/Spencer
JOURNEY: Jill Chaffee & Amy Marthaler, Northwest Counseling & Guidance

MCCDEB: John Resech, Scott Johnson Gary Lewis, Carol Schulz, Sharon Seubert, Lori Haines

	732/0007 Abbotsford	733/0196 Athens	735/1561 Edgar	736/3304 Marathon	738/4963 Rosholt	739/5467 Spencer
EC 152 005	**Cattanach** 1/2 (E)		Wolfe (E) ***Urmanski**	Free (E)	Larson (E) ***Opperman**	Malone (E) ***Risch**
EBD 158 006			Halvorsen (E)			
CDB 158 007 *CDS* 158 008	Hackman (H) *Broeske ***Hiebl** **Otten** 1/2 (E)		**LT Sub Kurth start 10/25** (E) **Day start 1/25** (E) ***Tess**			Boyd (E) ***Schulte**
S/L *156 614*	Williamson (E)	**Firkus** (E)	Heil (E)	Grell (E)	Graff 60% (E) **Frasch** 40% (E)	Blyton (E)
CC 158 030	Fronk (H) Rusch (M) Hauge (E) *Niskanen (E)	Herron (H) *Brodziski *Redmann ***Bloomer** **Diethelm (E)** *Penney Healy (H) *Brodziski ***Bloomer**	Allen (H) Daul (H) ***K. Lepak** Koch (E) ***Iwaszczenko** ***Matysik/*Palmer** Faber (E) ***Lee (Aide for Sam)** **Bielmeier LT Sub for M. Faber Dec.**	Plath (H) Knudsen (E) *Culhane **Heise** (H) LT Sub Iwanski (Enkers) (E) Enkers 1/2 time starting Dec. *Handrick	Spindler (MS) Halsey (E) Schultz (H) Christ (E) *Lorbiecki	Wesle (H) ***Schmidt** Klimmer (H) Jennings (E)
VTS	**Dukelow	**Westfall-Pittman	**Daul	**Plath	**Schultz/Spindler	**Klimmer
HI						
MC-TAC			***Raduechel at MCSE			
PSYCH	Penry (E)	**Haluska** (H)	**Schulz start 11/3** (H)	McDougal (E)	Delikowski (E)	Toepel (E)
Co. Code	37, 10	37	37	37	49, 37, 68	37, 10

* Aide
** VTS (Vocational Transition Services)
*** MC-TAS (Marathon County Transition Assessment Services)

MARATHON COUNTY CHILDREN WITH DISABILITIES EDUCATION BOARD
FLOW CHART
Winter 2015



Assistant Administrator of Pupil Services

SUMMARY 2015-16: KELLY KAPITZ

The overall goals of the Assistant Administrator are to provide supervision and support to all staff, work with administrators and principals regarding pupil services issues, develop positive relationships with staff, participate in ongoing professional development activities and complete tasks in an efficient and timely manner.

Tasks completed include:

- Continued consortium IEP project with Danny Powers and Kristin Jacobson.
- Assumed greater role in the MCSE conference and professional planning.
- Conducted DPI Audits in Marathon with accompanying indicators (8, 12 and 14).
    - This involved meeting with staff, reviewing files and compiling reports for the WI DPI.
    - Parent Survey
    - Post-secondary surveys of last year graduates.
    - Parent consultation.
    - Meetings with local administration and MCSE staff.
- Ongoing mentoring of school psychologists.
    - Bimonthly meetings and site visits.
    - This year I had 117 school visits.
- Worked with local districts on Educator Effectiveness. This year I reviewed the portfolios of 6 staff.
- Hired all vacant MCSE staff in conjunction with Kristin Jacobson and Danny Powers. This year we hired 41 different positions.
- Facilitated at New Staff Orientation in August.
- Coordinated on the MCSE Track & Field Games in collaboration with the Edgar Physical Education Department.
    - Coordinated with Edgar staff.
    - Arranged for a catered lunch.
    - Worked with Sue Janz to organize the event.
- Coordinated nursing and health aide services.
    - Held 9 nurse meetings and met with selected health aides on a variety of issues.

  - Met with 4 families on health related concerns.
- Co-facilitated the 3rd annual School Health Skills Day.
- Set up and monitored Time and Effort Study for health aides and nurse.
- Attendance at IEP meetings.
- Reviewed individual case IEP's.
- Completed district open enrollment processes for all 6 districts including the monitoring of students going in and out.
  - Includes creating spreadsheets.
  - Compiling tuition estimates and final billings for all districts.
  - Coordinating with local staff on new, continuing and alternative applications.
  - Sent out 44 estimates and final billings to 12 different districts.
- Completed the new district transfer of service forms online for all 6 districts. This allows districts to exceed the revenue limit and capture additional dollars to support students with disabilities in their districts. Previous years have garnered an average of $80000 for our districts.
- Completed district high cost student process. This year we captured nearly $1780 in additional aid.
- Participated in interagency meetings with Birth to Three staff and CESA partners.
- Completed staff evaluations in cooperation with local principals.
- Attended monthly Board meetings.
- Worked with special education administrator regarding tri-annual enrollments.
- Consulted with superintendents and principals on various issues on a monthly basis.
- Met with school nurse and occupational and physical therapists.
- Conducted end of year interviews with all VTS staff in the schools.
- Attended office staff meetings.
- Attended Administrator meetings.
- Attended Principal Meetings.
- Assisted in developing "Plans of Service" for all districts.
- Worked on Flow-through budget development in conjunction with finance department.
- Met with local parochial school official on special education issues.
- Participated in VTS meetings and evaluations.
- Participated in pupil services team meetings on a biweekly basis.

- Completed follow-up reports to DPI on Self-Assessment outcomes and transition for the Abbotsford School District.
- Supervised the VTS Coordinator and met monthly on program issues.
- Worked with assistive technology staff on local issues. Met regularly with Annie Sims on new projects including the communication Matrix and PODD initiatives.
- Monitor and coordinate data collection for the districts on early childhood outcome data.
- Update and monitor local district performance plans and indicator compliance.
- Monitored all DPI requirements related to special education for all six districts on a monthly basis.
- Collaborated with nurse and medical director to sponsor health skills day.
- Continued to facilitate the Medicaid processing. To date, we have claimed over $581,689 on behalf of the schools.
- Continue MCSE Camp supervision. Twenty-eight students will attend this summer's Olympic games camp experience.
- Coordinate Music Therapy Services in the schools.
- Worked with the Marshfield Clinic on the possibility of Telehealth and purchase of school nurse services.
- Worked with MCSE staff to coordinate and facilitate CAP meetings which brings together like category staff for collaboration and training
- Worked with area schools on a grant to bring Project Search to the Wausau Area.
- Provided support to Edgar during the year due to unique staff and student needs.
- Member of the WCASS SAA committee on State-wide assessments
- Provided training and support on alternative assessments to staff.
- Attended all Consortium Insurance meetings.
- Assisted in teacher and aide licensures
- Participated in office staff evaluations.
- Provided special education secretaries meeting.
- Visited several 18-21-year-old programs
- Worked with behavioral consultants on behavior intervention planning project.

CONFERENCES/INSERVICES ATTENDED

- Attended MCSE Fall and Spring staff meetings.
- Attended the Rosholt Board meeting to present on NCHC service in schools.
- Facilitated new staff inservice, August 2015.
- Attended the MCSE Mental Health Summit 2015.
- EBD Institute, March 2016
- Fall Superintendents Pupil Services/Special Education Leadership Conference, November 2015
- CESA 9 RSN meetings.
- Attended 504 Conference with Julie Weatherly.
- Attended the DPI Funding Conference, February 2016.
- Attended Business Managers meetings.
- Attended WCASS Conference in winter 2016.
- Participated in Summer Academy trainings 2015.
- Facilitated the 3rd Annual Health Skills Day
- Facilitated Medicaid training for staff 2x during the year.
- Attended WISEdash training.
- Attended Mental Health Framework Conference, February 2016.
- Attended MCSE consortium funding conference April 2016.

SUMMARY

The role of the Assistant Administrator is difficult to encapsulate into a written document. The role is multifaceted and priorities change based on the circumstances of the day, week, month or year. The principal responsibility is to make sure that we have highly qualified staff working with our students with disabilities. To succeed at this we have to ensure for comprehensive supports not only for the children, but also for the staff. My charge is to make sure that we provide the necessary supports at all levels of our agency. I wear many hats, which affords me the opportunity to learn very unique skills. Additionally, I am an ambassador for special education in all of our schools, with staff, parents and administration.

Supervisor of Special Education Coordinator of Pupil Services

SUMMARY 2015-2016: DANNY POWERS

The Supervisor of Special Education/Coordinator of Pupil Services is a role that includes administrative and supervisory functions, support and assistance at the district level to administrators, school psychologists and special education staff in the development, implementation, and evaluation of programs and services to children with disabilities. The role continues to oversee such areas as IEP processes/procedures, instructional methods and materials, classroom organization and structure, behavior management and Educator Effectiveness evaluations as directed by the State.

ONGOING RESPONSIBILITIES:

1. Provide ongoing support to new and provisionally certified staff including first year teachers in Athens and Abbotsford.

    A. Assist teachers in gaining knowledge and skills in the area of IEP processes and procedures through consultation, inservices, dissemination of information, and reviewing/critiquing teacher reports and IEPs.

    B. Assist teachers in selecting and implementing appropriate instructional methods, learning strategies, materials, and equipment as well as scheduling/grouping of students.

    C. Assist teachers in structuring and organizing their classrooms as well as developing behavior management plans.

2. Support existing staff on an as needed basis.

3. Assist in educational evaluations of students when specialized assessment is required.

    A. Complete evaluations in cases where fully certified or provisionally certified staff are not available to complete evaluation.

    B. Assist and train new and provisionally certified teachers in the completion of student evaluations.

    C. Provide consultative services to teachers and school psychologists on specific cases.

4. Along with the classroom teacher, assist paraprofessionals in following appropriate instructional methods based on students' IEPs.

5. Assist in the development and coordination of new/innovative programming, approaches and materials to improve and expand services provided by Marathon County Special Education.

6. Actively participate in ongoing professional development opportunities.

7. Assist in identifying inservice needs by participating in local special education meetings and planning/implementing inservices in areas of need.

8. Serve as liaison between special education staff (teachers, vocational training specialists, paraprofessionals) and special education administration and pupil service staff.

   A. Meet regularly with special education administration to summarize observations of staff and programs and provide recommendations for program improvements.

   B. Coordinate and facilitate consortium-wide and district-level pupil services meetings and communicate on an individual basis with district school psychologists and district administrators regarding specific district needs.

9. Obtain and disseminate curricular and instructional information, methods, materials, and equipment through the MCSE resource library.

SUMMARY 2015-2016 ACTIVITIES:

The Supervisor of Pupil Services/Coordinator of Pupil Services provided assistance in the following ways during the 2015-2016 school year:

1. Professional Development

   A. Participated in the MCSE Fall and Spring Inservices.

   B. Participated in beginning of year district Inservices/meetings addressing specific district/staff needs.

   C. Attended the EBD Institute focusing on evidenced-based behavioral interventions for both regular and special educators.

   D. Attended the Summer Academy.

   E. Attended a CESA Inservice related to Indicator 12 (Preschool Participation System).

   F. Attended a Pre-service SMART training.

G. Attended Curriculum Advisory Project meetings quarterly.

H. Attended the consortium-wide Inservice presented by Tim Clue.

I. Attended a Medicaid training.

J. Attended two Active Shooter trainings.

K. Attended 3rd Health Skills Day conference hosted by MCSE.

L. Toured Project Search in Marshfield.

M. Attended the Business Manager's meeting.

N. Attended the Section 504 workshop.

O. Attended training on Summary of Performance/Transition by Kathy Tuttle.

P. Attended Skills Navigator training in Abbotsford.

Q. Attended the WSPA sponsored Job Fair for School Psychologists.

R. Attended a CESA 9 training on Mental Health issues.

S. Attended a CESA 9 workshop on Indicator 7.

T. Attended the Federal Funding Conference.

U. Attended an Assistive Technology Inservice on Snap and Read.

2. Delivered Trainings and Presentations

A. Co-presented at the MCSE Fall Inservice.

B. Presented on Seclusion and Restraint in Athens.

C. Provided presentations on Effective Educator Evaluations as part of the professional development initiative.

D. Assisted in the New Employee Orientation process.

3. Ongoing Meetings and Communications

A. Maintained open and ongoing communication with Agency administrators concerning various personnel and programming issues allowing for enhanced

collaboration, administrative mentoring and continuity of responses to issues as they arise.

B. Coordinated and facilitated Pupil Services meetings to gather and share information and to maximize continuity of services.

C. Participated in office staff meetings in order to maintain open communication and to share district and agency concerns with colleagues.

D. Consulted on an ongoing basis with district meetings with administrators, school psychologists and district special education staff.

E. Participated in Plan of Service meetings for the 2016-17 academic year.

F. Served as agency representative on the Employee Assistance Program steering committee.

H. Participated in RtI team meetings designed to identify student needs and determine appropriate interventions.

I. Attended various meetings including Board, Administrators, Principals, Business Managers, EAP, and Journey Steering Committee.

J. Participated in Curriculum Advisory Project.

K. Twice underwent calibration for Educator Effectiveness.

4. Staff Related

A. Assisted in screening, interviewing and hiring of nearly 50 new and temporary positions over the course of the school year including a search for a clinical psychologist to assist with mental health issues in the schools.

B. Conducted evaluative/supervisory observations of all new Athens and Abbotsford staff members, staff who are on a provisional/probationary status and those due for triennial evaluations using Educator Effectiveness methodology.

C. Provided ongoing consultation and mentoring to consortium school psychologists as well as behavioral specialists, district special education teachers and paraprofessionals, particularly those new to the Agency.

D. Revised and updated the New Employee Orientation program for MCSE.

5. District Specific

   A. Made bi-weekly visits to Abbotsford and Athens to provide ongoing support to staff and administration.

   B. Provided consultation related to specific needs of students' behavioral, mental health, social services issues, alternative programming options, evaluation, report writing, IEP development, etc.

   C. Provided administrative consultation on an ongoing basis.

   D. Member of the Educator Effectiveness Evaluation Team in both Abbotsford and Athens.

   E. Recognized as member of the Athens Administrative Team.

   F. Worked extensively with a family with a number of highly involved special needs students who transferred from out of state.

   G. Completed year two of the Athens self-assessment audit.

   H. Actively involved in situations involving potentially contentious discussions with parents.

   I. Consulted and participated in professional learning community activities in Athens and Abbotsford.

   J. Assisted with interviews for a 4-K aide for Abbotsford.

   K. Participated in individual teacher discussions in both districts concerning application of provisional/probationary contract terms.

6. Additional Activities

   A. Updated/distributed information and materials in the areas of assessment, report writing, IEP development, behavior management, and functional behavioral assessment to the appropriate staff.

   B. Coordinated and reviewed transition plans with the VTS supervisor in order to assure appropriate programming for students age 14-21.

   C. Completed final year of the Professional Development Plan necessary for licensure.

D. Acted as cooperating teacher for a staff member finishing up her student teaching.

2016-2017 SUPERVISOR OF SPECIAL EDUCATION/COORDINATOR OF PUPIL SERVICES GOALS:

1. Continue identifying needs and planning/implementing inservices and individualized, intensive instruction to new, provisional and existing staff, particularly in the areas of RtI, Educator Effectiveness, data collection/analysis and IEP development.

2. Provide continuing professional development activities, especially in the areas of formative assessment, researched based interventions, Multi-Tiered Systems of Support (MTSS), Professional Learning Communities (PLC), Positive Behavior Interventions and Supports (PBIS).

3. Continue to provide mentorship opportunities for pupil services and professional staff.

4. Develop and implement ongoing training for instructional aides, especially in the area of discipline.

5. Continue to focus on IEP development by strengthening the individual coaching aspect.

6. Continue exploring opportunities to expand mental health treatment options in the school setting.

Assistant Supervisor of Special Education

SUMMARY 2015-2016: KRISTIN JACOBSON

The Assistant Supervisor of Special Education provides support and assistance at the district level to administrators, school psychologists and special education staff in the development, implementation, and evaluation of programs and services to children with disabilities. The Assistant Supervisor oversees such areas as IEP processes/procedures, instructional methods and materials, classroom organization and structure, and behavior management. The Assistant Supervisor also conducts supervisory and evaluative functions related to special education staff performance.

ONGOING SUPERVISOR OF SPECIAL EDUCATION RESPONSIBILITIES:

1. Provide ongoing support to new and provisionally certified staff.

   A. Assist teachers in gaining knowledge and skills in the area of IEP processes and procedures through consultation, inservices, dissemination of information, and reviewing/critiquing teacher reports and IEPs.

   B. Assist teachers in selecting and implementing appropriate instructional methods, learning strategies, materials, and equipment as well as scheduling/grouping of students.

   C. Assist teachers in structuring and organizing their classrooms as well as developing behavior management plans.

2. Support existing staff on an as needed basis.

3. Assist in educational evaluations of students when specialized assessment is required.

   A. Complete evaluations in cases where fully certified or provisionally certified staff is not available to complete evaluation.

   B. Assist and train new and provisionally certified teachers in the completion of student evaluations.

   C. Provide consultative services to teachers and school psychologists on specific cases.

4. Along with the classroom teacher, assist paraprofessionals in following appropriate instructional methods based on students' IEPs.

5. Assist in the development and coordination of new/innovative programming, approaches and materials to improve and expand services provided by Marathon County Special Education.

6. Actively participate in ongoing professional development opportunities.

7. Assist in identifying inservice needs by participating in local special education meetings and planning/implementing inservices in areas of need.

8. Serve as liaison between special education staff (teachers, vocational training specialists, paraprofessionals) and special education administration and pupil service staff.

   A. Meet regularly with special education administration to summarize observations of staff and programs and provide recommendations for program improvements.

   B. Co-facilitate consortium-wide and district-level pupil services meetings and communicate on an individual basis with district school psychologists and district administrators regarding specific district needs.

9. Obtain and disseminate curricular and instructional information, methods, materials, and equipment through the MCSE resource library.

SUMMARY 2015-2016 ACTIVITIES:

1. Professional Development

   A. Participated in the MCSE Fall In-Service
   B. Attended the EBD Institute
   C. Attended the Summer Academy
   D. Attended CESA 9 Training on Indicator 7
   E. Attended CESA 9 Training on Mental Health
   F. Attended Mindfulness Training at Marshfield Clinic
   G. Attended 504 Training

2. Ongoing Meetings and Communications

   A. Maintained open and ongoing communication with Agency administrators concerning various personnel and programming issues allowing for enhanced collaboration, mentoring and continuity of responses to issues as they arise.

   B. Co-facilitated Pupil Services meetings to gather and share information and to maximize continuity of services.

C. Participated in office staff meetings in order to maintain open. communication and to share district and agency concerns with colleagues.

D. Consulted on an ongoing basis with administrators, school psychologists and district special education staff.

E. Participated in Plan of Service meetings for the 2015-2016 academic year.

3. Staff Related

A. Assisted in screening, interviewing and hiring for vacancies throughout the consortium.

B. Conducted evaluative/supervisory observations of all new Spencer and Marathon staff members, staff who are on a provisional/probationary status and those due for triennial evaluations using CESA 6 Oasys methodology.

4. District Specific

A. Made weekly visits to Marathon and Spencer to provide ongoing support to the staff and administration.

B. Provided leadership and follow-up support to Marathon School District during DPI Procedural Compliance Self-Assessment.

C. Provided consultation related to specific needs of students' behavioral, mental health, social services issues, alternative programming options, evaluation, report writing, IEP development, etc.

D. Actively involved in situations involving potentially contentious discussions with parents.

E. Filled in as a part-time school psychologist in the Edgar District for 2 months.

5. Additional Activities

A. Finalized the updated 504 policy adopted by districts.

B. Supported multiple staff in obtaining and renewing DPI licenses.

C. Served as Liaison between districts and North Central Health Care Center Outpatient Counseling Services regarding Counseling in the Schools Program.

D. Coordinated the *Master Teacher PD Now!* professional development courses for MCSE paraeducators and interested district paraeducators.

E. Served on the Marathon County Early Years Coalition

F. Served on the Marathon County Early Years Coalition Planning Committee

G. Provided support to districts on b.e.s.t screening follow-up steps.

H. Organized and provided leadership to the Secondary Mental Health Screening Pilot Project that took place in all 6 schools.

I. Attended Wisconsin School Psychologist Association Job Fair to recruit and interview school psychologists.

GOALS FOR 2016-2017:

1. Invest time in new staff in order to provide them with the training and on-going support they need in order to build their professional skillset.

2. Improve my own knowledge base regarding Results Driven Accountability (RDA). Work with MCSE administrators to continue to evaluate the best means of educating local staff on the IEP process changes as a result of RDA. Provide more regular feedback regarding IEP's.

Staff Development
Comprehensive System of Personnel Development Support

SUMMARY 2015-2016: SHELBY LANG

The primary role of the Curriculum and Staff Development Support is to assist in effectively planning for a coordinated professional learning program involving special and regular educators, support staff, paraprofessionals, administrators and parents. This includes the planning, development, implementation and evaluation of a CSPD (Comprehensive System of Personnel Development) plan. In supporting a plan, the Staff Development Support person works cooperatively with the Marathon County Children with Disabilities Education Board members, Agency Administrators, District Administrators and support staff.

Throughout the year, the Curriculum/Staff Development Coordinator:

1. Works collaboratively with MCSE administration to prepare, schedule and plan for staff development opportunities throughout the year.

2. Assists in the implementation of inservices, training sessions, workshops, graduate coursework and special projects.

3. Coordinates the establishment of procedures, protocol, timetables, forms, letters, assignment of workshop sites, and all practical elements of inservice and training programs.

4. Prepares and coordinates dissemination of promotional/informational materials sent to staff and administrators announcing inservices and training opportunities.

During the 2015-2016 school year, a variety of in-services/workshops/special events were offered in conjunction with the CSPD program.

In-services/Workshops/Special Events 2015-2016		Presenter(s)
1. School-Based Mental Health Summit	07/21-22/15	E. Hartwig, Ph.D.; D. Mays, M.D., Ph.D.; E. Hudson, LCSW; J. Stephens; W. Jenson, Ph.D.; R. Lavoie, M.A., M.Ed.
2. MCSEC Summer Academy	07/27-30/15	A. Kajitani; C. Commodore, Ed.D.; B. Mendler; D. Edyburn, Ph.D.

3. Health Skills Day	08/12/15	J. Lamont, M.D.; M. Huftel, M.D.; L. Rudolph, M.D.; P. Rohr, MA, LPC-IT; A. Faulks, RN
4. NVCPI Training	08/18/15	L. Maslowski, M.S.
5. New Staff Orientation	08/21/15	K. Kapitz, Ph.D.
6. Curriculum Advisory Project (CAP)	08/20/15	K. Kapitz, Ph.D.; D. Powers; K. Jacobson; A. Wittry; K. Raduchel
7. Beginning of the Year Inservice	08/27/15	T. Clue
8. Fall MCSE Staff Meeting	09/21/15	E. Hartwig, Ph.D.; D. Powers; K. Kapitz; K. Jacobson; A. Wittry; K. Raduechel; A. Sims
9. Fall Principals Meeting	09/29/15	E. Hartwig, Ph.D.
10. 504 Training	12/16/15	J. Weatherly, Esq.
11. Mid-Year Principals Meeting	01/28/16	E. Hartwig, Ph.D.
12. 23rd Annual EBD Institute	02/24-26/16	G. Ruesch, Esq.; L. Boreson, M.S.; B. Mendler; E. Hartwig, Ph.D.; J. Weatherly, Esq.; D. Funk
13. Spring Staff Meeting	05/03/16	E. Hartwig, Ph.D.;

In addition to facilitating the in-service/workshops listed above, the Curriculum/Staff Development Coordinator participated in the following activities during the 2015-2016 school year:

1. The Staff Development Coordinator provided coordination and implementation of the School-Based Mental Health Grant – Security Health Foundation.

2. Facilitated transition/training/materials for b.e.s.t. social/emotional screenings.

3. Assisted Instructor of Record in the development of Viterbo course credit for MCSE trainings.

4. Assisted in the development of a student-designed agency holiday card.

GOALS FOR THE 2016-2017 SCHOOL YEAR

Based on the professional goals/staff needs summary and administrative recommendations, the Curriculum/Staff Development Coordinator will:

1. Assist with the development and implementation of the Modernization and Improvement of Our Work plan for MCSEC including opportunities for multi-district trainings and support.

2. Assist with planning, trainings, and implementation of universal screenings.

3. Explore innovative approaches to preparing and disseminating promotional materials announcing in-service/training programs.

4. Assist in the Coordination the 24th Annual Institute on 'Educating Children with Emotional and Behavioral Disabilities'.

5. Facilitate the 2016 Summer Academy.

6. Coordinate the 2016 multi-district beginning of the year inservice.

7. Provide support and coordination for the MCSEC and Ministry Health sponsored Health Skills Training.

Coordinator of Data Management

SUMMARY 2015-2016: AUDREY L. WITTRY

The primary role of the Coordinator of Data Management is to train and support both special education and general education teachers to better use student data to make instructional decisions. This data includes state and local, formative and summative assessments. The Coordinator of Data Management also assists RtI/MTSS teams in using student data to diagnostically determine student needs for intervention. This role also encompasses substantial research of historical data, assessment literacy and responsibility, and best instructional practices.

SERVICES PROVIDED DURING 2015-2016 SCHOOL YEAR

I. Development and execution of twenty formal teacher-training sessions throughout the six rural school districts the agency services. Training sessions include:
- WISEdash for Districts – Navigation, Student Data, and Creation of Special Classes
- STAR Early Literacy – Accessing and Analyzing Student Data and SLO Alignment
- An Introduction to Web-Based MAP – Navigating and Understanding New Reports
- The Learning Continuum – Creating a Plan of Action Based on Student Needs
- Web-Based MAP – An Introduction to Skills Navigator
- STAR Early Literacy – Setting Individualized Student Goals
- STAR Reading – Setting Individualized Student Goals for SLO
- NWEA's Skills Navigator and Instructional Ladders – Taking the Next Steps with Data
- PALS – Interpretation of Data and Instructional Design

II. Research Aligned to the Assessment of Reading Readiness – Selecting a Screener for 4K-2nd Grade
- Analysis of screening tools, including: AIMSweb, Children's Progress of Academic Assessment (CPAA), easyCBM, FastBridge Learning, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Individual Growth Development Indicators (IGDI), MAP for Primary Grades (MPG), Marie M. Clay's Observation Survey of Early Literacy Achievement, Phonological Awareness Literacy Screening (PALS), Predictive Assessment of Reading (PAR), and STAR Early Literacy.
- Collaboration with Ed O'Connor of CESA 2, the Wisconsin Assessment Consortium, as well as school districts around Wisconsin, Iowa, and Minnesota.
- Communication with elementary principals and school psychologists in each of our six districts to a collaborative decision.

III. RtI/MTSS
- Provide leadership in setting up and documenting interventions aligned to the SLD criteria.
- Support in writing norm-based goals for students, the selection of progress monitoring tools, the documentation of student data, and of calculating and evaluating results.
- Participation in tier 2 and tier 3 team meetings across multiple grade levels.
- Administration of diagnostic assessments to students.

IV. Analysis of Special Education and Special Programs Data
- Rostering and management of special education courses in the NWEA system.

- Rostering and management of special programs courses such as Title I or Intervention class in the NWEA system.
- Seasonal processing of reports and collaboration with teachers.
- Alignment of data to the goals of the Curriculum Advisory Project.

SUPPORT PROVIDED TO STAFF

I. Curriculum Advisory Project (CAP)
- Collaboration with the MCSE administration and staff to further develop the Curriculum Advisory Project.
- Coordinate with the CAP team to plan for and facilitate ten sessions, including:
  - Round 1 – August 20th
  - Round 2 – October 1st, 2nd, and 22nd
  - Round 3 – January 6th, 8th, and 11th
  - Round 4 – April 8th, 11th, and 14th
- Provide support to Kelly Raduechel in her organizational leadership of the project in areas such as: curriculum research, communication with teachers, digital organization, and session reflection.

II. Wisconsin Technology Initiative Grant (WTI)
- Work with Annie Sims to meet the requirements of the 2014-2017 WTI Grant awarded to MCSE in January 2015 for Smart Table Implementation.
- Meet individually with the nine special education teachers currently working with Smart Tables in the fall of 2015 to set academic student goals aligned to the Smart Table and early literacy skills.
- Meet individually with the nine special education teachers currently working with Smart Tables in the spring of 2016 to evaluate the growth made my students during the academic year.

PROFESSIONAL DEVELOPMENT
- MCSE Summer Academy, July 2015
- Smart Table Training, August 2015
- MCSE Multi-District Inservice with Tim Clue, August 2015
- MCSE Fall Inservice, September 2015
- Fall Wisconsin Assessment Consortium Meeting, September 2016
- Winter Wisconsin Assessment Consortium Meeting, December 2016
- *Dive Deeper Into Data with NWEA and Compass Learning*, December 2016
- Marathon County Life Report Community Forum, January 2016
- 23rd Annual EBD Institute, February 2016
- Spring Wisconsin Assessment Consortium Meeting, February 2016
- Predictive Assessment of Reading Training (PAR), March 2016
- MCSE Spring Inservice, May 2016

GOALS FOR THE 2016-2017 SCHOOL YEAR

Based on the professional goals/staff and district needs, the Coordinator of Data Management will:
- Continue to host training sessions in districts pertaining to assessment, instruction, curriculum, and differentiation as requested.

- Provide support to RtI/MTSS teams.
- Assist districts that choose to transition from PALS to an alternate screener.
- Create a guide of allowable practices, accommodations, and modifications for each assessment for both special education, regular education teachers, and school psychologists.
- Continue to build the MCSE Data webpage with resources for teachers and building leaders.
- Continue to research quality interventions in reading and math.
- Continue to research quality curriculum for literacy and math for both special education and general education.
- Continue to collaborate with Annie Sims and special education teachers through the final year of the WTI Smart Table Grant
- Continue to advocate for collaboration between special education and general education teachers to better close the achievement gap for our special education students.

Pupil Service Staff

SUMMARY 2015-2016: JASON PENRY, ABBOTSFORD SCHOOL DISTRICT

DIRECT SERVICES

- Evaluations
  - New referrals: 23
  - Re-evaluations: 24
  - 504 Evaluations: 2
  - Non-Special Education: 0
- Facilitated 107 total IEP meetings for year.
  - 47 annual IEP meetings.
  - 23 initial IEP meetings.
  - 24 re-evaluation IEP meetings.
  - 2 student transfer IEP meetings.
  - 11 interim IEP meetings.
- Interventions:
  - Helped develop, support, and monitor Behavior Intervention Plans for students.
  - Counseling for social skills issues.
  - Individual and small group counseling and social skills: several students on a long-term basis and many others on a short-term basis as situations arose (Regular and Special Ed. students).
  - Met and/or spoke with students, parents, social workers, community workshop staff, DVR, ADRC, and other community agency service providers to help families make connections for services for students after high school.
  - Met with Regular and Special Ed students with low grades on progress reports and quarterly report cards to determine concerns and how to address them (provide support and interventions to help them raise their grades).
  - Helped design and implement unique educational plans and settings for students on and off-site.

INDIRECT SERVICES

- Served on Crisis Intervention, Pupil Services, RtI, and PBIS Teams.
- Provided consultation services to students, parents, teachers, administration, and related service personnel on a variety of social, emotional, behavioral and academic issues.
- Participated in intervention team meetings when requested or deemed necessary.
- Screened transfer student files and helped design educational programs for them.
- Participated in regular meetings with principal and school counselor for educational planning for students with low grades, personal concerns, and social issues.
- Facilitated/coordinated services with multiple community agencies for students with mental and physical health needs.

- Facilitated/coordinated services with area agencies for students with transition needs.
- Assisted in the development of behavioral incentive programs for students.
- Consulted with teachers, administration, parents, and specialists regarding state and other educational testing results.
- Partnered with teachers and administrators on developing academic and behavioral interventions for students.
- Participated in building consultation team meetings.

ADMINISTRATIVE

- Coordinated district special education programming under administrator of Marathon County Special Education.
- Coordinated Section 504 programming.
- Completed, compiled, and maintained special education records within district.
- Compiled Fall, Child Count and Spring enrollment numbers.
- Assisted in the development of the plan of service for upcoming school year.
- Assisted in special education audit.
- Supervised special education secretarial services.
- Developed and maintained working relationships with district and consortium administration, teachers, pupil service staff, related service personnel, etc.
- Served as Local Education Agency representative at IEP meetings.
- Coordinated IEP process and completed all necessary paperwork for evaluations and IEPs.
- Coordinated IEP meeting schedule.
- Completed Summary of Performance Report for all seniors in special education.
- Followed federal and state guidelines for IEP paperwork process, procedures, and development.
- Attended bi-monthly pupil services meetings at the MCSE office.
- Assisted in collection and reporting of data required for district and state special education reports.
- Assisted the principal(s) in student discipline.
- Participated in special education staff interviews.
- Participated in the search and interviewing of superintendent applicants.
- Prepared, facilitated and participated in Birth to 5 screening, Child Development Day.
- Maintained understanding and compliance of district, state, and federal rules and regulations pertaining to special education.
- Appropriately selected, administered, and scored cognitive, academic, adaptive, and social/emotional/behavioral functioning assessment tools.
- Assisted in the collection and interpretation of school-wide data.
- Participated in coordinating MAP testing for grades 3-8.
- Collaborated with Colby School District and Abbotsford staff on preparing for and attending Colby-Abbotsford Reality Store.

Program Summary: Pupil Service Staff

PERSONAL/PROFESSIONAL DEVELOPMENT

Attended:

- 2015 Summer Academy
- MCSE Consortium In-service
- MCSE Fall In-service
- MCSE 504 Training
- 23rd Annual MCSE EBD Institute
- Marshfield Clinic Mindfulness Training
- CESA 10 RDA Workshop

Pupil Service Staff

SUMMARY 2015-2016: JASON HALUSKA, ATHENS SCHOOL DISTRICT

DIRECT SERVICES

- Evaluations and Special Education meetings for Athens PK-12, Trinity Lutheran School, and St. Anthony School.
- 26 initials (11 S/L Only)
- 19 reevaluations
- 1 section 504 evaluation
- 70 annual IEP meetings
- 6 interim meetings (several more "unofficial" meetings about students that were not actual IEP meetings. The exact numbers are not known.)
- 4 transfer IEP meetings.
- Designed and assisted in behavior management strategies within general education setting in several cases.
- Facilitated behavior intervention plan development for students with IEPs.
- Provided direct service to students with behavioral difficulties with and without IEPs.
- Provided structured counseling services to individual students throughout the district.
- Attended parent teacher conferences.
- Met with several students to address academic concerns and offer possible interventions.
- Assisted with MCSE Track and Field Day.
- Mediated conflict resolution situations multiple times throughout the year among staff, students, and parents.
- Provided crisis support for K student.
- Conducted multiple home visits for a 5th grade student with school refusal problems. Worked alongside local law enforcement, building administration, local mental health professionals, and social services on this case.
- Conducted home visits for special education students who were truant.
- Attended monthly team meetings for 2 students attending Northwest Journey.
- Conducted self-harm and suicide risk screenings, worked with local law enforcement, parents, social services, and community health organizations for students in immediate risk to themselves.
- Trained and modeled for staff members (teachers, administration and paraprofessionals) appropriate and effective intervention for students with autism who are nonverbal and present significant behavioral difficulties.
- Consulted with guidance counselor and AODA grant person on Deliberation Programming; a mini-series of lessons and small-group activities that provide students the opportunity to systematically participate in thoughtful decision-making on larger issues, like bullying and school policies.

- Organized, facilitated, and ran Developmental Days, and Developmental Days re-screening.
- Proctored assessments for students with disabilities (such as the ACT).

INDIRECT SERVICES

- Helped to coordinate bussing services for special education students.
- Provided extensive consultation on cases for general and special education students.
- Provided extensive consultation to administration, special education teachers, parents, and general education teachers regarding truancy law, special education process and WI special education state statutes, SLD rule, RTI process, Section 504, behavioral and academic interventions, and data-collection.
- Facilitated all problem solving meetings and consulted as requested on general education cases.
- Assisted in providing baseline data for assistive technology evaluations.
- Social Services contacts.
- Crisis Team Member.
- Assisted with enrollment reports.
- Analyzed and disseminated data from social/emotional/behavioral screeners

ADMINISTRATIVE

- Coordinated Special Education programming.
- Supported several new hires through IEP process, including paperwork, data-based decision making, the basics of FBAs and BIPs, how to present at IEP meetings, data-collection, and many more aspects that are critical for new teachers, secretaries, and others. Provided guidance and training for a first year speech/language pathologist, a first year special education teacher, a first year paraprofessional, and 2 new special education secretaries, as well as further guidance for a newly licensed special education teacher.
- Served as LEA in IEP meetings.
- Organized special education department meetings.
- Redirected staff, including general ed. & special ed. staff when responsibilities were not met or complaints from parents arose.
- Completed necessary IEP paperwork.
- Attended pupil services meetings at MCSE.
- Assisted with staffing and staff development issues.
- Contact person for Social Services.
- Assisted with organizing meetings with outside agencies for parents and students.
- Worked with administrative team to develop scope and sequence of teacher in-service days.

- Worked with Birth to 3 case managers to coordinate initial referrals for special education.
- Attended the Taylor County Birth to 3 meeting as the school district's representative.
- Helped pilot social/emotional/behavioral screener for the secondary school
- Worked as the School Assessment Coordinator and reported the accommodations/modifications for students with disabilities for the Forward Exam, MAP test, and ACT testing.
- Held the responsibility of a District 504 coordinator.
- Served as member of the school's mental health team initiative.
- Consulted with district technology specialist and consortium's assistive technology specialist for various individual student problem solving.

PROFESSIONAL DEVELOPMENT

- Attended Non-violent Crisis Prevention and Intervention Training.
- Attended Prevent Suicide Wisconsin: Partners in saving lives in our state conference.
- Attended Section 504 Review Conference.
- Attended Prepared, Not Scared – Crisis Training for Schools.
- Attended the EBD Institute.
- Attended the Summer Academy.
- Attended MA Special Education Faculty Development at St. Mary's University of Minnesota.
- Attended MCSE pupil services meetings.
- Attended Project Search informational tour, an adult transition program at Ministry St. Joseph's Hospital in Marshfield.
- Read materials provided by different organizations and staff members, including NASP and SLD/RTI websites.

Pupil Service Staff

SUMMARY 2015-16: JERRY SCHULZ, EDGAR SCHOOL DISTRICT

DIRECT SERVICES

- Evaluations and Special Education meetings:
  - New referrals: 13 (not counting EC referrals)
  - Re-Evaluations: 19 (15 continue to qualify)
  - Dismissed: 4
  - Birth to 3 Transition Meetings: 0
  - EC referrals: 7 (5 qualified)
  - 504: 1 from the previous year, no new ones
- IEP meetings: 111
- New private school evaluations: 2 (2 qualified for special education.)
- St. John's students receiving special education services at end of 2015-2016 school year: 5 (2 LD, 3 speech)
- Gifted and Talented referrals: 0
- Group Counseling with guidance counselor: 0
- Group Counseling independently: 0
- Social skills instruction.
- Several meetings on some key behavior students (some EBD, other non-special ed.).
- CAT Team meetings on many students at elementary, middle school, and high school.
- Check-in and Check-out with 0 regular education students
- Behavior support for high needs students.

INDIRECT SERVICES

- Pre-referral Team meetings.
- Consultation with teachers.
- Parent/student meetings.
- Program Summary: Pupil Service Staff
- Crisis Intervention Plan Committee
- Pre-school Screening Committee

- Assist in administration of accommodations for MAP testing.
- Setup MAP testing (18+ days) and help analyze data as well as attend grade level data meetings for DIBELS and MAP.
- RTI block daily with elementary students 0 2015-16.

ADMINISTRATIVE DUTIES

Local coordination for the Delivery of Special Education Services.

Maintaining and updating state and federal enrollment reports with secretary.

Special Education office administrative meetings.

Case file reviews.

504 coordinator

PROFESSIONAL DEVELOPMENT

OTHER ACTIVITIES

Preschool screening

Spring Track & Field games worker

MS recess duty

Pupil Service Staff

SUMMARY 2015-2016: AMBER MCDOUGAL, MARATHON SCHOOL DISTRICT

DIRECT SERVICES

- EVALUATIONS
  - New Referrals: 14 (Includes 0 Private School)
    - Qualifiers: 8 (Includes 0 Private School)
    - Still Pending at Time of Report: 3
  - Re-Evaluations: 21
    - Dismissed: 4
    - Continue: 17
    - 0 Still Pending at Time of Report
  - Non-Special Education: 4
  - Special Education Transfer Student Reviews: 6

- Total IEP Meetings (Includes annuals, 3-years, initials, & IEP reviews): 91
- Student problem solving team meetings: 19
- Total 504 Meetings: 6
- Journey Staffing's: 0
- Birth to 3 TPC Conferences: 3
- Numerous other parent meetings and/or consultation.
- Individual Counseling: 16 students on an ongoing basis, others informally.
- Small Groups: 2
- Assisted in implementing DIBELS, Easy CBM, and BEST.
- Assisted with classroom interventions for various students.
- Assisted in Coordinating and Screening for Birth to Four Screening/Child Development Days.
- Conducted Home Visits as Needed: 6
- Retention Referrals: 0
- As needed contact with St. Mary's staff.
- Responded to situations in which students were acting out physically.
- Reported suspected abuse/neglect to social services: 12
- Supervised in-school suspension.

INDIRECT SERVICES

- Coordination of services with other agencies.
- Co-screen transfer student files for grades pre-K-12.
- Consultation (learning and behavior) for parents/staff/students.

- Facilitated/participated in RtI meetings at K-5 level and 9-12 level.
- Consultation with school nurse, health aide, occupational therapist, physical therapist, audiologist, DHH teacher, adaptive physical education instructor, and NCHC therapist.
- Regular local pupil service staff meetings with school counselor(s) and principal(s).
- Weekly informal meetings with elementary, middle, and high school special education staff.
- On-going consultation with teachers/staff regarding DIBELS, Easy CBM, MAP, and BEST data.
- Assisted with development of behavior plans for special and regular education students.
- Member of Safety Team.
- Member of Literacy Planning Team.
- Member of RtI Planning Team.
- Oversee and consult with teachers for special education programming/services.

ADMINISTRATIVE

- Coordinate special education process: referrals, evaluations, IEP meetings (initial, re-evals, and annuals), and documentation.
- Facilitate all IEP meetings as LEA representative.
- Complete relevant special education paperwork for evaluations and IEPs.
- Provide local, state, and federal enrollments, and special education open-enrollment numbers.
- Coordinate transition services between Early Intervention Program and school district.
- Bi-monthly MCSE pupil service meetings.
- Special education staff meetings: high school, middle school, elementary, early childhood/speech language.
- Supervise special education secretarial services.
- Oversee and consult with teachers for special education programming/services.
- Coordinate services with outside agencies (ex: Journey program, social services, NCHC).
- Check over IEP paperwork and regularly work with staff on appropriate completion of paperwork.
- Member of Data and Executive Data Teams.

PERSONAL DEVELOPMENT

- MCSE bi-weekly pupil service meetings.
- Conferences:
    - MCSE Summer Academy
    - Beginning of Year In-Service
    - EBD Conference

SUMMARY 2015-2016
(August 2015-November 2015)

- New Referrals: 3 (Includes 0 Private School)
  - Qualifiers: 3 (Includes 0 Private School)
  - Still Pending at Time of Report: 0
- Re-Evaluations: 2
  - Dismissed: 0
  - Continue: 2
  - 0 Still Pending at Time of Report
- Non-Special Education: 1
- Special Education Transfer Student Reviews: 2

- Total IEP Meetings (Includes annuals, 3-years, initials, & IEP reviews): 8
- Student problem solving team meetings: 11
- Total 504 Meetings: 1
- Journey Staffing's: 0
- Birth to 3 TPC Conferences: 1
- Numerous other parent meetings and/or consultation.
- Individual Counseling: 1 student 2 times weekly, others informally.
- Small Groups: 0
- Assisted with classroom interventions for various students.
- Conducted Home Visits as Needed: 0
- Retention Referrals: 0
- As needed contact with St. John's staff.
- Responded to situations in which students were acting out physically.

INDIRECT SERVICES

- Coordination of services with other agencies.
- Co-screen transfer student files for grades pre-K-12.
- Consultation (learning and behavior) for parents/staff/students.
- Consultation with school nurse, health aide, occupational therapist, physical therapist, audiologist, DHH teacher, adaptive physical education instructor, and NCHC therapist.
- Regular local pupil service staff meetings with school counselor(s) and principal(s).
- Weekly informal meetings with elementary, middle, and high school special education staff.
- Assisted with development of behavior plans for special and regular education students.

ADMINISTRATIVE

- Coordinate special education process: referrals, evaluations, IEP meetings (initial, re-evals, and annuals), and documentation.
- Facilitate all IEP meetings as LEA representative.

- Complete relevant special education paperwork for evaluations and IEPs.
- Provide local, state, and federal enrollments, and special education open-enrollment numbers.
- Coordinate transition services between Early Intervention Program and school district.
- Bi-monthly MCSE pupil service meetings.
- Special education staff meetings: high school, middle school, elementary, early childhood/speech language.
- Supervise special education secretarial services.
- Oversee and consult with teachers for special education programming/services.
- Coordinate services with outside agencies (ex: Journey program, social services, NCHC).
- Check over IEP paperwork and regularly work with staff on appropriate completion of paperwork.

Pupil Service Staff

SUMMARY 2015-2016: DOREEN DELIKOWSKI, ROSHOLT SCHOOL DISTRICT

DIRECT SERVICES

- Total Evaluations = 39
  - Initial Referrals = 13 evaluations, 13 qualified
  - Re-Evaluations = 26 re-evaluations/IEPs/ reports, 20 continued
  - Interim or Transfer IEP Reviews = 9
  - Individual Service Plans = 2
- 504 Meeting = 1
- Early Entrance Evaluation = 1
- Instructional Support Team Meetings = 6
- Birth to Three Transition Meetings = 2
- Home/Neutral Site Visits = 2
- Parochial School Students = 2 students/2 meetings.
- Individual Counseling: 3 special education students on a fairly regular basis and approximately 6 regular education students on a regular basis.
- Coordinated, developed, implemented, and managed/consulted on behavioral intervention plans for 3 students.
- Interpreted data regarding the screening assessments given 3 times a year.
- Assist with busing issues for special education students.
- Assist in PALS data interpretation for staff.
- Facilitated a social/recess group for 4th and 5th grade students throughout the year.
- Daily recess duty for kindergarten students.
- Coordinated and Co-led the Hornet Pride framework this year (in place of PBIS).
- Organized the beginning of the year Hornet Pride activities for the Elementary School staff and students.
- Organized the ordering of staff and student T-shirts for Hornet Pride.
- Continued to provide tools such as wiggle seats and standing desks for students within the regular education classroom.
- Led a weekly classroom group in a 3rd grade classroom to teach self-regulation skills.
- Led a weekly small group in 4th grade to teach self-regulation skills.
- Continued to coordinate a plan for a student to attend Mid-state for his HSED.

INDIRECT SERVICES

- RtI and Hornet Pride team member.
- Consultant for learning/behavioral concerns with parents/students/staff.
- Liaison between school and other agencies (i.e. Marshfield Clinic, Professional Counselors, Day Treatment Center, etc.).
- Transition coordinator for special education students entering into and out of the district.

- Ongoing communication/consultation with district administration.
- Participated in required weekly meetings with the district superintendent.
- Assist with RtI problem solving and student data support.

ADMINISTRATIVE

- District LEA Representative.
- Coordinated special education services at a local level (i.e. referrals, evaluations, paperwork, etc.).
- Work with teachers on IEP writing.
- Completed state and federal reports:
  - Pupil counts
  - Open enrollment
  - 3rd Friday
  - Transfer of Service
- Coordination and participation in district-wide policy implementation.
- Facilitated all Special Education, and informal staff and parent meetings.
- Coordinated Vocational Transition Services for the district.
- Coordinated Rosholt Child Development Days as part of Child Find (including Birth to Three Program).
- Supervised special education secretarial services.
- Informally supervised/directed 7 special education staff members.
- Coordinated services for and with 9 itinerant special education specialists.
- Chaired Early Childhood Screening Committee.
- Chaired Special Education Committee.
- Participated in most RtI meetings.
- Provided special education action summaries for monthly district administrator meetings.
- Participated in consortium-wide bi-weekly pupil services staff meetings.
- Attended MCSE Board meeting.
- Conducted new teacher inservice regarding special education process/services.
- Assisted with data collection for Medicaid School Based Services and Medicaid Administrative Claiming programs.
- Coordinator of Birth–3 Program Participation System (WAMS) process.
- Identification of programmatic/staffing needs, development of goals and prioritization of objectives.
- Active participant in Plan of Service development.
- Provided oversight of all district special education records assuring compliance with DPI requirements.
- Completed 51.42 letters.
- Completed state reports for transition and early childhood outcome summaries.

Program Summary: Pupil Service Staff

PERSONAL/PROFESSIONAL DEVELOPMENT

Attended…

- MCSE required inservices.
- Bi-weekly pupil services staff meetings.
- MCSE annual Summer Academy.
- EBD Institute
- 504 training
- Child Outcomes Summary Meeting

SUMMARY 2015-2016: ROB TOEPEL, SPENCER SCHOOL DISTRICT

DIRECT SERVICES

- Evaluations:
  New referrals: 21
  Re-evaluations: 18
- Facilitated: 111 IEP meetings/review meetings
- Provided individual counseling for 3 students
- Provided daily sensory breaks for one student
- Transported special education students on 4 field trips when there was a behavioral concern
- Facilitated: 4 transfer student meeting
- 6 Off-site placement/expulsion
  - Meetings for RVA: 4
  - Meetings for homebound/off-site: 1
  - Manifestation Determination meeting: 1
- Interventions: Varied throughout the school year
- Screened children ages 3-5 as part of Child Development Days - 34
- Provided screening for preschool children throughout school year as needed.
- District Assessment Coordinator for special education students: Dynamic Learning Maps, ACT Aspire, ACT, and Forward Exam testing.
- Path Driver Reading/Math (benchmark and progress monitoring) and the Academy of Reading program.
- Team participant that facilitated assessment of student k4 through 3rd grade with the BEST.
- Pulled special education students in grades 3, 4, 5, and 6 for accommodations for state testing.
- Team participant that assessed students in grades second through eighth grade with Measures of Academic Progress (MAP).

INDIRECT SERVICES

- Consulted with parents, teachers and administration on a variety of social, emotional, behavioral and academic issues.
- Participated in weekly meetings with school counselors, police chief (occasionally), and principals/superintendent.
- Facilitated Student Intervention Team meetings when requested or deemed necessary.
- Served on Crisis Intervention Team, assisted in the review of comprehensive crisis plans.
- Screened all files on students transferring into the district.
- Prepared, facilitated and participated in Birth to 5 screening, Child Development Days.
- Facilitated/coordinated services with multiple community agencies for students with mental health needs. (Journey, Social Services, North Central Health Care, and NTC, & Mikan)
- Coordinated services with Birth to Three of Wood, Marathon, and Clark County.

- Consulted with teachers and specialists regarding DIBELS/Academy of Reading/Path Driver and input data.
- Helped coordinate transition services.

ADMINISTRATIVE DUTIES

- Coordinated special education process - referrals, evaluations, eligibility meeting. Functional Behavioral Assessments and annual reviews.
- Completed necessary paperwork for evaluations and IEP's.
- Facilitated and scheduled all IEP meetings.
- Attended IEP meetings as the Local Education Agency representative.
- Coordinated Section 504 programming district-wide.
- Completed local, state, and federal enrollments.
- Attended bi-monthly pupil services meetings at the MCSE office.
- Facilitated frequent informal special education staff meetings.
- Attended various Spencer staff meetings as a special education representative.
- Supervised special education secretarial services.
- Served as a liaison between School District of Spencer Special Education and Mikan, Migisi, Journey, Rural Virtual Academy, Marshfield Clinic, and Mayo Clinic.
- Occasionally transported students to day treatment, school, or home afterwards.

PERSONAL/PROFESSIONAL DEVELOPMENT

- Attended Annual EBD Institute.
- Attended Fall In-service.
- Attended Spring In-service.
- Attended Summer Institute.
- Attended Fall Wisconsin School Psychologist Conference
- Ongoing professional reading on:
    - Curriculum Based Measures
    - Best Practices
    - Reading Interventions
    - Autism
    - Response to Intervention
    - SLD Law
    - Math Interventions
    - Students with Significant Behavioral Needs
    - Social Skills instruction
    - Motivational Interviewing/BRIEF Intervention
    - Cognitive Behavioral Therapy
    - ADHD

AUDIOLOGY

SUMMARY 2015-2016: HEATHER COLLINS

The 2015-2016 school year was the sixth full year of audiology services being provided to the Marathon County Special Education Consortium by a staff audiologist rather than by contracting with an outside agency. It was another successful year with increased utilization of audiology services as teachers, administrators and staff became more aware of both the impact of hearing loss on children and the services that could be provided for deaf and hard of hearing students.

SERVICES PROVIDED DURING 2015-2016 SCHOOL YEAR

- Continued development of the Audiology Program within Marathon County Special Education including refining teacher in-servicing and appropriate student follow-up.
- Completed up to date evaluations on students already identified as deaf and hard of hearing.
- Evaluated several new students for hearing loss because of speech, hearing and/or academic concerns.
- Attended IEP meetings.
- Provided hearing screenings for Early Childhood Development Days.
- Provided hearing screenings for Early Childhood Programs.
- Provided support for the Teacher of Deaf and Hard of Hearing.
- Facilitated communication between local clinical audiologists and school districts for optimal programming of hearing impaired students.
- Provided ongoing audiology services to 23 deaf and hard of hearing students on a regular basis.
- Educated teachers and staff regarding hearing aid and FM system care and usage.
- Consulted with specialists regarding ordering of appropriate equipment.
- Ordered equipment and supplies to benefit hearing impaired students.
- Maintained and fit new FM systems within the consortium.
- Worked closely with Marathon County Health Department to improve the Hearing and Vision Screening Program for county school districts.

AUDIOLOGY PROGRAM GOALS for 2015 – 2016

- Screen the hearing of all children currently enrolled in early childhood programs.
- Screen the hearing of all children currently receiving speech and language services.
- Screen the hearing of all English Language Learning students.
- Continue to participate in Early Childhood Development Day Screenings at the consortium districts.

- Provide in-services to all staff members at consortium schools that have contact with deaf and hard of hearing children.
- Continue to work closely with Marathon County Health Department to facilitate appropriate follow-up for students identified with potential hearing loss.
- Attend 2-3 continuing education opportunities to further knowledge of educational audiology and how to best serve deaf and hard of hearing student's needs.
- Continue to educate those teachers working directly with deaf and hard of hearing students on the implication of hearing loss and how to best meet those children's needs.

CONFERENCES/INSERVICES ATTENDED

- Attended MCSE Fall and Spring Staff In-services.
- Attended Partners in Listening Conference in May 2016.

Behavioral Consultant

SUMMARY 2015-2016: CATHY CEAOUGH

The role of the Behavioral Consultant is to assist both special education and regular education staff in the development, implementation, and evaluation of behavior intervention plans and techniques. The Behavioral Consultant provides services, which consist of communication, information gathering, plan development, training/teaching staff to ensure accurate and consistent implementation, and providing ongoing support to evaluate the effectiveness of the plan.

SERVICES PROVIDED DURING 2015-2016 SCHOOL YEAR

I. Communication and Information Gathering

a. Worked directly with staff, including administrators, school psychologists, teachers, SLPs, OTs, PTs, and paraprofessionals in Abbotsford, Athens, and Rosholt as assigned.
b. Made initial contact through school visits with staff identified as having students with behavioral concerns.
c. Held meetings to discuss and define problem behaviors, identify specific environmental needs, and develop positive, preventive, strategies to facilitate students' academic and social success throughout the school year.
d. Attended IEP and other team meetings to gather information.
e. Conducted observations and provided staff with summaries of those observations.
f. Met individually with special education and regular education teachers to consult on specific and general classroom management strategies.
g. Communicated to teachers, and paraprofessionals, the importance of exploring functions of students' behaviors and the value of anticipating, preventing, and teaching, replacement behaviors to students attempting to get their needs met in the school environment.
h. Communicated frequently with involved staff to address questions or concerns that may arise through phone consults, in person, and meetings.
i. Communicated frequently with Assistant Administrator and Administrator of Pupil Services to review plans and suggestions provided to school staff.

II. Plan Development

a. Collaboratively developed behavior intervention plans, and provided and modeled suggestions for possible behavior management techniques based on prior communication, data collection, and Functional Behavioral Assessments. Current (in place) behavior intervention plans were reviewed to ensure consistency and fidelity in service delivery across the environment.

b. Worked closely with school psychologists and staff to develop a functional document that can be used successfully.
c. Distributed plan draft for review (to all staff with the need to know); and met as a team to make necessary changes prior to initial implementation.
d. Continued to develop behavior intervention plans that could be easily understood by staff that implement the interventions described in the plan accurately and dependably.
e. Conducted Functional Behavioral Assessments on target students and shared findings with relevant staff.

III. Training

a. Met with all involved staff, both regular and special education, to ensure consistent and successful implementation of all plans and techniques.
b. Worked directly with staff to model behavioral intervention techniques.
c. Worked directly with staff and students during school days to instruct implementation of plans.
d. Worked directly with regular education staff to ensure background knowledge of behavioral techniques.
e. Developed situation-specific training materials, instructional handouts, and examples.
f. Worked closely with SLP's and staff implementing picture communication.

IV. On-going Support and Evaluation of Services

a. Met with all involved staff to review or alter plans when necessary, address concerns/questions, to present new ideas, met with new staff, and attended meetings to plan for future student placements and continuity between new teachers and classrooms.
b. Coordinated meetings with involved staff, assistant administrators, and Administrator of Pupil Services to collaboratively build scheduling and classroom management strategies along with other plans to facilitate the success of students with ASD as well as other students with special needs.
c. Coordinated and delivered social skills group activities, with psychologists and teachers, to introduce researched based "Social Thinking" skills and self-regulation skills into students' environments.

2015-2016 SCHOOL YEAR ACTIVITIES

- Worked directly with school staff to provide behavioral consultation in varying capacities to students in regular and special education in Abbotsford, Athens, and Rosholt. Also consulted with Spencer staff in regards to communication, self-regulation, and environmental change to increase favorable outcomes for a particular student in special education.

Program Summary: Behavioral Consultant

- Made regular school consulting visits September-May in Abbotsford, Athens, and Rosholt, to discuss and collaborate on school wide strategies to manage student behaviors, e.g. lunchtime and recess.

- Developed behavior intervention plans, data collection forms, time out procedures, motivation systems, functional activities, Picture Exchange Communication System resources, and visual cues/schedules for students in Abbotsford and Athens.

- Met with *Northwest Journey* staff to collaboratively structure program support for returning Athens elementary student.

- Initiated a resource binder, for Athens Middle School, that provides ongoing, current, information in research on ASD and Sensory Integration disability, as well as other disabilities that interfere with students' academic and social success in the learning environment.

- Created visual strategies used in conjunction with behavior intervention plans in order to increase independence among students who require visual strategies to benefit from the curriculum, engage in peer play, and develop abilities in reciprocal communication.

- Consulted and worked closely with Dr. Kelly Kapitz, Danny Powers, Kristin Jacobson, Audrey Wittry, Dr. Eric Hartwig on a regular basis regarding cases.

- Consulted with my colleague Cheryl Post, Regular Ed. Behavioral Consultant, in regards to several students.

- Worked with Annie Sims to increase knowledge of technology and ideas for classrooms.

- Attended office meetings to gather and share information and to facilitate coordination of services.

- Implemented Student Interest Inventory Checklists for several students. Served as important piece of creating individual reinforcement systems.

- Created binders of social thinking and self-regulation skills curriculum for teachers instructing small group and whole class lessons in social skills development.

- Attended Autism Conference in Wausau, WI.

- Attended the MCSEC Multi-District Inservice 2015.

- Attended 23st Annual EBD Institute for Educating Children with Emotional and Behavioral Disabilities.

- Participated in Autism, and Sensory Integration, Internet Modules online and shared information available to staff as references.

- Attended Spring MCSE in-service.

BEHAVIORAL CONSULTANT GOALS FOR 2015-2016 SCHOOL YEAR

- Continue to effectively offer consultative services provided in the job description in a professional, effective, manner.

- Encourage our school districts to increase the use of the live binder and MCSE website for ideas/strategies.

- Continue to work with staff and students in order to help create environments that promote learning and minimize challenging behavior.

- To support staff in teaching adaptive behavior, self-help, communication and social skills targeting individuals with Autism Spectrum Disorders, Developmental Disabilities and Emotional/Behavioral Disorders.

- Continue to support staff on IEP goals and data collection pertaining to the goals.

- Continue to work closely with School Psychologists and Administrators to share information in order to raise the capacity of staff to become increasingly effective in responding to behavioral concerns through collaboratively conducting Functional Behavioral assessments, developing, drafting and implementing positive Behavior Intervention Plans, and collecting the appropriate data that drives decision making.

Behavior Support Specialist

SUMMARY 2015-2016: CHERYL POST

The role of the Behavioral Support Specialist is to collaborate with general education teachers in the area of classroom and behavior management by working to provide coaching, resources, and training. In addition, the Behavior Support Specialist will be part of teams as requested to develop behavior strategies, interventions and programs for individual students, for the classroom and school-wide.

SERVICES PROVIDED DURING 2015-2016 SCHOOL YEAR

- Assisted school staff in responding to crisis situations.
- Worked directly with staff including administrators, school psychologists, teachers, and paraprofessionals in the Edgar, Marathon and Spencer school districts.
- Attended meetings to address behavioral interventions.
- Communicated frequently with involved staff to address questions or concerns that may arise through phone consults, e-mail and in person.
- Provided NVCI trainings.
- Provided school staff with ideas regarding bridging target students' behavioral interventions for next year.
- Provided schools with input regarding RTI in general and for specific students.
- Provided situation-specific training materials, instructional handouts and examples.
- Provided staff with forms, samples and instruction for collecting data and creating incentive charts.
- Worked directly with regular education staff to increase knowledge of behavioral techniques.
- Collaborated with staff including teachers, paraprofessionals, school psychologists and administration to develop behavior interventions/strategies and follow-up and reviewed as needed.
- Worked in classrooms to address individual and classroom behavior by observing, meeting with the teachers, providing ideas and materials and co-teaching in the area of classroom expectations and responses to responsible and irresponsible behavior.

- Provided PBIS support in the Spencer School District.
- Provided schools with information and materials to assist in developing school wide behavioral support and systems.

2015-2016 SCHOOL YEAR ACTIVITIES

- Consulted and worked with Marathon County Special Education staff regarding certain students and issues.
- Attended MCSE staff meetings.
- Assisted with Marathon County Special Education Spring Games in Edgar.
- Attended the 2016 Annual EBD Institute.
- Attended the 2015 Summer Academy.
- Maintained Certified Instructor status with the Crisis Prevention Institute.
- Explored ideas for classroom management, behavior management and school programs that promote appropriate behavior.
- Attended the all district in-service.
- Collaborated with CESA 9 in the area of Non-violent Crisis Intervention Training.

BEHAVIORAL SUPPORT SPECIALIST'S GOALS 2016-2017 SCHOOL YEAR

- Facilitate NVCI practices, reviews and trouble shoot with schools.
- Spend more time directly in the classroom to respond to teachers' requests for support in improving classroom management and individual student's behavior.
- Develop and offer on-going classroom/behavior management trainings at schools and provide any other training based on interests/needs of staff including behavior discussion groups and supplemental materials.
- Continue to provide more behavioral strategies and interventions for the teachers to use with individual students and in the classroom.
- Attend conferences or trainings to further my knowledge of students with autism or multiple handicaps.

- Work with schools to assist in the development of positive, proactive behavior strategies, interventions and programs for the school campus.

- Work with school psychologists and administrators to continue sharing information and empowering staff to become increasingly efficient in handling behavioral concerns.

- Support staff in the development of forms, interventions and procedures to continue to increase the effectiveness of RTI.

- Ensure that staff members are aware of my availability the days before the school year starts to assist in preparing for individual, classroom and/or school-wide behavioral needs.

- Create classroom and behavior management, interventions and school-wide tip sheets for school staff meetings.

- Maintain my certification to teach CPI's Non-Violent Crisis Intervention.

Deaf & Hard of Hearing

SUMMARY 2015 - 2016: STEFANIE KESSEN

- **My Role …**
  - The role of the Deaf and Hard of Hearing Teacher (DHH), effective 10/21/16 varied from working directly with the students to working indirectly through their teachers. This work included support in social and academic aspects in all 6 of the consortium schools.

- **Services provided to Staff**
  - Strategies for working in their classrooms with their DHH student.
  - Provided staff in-servicing within the following school districts:
    - Abbotsford
      - Senior High School, aided student with a unilateral loss.
        - Recent accident caused trauma to the head and hearing loss resulted.
        - In-Service was with all current teachers.
      - Elementary School, two aided students, one with bilateral loss and one with unilateral loss.
        - Inservice on implications of unilateral hearing loss.
        - Inservice and ongoing support on how to check FM system and hearing aids and how to troubleshoot technology.
    - Athens
      - Middle School Support: one student, bilateral loss.
        - In-service provided to staff on hearing needs and how to appropriately utilize FM system to best accommodate student.
        - In-service provided to parents to help understand purpose and effectiveness of FM system.
    - Marathon
      - Elementary; 4K one student, bilateral loss: weekly consultation and support.
      - Elementary, three students, two with unilateral loss.
        - In-Service was 1:1 consultation with each teacher throughout the year and questions arose.
      - Venture Academy, three aided students, all with bilateral losses

- In-Service was 1:1 consultation as questions arose.

- High School, two aided students with a bilateral losses.
  - Enrolled in special education for academic support.
  - In-Service was 1:1 consultation with teachers as questions arose.

- Rosholt
  - Elementary, kindergarten student with ESL needs and unilateral loss.
    - In-servicing happened regularly throughout the year.

- Strategies for using personal FM and room amplification systems appropriately.
- Support for their educational designs.
  - Information related to completed assessments.
- Classroom help and support.
- Quarterly email communication with the teacher group as a whole.
  - Personnel meeting needs of individual teachers.

❧ **Services provided to Students**

- Support provided to 21 consortium students.
- Instruction on self-advocacy skills necessary for their daily personal and academic lives.
- Instruction on self-awareness and identification to help them begin to develop an idea of who they are as young Deaf / Hard of Hearing Students.
- Auditory Skill development provided to Early Childhood and Primary level students.
- Sign Language development to help communicate wants and needs.
- Assessment of current academic ability and skill level.
- Hearing aid and personal FM system checks.
  - Personal hearing aid and battery calendars were created for 6 students.
- Instruction on how to care for individual hearing aids / FM systems.
- In-service provided to peers of DHH students regarding how they are all alike and how differences make us special and life fun.

❧ **Social Support provided this year.**

- Peer inservices provided for three mainstream classrooms.
- Monthly sign language class for 4K students.
- Coordinated Deaf Role Model to come and play with 4K students to support them in learning how to communicate with someone who cannot hear.
- Connected hard of hearing students to each other through Edmodo.

Program Summary – Deaf & Hard of Hearing

- Facilitated conversation and problem solving discussions between hard of hearing students throughout the consortium using the online program Edmodo.
- Provided information on social opportunities outside of the school year about summer camps for students with hearing loss and connected with parents on their value.

❧ **Other academic services provided this year.**

- Attended 17 IEP meetings.
  - Initial evaluations completed to determine qualification and subsequent placement if it were appropriate for 5 students.
    - Three students qualified for services.
    - Two students did not qualify for services.
  - Evaluations completed to determine progress.
  - Present Level of Performance written for each student.
  - New goals written and implemented.
- Observations done on various students to clearly assess where their hearing loss is having the greatest impact on their educational and social progress.
  - Observation summaries and strategies offered to teachers.
- Attended several office staff meetings at CESA 8.
  - Contributed in regards to specific students and situations.
  - Offered personal insight to various situations.

❧ **Other academic work this year.**

- Heather Collins, MCSE Staff Audiologist, and I met regularly to discuss students, staff and various needs we were encountering throughout the districts.

❧ **Trainings Attended**

- CESA 8 Fall Staff In-service
- Partners in Listening Conference
- Trainings on Universal Design and Growth Mindset

Itinerant Music Analysis

SUMMARY 2015-2016: RICHELLE KROENING

The role of the Music Therapist is to assist in students' learning through the systematic application of music within a therapeutic/educational context. While focusing on the cognitive/academic, physical, communicative, and social/behavioral needs, the Music Therapist provides services appropriate for each student. This is accomplished through the process of assessment, goal development, tracking, and evaluating progress. The Music Therapist works closely with School Psychologists, Special Education Teachers, Therapists, and other professionals to collaborate on target objectives.

SERVICES PROVIDED DURING 2015-2016 SCHOOL YEAR

1. Development

    a. Worked with administration, school psychologists, and educators to develop a list of students to receive services.

    b. Met with the Administrator and Assistant Administrator to discuss the status of music therapy services.

    c. Met with the school psychologists to provide an introduction, information about music therapy, and progress on the students in their school.

2. Direct Services

    a. Provided group and individual music therapy services to 33 students within the county. The specific number served in each district is: Abbotsford-8, Athens–1, Edgar-6, Marathon-5, Rosholt-8, and Spencer-5.

    b. Completed assessments and weekly data collection for each group or individuals seen, consistently tracking percentages of target objectives. Summaries were given to each classroom teacher, school psychologist, and family. Condensed summaries provided to Administrator with measurable goals and objectives.

    c. Collaborated with music teachers to promote inclusion in regular music education classrooms and provided resources to make a successful experience for all students.

    d. Developed accommodations to assist students in decreasing behaviors through the use of alternative forms of communication and expression of feelings through music.

e. Implemented transitions to group setting to increase socialization with peers and increase generalization of skills.

3. Training

a. Developed specific accommodations to assist students with behaviors in gaining greater independence in the classroom. Teachers and support staff were provided with accommodations and shown how to use them effectively.

b. Encouraged teachers to be actively involved in group and individual sessions to gain knowledge of music interventions. After the session, the teacher and therapist discussed responses and how to incorporate the interventions into the classroom. The teachers and/or school psychologists reported progress weekly and requested further resources as needed.

c. Provided teachers and support staff with recordings of songs used in sessions for use throughout the week to assist with target objectives.

d. Developed written intervention plans paired with musical instruments to work on target objectives. The music, musical instrument, and activity were individually tailored to each student to promote the greatest independence and success.

4. Staff Support

a. Coordinated increased inclusion with typical peers. Resources also provided to regular education teachers along with modeling of music activities.

b. Discussed key elements in music that can be used for calming students and promoting optimal learning state.

c. Provided recommendations to each classroom on how music can specifically be implemented with their students to assist with learning and greater independence.

d. Offered continued support through discussion and problem-solving with teachers and support staff.

MUSIC THERAPY GOALS FOR 2016-2017 SCHOOL YEAR

- Expand resource and training opportunities for MCSE staff. Provide protocols tailored to improve target objectives through music tasks (i.e., sustained attention, expressive language, de-escalation of negative behaviors, increasing positive behaviors).

- Work closely with teachers to develop alternate, multi-sensory approaches to teaching to improve students' successes and retention of information.

- Secure music therapy resources and materials to be used within each district. Develop a check-out system and written examples of activities for specific goal areas/objectives.

- Increase and advocate for inclusion opportunities in regular music education and encourage full participation through education and support.

Occupational Therapist

SUMMARY 2015-2016:

SUE MATHSON, OTR
JENNIFER HORNBURG, MOT/OTR
TERRY VULLINGS, COTA

The primary goal of school Occupational Therapy services is to work on functional skills and adaptations that promote the attainment of educational objectives in a specialized program.
All students must have individual educational plans (IEPs). Occupational therapy has been working under the integrative model and treating many students in the classroom.

Occupational Therapists work with students with difficulties in fine motor skills, visual motor skills, sensory integration, visual perceptual skills, self help skills and communication skills that may require the use of assistive technology. The Occupational Therapist is also involved in increasing students independence through the use of various types of assistive technology. (Specialized computers, computer programs, switches, devices, etc.) The Occupational Therapist provides direct therapy on a scheduled basis as stated in the IEP, or consultation services if appropriate for the student or situation.

State law no longer requires a physician's prescription to provide Occupational Therapy in the school system. We follow this guideline but continue to obtain prescriptions for students who have significant medical concerns.

Other job duties:

1. Provide suggestions for therapy carry over, to be worked on weekly in the classroom setting, as well as modifications for classroom activities or set-up.

2. Formal and informal inservice for teachers/support staff and aides; including consultation with staff in regards to recommendations for students prior to referral.

3. Evaluate students to determine eligibility for occupational therapy services and develop plan of service including a treatment plan as well as an IEP.

4. Complete appropriate paperwork, weekly documentation, evaluation reports, IEP's. Attend IEP meetings as schedule allows.

5. Complete monthly paperwork for eligible Medical Assistance students.

6. Provide quarterly updates on students progress for parents, and contact parents as needed.

7. Provide supervision on site once per month with the COTA and students at those schools. Meet once a month off site with the COTA to review students status, as well as other ongoing communication as needed.

8. Establish therapy programs to be carried out at home during the school year when appropriate, as well as over the summer months.

9. Work with specialized individuals on assistive technology needs, when appropriate, and a carry out the plan as directed.

10. Research and obtain modified equipment needed for students with a variety of specialized needs such as sensory needs and self-care needs.

Two part-time staff and two contracted therapists serve six school districts. Following are the numbers of students seen at each school during the 2015-2016 school year:

DISTRICT		NOTES
Abbotsford	12	Per Terry Vullings, COTA (2015-16) current caseload is 12 students all 30 minutes/per week. 2 evals were evals only. Terry Vullings sees weekly; supervision is provided by Tina Spannan OTR.
Athens	1	Per Terry Vullings, COTA (2015-16), 1 active student, two students discharged in November. Terry Vullings COTA sees this caseload weekly with supervision 2x/month from Tina Spannan, OTR.
Edgar	15	Per Jennifer Hornburg, MOT/OTR (2015-2016), 15 students on caseload, 5 new evaluations with 1 new student added weekly (4 eval/discharge). 6 re-evaluations completed. 6 students are seen 1 x week; 5 students are seen 2x/month; 1 student is seen 1x/month and 3 students are seen 1x/quarter.
Marathon	14	Per Jennifer Hornburg, MOT/OTR (2014-2015), 14 students are on caseload, with 4 new evaluations with 3 new studentsd added (1 eval/discharge). 3 re-evaluations completed (1 discharged). 1 transfer student. 7 students are seen 1x/week; 1 student is seen 2x/week; 2 students are seen 2x/month; 2 students are seen 1x/month; 2 students are seen 1 x quarter.
Rosholt	11	Per Sue Mathson, OT (2015-2016). Current caseload is 11 students. One student transferred to another program. Terry Vullings sees the students weekly while Sue Mathson provides supervision as required by DPI and the State of Wisconsin OTR licensing.
Spencer	10	Per Tina Spannan, OTR (2015-16) current caseload is 10 students 30 minutes/per week; discharged 3. Evaluated 2 and one of those

		not picked up. OTR sees weekly.
TOTAL	**63**	

The Occupational Therapist also answers general questions and concerns that teachers have regarding students that are not on the OT caseload.

PROGRAM GOALS FOR THE 2015-2016 SCHOOL YEAR

1. Continue focusing Occupational Therapy services on an integrative model when this is in the best interest of the student and the rest of the class. (Sue, Terry)

2. Continue in-servicing EC through fourth grade teachers on normal development of fine motor skills and handwriting skills. (Sue)

3. Provide an in-service on general sensory integration concepts and instruct teachers how this can help students in the classroom. (Sue)

4. Implement sensory integration programs, such as "How Does Your Engine Run" into the classroom on an individual or whole classroom level, as appropriate for the classroom. (Sue)

5. Continue to participate in quarterly meetings with other OT's to share continuing education information, and other ideas/resources. (Sue, Terry)

6. Gain continued knowledge in the area of assistive technology through online in-services from Ablenet, as well as through other venues. (Sue, Terry)

7. Gain knowledge in the area of fostering, and maximizing, the use of keyboards and I-pads for special education students both in and out of the regular education classroom. (Sue)

9. Continue and improve on the use of the Sensory Profile as a tool to help evaluate students struggling with behavior and attention, and improve the ability to use it as a tool to help teachers set up a reasonable and useful sensory diet for that student. (Sue)

10. Continue to increase O.T. involvement in Developmental Screenings in our schools as needed. (Sue)

11. Increase OT consultation services in regular ed classroom. (Sue)

12. Provide handwriting remediation activities and ideas for regular education students; develop a handout that can be used to facilitate problem-solving to help teachers find the best strategies that will work for their students specific difficulties. (Sue).

13. Lead groups within the classroom for the purpose of benefitting all students, as well as educating the staff to help them lead fine motor groups, and handwriting instruction when a therapist is not present. (Sue)

14. Continue to increase teacher involvement in O.T. goals and activities by improving the delivery of service plans and planning weekly meeting/consultation time with staff. (Sue)

15. Continue to improve teacher involvement by putting together kits for classroom use that students can use to foster O.T. goals and skills when appropriate. (Sue)

CONTINUING EDUCATION (2015-2016 school year)

Sue Mathson

- The Whole Brain Child
- Staying regulated through the F-bombs
- Practical Brain Based Interventions for Children and Adolescents

Terry Vullings

- Visual Tools for Children with Autism

Physical Therapist

SUMMARY 2015-2016: MICHELLE RUSS, MPT and BRITTANY PETERSON, DPT

Physical therapy services are provided by two part-time Physical Therapists. Michelle Russ provides services for Marathon, Edgar and Rosholt School Districts. Brittany Peterson provides services for Abbotsford and Spencer School Districts and as needed for Athens School District.

SERVICES PROVIDED

In the 2015-2016 school year, the Physical Therapy caseload consisted of 31 total students. In addition, assessments were done upon request.

The Physical Therapists together provided over 625 physical therapy sessions to students in special education. These figures include 3 home visits with the rest of the sessions being provided in the school or community environment. Consultation and collaboration with teachers, support staff, and families were provided throughout the school year within the classroom and via telephone calls, meetings, texts and email. In addition to these sessions, the following services were provided:

- New student evaluations: 11
- Equipment and transfer trainings provided to staff: 175
- Consultative visits: 45
- IEP meetings attended: 20
- Exercise program setups and updates with staff/parent training: 20
- Students discontinued from Physical Therapy this year: 1

ADDITIONAL PROGRAM ACCOMPLISHMENTS OF THE 2015-2016 SCHOOL YEAR

- Attended continuing education courses to enhance expertise and maintain current Physical Therapy state licensure.

- Acquired adaptive equipment for new students or students with changing motor abilities to maximize safety and functional independence within the school setting.

- Assisted families in acquiring personal equipment through vendors or community resources.

- Increased collaboration with IEP team members for collaborative goal writing, goal monitoring and providing therapy integrated within the classroom e.g. gross motor group times, physical education classes, recess times whenever deemed valuable for the student(s).

- Provided equipment and transfer trainings with continued informal monitoring to

interim, new and changing staff.

- Participated in sensory assessments with selected (non-verbal) students for improved consistency with communication and motor and learning expectations for increased active participation in all areas of school programming.

PROGRAM GOALS FOR 2016-2017 SCHOOL YEAR

- Provide high quality Physical Therapy Services to Marathon County Special Education students.

- Take part in continuing education opportunities to continue to provide collaborative, evidence-based, high quality physical therapy services in the schools.

- Build teamwork and communication between physical therapy, school staff, parents/families, and the medical community.

- Work with IEP team to consistently write collaborative goals and provide recommendations that can be easily integrated into daily school routines.

- Improve tracking of progress toward collaborative goals by using technology for efficient and effective communication between staff (para-educators, educators and therapists).

- Continue focus on safety of staff and students through training and equipment usage supervision and documentation.

- Incorporate video and other technology to optimize therapy treatments, as a form of educating staff and as an additional means of communication and collaboration with parents/families and staff.

- Continue to investigate options for pediatric Physical Therapy assessment tools that best evaluate school function.

- Continue to establish and maintain relationships with outside vendors of adaptive medical equipment to help provide quality and appropriate medical adaptive equipment to meet the needs of the students and maximize their independence and ability to access their educational environments.

- Develop an online-accessible inventory of equipment for effective use/sharing of current equipment and toys between students and schools and informed purchasing and planning of future needs.

Assistive Technology

SUMMARY 2015-2016: ANNIE SIMS

My Role

The role of the Program Support Teacher in Technology is to provide support and work with students, parents, Marathon County Special Education (MCSE) staff, district staff, district technology coordinators and administration. In this role I train staff, troubleshoot technology related issues, evaluate students for assistive technology, help staff implement assistive technology with students, increase staff awareness on assistive technology, increase staff knowledge of technology, and communicate with staff on technology related issues.

Fall 2015-16 I taught special education to students with Intellectual Disabilities, at the Edgar Middle School, until the position was filled.

Support Provided

- **Students**
  - Assistive technology assessments.
    - 10 AT Assessments
  - Assistive technology consultation meetings.
    - 7 AT Consultations
  - Develop assistive technology implementation plans.
  - Develop assistive technology trial plans.
  - Train students how to use assistive technology.
  - Meet with students after assistive technology has been implemented.
  - Download programs to student computers.
  - Set up AAC Evaluations with outside agencies.

- **Parents**
  - Provide support to parents when setting up technologies for their child.
  - Communicate with parents about assistive technology options for their child.
  - Answer questions related to assistive technology.

- **District staff (Teachers, School Psychologists, Technology Coordinators, Administrators, Paraprofessionals, Nurse, Occupational Therapist, Physical Therapist, Behavior Specialist and Health Aides)**
  - Assist general and special education staff when issues arise with assistive technology or technology.
  - Work closely with staff to discuss how assistive technology is working for students, set up trials, and review how the technologies are working.

- Assist staff with applications on devices.
- Check with staff within MCSEC to see if they need assistance with anything related to technology.
- Educate and encourage staff to provide students with print disabilities Accessible Educational Materials.
- Educate superintendents and principles about Accessible Educational Materials and report district usage.
- Retrain staff on how to access Accessible Educational Materials for their students with print disabilities.
- Research and construct application lists for teachers on certain subject areas.
- Communicate with district administrators when issues arise.
- Communicate with and provide resources to Occupational Therapists, Physical Therapist, Deaf and Hard of Hearing Teacher, Music Therapist and Visual Impairment Specialist.
- Communicate with paraprofessionals working with students using assistive technology.
- Meet with IEP teams to discuss assistive technology. recommendations, trial information, and implementation plans.
- Communicate with district technology coordinators on technology issues that arise and then follow up with them.
- Download programs to staff computers.
- Troubleshoot technology related issues with staff.
- Communicate with technology coordinators when things are not working to help bridge the gap between teachers.
- Assist staff with writing technology proposals.
- Educate staff on switch progression so they can assist students with moderate to severe disabilities.
- Communicate with school psychologists on technology concerns related to their district.
- Maintain a webpage for the MCSE Nurse.
- Educate staff on the assistive technology assessment process for the 6 school districts to follow.
- Manage the Bookshare membership for the six districts in the consortium.
- Manage the Learning Ally membership for the six districts in the consortium.
- Develop training videos on devices settings and applications.
- Write grants for technology equipment in the 6 districts.
- Set up SMART Table trainings.
- Support special education staff with their SMART Tables and assist with the creation of SMART Table activities.

- **MCSE office responsibilities**
  - Assist MCSE office staff with technology.
  - Update computers, clear off hard drives on used computers, and troubleshoot technology related issues.
  - Maintain MCSE Website
  - Communicate with office support staff on technology related concerns.
  - Communicate frequently with MCSE Administrator and Assistant Administrator on technology related concerns.
  - Attended office meetings to discuss information.
  - Assist with E-Rate.
  - Communicate with outside technology consultants if issues or concerns arise.

- **Other technology related duties**
  - Purchase and update software.
  - Purchase assistive technology products and provide them to staff.
  - Review and research assistive technology programs, software and products.
  - Communicate with technology product representatives.
  - Maintain Volume Purchasing Program for MCSE and provide staff with applications.
  - Create and tailor SMART Table lessons.

◎ **Professional Development received**
- Summer Academy 2015
- First Author Writing program – Webinar
- Assessing Student Needs for AT Workshop
- WTI Academic Forum 2015
- Wittenberg Summer Institute - UDL Training
- Wittenberg Summer Institute - Kurzweil Training – Wittenberg
- Communication Enhancement Project with Kelly Fonner – Training 1
- Communication Enhancement Project with Kelly Fonner – Training 2
- Communication Enhancement project with Kelly Fonner – Training 3

◎ **Professional Development conducted**
- SMART Table meeting with six districts and InFoCor - Fall
- SMART Table meeting with six districts and InFoCor – Spring
- SMART Table support for WTI Grant – observations, monitoring assistance
- iPad Training Basics – Health Aides and MCSE Nurse

◎ Program Goals for 2016/2017

- Continue to assist staff with the implementation of the WTI Grant for the SMART Tables.
- Set up trainings to increase assistive technology awareness.
- Continue to improve the assistive technology assessment and implementation process.
- Continue to seek outside resources and contacts to improve my knowledge on assistive technology.
- Continue to attend professional development trainings in the area of assistive technology.
- Continue to oversee and support staff using Accessible Educational Materials for teachers that work with students who have print disabilities.
- Increase my knowledge and skills in the area of Augmentative and Alternative Communication.
- Increase my knowledge and skills in the area of assistive technology for students with complex needs and bodies.
- Improve assistive technology website.

School Nurse

SUMMARY 2015-16: TRINA KAISER, BSN

The National Association of School Nurses defines school nursing:

"School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning."

Roles and Standards of School Nursing Practice

The following services were provided by the school nurse throughout the 2015-16 school year as follows:

1) Provide and document direct services and nursing care to pupils and staff.
2) Provide health counseling for students and staff.
3) Identification and follow-up of health concerns with students, staff and medical providers.
4) Act as a liaison between the student, home and medical provider.
5) Follow-up contact with parents and primary care providers regarding clarification or missing medical information.
6) Monitoring environmental health and safety in the school.
7) Health education to students and staff.
8) Assist in establishing health and wellness programs for students and staff.
9) Develop and review emergency services to and within the school setting.
10) Act as a member of a multi-specialty team in the management of student health needs.
11) Maintain and follow-up on health records and medications, policies and procedures.
12) Develop individual Health Plans for students with special needs, i.e. diabetes, seizure disorder, asthma, spina bifida, severe allergy, etc.
13) Provide basic First Aid, CPR and AED training to staff.
14) Provide Bloodborne Pathogen training.
15) Implement a webpage on each of the district's sites.
16) Provide Hepatitis B vaccine to designated staff.
17) Assess, teach, and consult on communicable disease, i.e. lice, impetigo, athlete's foot, chicken pox, Fifth's Disease, Pertussis (Whooping Cough), influenza, strep, and Mumps.
18) Participate in Human Growth and Development district committees and in Human Growth and Development education in classes.

19) Provide health resources and research on health issues, sexual harassment, medications, smoking and teen pregnancy.
20) Develop confidential student health database.
21) Provide counseling and referrals for pregnant students.
22) Check and/or follow-up on vision and hearing screening as needed in collaboration with the local health department.
23) Facilitate onsite dental screenings, cleanings, sealants and/or education for students.
24) Work in partnership with school counselor and/or psychologist to identify students with mental health or self-injurious behaviors. Help to provide resources and referrals as needed.
25) Supervise, teach, and support Health Aides in the schools.
26) Scoliosis screening as requested.
27) Participate in Child Development Days.
28) Follow-up and report state mandated immunization requirements.
29) Coordinate flu-clinics for staff.
30) Serve on various school committees as requested i.e., Pupil Services Team, HGD, Crisis, Health & Wellness, mental health.
31) Create and distribute school health newsletter monthly.
32) Delegation. The nurse's scope of practice or set of knowledge and skills are derived from the legal authority in Wisconsin Chapter 441, commonly referred to as the Nurse Practice Act. Delegation of a nursing task involves assessment of the knowledge and skill level of those supervised, providing direction, assistance, observation and monitoring of those supervised and evaluation of the outcome of the performed task.
33) Provide consultative services.
34) Policy development and implementation.
35) Facilitate skills day for health aides and back up staff for surrounding region.

My experience as the School Nurse for Abbotsford, Athens, Edgar, Marathon and Spencer has been both rewarding and challenging. There are many possible roles and liability that school nurses can assume. To integrate these roles and provide the students and staff with the best health care, education, and environmental safety, has been the goal throughout the school year.

SUMMARY OF SERVICES PROVIDED

The School Nurse is in the school district one day each week. Health Aides are in the district daily. We continue to provide students, staff, and parents with health services including first aid, health plans, medication management, communication, provider follow-up, and classroom education.

Program Summary: School Nurse

SERVICES PROVIDED TO ABBOTSFORD, ATHENS, EDGAR, MARATHON AND SPENCER 2015-16 SCHOOL YEAR

Contracted time in each district: 8 hours/weekly

- Supervise, support, and act as a resource for the Health Aide. Available by cell phone, iPad, or email when not in district.
- Prepare and update health plans for students with medical concerns, which include obtaining provider's orders, calling or meeting with parents, and documentation.
- Provide case management between the student, school, and parents.
- Provide blood borne pathogen in-service to all staff via online format.
- Create a website with health information.
- CPR/AED certification for Health Aides and staff as needed.
- In-service staff regarding student's health concerns i.e., seizure, asthma, diabetic, and allergy training.
- Train all staff in all districts on the use of Epi Pens.
- Attend and train all coaching staff on the use of Epi Pens.
- Train back up staff for the health aides.
- Provide additional training to health aides from outside representatives.
- Monitor skills check for Health Aides for all types of medication administration.
- Administer Hepatitis B vaccine to identified staff.
- Communicate with principals, guidance/ school psychologist regarding health concerns and educational resources.
- Create a Health Newsletter
- Serve as CPR/AED Instructor
- Coordinate puberty workshop for human growth and development lesson.
- Provide classroom instruction for human growth and development lesson.
- Provide HIV/AIDS classroom instruction as part of human growth and development lesson.
- Coordinate dental services/ education.
- Provide concussion instruction materials to staff.
- Referral and follow-up on concussion related injuries.
- Meet with athletic trainers/athletic directors regarding health concerns, coach training, and follow-up injuries.
- Provide coverage when available as a back up to the health aide
- Provide follow-up and screenings to students with vision and hearing concerns.
- Track and report student immunization compliance.
- Provide updated CPR/AED policy and guidelines.
- Provide ongoing communication/meetings with various medical directors.
- Educate, evaluate, and document DPI required medication training online.
- Participate in IEP/504 meetings.
- Set and distribute agendas for the quarterly nurse's meetings.

- Facilitate the quarterly nurse's meetings.
- Create a standard medication administration policy.
- Implemented injury and illness protocols.
- Implemented training for students with special health care needs.
- Complete SBS billing.
- Facilitate Prevent Blindness training for health aides.
- Provide complex case management.
- Participate in quarterly meetings with medical advisor.
- Participate in quarterly meetings with Superintendents in the district.

SERVICES PROVIDED TO ABBOTSFORD 2015-16

- CPR trained staff.
- Facilitate puberty workshop as part of the human growth and development.
- Participate in Child Development Days providing vision screenings.
- Facilitated bringing in the injury prevention specialist for CDD.
- Facilitate and participate in the STI, pregnancy, and contraception presentation in conjunction with the Clark County Health Department.
- Serve on Crisis Management team.
- Trained staff in the use of Epi-Auto injectors.
- Facilitate YRBS.
- Completed the school health services report.
- Implemented a lice policy.
- Provide Hep B to staff.

SERVICES PROVIDED TO ATHENS 2015-16

- CPR trained staff.
- Serve on pupil services committee, crisis management team, mental illness committee and HGD committee.
- Provide Human Growth and Development lesson.
- Facilitate puberty workshop as part of the human growth and development.
- Participate in Child Development Days providing vision screenings.
- Facilitate texting and driving simulator.
- Provide HS classroom instruction.
- Provide STI classroom instruction material.
- Trained staff in the use of Epi -Auto injectors.
- Provided bus company with medical information.
- Completed the school health services report.
- Participated in active shooter training.
- Implemented a lice policy, medication administration, and concussion policy.
- Participated in coaches meeting to train all coaches on Epi Pens.

- Reached out to the Marshfield Clinic president on behalf of the Athens Area. Development regarding providing health services to Athens area.

SERVICES PROVIDED TO EDGAR 2015-16

- Participate in coaches meeting to provide training.
- Provide Epi-Auto injector training to all staff.
- Assist in Child Development days.
- Facilitate puberty workshop.
- Provide Human Growth and Development lesson.
- Provide bus company with medical information.
- Provided home visits.
- Extensive training with multiple staff members in ID room.
- Provide information for MOU with private duty nurse.
- Serve on the mental health committee.
- Work on process improvement plan for notification of new staff.
- Provide Hep B to staff.

SERVICES PROVIDED TO MARATHON 2015-16

- Provide diabetic training to staff.
- Train and delegate catheterization procedure.
- Serve on the Crisis Management team.
- Serve on the human growth and development committee.
- Provide Human Growth and Development lesson.
- Provide CPR/AED instruction to staff.
- Provide Epi-Auto injector training to staff.
- Provide bus company with medical information.
- Participate in coaches meeting to provide training.
- Completed immunization reporting requirements.
- Provide Hep B to staff.

SERVICES PROVIDED TO SPENCER 2015-16

- Provide Epi Pen training to all staff.
- Attend coaches meeting to provide training to coaches.
- Provide HGD instruction to grades 4-6.
- Facilitate vision screening during Child Development Days.
- Facilitated bringing in the injury prevention specialist for CDD.
- Coordinated bringing the injury prevention specialist.
- Provide training to staff regarding medically fragile children.
- Serve on crisis management committee.

- Completed the school health services report.

SERVICES PROVIDED TO MCSE OFFICE STAFF 2015-16

- Provide Epi-Auto injector training to staff.
- Provide instruction to staff.

GOALS FOR ABBOTSFORD, ATHENS, EDGAR, MARATHON, AND SPENCER

- Actively participate in the Youth Risk Behavior Assessment Survey annually to include middle school data.
- Actively participate in utilizing the School Health Assessment Tool.
- Incorporate YRBS data into classroom educational opportunities.
- Educate staff regarding health issues.
- Continue to develop health office policies and protocols (i.e. fieldtrip, medication, standing orders).
- Continue to provide CPR training.
- Work to have all districts support a mental health committee.
- Set up nursing website on each district site.

CONFERENCES/CONTINUING EDUCATION ATTENDED DURING 2015-16 SCHOOL YEAR

- Attended the WASN conference -April
- Attended the Adverse Childhood Events training -April
- Attended the Paper Tigers viewing - May
- Active Shooter Training –May

PROFESSIONAL GOALS

- To become a GRAPEVINE nurse; providing education sessions.
- To take a class at NTC; Spanish for Health care workers.
- To participate in continuing education credits.

Vocational Transition Coordinator & Curriculum Support

SUMMARY 2015-2016: KELLY A. RADUECHEL

VOCATIONAL TRANSITION COORDINATOR

The role of the Vocational Transition Coordinator is to serve as a liaison between the district Vocational Transition Specialists (VTS) and the Marathon County Special Education Administration. I provide support for students, parents, Marathon County Special Education (MCSE) staff, district staff, and administration in the area of transition. In addition, I coordinate services with multiple community agencies for students with transition needs. I also oversee the Youth Employability Services (Y.E.S.) program and manage the school-based assembly component of the Y.E.S. program. I work jointly with area businesses from each community. I attend as a representative on area County Communities on Transition (CCoT's) and assist in the development of innovative materials to expand transition services in all of our schools.

PROFESSIONAL DEVELOPMENT

- Transition Planning Workshop (CESA 9)
- 2015 Statewide Transition Academy (Transition Improvement Grant –TIG)
- Summary of Performance Workshop (TIG)
- The 23rd Annual EBD Institute (MCSE)
- Transition Collaboration Network (TCN) Meetings
- County Communities on Transition (CCoT) Retreat
- Webinars:
    - Living independently with a cognitive disability: How technology can help.
    - AT and app support for Executive Function: Middle School through Post-Secondary.
    - Exploration of apps and other resources for supporting language and literacy in young children.
    - Communication strategies for adolescents as they transition through adulthood.
    - Successful transition to college: The role of technology.
- Post School Outcome Data Collection Refresher Training

SUPPORT PROVIDED TO STUDENTS

- Worked with approximately fifty-four (54) junior and senior status students to share information and complete Division of Vocational Rehabilitation (DVR) referral applications.

- Assisted and monitored end of year status for graduating seniors.
- Communicated and worked with students on work skills for our school-based assembly component of our Y.E.S. program.
    - Students participated in touring a couple of the local businesses that we have partnered with to see first hand how their work skills are impacting our local partners.
- Developed and implemented a "Transition Bus Tour" for students in Edgar to participate in riding public transportation in Wausau and locate resources in the community (i.e. ADRC, Marathon County Public Library, NTC, and banking).

SUPPORT PROVIDED TO PARENTS

- Communicated and worked with parents/guardians to ensure transition needs are being met by agencies they are working with.
- Implemented a Parent Transition Questionnaire to be included with IEP invitations for transition aged students to encourage transition related conversations at IEP meetings.
- Worked with members of the Marathon County Communities on Transition (MCCoT) to create a web-based tool for parents to access for information related to transition.

SUPPORT PROVIDED TO STAFF

- Transition Planning Timeline/Resource Guide - Worked with staff one on one to build understanding and knowledge of the resources/agencies available to our students/families. Also, made this resource available on-line via the MCSE website.
- Toured supported employment facilities and programs with staff for possible student placement.
- Developed a tracking document for the Interest Inventories used in our schools.
- Provided Pupil Services staff with updated transition information.
- Collaborated with our Vocational Transition Specialists (VTS) staff to equip them with the tools essential for our students' growth and success related to all areas of transition.
- Conducted eight (8) Vocational Transition Specialist (VTS) meetings this academic year.
- Continued to work with middle school staff to bring relevant career exploration opportunities to them for their students.
- Provided an "IEP Snapshot" form to help strengthen communication between the regular education staff and special education staff.
- Worked closely with VTS and the Disability Services Department at North Central Technical College (NTC) to assure our students receive proper accommodations and assistance at the NTC campus.

Program Summary – Vocational Transition

CURRICULUM SUPPORT

- Collaborated with MCSE administration and staff to continue the Curriculum Advisory Project (CAP).
- Organizational leadership and facilitation of the CAP Project/MCSE professional development days:
    - August 20, 2015 – Middle School, High School, Intellectual Disabilities, School Psych's, Early Childhood, Elementary, Speech and Language
    - October 1, 2015 – Early Childhood & Elementary
    - October 2, 2015 – Intellectual Disabilities & Speech and Language
    - October 22, 2015 – Middle School & High School
    - January 6, 2016 – Intellectual Disabilities & Speech and Language
    - January 8, 2016 – Middle School & High School
    - January 11, 2016 – Early Childhood & Elementary
    - April 8, 2016 – Early Childhood & Elementary
    - April 11, 2016 – Intellectual Disabilities & Speech and Language
    - April 14, 2016 – Middle School & High School
- Organized presentations at the CAP meetings from outside specialists:
    - Kathy Tuttle (TIG – Transition Improvement Grant)
    - Beth Tepper (CESA 9 – Early Childhood)
- Conducted pre and post survey assessment feedback related to the CAP Project.
- Revised and redesigned our MCSE transition resource – Pocket Resume

MEETINGS AND COMMUNICATIONS

- Continued representation at the County Communities on Transition (CCoT) with Marathon, Portage and Clark County. Communicating with agencies and partners of transition to better understand their purpose and involvement with our students during and after high school.
- Communicated, toured and partnered with the following agencies/groups to support transition in our schools:
    - Division of Vocational Rehabilitation (DVR) counselors and staff, IRIS case managers, Aging and Disability Resource Center (ADRC) staff, Opportunity Development Center (ODC), Social Services, Project Search, Midstate Independent Living Consultants (MILC), Black River Industries, Inc., Children and Youth with Special Health Care Needs, Community Industries Corporation (CIC), Community Care Connections of Wisconsin (CCCW), TMG/IRIS consultants, Aurora Vocational Services, North Central Health Care, Workforce Investment Act (WIA), Northern Valley Industries, Luthern Social Services, Northern Valley West, Innovative Services, Imagine-Believe-Achieve (IBA), Opportunity Inc, Peanuts Camp, Easter Seals Wisconsin, Technical Schools, Colleges and Universities, Wisconsin Job Center, and Transition Improvement Grant (TIG) staff.
- Continued to maintain and build business collaboration for our Youth Employability Services (Y.E.S.), School Based Assembly component.

- Continued to strengthen our partnership with the Division of Vocational Rehabilitation (DVR) counselors to communicate more effectively and assist with the referral process.
- Worked with area transition staff to support the implementation of a Central Wisconsin, Project Search.
- Connected with the National Guard for more insight on the ASVAB and preparation tools for our students entering the Military.
- Worked with ADRC representatives in Marathon County to address transition questions and best practices for meeting with our students and families.
- Attended and participated in School-to-Career Partnership Meetings with North Central Technical College (NTC).
- Collaborated with D.C. Everest and Wausau School District transition program support specialists.

GOALS FOR 2016-2017

- Continue to provide meaningful opportunities to educate, inform, and prepare our students and families on transition related topics (starting at age 14).
- Identify and implement technology tools to enhance transition and vocational skills for our students (i.e. assistive technology and apps).
- Continue to increase the % of 14-21 year old Special Education students involved in the YES Program (as measured by VTS documentation).
- Continue to increase the number of students successfully placed on school and community job training sites.
- Continue to communicate effectively to improve staff awareness of available transition services and procedural information for students with disabilities. Partner with VTS in each school to continue building knowledge and modeling effective communication with colleagues.
- Encourage each district VTS to become more involved in the School-Based Assembly component of the Y.E.S. Program by locating community-based projects for students.
- Continue to actively participate in the efforts of the Curriculum Advisory Project (CAP) at MCSE to bring relevant materials and information to the hands of our educators.

YOUTH EMPLOYABILITY SERVICES – KELLY A. RADUECHEL

During the 2015-2016 academic year, one hundred twenty-seven (127) Special Education students' grades 9-12 were served by Marathon County Special Education's Youth Employability Services (YES) Program. This number compares to one hundred thirty-four (134) students served during the prior academic year. Of the one hundred twenty-seven (127) served during this year, fifty-three (53) were involved in job training placements. This number compares to fifty-three (53) job training placements during the 2014-2015 academic year. (Please note: During the 2015-2016 academic year, thirty-three (33) of the one hundred twenty-seven (127) students served by the YES Program were freshmen. Many times our freshman students are not employed due to age restrictions or transportation limitations.)

For those who were employed, a variety of business settings were used during this academic year. Examples of some are as follows:

- Abbotsford School District
- Athens School District
- Abbyland Truck Stop & Restaurant
- Amherst Restaurant
- Athens Country Cafe'
- Badger Holstein (Farm)
- Complete Control
- Done Right Concrete
- Edgar School District
- Festival Foods
- Frahm Wood
- Frank Stroik Construction
- Forst Farms
- Golden County Foods
- Haas Farms
- Heil Ginseng
- Knecht Farms
- Kramer's County Market
- Len's Auto
- Laure J Studio
- Marathon Cheese
- Marathon School District
- McDonald's (Multiple Locations)
- Medford Vet Clinic
- Michael's Crafts
- Myszka Garage
- Nice As New
- Opportunity Development Center (ODC)
- Paul Farms
- Planet Fitmess
- Rekowski Family Farm
- Rookie Rockets Day Care
- Rosholt School District
- Shreiner's Farm
- Simonis Family Farm
- Spencer School District
- Starks Floral
- Switlick & Sons
- T&T Auto
- Thanig Farms
- Thurs Logging
- Village Inn
- Walmart

Y.E.S. PROGRAM GOALS AND OBJECTIVES

Throughout the years, a primary goal of the YES Program has been to increase student awareness in regard to post-secondary training options. In view of this goal, during this academic year students have been encouraged to attend a variety of Preview Days or Campus Visit Days at area technical colleges or universities. According to information gathered recently from the Vocational Transition Specialists (VTS), thirteen (13) of the twenty-three (23) graduating seniors served during this academic year have enrolled in a post-secondary training program. One (1) will be attending a four year college. Twelve (12) will be attending a technical college. One (1) of the twenty-tree (23) graduating seniors will be enlisted in the military.

In regard to the Class of 2016, it should also be noted that:

- One (1) individual will be placed at Opportunity Development Center (ODC). ODC is a sheltered employment facility in Marshfield, WI. A second student will be placed in a training program through DVR. In addition, two (2) students will be placed in a program called Project Search. Project Search is a 9-12 month program, which provides training and education leading to integrated employment for youth with disabilities.

The VTS continue to work closely with the staff in the area of adult service agencies to ensure that their students experience a smooth transition into the many programs that may be available. During this academic year we had one (1) student in the Edgar School District participate in the vocational services program and day services program through Opportunity Development Center (ODC) in Marshfield, WI. Additionally we have many students participating in summer opportunities through DVR as part of the WIOA (Workforce Innovative and Opportunity Act). Select students will be participating in program such as Lifeworks and Camp Crex Meadows. We will continue to see more and more partnerships develop with providers in the future.

For the purpose of this report, the Vocational Transition Specialists are asked each year to identify how many of their Special Education students had been involved in the Youth Options Program (YO) or the Youth Apprenticeship Program (YA). According to information recently submitted by the VTS, five (5) special education students were enrolled in the Youth Options Program during this academic year. One (1) special education student was enrolled in the Youth Apprenticeship Program. As always, it's very important that special education students are not overlooked as districts consider candidates for these programs.

Once again during this academic year the YES Program's School-Based Assembly component brought "true to life" job tasks into the school setting. Students sorted and labeled multiple shipments of books for United Way's Ready to Read Program. They assembled, bagged and sealed markers for Color Vision Printing of Edgar. Students assembled thousands of rabies tags for the Athens Veterinary Service, Marshfield Veterinary Service, as well as the County Center Animal Hospital of Marathon. In addition, we partnered with VCA

Companion Care Animal Hospital to assemble hundreds of learning packets and sample kits for their clinic. Students also partnered with the Aspirus Safe Kids Program. Students assisted by pre-filling information on forms that are then used for the Aspirus Safe Kids car-seat inspections held two times per month. In addition we added two new partnerships, Clay Corner Studio and Wild Birds Unlimited, Wausau. At both of these businesses, students have assisted with non-profit projects and have been thrilled to participate in some creative activities. We have been very fortunate over the years to develop some wonderful working relationships with a number of great businesses and organizations. Without their continued commitment our YES Program would not be what it is today.

Marathon County Track & Field Games

SUMMARY 2015-16

On Friday, May 13, 2016, Marathon County Special Education held the 13th annual games at Edgar High School. All six MCSE school districts were well represented with a record setting 138 students attending. Students participated in carnival types of activities in the morning and then moved outside in the afternoon to engage in more traditional track and field events. Medals for 1st through 3rd (Gold, Silver, and Bronze) place were awarded to students in their respective age group. This year there were superintendents, school board members, and many parents in attendance. MCSE was also able to sponsor lunch for participants, families and helpers due to dollars donated by the former MCSE teachers union.

The Edgar Physical Education Department graciously hosted and coordinated much of the activities. MCSE staff served in various roles including organizing, coaching and coordinating of service and events. In addition, MCSE nursing services was available for medical emergencies. To make the event happen, it takes total coordination between classroom teachers, central office staff and local school districts. Over 40 people are involved in the effort.

The games provided for greater participation by students in the six-district consortium and allowed for more flexibility for eligibility than did Special Olympics Wisconsin. Students and their families continue to have the option to participate in local, community sponsored Special Olympics Wisconsin agencies.





Marathon County Summer Day Camp

SUMMARY 2015 - 2016

"Rio Olympics"

Once again, students from Rosholt, Athens, Abbotsford, Spencer, Marathon, and Edgar gathered together to celebrate the end of the school year and the beginning of summer by attending Marathon County's summer day camp. The 17th annual day camp was held at Wausau's YMCA Camp Sturtevant from June 8-10th. Students who have a wide variety of special needs and need extra programming at school get to become campers and enjoy the challenges of participating in camp activities for three fun-filled days.

This year the theme was "Rio Olympics." The campers had the opportunity to participate in Olympic style activities in the yard and with water balloons. In addition, campers were involved in a large variety of activities that included: creating Olympic torches and personal medals, learning about different animals that live in Rio, making trail mix and Olympic cookies, swimming and canoeing. Campers also made American flags out of paint sticks and learned about the history of the Olympics. Students learned and shared fun facts about the country their team was representing.

Of course, the campers' favorite activities continue to be swimming and canoeing. The kids were very excited that we were able to hit the boats this year, as last year the water currents prevented us from going. Beautiful weather allowed us plenty of time outdoors!

We had one presenter visit camp, and he did an amazing job of enhancing our Rio Olympics adventures. On Friday, Dino from Nature's Niche visited, and students were educated on different types of animals that live in the rainforest. Favorites from his presentation included a 120 pound snake and an alligator that Dino put to sleep by rocking like a baby. It was a very interactive presentation, and all the kids got the opportunity to hold the animals, if they were brave.

A favorite quote from camp this year from one of the veteran campers: "I am sad that I am going to be a senior this year. That means I can't come back to camp anymore!" We will miss that student as much as she'll miss camp!

At this time, Marathon County Special Education would like to thank the generosity of our camp donors and each of our participating school districts for providing funding for transportation to and from camp. Through participating at MCSE's summer day camp program, students enjoy experiences like that of their non-disabled peers and learn skills that they will remember for the rest of their lives.

Abbotsford Middle/Senior High Principal Board Report - September 2016

- August 13th five members of the class of 1966 (first class to graduate from the new school) came for a tour of the school. I later received a thank you card and they purchased a tile to commemorate their class.
- Open House Night was August 24th – 85.3% attendance at MS/Senior High, 68% returned their forms. Both numbers were much higher than last year.
- The juniors attended the Wisconsin Education Fair at UWMC September 15th. This is an annual trip with a variety of post-secondary options for students to explore.
- Homecoming Week is scheduled for Sept. 26-30
- Picture Day is Sept. 22
- School Safety
    - 3screens.com presented a 45 minute film/presentation on the first day of school to all MS/HS students called "Epic Ability." Topics included: bullying and cyber-bullying, drugs and alcohol, service to others, driver safety, and perseverance.
    - 7th and 8th grade teachers went through a unit from Project REJECT on social rejection and how it affects others. This was also done on the first day of school. There will be more lessons from Project REJECT done throughout the year.
    - ALICE Training
        - I went through ALICE protocol in an introductory presentation with MS and HS students during FIT. HS was done September 8th and MS September 12th.
        - Staff has been speaking with students regarding classroom ALICE procedures.
        - There will be a district wide training/walk through with students September 23rd. AbbyColby PD will be assisting.
    - 7th, 9th, and 11th graders will be participating in the Clark County Youth Risk Behavior Survey. There is a group called Western Marathon County Healthy Communities (WMCHC) that works together to use that data. We have our own local group that is working to promote healthy choices and family activities. It is a school/community partnership.
    - We have been selected by the Center for Disease Control and Prevention to participate in a random Youth Risk Behavior Survey as well. This will be in spring and we were randomly selected and it is optional. Grade has yet to be announced by CDC.
- Community
    - The school along with our local WMCHC group is put on an outdoor family movie night on the football field September 17th. It is an event to encourage family fun in a positive manner.

Elementary Principal's Report-September 2016

The new year is off to a good start. As always, minor issues "pop up," but this year there seemed to be fewer than usual.

To keep as many students and families away from the bus drop off area, we have changed our dismissal schedule somewhat. All students are now dismissed at 3:20. Bus students are taken to the bus area, while non-bus students are escorted to the fitness exit. Parents are meeting their children and using the south parking lot. This is a safety concern implemented and helps meet District Goal number 2 (Safety).

Vision and Hearing Screening will again be administered through Marathon County. Dates this year are September 19, 20, and 21.

Fall picture day is September 22.

The Before and After School Program began on September 12. I will have the number of students participating for you at the meeting.

The entire elementary student body participated in a 3Screens presentation on being "Awesome." It focused on students making good choices and touched on bullying. This presentation was set up to help meet District Goal number 1(Internal Climate).

As we continue implementing ALICE training for everybody, the following schedule has been put in place:

Week of September 6-Elementary staff will be reading the book "I'm Not Scared. I'm Prepared! Because I Know About ALICE," to their students.
September 23-In School Training
October 13-Full ALICE Training to include going to rally point.
This also helps us to meet District Goal number 2 (Safety).

Parent/Teacher Conferences are October 5th. We are working to get enough translators for the day. District Goal number 5 (Stakeholder Involvement).

October 6th is an inservice day. The staff will be getting additional training on EduClimber. District Goal number 4 (Data Management and Achievement Growth).

Final Summer School Report-September 2016

The summer school report for 2016 has been submitted to the DPI. Abbotsford reported 12 FTEs for the summer.

Next year's main summer session will run from June 12-30, 2017.

Abbotsford Technology Department

September 2016 Report

5.D.

This past month included the start of the school year. Typically is the busiest time of the year for this position. But I will say it went much smoother than I had initially thought.

Informacast CallAware
CallAware is now up and running. So now when someone dials "911" in the district, Cheryl Baker, Ryan Bargender, Gary Gunderson, and Randy Hill's phones will light up with an alert stating where the emergency number was dialed.

Surveillance Scheduled
I have received the scope of work from Heartland, approved signed off. Which allowed me to officially scheduled cable installation for October 4th through the 7th.

Door Security (Main Entrance Security)
I received a quote from PerMar and one from Heartland. PerMar's quote was for $3,850.00 and was for 1 intercom. Also the system that was quoted from PerMar did not allow for Cisco phone integration.
Heartland's quote was for $7,201.81 and included 3 intercoms. Their solution was capable of integrating with our current phone system.

Classroom Technology
On 9/9 we had a Promethean Demo setup in our Community Room for the majority of the day. Staff came in and checked out the latest technology from Promethean. We currently have Promethean technology in our classrooms, but this new system has a ton more features. Just some of the features that caught the attention of the staff were:

- This ActivPanel gives you an Android Tablet experience with access to over 500k Educational Applications
- Smooth and responsive touch and up to 10 touches at once
- 50,000 hours of life with no maintenance (no filter or lense cleaning, no bulbs to be replaced, and no calibration)
- This ActivPanel is upgradable. With its external Android processor design, the processor capacity can be easily upgraded over time to keep pace with frequent advances in computing technology.

Updated Aristotle
With this update we now have the ability to:

- Real-time alerts of inappropriate or unsafe behavior
- Track detailed use of Google apps, web apps, and software
- Detect and deter cyber bullying
- Daily email summary of inappropriate content accessed
- Geo-locate Chromebooks

Dashir Management Services, Inc.

5.E.(1)

2356 Reinhardt Ct ~ Reedsburg WI 53959
Phone (608) 524-2251 ~ Fax (608) 524-2251
www.dashirmanagement.com

Abbotsford School District

September 2016

Custodial / Maintenance Report

Personnel Information

During the month of September we have used a cumulative of 6.5 sick or vacation days.
Good luck to all keeping wings level as we fly through another school year together.

Training Conducted

The OSHA required safety training on Child Neglect and Blood Borne Pathogens was held in August. The custodians watched a video and took short quiz after each topic. This is the first year we were asked to individually click onto the Safeschools website and review the material, that way Jackie receives notice electronically of the staff completing the reviews and taking the quizzes. Some of the custodians performed them at home, some at school.

Inspections

Inspections will begin this month. This year brings another year of experience to all the staff and with that I will be a little more vocal with the monthly inspections of the staff's areas.

Projects Progress

- Made changes in lighting and heating controls.
- Prepared for the school year to begin. The crew has done a nice job again getting areas ready.
- Getting rough pricing for some of the projects for the five year projection plan.

Comments

Thank you for your continued support and your time and as always, if you have a question or concern, just call or stop in.

Randy Hill
Building & Grounds Manager

School District of Abbotsford 5-Year Facility Project Projections

Project	2016-17		2017-18		2018-19		2019-20		2020-21
Roof replacement	$26,000.00		$20,000.00		$20,000.00				
Pool Maintenance	$5,000.00								
Generator power	$35,000.00								
Sidewalk repair	$5,000.00								
Classroom LED	$25,000.00		$25,000.00		$25,000.00		$25,00.00		
Ext. Wall packs	$5,000.00		$5,000.00						
Gym Floors	$6,000.00		$6,000.00		$6,000.00		$6,000.00		$6,000.00
Rewire to Announcer Booth			$5,000.00						
Shop Exhaust air			$25,000.00		$25,000.00				
Vehicle			$25,000.00						
Entry Doors					$20,000.00		$20,000.00		
Pool Air System					$30,000.00		$20,000.00		
Hallway ceiling replacement							??		
Classroom Ceilings							??		
Dom. Water					$150,000.00		$150,000.00		
Playground Maintenance	$1,000.00		$1,000.00		$1,000.00		$1,000.00		$1,000.00
Yearly Totals	**$108,000.00**		**$112,000.00**		**$277,000.00**		**$197,000.00**		**$7,000.00**
Submitted by: Randy Hill (9/14/2016)									

5.E.(a)

5.F.

REGULAR MEETING MINUTES

CESA 10 Board of Control

Thursday, August 4, 2016
8:15 PM
725 W Park Avenue, Chippewa Falls WI

C·E·S·A 10
Cooperative Educational Service Agency

Where service and leadership unite.

▶ CALL TO ORDER

The meeting was called to order by Rick Eloranta at 8:46 p.m.

▶ ROLL CALL AND MILEAGE

P	Donna Albarado	P	Deanna Heiman	P	Mark Shain
P	Daren Bauer	A	Ron Keys	P	Stephanie Seidlitz
P	Dave Burke	P	Valorie Kulesa	P	Rozanne Traczek
P	Rick Eloranta	P	Cheryl Ploeckelman		

▶ FINANCIAL REPORTS

Due to the Board of Control not meeting in July, 2016, the financial reports will be for June, 2016 with the July and August, 2016 reports being reviewed in September.
Motion by Rozanne Traczek and seconded by Donna Albarado to approve the treasurer's recommendation of issuing CESA checks numbered 69302 through 69433 (voided #68976 and #69374) and ACH checks numbered 41000361 through 41000403 and June, 2016 Reconciliation Statements. Voice Vote Taken. Motion carried.

▶ CONSENT AGENDA

A. Minutes of Board of Control Meeting – June 9, 2016

B. Employment:

- B.1 Cheyenne Gray – Special Education – School Psychologist – Resignation – Effective July 1, 2016
- B.2 Kate Smith – Special Education – Speech/Language Pathologist – Resignation – Effective July 1, 2016
- B.3 Mary Ann Modrak – Learning Services – Math Consultant – Resignation – Effective July 18, 2016
- B.4 Thersea Burzynski – Learning Services – Learning Services Consultant – Science Focus – Resignation – Effective August 8, 2016
- B.5 Bob Ackerman – Facilities Management – Energy Advisor – Resignation – Effective August 12, 2016
- B.6 Isaac Walter – Learning Services – Distance Learning Coach – New Hire – Start Date – July 25, 2016
- B.7 Tom Dragotta – Facilities Management – Energy Advisor – New Hire - Start Date – July 25, 2016
- B.8 Adam Yeomans – Facilities Management – Facilities Consultant – New Hire – Start Date – September 6, 2016

C. Out of State Travel:

C.1 Kate Higley – RtI Center – National Indian Education Association Conference – October 5-9, 2016 – Reno, NV

C.2 Jill Koenitzer – RtI Center – National Indian Education Association Conference – October 5-9, 2016 – Reno, NV

C.3 Sheila Thompson – Special Education – Project SEARCH Annual National Conference – August 1-5, 2016 – Orlando, FL

C.4 Justin Gloede – Facilities Management – OSHA-1050 Introduction to Safety Standards for Safety Officers – August 8-12, 2016 and August 14 – 18, 2016 – Arlington Heights, IL

C.5 Konrad Liebzeit – Facilities Management – OSHA-1050 Introduction to Safety Standards for Safety Officers – August 8-12, 2016 and August 14 – 18, 2016 – Arlington Heights, IL

D. Contracts

Motion by Val Kulesa and seconded by Stephanie Seidlitz to approve the consent agenda. Voice Vote Taken. Motion Carried.

▶ REPORTS AND DISCUSSION ITEMS

1. Eau Claire County Off Campus School Seclusion and Restraint Report for 2015-16

WI Statute 125 established requirements for schools and school personnel regarding the use, reporting and training of seclusion and restraint methods. The statute requires that Boards of Education be notified annually of the number of instances and number of students in which seclusion and/or restraint methods were utilized. Because CESA 10 operates the Eau Claire Off Campus School, it is incumbent upon the agency to prepare a similar report. As seen in the memo from Gregg Butler, Principal for the Off Campus School, there were no incidents of seclusion or restraint in 2015-16.

▶ ACTION ITEMS

1. Consider Approval of Agency Administrator's Job Description Revisions

At the recent strategic planning session, a suggestion was made to add a statement/responsibility to the Agency Administrator's job description as a way to ensure that current efforts centering on communication and transparency are memorialized.

Motion by Deanna Heiman and seconded by Mark Shain to approve the modification to the Agency Administrator job description. Voice Vote Taken. Motion carried.

2. Consider Approval of Final Service Contracts for 2015-16

Administrator Haynes reviewed the final service contracts for 2015-16. Administrator Haynes suggested that for next year, the Board of Control would approve the budget as a whole rather than just the Service Contracts. Discussion followed.

Motion by Cheryl Ploeckelman and seconded by Mark Shain to approve the final service contracts for 2015-16. Voice Vote Taken. Motion carried.

3. Consider Approval of Initial Service Contracts for 2016-17

Administrator Haynes reviewed the initial service contracts for 2016-17. The total revenue projected for 2016-17 service contracts is $4,550,188. This is down $391,669 from 2015-16. Of that amount, roughly $259,000 is represented by employees who were hired by districts directly or retired and were not replaced. The amount of $85,000 of that reduction is not a reduction but a change in the manner in which districts are billed for the Off Campus School. The buy-in fee was removed but that amount will be collected along with the semester billings. Roughly $48,000 represents simple reductions in services.

Motion by Val Kulesa and seconded by Stephanie Seidlitz to approve the initial service contracts for 2016-17. Voice Vote Taken. Motion carried.

▶ OTHER ORGANIZATIONAL BUSINESS WHICH MIGHT LEGALLY COME BEFORE THE BOARD

- Administrator Haynes invited the board members to the CESA 10 All Staff Kickoff on August 18th.
- Administrator Haynes will make contact with the new board members.

▶ ADJOURN

Motion by Deanna Heiman and seconded by Cheryl Ploeckelman to adjourn the meeting at 9:16 pm. Voice Vote Taken. Motion Carried.

5.G. (1).

MARATHON COUNTY
SPECIAL EDUCATION
Children with Disabilities Education Board

MARATHON COUNTY CHILDREN WITH DISABILITIES EDUCATION BOARD

August 18, 2016 - Highlights

- Board members present: Scott Johnson, Gary Lewis, John Resech, Carol Schulz, Sharon Seubert and Lori Haines.
- Also present at the meeting: Kelly Kapitz, Ph.D., Assistant Administrator, Becca Schreiber, Finance, Kathy Matthaidess, Finance Manager, and Shelby Lang, Board Recorder.
- The minutes of August 4, 2016 meeting were approved.
- Shared upcoming Board Events.
- Approved finance packet as presented.
- A final budget will be presented prior to the October meeting for the Board to review.
- Dr. Hartwig indicated the 2015-2016 audit went well. The report is being finalized and will be presented to the Board once it is received.
- The Board was given a copy of the Annual Statement for the Edgar Building sale.
- In communications, Dr. Hartwig noted that the Board would receive the 2016 Summer Academy costs at the September meeting.
- The Board received a copy of the Essential Components of a Mental Health Framework handout. Dr. Hartwig discussed the screenings, resources and trainings MCSE is working to promote in our schools.
- There was a discussion on universal screening options for behavioral health.
- The Board briefly reviewed the 2015-2016 End of The Year Summary and were encouraged to review district specific information.
- The lease expansion with Northcentral Healthcare Center has been finalized, we are slowly realigning offices.

- Dr. Hartwig once again reminded and invited the Board members to the Beginning of the Year Inservice being held August 30, 2016 at the Rosholt School District featuring Kevin Honeycutt.

- The retirement of Kathy Matthaidess, Finance Manager, MCSE was approved.

- The retirement of Eric P. Hartwig, Ph.D., Administrator was approved.

- In personnel,

  Approved Resignations

  Jason Penry, School Psychologist, Abbotsford School District, contingent upon receipt of penalty fee and suitable replacement

  Approved Hires

  Melinda Daniels, Special Education Secretary/VTS, Athens School District

  Sara Payne, Aide, Athens Middle School

  Bobbi Hansen, Aide, Edgar Elementary School

  Mindy Murkowski, Aide, Edgar Elementary School

  Linda Dobbe, Aide, Rosholt Elementary School

  Carl Rosenberg, Aide, Rosholt Middle School

  Vicki Zenner, Aide, Spencer Elementary School

  Shannon Zschernitz, Aide, Spencer Elementary School

- The meeting adjourned at 2:35 p.m.

email: MCCDEB
Fax: District Administrators
e-mail: Principals and Psychologists

5.G.(2)

Administrator Highlights
September ~~12~~ 13, 2016

Present: Cheryl Baker, Abbotsford
Tim Micke, Athens
Cari Guden, PhD., Edgar
Rick Parks, Marathon
Mike Endreas, Spencer
Eric P. Hartwig, PhD., MCSE
Kelly Kapitz, PhD., MCSE

- Dr. Hartwig discussed the Marathon County Health Consortium. Local boards are working toward getting the agreements signed.
- By-laws for the Health Consortium have been dispersed.
- The 2016-17 benchmarks we discussed. The goal is a zero percent increase for the year. Several factors will play into achieving that outcome, including the addition of health insurance for paraprofessionals.
- The updated Medicaid revenues were shared. To date $622,282.19 dollars in revenue.
- All of the districts have passed their maintenance of effort thresholds.
- Open enrollment has been moved entirely back to the districts. Special education students will have a $12,000 allotment automatically transferred to receiving districts.
- Issues related to transfer of service were reviewed. Dr. Kapitz will provide both the estimated in and out costs to the superintendents for them to consider.
- Dr. Hartwig proposed the have an allotment of flow-through dollars available for districts to use. The administrators agreed to a set aside pool of $20,000 for a combination of staff supplies, materials, minigrants and unforeseen costs. Unused portions would be tracked and carried over into the next year. MCSE will work with the district to track funds.
- The MCSE finance administrator job description was shared.
- Dr. Hartwig updated the administrators on a bus incident during summer camp. All transportation policies have been reviewed. It was recommended that each district review their policies and practices to ensure that they are current. MCSE will be updating their special education IEP practice to ensure that transportation is more intentionally addressed, with all due consideration for specific concerns.
- The administrators discussed the future of the consortium beginning of the year in-services. Kevin Honeycutt's presentation was well received. The administrators will discuss this again in October to determine if the format will continue.
- The summer academy staff stipend process was reviewed. Local districts are responsible to pay their attending regular education staff either $100 per day or the cost of the Viterbo credits. Information regarding the bill backs for private school staff was also reviewed. A written communication was provided for their records. Actions plans were distributed to the superintendents who were encouraged to follow-up with staff regarding their projects.
- Information regarding paraprofessional training and highly qualified procedures was reviewed. A summary sheet of MCSE and district responsibilities was provided. Each

district is responsible for identifying the individuals they wish to partake in the modules as well as paying for the cost of the Master Teacher service. MCSE will work to enroll and support each participant.

- Seclusion and restraint reports were due to local boards by September 1. MCSE has asked for a copy of each districts report.
- The Abbotsford School District is currently without a fulltime school psychologist. Support is being provided by Rob Toepel from Spencer and Danny Powers. MCSE is interviewing potential candidates on Friday September 16.
- End of year summary reports were provided to the districts.
- MCSE CAP meetings will begin in the fall, starting with visits by MaDonna Enkers and Audrey Wittrey with special education staff. Future meetings will be scheduled as the year unfolds.
- The Behavioral Health initiative is progressing. MCSE received a grant for $100,000 to support screening in the schools. Dr. Hartwig encouraged the districts to be active in screening, identifying and supporting youth in the schools.
- The 2016 IDEA determination letters have been sent to districts. All MCSE schools are compliant.
- Audrey Wittrey has created an assessment guide which has been distributed in a paper format to all the schools. An electronic copy will also be sent.
- Schools are reminded to ensure that the annual child find notice was in their district newsletter.
- County hearing and vision screening notices and calendars were provided.
- Administrators agreed to continue to pay for work permits for students with disabilities enrolled in the YES Program.
- A doodle calendar will be sent out to administrators to select an October date.

Calendar of Events:

- Administrators Meeting – TBD October
- MCSE Fall Staff Inservice- September 22,1 2016
- Fall Principals Meeting – September 29, 2016

Abbotsford Middle/Senior High Student Achievement Board Report - September 2016

- Sherry, Tina Boneske, and I met with Stacey Boehm from CESA 10 to discuss our curricular needs and our vision for the curriculum position we contract CESA 10 to provide on September 12th. Stacey is taking our thoughts back to the leaders of CESA 10.
- MAP Testing for MS and HS students started September 12th.
- Individual student scores are in for the Forward Exam and ACT Aspire. Mrs. Huther and I went into the classroom to discuss student scores with them. Results are currently embargoed for the public.
- We currently have a junior student attending RVA. This is the first year juniors can attend. Next year seniors will be able to attend and graduate. They would be considered a graduate of RVA-Abbotsford, a separate school. These students will not be eligible for Abbotsford Senior High scholarships or class rank. In the next year we will need to decide a few things in relation to this:
    - Do we use RVA graduation credit requirements or Abbotsford's?
    - Do we allow students to walk for commencement?
    - Do we allow students to participate in athletics?

Elementary Student Achievement-September 2016

The staff received a beginner's look at EduClimber during the August 31st inservice. District Goal number 4 (Data Management and Achievement Growth).

Teacher Assistant schedules have been created to provide support for students.

The Before/After School Program, which focuses on homework help and tutoring began on September 12.

Athletic Director Board Report - September 2016

- All fall sports seasons have begun, here are a look at participation numbers:
  - Football
    - 23 middle school
    - 42 high school
  - Volleyball
    - 20 middle school
    - 23 high school
  - Cross Country - Abbotsford numbers
    - 3 middle school boys
    - 3 high school boys
  - Swimming - Abbotsford numbers
    - 4 middle school
    - 6 high school
  - Total athletes participating in fall sports - 124 (up 19 from last year)
    - 50 middle school (26 boys/24 girls)
    - 74 high school (45 boys/29 girls)
- The fall sports programs have been off to great starts!
- Our football team played in the WAOW Sports Express Game of the Week. We hosted a 6am pep rally which recognized all of our fall sports during the AM Express show on WAOW. Although it was early, we had a great turnout with roughly 150 students there! Great pride displayed by our students, staff, and community members in attendance!

Approve general budget transfers/revisions
Approve new hire report
Approve 2016-2017 Substitute List
Approve grant applications and approvals (None)
Approve out of state travel (None)
Approve awards, donations, and gifts (None)
Approve annual approval to Appoint Independent Hearing Officer (IHO) in matters of expulsion and Grievances.
Approve Proclamations/Resolutions/Recognitions: (Board Recognition of Years of Service)
Motion carried on roll call vote with all ayes.

The 2016-2017 District Goals were presented as a first reading.

Motion by Otten, second by Schraufnagel to approve the 2016-17 Parent/Student handbooks for the MS/HS and Elementary as presented. Motion carried on a roll call with all ayes.

Motion by Baldus, second by Hackel to approve the 2016-17 Teacher Handbooks for the MS/HS and Elementary as presented. Motion carried on a voice vote.

There were no changes to the coach handbook as presented.

Sherry Baker presented the 2015-16 Treasurer's Report, preliminary audit report, and the utility report.

Motion by Reis, second by Hammel to approve Forward Financial Bank as our bank depository for General Accounts (savings and checking) as presented. Motion carried on a roll call vote with all ayes and Schraufnagel abstaining.

Motion by Reis, second by Otten to approve Forward Financial as our bank depository for student activity accounts as presented. Motion carried on a roll call vote with all ayes and Schraufnagel abstaining.

Motion by Hackel, second by Reis to approve to release of voucher checks prior to board approval as presented. Motion carried on a roll call vote with all ayes.

Motion by Otten, second by Hackel to approve the resignation of Clint Steinke as MS/HS Social Studies Teacher as presented. Motion carried on a voice vote with all ayes.

Motion by Hackel, second by Reis to approve to hire Anthony Altmann as MS/HS Math Teacher as presented. Motion carried on a voice vote with all ayes.

Motion by Otten, second by Baldus to approve to hire Elizabeth MacDonald as MS/HS Math Teacher as presented. Motion carried on a voice vote with all ayes.

Motion by Schraufnagel, second by Otten to approve to hire Dean Bellanti as MS/HS Social Studies Teacher as presented. Motion carried on a voice vote with all ayes.

Motion by Hackel, second by Hammel to approve to hire Bonnie Hoernke as an Elementary Teacher Assistant as presented. Motion carried on a voice vote with all ayes.

Motion by Schraufnagel, second by Reis to approve to hire Amber Kelly as an Elementary Teacher Assistant as presented. Motion carried on a voice vote with all ayes.

Motion by Hackel, second by Otten to approve to hire Laurie Totzke as an Elementary Teacher Assistant as presented. Motion carried on a voice vote with all ayes.

Motion by Hackel, second by Schraufnagel to approve the 2016-2017 teacher contracts as presented. Motion carried on a voice vote with all ayes.

Motion by Reis, second by Baldus to approve the 2016-17 coaching assignments as presented. Motion carried on a voice vote with all ayes.

Motion by Schraufnagel, second by Otten to approve the overload assignment as presented. Motion carried on a voice vote with all ayes.

Motion by Hackel, second by Otten to approve the Mentor/Mentee Assignments as presented. Motion carried on a voice vote with all ayes.

Motion by Otten, Hammel to approve the 2016-17 advisor assignments as presented. Motion carried on a voice vote with all ayes.

Board was informed of the following 2015 Wisconsin Act 55 Notifications: School District's Report Card (Accountability Report) pursuant to Wis. Stats. 115.385(4); Educational Options Available to Children Who Reside in the School District Pursuant to Wis. Stats. 118.57; Special Needs Voucher Program Pursuant to Wis. Stats. 118.51 and Wis Stats. 118.57; and Wisconsin Civics Graduation Requirement.

The board was then reminded of the Annual Meeting Notice – September 19, 2016 at 5:30 PM (Note: Prior to the regular monthly scheduled board meeting).

Motion by Hackel, second by Hammel at 8:17 PM to adjourn. Motion carried on a call vote with all ayes.

The board was reminded of the following upcoming events: August 29th, 2016 – Teacher In-Service at 8:00 in the commons of the Middle/High School; August 30th, 2016 – Teacher In-Service at 8:00 AM at Rosholt School District; August 31st, 2016 – Teacher In-Service at 8:00 AM To Be Determined; September 19, 2016 – Budget Hearing/Annual Meeting at 5:30 PM in the Middle/High School Community Room; September 19, 2016 – Regular Monthly Board Meeting at 6:30 PM in the Middle/High School Community Room; and September 21, 2016 – Region 5 Fall Meeting at 6:00 PM at Rothschild Holiday Inn.

The meeting adjourned at 8:17 p.m.

Respectfully submitted:

Shanna Hackel
Board Clerk

Transcribed by:

Jackie Schreiber
District Bookkeeper

SCHOOL DISTRICT OF ABBOTSFORD
ABBOTSFORD, WISCONSIN 54405

6.A.

RYAN BARGENDER
HIGH SCHOOL PRINCIPAL
307 N Fourth Avenue
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Fax (715) 223-3986

CHERYL BAKER
ADMINISTRATOR
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GARY GUNDERSON
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510 W Hemlock Avenue
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School District of Abbotsford
Board of Education Meeting
Monday, August 15, 2016
High School Community Room at 6:30 p.m.

Board Members Present:	Donald Medenwaldt, Gary Schraufnagel, Juanita Hammel, Eric Reis, Shanna Hackel, Dave Otten, and Andy Baldus
Absent:	None
Administration:	Sherry Baker, Gary Gunderson and Ryan Bargender
Others:	Liz Stoss (TP Printing), Jesse Meddaugh, and Jackie Schreiber

Don Medenwaldt called the meeting to order at 6:31 PM.

Sherry Baker verified the proper posting of the meeting.

Sherry Baker presented an update on WASDA Legal Conference Highlights, District Financial Audit (Aug 3-4), New Staff Orientation and Chamber Luncheon (Aug 3), Per Mar Security Service update, schedule, and WASB Fall Regional Meeting (Sep 21)

Middle/High School Principal, Ryan Bargender reported on seclusion or physical restraints for 2015-16, SWIS report, Staff and Student/Parent Handbook updates, MCSE summer Academy, New Teacher Orientation (Aug 3), Substitute Teacher Orientation (Aug 3), and Open House (Aug 24)

Elementary School Principal, Gary Gunderson, reported on Administrative Assistant training, Teacher Assistant new hires, New Teacher Day (Aug 3), MCSE Summer Institute, Google Training (Aug 2 – 4), Parent and Teacher Handbook updates, Seclusion/Restraint reports, and Substitute Teacher Orientation (Aug 3).

Summer School Coordinator, Gary Gunderson, indicated that it is completed and we should receive 12 FTE's for this years' attendance of summer school.

Technology Director, Jesse Meddaugh, presented an update on InformaCast, HBS Surveillance, Google Training, New Staff Orientation, and continuing summer projects. He also presented a three-year plan for his department.

Randy Hill presented the maintenance update to include personnel information, training conducted, inspections, projects, and comments.

Sherry Baker then presented the CESA 10 meeting minutes from June 9, 2016.

Sherry Baker presented the Marathon County Children with Disabilities board Administrator Highlights from the August 4, 2016 meeting.

Each building principal presented an update on student achievement.

Gary Gunderson, Ryan Bargender, and Sherry Baker presented the Athletic Directors report. They indicated that

Motion by Hackel, second by Reis to accept the consent agenda items as presented:
Approve minutes of meeting–(July 18th Regular Board Meeting and August 9 Finance Meeting)
Approve revenues, expenditures, and student activity reports
Approve monthly journal entries

Approve general budget transfers/revisions
Approve new hire report
Approve 2016-2017 Substitute List
Approve grant applications and approvals (None)
Approve out of state travel (None)
Approve awards, donations, and gifts (None)
Approve annual approval to Appoint Independent Hearing Officer (IHO) in matters of expulsion and Grievances.
Approve Proclamations/Resolutions/Recognitions: (Board Recognition of Years of Service)
Motion carried on roll call vote with all ayes.

The 2016-2017 District Goals were presented as a first reading.

Motion by Otten, second by Schraufnagel to approve the 2016-17 Parent/Student handbooks for the MS/HS and Elementary as presented. Motion carried on a roll call with all ayes.

Motion by Baldus, second by Hackel to approve the 2016-17 Teacher Handbooks for the MS/HS and Elementary as presented. Motion carried on a voice vote.

There were no changes to the coach handbook as presented.

Sherry Baker presented the 2015-16 Treasurer's Report, preliminary audit report, and the utility report.

Motion by Reis, second by Hammel to approve Forward Financial Bank as our bank depository for General Accounts (savings and checking) as presented. Motion carried on a roll call vote with all ayes and Schraufnagel abstaining.

Motion by Reis, second by Otten to approve Forward Financial as our bank depository for student activity accounts as presented. Motion carried on a roll call vote with all ayes and Schraufnagel abstaining.

Motion by Hackel, second by Reis to approve to release of voucher checks prior to board approval as presented. Motion carried on a roll call vote with all ayes.

Motion by Otten, second by Hackel to approve the resignation of Clint Steinke as MS/HS Social Studies Teacher as presented. Motion carried on a voice vote with all ayes.

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The meeting adjourned at 8:17 p.m.

Respectfully submitted:

Shanna Hackel
Board Clerk

Transcribed by:

Jackie Schreiber
District Bookkeeper

6.B.

SCHOOL DISTRICT OF ABBOTSFORD

ABBOTSFORD, WISCONSIN 54405

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Check Approval
September 19, 2016

The Abbotsford School Board of Education, at its Regular Meeting on September 19, 2016 approved the following checks:

RECEIPTS		
Receipts – General (August)	# 21080 - 21113	$ 619,303.57
Receipts – Student (August)	None	$ 0.00
VENDOR CHECKS		
Vendor Checks (August 13 -)	# 56999 - 57121	$ 170,163.38
Vendor EFT (August 13 -)	# 161700047 – 161700087	$ 87,700.59
Wires (August 13 -)	# 201600031 - 201600048	$ 132,076.17
Student Activity (August 13 -)	# 6921 - 6928	$ 2,645.49
PAYROLL CHECKS		
Payroll Checks (August)	# 26630 - 26632	$ 837.74
Direct Deposits (August)	# 18648 - 18781	$ 249,776.07
Payroll Payables (August)	None	$ 0.00
JOURNAL ENTRIES		
Journal Entries (August)	16-00010 – 16-00017	
BUDGET REVISIONS		
Budget Revisions (August)	16-00008	
BUDGET TRANSFERS		
Budget Transfers (August)	None	

ABBOTSFORD SCHOOL BOARD OF EDUCATION

_____
President

_____
Vice President

_____
Clerk

_____
Treasurer

Abbotsford WI School District
District Receipts (Dates: 08/01/2016 - 08/31/2016)

Post Date	Receipt	Amount	Comment	Acct Nbr	Comment	Additional Desc	Reference
08/08/2016	21081	1539.02		50 R 800 717 500000 586			WI DPI AIDS REG
08/08/2016	21082	14945.26		50 R 800 717 500000 586			WI DPI AIDS REG
08/15/2016	21083	2515.65		50 R 800 730 500000 376			WI DPI AIDS REGS
08/18/2016	21084	28.30		50 R 800 251 500000 000			MWEHRMAN
08/18/2016	21085	4.00		50 R 800 251 500000 000			MWEHRMAN
08/18/2016	21086	25.00		80 R 800 272 500000 960		166014	SHENRICKSON
08/18/2016	21087	100.00		80 R 800 272 500000 960		166016	CBRANDENBERG
08/18/2016	21088	62.72		10 R 800 291 500000 901			EAGLE GRAPHICS
08/18/2016	21090	44.80		10 R 800 264 500000 000			ALTER METAL RECYCLIN
08/18/2016	21091	2192.26		10 R 800 952 500000 888		REED WELSH	MIDAMERICA
08/31/2016	21092	2.35		10 R 800 280 500000 000		INTEREST	INTEREST
08/31/2016	21093	608.43		10 R 800 280 500000 000		INTEREST	INTEREST
08/26/2016	21094	100.00		80 R 800 272 500000 960			JWEIDEMAN
08/26/2016	21095	237.33		27 R 800 780 500000 000			FORWARD HEALTH
08/26/2016	21096	6307.93		10 R 800 211 500000 000			TOWN OF COLBY
08/26/2016	21097	4793.86		10 R 800 211 500000 000			TOWN OF HOARD
08/26/2016	21098	75641.74		10 R 800 211 500000 000			TOWN OF MAYVILLE
08/26/2016	21099	24269.14		10 R 800 211 500000 000			VILLAGE OF CURTISS
08/26/2016	21100	170079.47		10 R 800 211 500000 000			CITY OF ABBOTSFORD
08/29/2016	21101	534.24		50 R 800 717 500000 586			WI DPI AIDS REG
08/29/2016	21102	5165.24		50 R 800 717 500000 586			WI DPI AIDS REG
08/19/2016	21103	8632.75		10 R 800 211 500000 000			FRANKFORT
08/19/2016	21104	73472.74		10 R 800 211 500000 000			HOLTON
08/19/2016	21105	1256.30		10 R 800 211 500000 000			HULL
08/19/2016	21106	62211.72		10 R 800 211 500000 000			JOHNSON
08/19/2016	21107	163279.90		10 R 800 211 500000 000			ABBOTSFORD
08/31/2016	21110	27.35		72 R 800 280 500000 000			INTEREST
08/31/2016	21111	0.07		60 L 600 000 814030 000			
08/26/2016	21112	911.00		10 R 800 271 500000 210			ESPINO
08/30/2016	21113	315.00		10 R 800 271 500000 121			SCHREIBER

619303.57 Total for Cash Receipts

6.B.c)

6. B. (2)

CHECK NUMBER	VENDOR	VENDOR KEY	CHECK DATE	AMOUNT
33	EMPLOYEE BENEFITS CO	EMPLOYEE000	08/31/2016	341.00
34	ABBY BANK	ABBY BAN000	08/31/2016	22.00
6921	BADGERMAX INC	BADGERMA000	09/02/2016	70.00
6922	DESIGNER ADVERTISING	DESIGNER000	09/02/2016	883.25
6923	EQUAL RIGHTS DIVISIO	EQUAL RI000	09/02/2016	187.50
6924	KNAPMILLER, JACOB	KNAPMJAC000	09/02/2016	526.39
6925	MARSHFIELD BOOK & ST	MARSHFIE000	09/02/2016	80.35
6926	MARTH WOOD SHAVINGS	MARTH WO000	09/02/2016	174.00
6927	PINTER, JEFF	PINTEJEF000	09/02/2016	125.00
6928	TEAM SPORTING GOODS	TEAM SPO000	09/02/2016	599.00
56999	ABBY BANK	ABBY BAN000	08/15/2016	500.00
57000	ABBOTSFORD POST OFFI	ABBOTSFO012	08/18/2016	153.23
57001	UNITED STATES TREASU	UNITED S000	08/19/2016	6526.21
57002	ABBOTSFORD JR SR HIG	ABBOTSFO011	08/24/2016	350.00
57003	AUSTIN, CHAD	AUSTICHA000	08/24/2016	129.80
57004	BLACKDEER, GREG	BLACKGRE000	08/24/2016	85.00
57005	BROESKE, MARVIN	BROESMAR000	08/24/2016	110.00
57006	DRANGSTVEIT, ERIC	DRANGERI000	08/24/2016	85.00
57007	IVERSON, GARY	IVERSGAR000	08/24/2016	85.00
57008	KNAUTZ, VAL	KNAUTZ V000	08/24/2016	110.00
57009	O'KONSKI, RENAE	O'KONREN001	08/24/2016	110.00
57010	PETERSON, STEVEN	PETERSTE000	08/24/2016	85.00
57011	RICHARDS, DENNIS	RICHADEN000	08/24/2016	85.00
57012	HAWKEYE DAIRY	HAWKEYE 000	08/26/2016	112.20
57013	ELMHORST, ERIC	ELMHOERI000	08/29/2016	40.00
57014	GUNDERSON, GARY	GUNDEGAR000	08/29/2016	40.00
57015	IMHOFF, PAT	IMHOFPAT000	08/29/2016	100.00
57016	MARTINE, KENNETH	MARTIKEN000	08/29/2016	40.00
57017	O'KONSKI, RENAE	O'KONREN001	08/29/2016	40.00
57018	SALISBURY, BARBARA	SALISBAR000	08/29/2016	40.00
57019	TURNQUIST, EUGENE	TURNQUIS000	08/29/2016	115.60
57020	WI RAPID LINCOLN HIG	WI RAPID000	08/29/2016	150.00
57021	ZIER, SAM	ZIER SAM002	08/29/2016	40.00
57022	ABBOTSFORD ED FOUNDA	ABBOTSFO005	08/30/2016	135.00
57023	GREAT- WEST	GREAT- W000	08/30/2016	1070.00
57024	MIDAMERICA - TSA	MIDAMERI000	08/30/2016	840.00
57025	MIDAMERICA ADMIN & R	MIDAMERI001	08/30/2016	104.17
57026	HANSON, NATHAN	HANSONAT000	08/31/2016	50.00
57027	3SCREENS.COM	3SCREENS000	09/01/2016	625.00
57028	AFLAC	AFLAC 000	09/01/2016	240.66
57029	CELLCOM WAUSAU MSA	CELLCOM 000	09/01/2016	33.57
57030	KANSAS CITY LIFE INS	KANSAS C000	09/01/2016	1048.83
57031	NVA FIDUCIARY TRUST	NVA FIDU000	09/01/2016	553.16
57032	WE ENERGIES	WE ENERG000	09/01/2016	639.01
57033	O'KONSKI, RENAE	O'KONREN001	09/06/2016	70.00
57034	SALISBURY, BARBARA	SALISBAR000	09/06/2016	70.00
57035	GIORDANO, ERIC	GIORDERI000	09/09/2016	85.00
57036	JACKSON, SAYER	JACKSSAY000	09/09/2016	85.00
57037	MADISON CONCOURSE HO	MADISON 000	09/09/2016	290.00
57038	NIEVINSKI, PETER	NIEVIPET000	09/09/2016	85.00
57039	RENZELMANN, CHRISTOP	RENZELMA000	09/09/2016	85.00
57040	SCHULT, JOEL	SCHULJOE000	09/09/2016	85.00
57041	ELMHORST, ERIC	ELMHOERI000	09/12/2016	40.00
57042	GUNDERSON, GARY	GUNDEGAR000	09/12/2016	40.00
57043	GUNDERSON, GARY	GUNDEGAR000	09/12/2016	50.00
57044	KOLTIS, MARILYN	KOLTIMAR000	09/12/2016	100.00

CHECK NUMBER	VENDOR	VENDOR KEY	CHECK DATE	AMOUNT
57045	LANGBEHN, DAVE	LANGBDAV000	09/12/2016	85.00
57046	LANGBEHN, GREGG	LANGBGRE000	09/12/2016	85.00
57047	MARTINE, KENNETH	MARTIKEN000	09/12/2016	40.00
57048	MARTINE, KENNETH	MARTIKEN000	09/12/2016	50.00
57049	MATHIES, MIKE	MATHIMIK000	09/12/2016	85.00
57050	MONKE, BOB	MONKEBOB000	09/12/2016	114.40
57051	O'KONSKI, RENAE	O'KONREN001	09/12/2016	70.00
57052	O'KONSKI, RENAE	O'KONREN001	09/12/2016	40.00
57053	O'KONSKI, RENAE	O'KONREN001	09/12/2016	70.00
57054	PODEVELS, BRAD	PODEVBRA001	09/12/2016	50.00
57055	PORTER, PETER	PORTEPET000	09/12/2016	85.00
57056	SALISBURY, BARBARA	SALISBAR000	09/12/2016	70.00
57057	SALISBURY, BARBARA	SALISBAR000	09/12/2016	40.00
57058	SALISBURY, BARBARA	SALISBAR000	09/12/2016	70.00
57059	SCHILLING, BRYAN	SCHILBRY000	09/12/2016	85.00
57060	ZIER, SAM	ZIER SAM002	09/12/2016	40.00
57061	ABBOTSFORD ED FOUNDA	ABBOTSFO005	09/14/2016	145.00
57062	GREAT- WEST	GREAT- W000	09/14/2016	1170.00
57063	MIDAMERICA - TSA	MIDAMERI000	09/14/2016	1240.00
57064	MIDAMERICA ADMIN & R	MIDAMERI001	09/14/2016	416.68
57065	A TO Z TOWN AND COUN	A TO Z T000	09/20/2016	182.29
57066	ABBOTSFORD TRAVEL ST	ABBOTSFO000	09/20/2016	88.00
57067	ABBOTSFORD POST OFFI	ABBOTSFO012	09/20/2016	215.00
57068	ADVANCED DISPOSAL SE	ADVANCED001	09/20/2016	814.34
57069	BACKGROUND INVESTIGA	BACKGROU000	09/20/2016	119.50
57070	BATTERIES PLUS	BATTERIE000	09/20/2016	133.14
57071	BB COMMUNITY LEASING	BB COMMU000	09/20/2016	2049.00
57072	BOND TRUST SERVICES	BOND TRU000	09/20/2016	350.00
57073	BURT AWARDS INC	BURT AWA000	09/20/2016	329.60
57074	BUSHMAN DAIRY DIST	BUSHMAN 000	09/20/2016	740.50
57075	CARSON-DELLOSA PUBLI	CARSON-D000	09/20/2016	71.27
57076	CDW GOVERNMENT	CDW GOVE000	09/20/2016	5829.47
57077	CENTRAL WI PLUMBING,	CENTRAL 003	09/20/2016	2279.50
57078	CESA 10	CESA 10 000	09/20/2016	18721.69
57079	CTL COMPANY INC	CTL COMP000	09/20/2016	4091.15
57080	DALLMANN, KARON	DALLMKAR000	09/20/2016	16.55
57081	DELTA PUBLISHING COM	DELTA PU000	09/20/2016	433.00
57082	ELMHORST, ERIC	ELMHOERI000	09/20/2016	50.00
57083	EVAN-MOOR	EVAN-MOO000	09/20/2016	112.11
57084	FASTENAL	FASTENAL000	09/20/2016	164.10
57085	FOLLETT SCHOOL SOLUT	FOLLETT 003	09/20/2016	2541.42
57086	GOLDEN CORRAL	GOLDEN C000	09/20/2016	537.99
57087	GOV CONNECTION INC	GOV CONN000	09/20/2016	3084.48
57088	HALL, TRACE	HALL TRA000	09/20/2016	1200.00
57089	HALOGEN SUPPLY CO	HALOGEN 000	09/20/2016	1150.00
57090	HOUGHTON MIFFLIN COM	HOUGHTON000	09/20/2016	5581.45
57091	J H LARSON COMPANY	J H LARS000	09/20/2016	366.85
57092	JUNIOR LIBRARY GUILD	JUNIOR L000	09/20/2016	2791.20
57093	KANSAS CITY LIFE INS	KANSAS C000	09/20/2016	1242.86
57094	KLOTH-DEN-OTTER, NIC	KLOTHNIC001	09/20/2016	5.09
57095	MAIL FINANCE	MAIL FIN000	09/20/2016	263.88
57096	MARSHFIELD CLINIC	MARSHFIE001	09/20/2016	342.80
57097	MAYER-JOHNSON LLC	MAYER-JO000	09/20/2016	199.99
57098	MEYER LUMBER SUPPLY	MEYER LU000	09/20/2016	267.76
57099	MIDAMERICA ADMIN & R	MIDAMERI001	09/20/2016	93.75
57100	MOBYMAX LLC	MOBYMAX 000	09/20/2016	99.00

CHECK NUMBER	VENDOR	VENDOR KEY	CHECK DATE	AMOUNT
57101	NATIONAL STUDENT CLR	NATIONAL007	09/20/2016	425.00
57102	NORTHCENTRAL TECHNIC	NORTHCEN000	09/20/2016	535.04
57103	PEARSON EDUCATION	PEARSON 006	09/20/2016	3778.49
57104	POSTER COMPLIANCE CE	POSTER C000	09/20/2016	169.80
57105	REALLY GOOD STUFF	REALLY G000	09/20/2016	122.54
57106	SCHOLASTIC INC	SCHOLAST001	09/20/2016	208.78
57107	SCHOOL DISTRICT OF S	SCHOOL D010	09/20/2016	50.00
57108	SCHOOL DISTRICT OF S	SCHOOL D010	09/20/2016	50.00
57109	SCHOOL SPECIALTY INC	SCHOOL S000	09/20/2016	107.21
57110	SECURITY HEALTH PLAN	SECURITY000	09/20/2016	75132.28
57111	SECURITY ADMINISTRAT	SECURITY003	09/20/2016	66.00
57112	SUPREME SCHOOL SUPPL	SUPREME 000	09/20/2016	75.04
57113	TEACHER DIRECT	TEACHER 002	09/20/2016	198.40
57114	TEACHERS' CURRICULUM	TEACHERS001	09/20/2016	4027.50
57115	TEAM SPORTING GOODS	TEAM SPO000	09/20/2016	1030.00
57116	TIME FOR KIDS	TIME FOR000	09/20/2016	133.80
57117	TUMARX INC	TUMARX I000	09/20/2016	1890.00
57118	US POSTAL SERVICE	US POSTA000	09/20/2016	2000.00
57119	WASB	WASB 000	09/20/2016	2928.25
57120	WASDA	WASDA 000	09/20/2016	125.00
57121	WSMA	WSMA 000	09/20/2016	581.00
161700047	2XL CORPORATION	2XL CORP000	09/20/2016	82.49
161700048	ABBOTSFORD CITY	ABBOTSFO004	09/20/2016	4275.70
161700049	BAKER, CHERYL	BAKERCHE000	09/20/2016	33.64
161700050	BARGENDER, RYAN	BARGERYA000	09/20/2016	5.09
161700051	BENDER, TAYLER	BENDETAY000	09/20/2016	5.09
161700052	BOETTCHER, LYNN	BOETTLYN000	09/20/2016	5.09
161700053	BONESKE, KRISTINA	BONESKRI000	09/20/2016	5.09
161700054	BORES, CHRISTINA	BORESCHR000	09/20/2016	5.09
161700055	BURNETT TRANSIT INC	BURNETT 000	09/20/2016	28476.80
161700056	CHELT DEVELOPMENT LL	CHELT DE000	09/20/2016	4200.00
161700057	DALCO	DALCO 000	09/20/2016	162.67
161700058	DASHIR MANAGEMENT SE	DASHIR M000	09/20/2016	31621.66
161700059	DEAN FOODS OF WISCON	DEAN FOO000	09/20/2016	112.97
161700060	DEMCO INC	DEMCO IN000	09/20/2016	113.35
161700061	DUFRANE IKOLA, WENDY	DUFRAWEN000	09/20/2016	5.09
161700062	ELMHORST, ERIC	ELMHOERI000	09/20/2016	19.19
161700063	ENDREAS, BEVERLY	ENDREBEV000	09/20/2016	231.00
161700064	GUNDERSON, GARY	GUNDEGAR000	09/20/2016	5.09
161700065	HOBART SERVICE	HOBART S000	09/20/2016	990.99
161700066	HUTHER, LORI	HUTHELOR000	09/20/2016	5.09
161700067	INDIANHEAD FOODSERVI	INDIANHE000	09/20/2016	8199.78
161700068	KLEIBER, ANN	KLEIBANN000	09/20/2016	5.09
161700069	KNAPMILLER, JANALEE	KNAPMJAN000	09/20/2016	336.62
161700070	MARSHFIELD BOOK & ST	MARSHFIE000	09/20/2016	283.00
161700071	MEDDAUGH, JESSE	MEDDAJES000	09/20/2016	5.09
161700072	MENARD'S	MENARD'S000	09/20/2016	235.49
161700073	NASCO	NASCO 000	09/20/2016	282.90
161700074	NOVAK, TONI	NOVAKTON000	09/20/2016	5.00
161700075	QUILL CORPORATION	QUILL CO000	09/20/2016	920.43
161700076	RAU, CHRISTINE	RAU CHR000	09/20/2016	5.09
161700077	RONS REFRIGERATION	RON REFR000	09/20/2016	149.00
161700078	RUESCH, REBECCA	RUESCREB000	09/20/2016	10.18
161700079	SCHREIBER, JACQUELYN	SCHREJAC000	09/20/2016	5.09
161700080	SLIPEK, JOHN	SLIPEJOH000	09/20/2016	5.09
161700081	T & C WATER SYSTEMS	T & C WA000	09/20/2016	271.95

CHECK NUMBER	VENDOR	VENDOR KEY	CHECK DATE	AMOUNT
161700082	THOMPSON, LISA	THOMPLIS000	09/20/2016	182.30
161700083	TP PRINTING CO INC	TP PRINT000	09/20/2016	141.05
161700084	WAUSAU CHEM CORP	WAUSAU C000	09/20/2016	720.60
161700085	WE ENERGIES	WE ENERG000	09/20/2016	320.57
161700086	WEHRMAN, MARION	WEHRMMAR000	09/20/2016	5.09
161700087	WISCNET	WISCNET 000	09/20/2016	5250.00
201600026	XCEL ENERGY	XCEL EN000	08/10/2016	9091.45
201600031	INTERNAL REVENUE SER	INTERNAL000	08/31/2016	29584.12
201600032	WI DEPT OF REVENUE	WI DEPT 000	08/31/2016	5585.55
201600033	WI RETIREMENT SYSTEM	WI RETIR000	08/31/2016	16636.60
201600035	DELTA DENTAL OF WISC	DELTA DE000	09/01/2016	6237.93
201600037	INTERNAL REVENUE SER	INTERNAL000	09/15/2016	36189.97
201600038	WI DEPT OF REVENUE	WI DEPT 000	09/15/2016	6529.42
201600039	WI RETIREMENT SYSTEM	WI RETIR000	09/15/2016	19364.04
201600040	MONOPRICE, INC	MONOPRIC000	09/16/2016	44.46
201600041	MONOPRICE, INC	MONOPRIC000	09/16/2016	73.05
201600042	AMAZON INC	AMAZON I000	09/16/2016	10.18
201600043	AMAZON INC	AMAZON I000	09/16/2016	227.47
201600044	AMAZON INC	AMAZON I000	09/16/2016	116.67
201600045	AMAZON INC	AMAZON I000	09/16/2016	31.32
201600046	CHARTER COMMUNICATIO	CHARTER 000	09/16/2016	990.00
201600047	CHARTER COMMUNICATIO	CHARTER 000	09/16/2016	966.78
201600048	CHARTER COMMUNICATIO	CHARTER 000	09/16/2016	107.16
201600049	SCRIPPS NATIONAL SPE	SCRIPPS 000	09/16/2016	290.00
		Totals for checks		392585.63

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	GENERAL FUND	204,251.27	0.00	165,984.76	370,236.03
27	SPECIAL EDUCATION FUND	0.00	0.00	419.31	419.31
50	FOOD SERVICE FUND	0.00	16.55	13,521.01	13,537.56
60	AGENCY FUND	2,645.49	0.00	0.00	2,645.49
80	COMMUNITY SERVICE FUND	0.00	0.00	153.92	153.92
99	OTHER PACKAGE AND COOPERATIVE	0.00	0.00	5,593.32	5,593.32
*** Fund Summary Totals ***		206,896.76	16.55	185,672.32	392,585.63

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

Fd	Fd	Func	Func	Beginning Balance	2016-17 FYTD Credits	2016-17 FYTD Debits	Ending Balance
60	AGENCY FUND	711060	STUDENT ACTIVITY CASH ACCOUNT	7,765.78	733.87	240.14	7,272.05
60	AGENCY FUND	711100	PETTY CASH	50.00	0.00	0.00	50.00
60	AGENCY FUND	712180	CD # 40988	12,309.82	0.00	0.00	12,309.82
60	AGENCY FUND	712190	CD # 38537	17,176.12	0.00	0.00	17,176.12
60	AGENCY FUND	712195	CD # 41065	17,379.06	0.00	0.00	17,379.06
60	AGENCY FUND	7-----		54,680.78	733.87	240.14	54,187.05
60	AGENCY FUND	811210	AP ACCRUAL	0.00	733.87	733.87	0.00
60	AGENCY FUND	8-----		0.00	733.87	733.87	0.00
60	AGENCY FUND	814030	INTEREST	-649.90	0.14	0.00	650.04-
60	AGENCY FUND	814050	MISCELLANEOUS	-404.09	0.00	0.00	404.09-
60	AGENCY FUND	814070	PBIS	-20.89	0.00	0.00	20.89-
60	AGENCY FUND	814217	CLASS OF 2017	-879.08	0.00	0.00	879.08-
60	AGENCY FUND	814218	CLASS OF 2018	-500.00	0.00	0.00	500.00-
60	AGENCY FUND	814219	Class of 2019	-540.00	0.00	0.00	540.00-
60	AGENCY FUND	814320	ANNUAL	-161.37	0.00	0.00	161.37-
60	AGENCY FUND	814400	KIDS OF 205	-82.38	0.00	0.00	82.38-
60	AGENCY FUND	814415	FALCON ALTERNATIVE SCHOOL	-205.66	0.00	0.00	205.66-
60	AGENCY FUND	814420	FORENSICS	-161.52	0.00	0.00	161.52-
60	AGENCY FUND	814520	FBLA	-933.81	0.00	0.00	933.81-
60	AGENCY FUND	814530	FFA	-1,382.28	105.00	733.87	753.41-
60	AGENCY FUND	814540	FCCLA	-588.13	0.00	0.00	588.13-
60	AGENCY FUND	814560	FOREIGN LANGUAGE CLUB	-6,053.52	0.00	0.00	6,053.52-
60	AGENCY FUND	814570	COMMUNITY SERVICE PROJECTS	-11.16	0.00	0.00	11.16-
60	AGENCY FUND	814580	NHS	-43.49	0.00	0.00	43.49-
60	AGENCY FUND	814600	HS STUDENT SENATE	-1,585.38	0.00	0.00	1,585.38-
60	AGENCY FUND	814610	MIDDLE SCHOOL STUDENT SENATE	-265.18	135.00	0.00	400.18-
60	AGENCY FUND	814620	VICA	-1,041.32	0.00	0.00	1,041.32-
60	AGENCY FUND	814730	GREENHOUSE	-30,156.57	0.00	0.00	30,156.57-
60	AGENCY FUND	814740	METALS	-1,568.70	0.00	0.00	1,568.70-
60	AGENCY FUND	814800	PREPS ON THE NET MEDIA	-187.23	0.00	0.00	187.23-
60	AGENCY FUND	814810	BASEBALL	73.35	0.00	0.00	73.35
60	AGENCY FUND	814820	BOYS BASKETBALL	-288.26	0.00	0.00	288.26-
60	AGENCY FUND	814830	GIRLS BASKETBALL	-405.65	0.00	0.00	405.65-
60	AGENCY FUND	814850	TRACK	-746.55	0.00	0.00	746.55-
60	AGENCY FUND	814860	FOOTBALL	-1,303.55	0.00	0.00	1,303.55-
60	AGENCY FUND	814930	VOLLEYBALL	-2,579.23	0.00	0.00	2,579.23-
60	AGENCY FUND	814940	WRESTLING	-1,033.31	0.00	0.00	1,033.31-
60	AGENCY FUND	814950	Student of the Month	-376.53	0.00	0.00	376.53-

6.B.(3)

Fd	Fd	Func	Func	Beginning Balance	2016-17 FYTD Credits	2016-17 FYTD Debits	Ending Balance
60	AGENCY FUND	814970	PHY ED - CAN RECYCLING	-411.39	0.00	0.00	411.39-
60	AGENCY FUND	814990	Safe Organized Acctable Respon	-188.00	0.00	0.00	188.00-
60	AGENCY FUND	8-----		-54,680.78	240.14	733.87	54,187.05-
60	AGENCY FUND	931100	RESERVED FOR ENCUMBRANCES	105.00	7,077.35	718.87	6,253.48-
60	AGENCY FUND	9-----		105.00	7,077.35	718.87	6,253.48-
60	AGENCY FUND	------		105.00	8,785.23	2,426.75	6,253.48-

Fd	Fd	Func	Func	Beginning Balance	2016-17 FYTD Credits	2016-17 FYTD Debits	Ending Balance
Grand Asset Totals				54,680.78	733.87	240.14	54,187.05
Grand Liability Totals				-54,680.78	974.01	1,467.74	54,187.05-
Grand Equity Totals				105.00	7,077.35	718.87	6,253.48-
Grand Totals				105.00	8,785.23	2,426.75	6,253.48-

Number of Accounts: 39

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

6.B.

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00010	TRANSFERS TO/FROM SAVINGS	2016-2017	08/10/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	07/30/2014	0.00	0.00
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	02/05/2007	0.00	0.00
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	02/05/2007	0.00	117,000.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	02/05/2007	117,000.00	0.00
				TOTALS	117,000.00	117,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00011	Food Service Payments	2016-2017	08/10/2016	Clone	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Record F/S payments from Payroll-Debit Debit	10 L 000 000 811692 000	08/10/2016	71.66	0.00
2		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	08/10/2016	0.00	71.66
3		Record F/S payments from Payroll-Credit Credit	10 A 000 000 711000 000	08/10/2016	0.00	71.66
4		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	08/10/2016	71.66	0.00
5		Record F/S payments from Payroll-Debit Debit	27 L 000 000 811692 000	08/10/2016	0.00	6.66
6		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	08/10/2016	6.66	0.00
7		Record F/S payments from Payroll-Credit Credit	27 A 000 000 711000 000	08/10/2016	6.66	0.00
8		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	08/10/2016	0.00	6.66
				TOTALS	156.64	156.64

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00012	TRANSFERS TO/FROM SAVINGS	2016-2017	08/11/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	08/11/2016	0.00	0.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00012	TRANSFERS TO/FROM SAVINGS	2016-2017	08/11/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED						
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	08/11/2016	0.00	0.00
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	08/11/2016	0.00	5,000.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	08/11/2016	5,000.00	0.00
				TOTALS	5,000.00	5,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00013	TRANSFERS TO/FROM SAVINGS	2016-2017	08/15/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	08/15/2016	0.00	0.00
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	08/15/2016	0.00	0.00
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	08/15/2016	0.00	265,000.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	08/15/2016	265,000.00	0.00
				TOTALS	265,000.00	265,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00014	Interest for CD # 57470	2016-2017	08/16/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Interest CD # 57470	72 A 000 000 712200 000	08/16/2016	93.42	0.00
2		Interest CD # 57470	72 R 800 280 500000 000	08/16/2016	0.00	93.42
				TOTALS	93.42	93.42

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00015	TRANSFERS TO/FROM SAVINGS	2016-2017	08/30/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	08/30/2016	156,000.00	0.00
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	08/30/2016	0.00	156,000.00

6.C.

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00015	TRANSFERS TO/FROM SAVINGS	2016-2017	08/30/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED						
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	08/30/2016	0.00	0.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	08/30/2016	0.00	0.00
				TOTALS	156,000.00	156,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00016	Food Service Payments	2016-2017	08/30/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Record F/S payments from Payroll-Debit Debit	10 L 000 000 811692 000	08/30/2016	65.00	0.00
2		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	08/30/2016	0.00	65.00
3		Record F/S payments from Payroll-Credit Credit	10 A 000 000 711000 000	08/30/2016	0.00	65.00
4		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	08/30/2016	65.00	0.00
				TOTALS	130.00	130.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00017	INTEREST - MONTHLY	2016-2017	08/31/2016	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TRANSFER MONTHLY INTEREST - DB	10 A 000 000 712200 000 INTEREST - DB	12/09/2011	608.43	0.00
2		TRANSFER MONTHLY INTEREST - CR	10 A 000 000 711000 000 INTEREST - CR	12/09/2011	0.00	608.43
				TOTALS	608.43	608.43

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

6.C.

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
16-00008	Budget Correction	2016-2017	08/19/2016	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Budget Correction	10 E 800 222 252000 000	08/19/2016	6,527.00	0.00

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

C.1.

Date Updated: 9/13/2016

6.E.

LAST NAME	FIRST NAME	POSITION	APPROVED
Adleman ,	Amy	Substitute Teacher	6/20/2016
Anderson ,	Chell	Substitute Teacher	9/17/2012
Bichanich ,	Robin	Substitute Teacher	9/15/2014
Blair ,	Sara	Clerical Sub	2/22/2001
Bunke ,	Cathy	Substitute Teacher	11/19/2012
Carpenter ,	Mary	Substitute Teacher	8/17/2015
Colby ,	Trisha	Substitute Teacher	7/1/2010
Gehrke ,	Dorothy	Substitute Teacher	12/1/1997
Gonnering ,	Shawn	Clerical Sub	11/1/2004
Gutierrez ,	Melissa	Ell Assistant, Kitchen Help	8/17/2015
Heck ,	Susan	Teacher Assistant, Kitchen Sub & Clerical Sub	4/21/2014
Hoffman ,	Linda	Clerical Sub	
Hoffman ,	Paul	Substitute Teacher	5/16/2005
Hosler ,	Russell	Substitute Teacher	9/19/2011
Jones ,	Janice	Secretarial/Lunch Substitute	9/19/2016
Karsten ,	Susan	Substitute Teacher	1/21/2008
Kelsey ,	Emily	Substitute Teacher	9/19/2016
Knautz ,	Paul	Substitute Teacher	9/19/2011
Krebsbach ,	Sheryl	Food Service Substitute	5/18/2016
Landwehr ,	Lita	Teacher Assistant Substitute	
Lindau ,	Megan	Substitute Teacher	3/21/2016
Maki ,	Carol	Clerical Sub	12/15/2008
Meyer ,	James	Substitute Teacher	11/16/2015
Meyers ,	Marilyn	Substitute Teacher	8/15/2011
Milliren ,	Charles	Subsitute Teacher	9/19/2016
O'Konski ,	Renae	Subsitute Teacher	11/19/2007
Smith ,	Gregory	Substitute Teacher	9/21/2015
Soto ,	Emily	Food Service Substitute	6/16/2014
Soto ,	Marissa	Food Service Substitute	6/16/2014
Thomas ,	Justin	Substitute Teacher	11/22/2010
Wilson ,	Kimberley	Substitute Teacher	9/21/2015
Wittlinger ,	Judith	Clerical Sub	3/18/2013
Wiersma ,	Terri	Substitute Teacher	12/16/2013
ADDITIONS FOR THE CURRENT MONTH			

2016-2017 DISTRICT GOALS

1. Internal School Climate:

The Abbotsford School District will work to improve the internal school climate. Positive Behavior Interventions and Supports will continue to be the focal point for this goal. School assemblies, Kindness Counts incentives, developmental guidance, celebrations, district-wide anti-bullying messages and teaching strategies, etc. will also be studied and incorporated during the school year.

The Abbotsford Elementary and Middle School/High School will reduce office referrals by 5% for the 2016-17 school year as compared with 2015-16 data.

2. Safety:

The Abbotsford School District will continue to develop its school safety plan. This includes training all staff (teachers, substitutes, coaches, and support staff) and students in ALICE protocols. The training will include two live drills throughout the year. The district will improve security and surveillance systems to align with ALICE, including security camera and phone capabilities. Communication with school stakeholders will also be important.
The district will continue to work with the City of Abbotsford to improve student safety on their way to and from school. Safe Routes to School will be a focus as we work towards grant approval.

3. K-12 Writing Across All Curricula:

The Abbotsford School District will focus on student writing for the 2016-17 school year. This will be a multi-year goal.

Elementary:

- The elementary will implement Units of Study by Lucy Calkins. Data gained from the 2016-17 school year will constitute baseline data for the following year, allowing a SMART goal to be created in the fall of 2017.
- Using the Units of Study grade level rubrics, which are broken into 4 categories; 1) Novice, 2) Developing, 3) Effective, and 4) Highly Effective, 80% of the students will finish the year as Effective or Highly Effective on their specific grade level rubric.

MS/HS:

- The middle school/high school will finish a writing curriculum review, study writing curriculum options and best practices, establish a school-wide writing rubric, and have a recommendation for the board for a school-wide writing curriculum.
- In 2017-2018, a gradual implementation of agreed upon writing curriculum will start.

4. Data Management and Achievement Growth

High performing and high achieving school districts can directly link their success with the wise use of student data to inform instructional and behavioral decision-making. With the purchase of EduCLIMBER for the 2016-2017 school year staff will:

- Receive training in how to upload, manipulate (triangulate), and appropriately utilize and understand numerous forms of student data;
- In PLCs, leadership teams, grade-level teams, and other collaborative groupings use data to inform academic and behavioral decision-making;
- Establish baselines and growth targets regarding student achievement; and
- Continue to develop research-based and data driven interventions for both struggling and high-achieving students.

5. Increased Stakeholder Involvement

The Superintendent, along with building leadership, will seek out innovative and creative ways to bring ALL community stakeholders to the educational table. Specifically, targeted strategies will be studied and incorporated into current communication efforts to more fully integrate our richly diverse populations. This is a multi-year goal.

1st Reading: August 15, 2016
2nd Reading: September 19, 2016
Adopted: September, 2016

8.A.(1)

Fd	Obj	Obj	August 2015-16 Monthly Activity	August 2016-17 Monthly Activity	2016-17 Revised Budget	2016-17 FY Activity	Unencumbered Balance	2016-17 FYTD Unencumbered Bal
10	310	PURCHASED PERSONAL SERVICES	0.00	0.00	2,904.00	1,102.50	2,091.50	2,091.50
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	0.00	0.00	8,000.00	0.00	8,000.00	8,000.00
10	353	POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
10	355	TELEPHONE & TELEGRAPH	0.00	0.00	0.00	0.00	0.00	0.00
10	---	ELEMENTARY SCHOOLS	0.00	0.00	10,904.00	1,102.50	10,091.50	10,091.50
10	310	PURCHASED PERSONAL SERVICES	2,641.80	1,340.40	38,393.00	4,578.10	36,154.30	36,154.30
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	42.13	48.00	43,237.00	1,913.44	43,189.00	43,189.00
10	353	POSTAGE/CARTAGE	0.00	14.15	11,000.00	2,493.03	885.85	885.85
10	355	TELEPHONE & TELEGRAPH	0.00	0.00	0.00	0.00	0.00	0.00
10	---	MIDDLE/SENIOR HIGH SCHOOLS	2,683.93	1,402.55	92,630.00	8,984.57	80,229.15	80,229.15
10	310	PURCHASED PERSONAL SERVICES	0.00	0.00	3,500.00	0.00	3,500.00	3,500.00
10	341	PUPIL TRAVEL	0.00	0.00	18,000.00	11,782.80	6,217.20	6,217.20
10	---	SUMMER SCHOOL	0.00	0.00	21,500.00	11,782.80	9,717.20	9,717.20
10	310	PURCHASED PERSONAL SERVICES	17,581.41	17,707.95	341,362.00	58,793.91	317,472.70	317,472.70
10	331	GAS FOR HEAT	1,028.50	1,088.51	75,000.00	2,403.40	73,544.38	73,544.38
10	336	ELECTRICITY FOR OTHER THAN HEA	8,569.13	9,044.81	122,000.00	18,554.46	103,445.54	103,445.54
10	337	WATER	882.20	1,278.64	24,000.00	4,336.32	21,317.62	21,317.62
10	338	SEWERAGE	1,341.02	1,710.53	23,000.00	5,489.19	19,489.54	19,489.54
10	341	PUPIL TRAVEL	26,187.12	26,611.36	252,488.00	53,222.72	225,876.64	225,876.64
10	348	VEHICLE FUEL	348.24	97.00	6,000.00	393.34	5,694.66	5,694.66
10	353	POSTAGE/CARTAGE	187.64	153.23	1,023.00	153.23	869.77	869.77
10	355	TELEPHONE & TELEGRAPH	791.57	145.15	11,000.00	1,391.01	10,609.34	10,609.34
10	381	PAYMENT TO MUNICIPALITY	572.25	643.03	6,000.00	1,929.09	4,713.94	4,713.94
10	---	DISTRICT-WIDE	57,489.08	58,480.21	861,873.00	146,666.67	783,034.13	783,034.13
27	310	PURCHASED PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
27	---	MIDDLE/SENIOR HIGH SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00
27	310	PURCHASED PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
27	341	PUPIL TRAVEL	0.00	0.00	28,000.00	386.59	27,613.41	27,613.41
27	---	DISTRICT-WIDE	0.00	0.00	28,000.00	386.59	27,613.41	27,613.41
39	310	PURCHASED PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
39	---	DISTRICT-WIDE	0.00	0.00	0.00	0.00	0.00	0.00
49	310	PURCHASED PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
49	353	POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
49	355	TELEPHONE & TELEGRAPH	0.00	0.00	0.00	0.00	0.00	0.00
49	---	DISTRICT-WIDE	0.00	0.00	0.00	0.00	0.00	0.00
80	310	PURCHASED PERSONAL SERVICES	0.00	0.00	500.00	0.00	500.00	500.00
80	353	POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
80	---	DISTRICT-WIDE	0.00	0.00	500.00	0.00	500.00	500.00

A. Any reference to "building" is defined as having a majority of Pre-K through 5 staff responsibilities or a majority of 6-12 staff responsibilities.

Reference: ***Board Policy 532.3*** ***Professional Staff Leaves and Absences***

9.07 Unpaid Leave

Unpaid leave may be granted for personal or medical reasons for a period not longer than five working days by administration, after the allotted personal and medical leave has expired. Longer periods of unpaid leave beyond five working days may only be granted at the sole discretion of the School Board and must be approved in advance by the board. Submittal for board approval is required thirty (30) working days in advance of the requested leave. All unpaid leave will result in pro-rated salaries and fringe benefits.

Reference: ***Board Policy 532.3*** ***Professional Staff Leaves and Absences***

SECTION 10. COMPENSATION FOR HOURLY SUBSTITUTION

10.01 Assignment and Compensation

A teacher who takes over a complete class, study hall or library period for another teacher (when a substitute is not available) will receive payment of fifteen dollars and three cents ($15.03). Anything less than a .5 period will be paid at a rate of seven dollars and fifty-two cents ($7.52).

10.02 Cumulative Bank Time

Teachers may bank period compensation and accumulate periods for potential "comp" days in lieu of monetary compensation. For each ten (10) days banked, the employee is entitled to one day of "comp" time with the following conditions:

1. *"Comp" time may only be taken in full day increments.*
2. *The building principal must approve "Comp" days three (3) working days in advance.*
3. *No more than one (1) person may be out of a building on "Comp" time.*
4. *No "Comp" time may be taken during the last ten (10) student contact days.*
5. *Unused "Comp" time periods do not carry over into the next contract year.*
6. *Unused portions of "Comp" time will be paid out at the end of the school year.*
7. *All payments to staff that take over for a class will be paid at the end of the school year.*
8. *Employees may be granted up to two (2) "Comp" days per school year.*
9. *"Comp" days will not be granted on days designated in the negotiated calendar as early-release, in-service, convention, or workday.*

SECTION 11. PROFESSIONAL COMPENSATION

11.01 Salary

A. Part-time employees will receive the salary set forth in the Handbook in a percentage equal to the amount of their employment.

B. The salary is based upon the regular school calendar set forth in this Handbook.

<Current> 10.C.(1)

2016-2017 CALENDAR-SCHOOL DISTRICT OF ABBOTSFORD

AUGUST 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

0-4

SEPTEMBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	~~5~~	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

21-0

OCTOBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	~~6~~	~~7~~	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

19-1-1

NOVEMBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4*	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

19-0

DECEMBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	~~23~~	24
25	~~26~~	~~27~~	~~28~~	~~29~~	~~30~~	31

16-0

JANUARY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19*	~~20~~	21
22	23	24	25	26	27	28
29	30	31				

20-1

FEBRUARY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
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20-0

MARCH 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24*	25
26	27	28	29	30	31	

23-0

APRIL 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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9	10	11	12	13	~~14~~	15
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23	24	25	26	27	28	29
30						

16-0

MAY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	~~29~~	30	31			

22-0

JUNE 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4-0

JULY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 3	New Teacher/Mentor Orientation
August 22-26.	1.5 Work Day. To be worked in .5 day blocks
August 29 & 30	1.5 Inservice. To be scheduled by administration.
September 1	First Day of School for Students
September 5	No School. Labor Day
October 5.	Early Release at 12:30. Parent/Teacher Conferences 1:00-9:30
October 6	No School. Teacher In-service
October 7	No School
November 18	Early Release at 12:30.
November 23-25	No School. Thanksgiving Break.
December 23-January 2	No School. Winter Break
January 20	No School. Teacher In-service (.5 Workday-.5 Inservice)
February 17	Early Release at 12:30
March 17	Early Release at 12:30
March 24	Solo Ensemble. Grades Pre-K-5 Only
April 13	No School. Teacher In-Service
April 14-18	No School. Spring Break.
May 20.	Graduation
May 29	No School. Memorial Day
June 6	Early Release at 12:30. Last Day of School

Legend

~~X~~	=No School
*	=End of Quarter
	=In-Service
	=Workday
	=Early Release
	=No School
	=Solo Ensemble

Inservice Days	**5**
Work Days	**2**
Student Contact Days	**180**
Parent Conf. Days	**1**
TOTAL	**188**
NEW TEACHERS	**189**

MCSE Shared In-service is August 30th.

Teachers will be on duty between 7:45 a.m. and 3:45 a.m. (3:30 on Fridays and days preceding holiday vacation.

The first inclement weather/emergency day will be forgiven.

The second inclement weather/emergency day will be made up on June 7, 2017

Further school closings due to inclement weather or emergencies may be made up at the end of the school year at the discretion of the School Board.

10.C.(2)

<Proposed>

2016-2017 CALENDAR-SCHOOL DISTRICT OF ABBOTSFORD

AUGUST 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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SEPTEMBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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21-0

OCTOBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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30	31					

19-1-1

NOVEMBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

19-0

DECEMBER 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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18	19	20	21	22	~~23~~	24
25	~~26~~	~~27~~	~~28~~	~~29~~	~~30~~	31

16-0

JANUARY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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8	9	10	11	12	13	14
15	16	17	18	19*	~~20~~	21
22	23	24	25	26	27	28
29	30	31				

20-1

FEBRUARY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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MARCH 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24*	25
26	27	28	29	30	31	

23-0

APRIL 2017

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16	~~17~~	~~18~~	19	20	21	22
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16-0

MAY 2017

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	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	~~29~~	30	31			

22-0

JUNE 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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18	19	20	21	22	23	24
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4-0

JULY 2017

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Legend

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Further school closings due to inclement weather or emergencies may be made up at the end of the school year at the

10.D.

MARATHON COUNTY
SPECIAL EDUCATION
Children with Disabilities Education Board

Lakeview Professional Plaza
1200 Lakeview Drive #350
Wausau, WI 54403-6707

TO: Eric P. Hartwig, Ph.D.

FROM: Kathy Matthaidess

RE: Updated Summer Academy/Multi District Inservice Charges

DATE: September 12, 2016

I just want to update and confirm our financial procedures for the Academy.

MCSE schools can send staff (teachers or paraprofessionals) for either a stipend **or** college credit. The stipend is $100/day. The college credit is $110/per credit (up to two/$220) paid to Viterbo.

Special Education staff are a cost to MCSE paid through payroll charged to their normal account code; Regular Education staff are paid by the district due to tax implications. Paraprofessionals have the same options. Flow through monies can be reconsidered each year for special education staff training.

Private school attendees from a consortium district are charged like an outside attendee, but it is a chargeback to the district for the daily net cost. This year, we will track those costs and claim reimbursement for the district via Flow Through.

Attendees from other invited school districts outside the consortium are charged $125/day. Naturally that depends on whether expenses have increased. If they attend and take it for credit as well, they are charged $125/day **plus** $110/per credit to Viterbo and $45/administration fee to MCSE.

Printing, food, refreshments, speaker honorariums and expenses are equally divided by the six districts and charged back. Revenues from outside districts (not district parochial schools) are considered revenue to offset these costs.

On a side note, all expenses for the Multi-District Beginning of the Year Inservice are equally divided by the six districts as well. Depending on the speaker, those costs may be adjusted.

xc: Cheryl Baker, Abbotsford
Tim Micke, Athens
Cari Guden, Ph.D., Edgar
Rick Parks, Marathon
Marc Christianson, Rosholt
Mike Endreas, Spencer
Kelly Kapitz, Ph.D., Assistant Administrator
Shelby Lang, Summer Academy Coordinator
Jackie Schreiber, Abbotsford
Bev Braun, Athens
Morgan Mueller, Edgar
Debra Kaetterhenry
Colleen Callahan, Rosholt
Nancy Kibbel, Spencer

10.E.(1)

Cheryl Baker <cbaker@abbotsford.k12.wi.us>

Fwd: WASB Special Policy Services

1 message

JoAnn Lewandowski <jlewandowski@abbotsford.k12.wi.us> Fri, Sep 9, 2016 at 3:46 PM
To: Cheryl Baker <cbaker@abbotsford.k12.wi.us>

Fun!
---------- Forwarded message ----------
From: **Teresa Kimball** <tkimball@wasb.org>
Date: Fri, Sep 9, 2016 at 3:44 PM
Subject: WASB Special Policy Services
To: "jlewandowski@abbotsford.k12.wi.us" <jlewandowski@abbotsford.k12.wi.us>

Good afternoon JoAnn,

Thank you for your inquiry! In addition to the recently completed WASB Policy Manual "Quick Check" project, we think that the **Policy Resource Guide (PRG)** may be the most cost effective and helpful service/resource for your district to utilize for its policy development and updating work.

The **Policy Resource Guide (PRG)** is a web-based policy information tool designed especially for Wisconsin school districts to help update their policy manuals, develop policies on individual topics, answer day-to-day questions administrators may have when implementing district policies and carrying out their assigned duties, and provide an additional resource for board member and administrator professional development within the district. The PRG is a subscription service. In addition to including sample model policies on a wide variety of policy topics written by WASB Policy and Legal Services staff, many policy topics addressed in the guide include a "Background Information" resource that provides school leaders with: (a) key policy considerations related to the topic, including questions school officials can ask themselves when making local policy decisions; (b) general legal considerations related to the topic, including hyperlinks to the laws and regulations referenced; (c) hyperlinks to selected additional resources related to the topic including ***WASB Legal Comments, Legal Notes, FOCUS*** issues and other relevant educational and other agency resources. Some policy topics in the PRG also include sample rules and exhibits (forms). The sample policies/rules are downloadable for easy customization. I have attached some sample PRG content (the Background Information, model policies, rule and exhibit related to access to public records (topic 823); the Background Information, model policy and rule related to administering medication to students (topic 453.4); and the Background Information, sample policies and rule related to public participation at board meetings (topic 187)) that use can use to update policy topics indicated in your "Quick Check" report and so that you can see an example of the type of information that is included in the PRG.

PRG subscribers get access to new and updated information on a regular basis. The number of topics covered in the PRG grows substantially every year. In selecting new topics to add (and topics to update), the WASB prioritizes topics affected by recent changes in state and federal law and topics that are of particular interest to multiple subscribers. Since the PRG was first launched, we have made it our priority to address any state law changes affecting school district policies in the PRG as soon as possible after the Governor has signed the legislation into law, or state rules have been created, so that PRG subscribers can utilize that information right away in creating or updating their own district policies on the subject. For example, this past year we immediately updated policy topics such as the following based on law changes: filling board vacancies, public school open enrollment, course options, programs for students with disabilities, high school graduation, student records, weapons on school premises, board member conflicts of interest, bomb threats, and many more. We also added sample policies and rules to the PRG based on the new federal funds/grant management guidelines (the Omni Curricular/Uniform Guidance) and added sample notices for subscribers to use in meeting annual notice requirements related to, for example, academic standards, educational options, and the Special Needs Scholarship Program. We are currently working on the policy updates and additions to the PRG based on law changes included in the federal Every Student Succeeds Act (ESSA – the reauthorization of the No Child Left Behind Act).

In addition to providing PRG subscribers with the most-up-to-date policy information available related to law changes, during the past year we have also provided PRG subscribers with new and updated information on:

- **Policy topics affected by recent court decisions or directives/guidance issued by the DPI and other state or federal agencies** such as criminal background checks, student use of electronic devices, student searches, and employee wellness programs;

- **"Hot" policy topics of interest to our PRG subscribers** like use of drones, e-cigarettes, transgender students and students not complying with gender-role stereotypes, and school district sponsorships.

Recognizing that district time is limited and that some districts need to find ways to streamline their policy development and updating, we have created a **"Base Policy Package" service** as part of the PRG **(no additional cost)**. This "Base Policy Package" includes a core set of legally-mandated policies that can be customized and adopted as a group, and then revised whenever the WASB notifies subscribers that any of those pre-selected samples needs to be updated. The sample policies in the package were generally selected in an attempt to: (1) reflect relatively common policy positions on the relevant policy issues, and (2) coordinate with one another. Your district could adapt these "Base Policy Package" policies for your district's use in a timely manner. This would be true whether district staff members prepare the policy drafts/revision drafts themselves or if the district chooses to have a WASB policy consultant prepare the policy drafts/revision drafts for the district's review at the hourly rate.

The initial subscription to the PRG is for three years, with the district paying the same amount for each of the three years (currently $3,950 each year). There is an annual renewal fee after that. You may ask why there is a 3-year initial subscription. When the PRG was first created and sold to districts in 2011, we offered an initial one-year subscription for $7,500 with annual renewals after that. To make the initial subscription more affordable for districts, we decided to have the initial subscription spread out over three years. Subscribing districts have found this pricing plan to work better for them.

Generally, if a district purchases both the "Quick Check" service and the PRG in the same fiscal year, the district can receive a 50% discount on the "Quick Check" and only pay $975 for it, instead of $1,950. Since your district purchased the "Quick Check" service at the end of the last fiscal year, we will extend the "Quick Check" discount for a couple extra months into this fiscal year so you could take advantage of that savings too.

You should also know that if your district chooses to subscribe to the PRG, the district's PRG subscription price also provides the district with the following "added value" benefits:

- A subscription to WASB's subscription policy publication, ***The FOCUS*** (which is currently valued at $220). If your district chooses to subscribe to the PRG, you will not have to pay for your district's next year's *FOCUS* subscription.

- Free access to recorded **WASB Legal Webinars** on topics addressed in the PRG, including webinars addressing such topics as public records, student expulsion and public participation at board meetings. [Links to the webinars are included in the "Additional Resources" section of the policy topic Background Information in the PRG.]

- Free access to special **"PRG Subscriber Only" Webinars**, like the Technical Education Excellence Policy Webinar, that are recorded and links to the webinars are included in the "Additional Resources" section of the policy topic Background Information in the PRG.

10.E.(1)

· Districts, such as yours, who have had a Policy Manual "Quick Check" and later decide to subscribe to the PRG, we included information in the district's "Quick Check" report that directs school officials to specific content in the PRG that can be used in updating outdated policies identified in the "Quick Check."

· As with other general member inquiries, if a PRG subscriber has a general question regarding a particular policy topic they are working on, they can contact a WASB Policy Consultant or WASB Staff Attorney and ask their question without charge. A PRG subscriber can also contact a WASB Policy Consultant or WASB Policy and Legal Services Counsel Dan Mallin to ask any question they may have about PRG content or particular sample PRG policies without charge.

An online tutorial of the PRG is available upon request, please contact Dan Mallin (608-512-1708).

If the district needs other assistance in updating the district's policies based on local policy needs, priorities or requirements, the district could utilize any of the following WASB policy services, or a combination thereof:

- The district can contact a WASB Policy Consultant or Attorney by phone or email to ask general questions regarding particular policy topics, policy development or policy implementation. This service is available to your district "free of charge" as part of the district's WASB membership.

- **WASB Sample Policy Library** – The district can contact me for sample policies from other Wisconsin school districts and other information on policy topics of interest to the district. This service is available to your district "free of charge" as part of the district's WASB membership.

- **Policy Publications** – Our monthly policy newsletter, ***Policy Perspectives***, is sent to the board president and district administrator in member districts free of charge. It is designed to keep administrators and board members informed of current policy issues surfacing throughout the state. It features policies adopted by Wisconsin districts on a wide variety of school issues and discusses how new laws and regulations, court decisions and attorney general opinions may affect school district policymaking.

We also have our subscription policy publication, ***The FOCUS***, which your district currently subscribes to. This subscription currently costs $220. Each issue presents an in-depth analysis of one policy topic and includes legal and policy considerations, descriptions of policies and programs being implemented in Wisconsin school districts and sample policies.

- **WASB Policy Consulting Services** – A range of customized policy consulting services are available on an hourly fee basis that are tailored to meet a district's particular policy needs, interests or requirements. Examples of these services are: (a) reviewing individual district policies upon request and providing the district with revision suggestions; (b) reviewing a section of the district's policy manual or multiple sections of the policy manual upon request and providing the district with specific policy updating suggestions; (c) preparing policy/rule revision drafts for the district's review based on policy and other information obtained from the district; and (d) conducting policy work sessions with board members and administrators on policy development in general or specific policy topics of interest to the district (this can be done onsite in the district or via technology). Our current policy consulting fees range from $100- $160 an hour, depending upon which WASB consultant is working with the district on the policy project (if WASB attorneys Barry Forbes, Bob Butler, Ben Richter or Dan Mallin provide the service, the hourly rate is $190). *(Essentially, for less than 40 hours for the cheapest consultant, your district could have unlimited access to the PRG for an entire year.)* The total cost to the district for special policy consulting services is difficult to estimate because it depends upon how much assistance the

district is requesting from WASB and the extent of the district's updating needs related to the particular policy topic or topics.

School Board Policy Manual Online Hosting by BoardDocs™

We are pleased to announce that we have partnered with BoardDocs™ for on-line policy management and are offering school districts an opportunity to subscribe to this service. This service allows districts to post and maintain their district policy manuals online through the WASB Policy Management module hosted by BoardDocs™. For more information, including a discount for **Policy Resource Guide** subscribers, please visit our website at http://www.wasb.org/websites/policy/index.php?p=1763.

I hope this information is helpful to you and your district. If you have any further questions, feel free to contact me. We look forward to helping your district with its policy development and updating work.

TERESA KIMBALL Policy Librarian

Wisconsin Association of School Boards

122 W. Washington Avenue, Suite 400

Madison, WI 53703

Direct: (608) 512-1714 | Office: (877) 705-4422 toll-free

Connect with us: WASB.ORG

The information contained in this transmission is intended only for the personal and confidential use of the recipient(s) designated above. If any recipient of this transmission is not a designated recipient, or an agent of a designated recipient, such recipient is hereby notified that this transmission has been received in error, and that any review, dissemination, distribution or copying of this transmission is strictly prohibited. If you have received this transmission in error, please immediately call WASB at (608) 257-2622 and delete this transmission from your system.

–

JoAnn Lewandowski
Administrative Assistant/Accounts Payable
School District of Abbotsford
Phone: 715-223-6715 ext. 4160
Fax: 715-223-4239

15 attachments

823backgroundinfosheet.pdf
206K

823samplepolicy1.doc
59K

10.E.(1)

823samplepolicy2.doc
46K

823samplerule1.doc
54K

823sampleexhibit1.doc
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187samplerule1.doc
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10.E.(2)

September 9, 2016

Mrs. Cheryl Baker, District Administrator
School District of Abbotsford
510 West Hemlock Street
Abbotsford, Wisconsin 54405

Dear Mrs. Baker:

Enclosed please find the following information about Neola and Neola's services that you asked to have sent to you:

1. Brochure
2. Client List
3. Price List
4. Price Spreadsheet
5. License Agreement

The brochure and client lists are self explanatory. The price lists show the payment options available for each of the services – Policy, Guideline and Electronic.

Also included is a copy of the license agreement you would be asked to execute should you decide to become a Neola client. You are under no obligation as a result of receiving this document. Having this document allows you the opportunity to study the license agreement and confirm details that may have been discussed verbally.

Neola is transitioning to a Board Docs platform that will significantly improve the processing and publication of clients' Neola documents. As a result, new clients must sign up for the Electronic Publishing Service in addition to the Bylaws and Policies Development Service and/or the Administrative Guidelines Development Service.

Please be aware Neola prices will be changing effective January 1, 2017. That means the prices shown on Addendum A will be different when you begin paying for updates (the first two updates are included in the price of the Bylaws and Policies Development Service).

With this information in hand, please call this office so we may discuss the price structure more fully and I may answer any questions.

Sincerely,

Sandra E. Krueger

Neola

HELPING DISTRICTS SET DIRECTION THROUGH POLICY

Payment Options for Bylaw and Policy Development Service for Wisconsin

Effective January 1, 2014

Choose one of the following payment options.

Option #1

The base price due and payable to Neola, Inc. for the development of bylaws and policies is $8,550.00, which is due and payable within thirty days of receipt of an invoice from Neola. The invoice will be issued upon execution of a license agreement for bylaws and policies development service.

Option #2

The base price due and payable to Neola, Inc. for the development of bylaws and policies is $8,800.00 paid in five installments.

The District agrees to pay

- 20% ($1,760.00) upon execution of this Agreement.
- 20% ($1,760.00) three (3) months after execution of this Agreement.
- 20% ($1,760.00) six (6) months after execution of this Agreement.
- 20% ($1,760.00) nine (9) months after execution of this Agreement.
- 20% ($1,760.00) twelve (12) months after execution of this Agreement.

Update Service

There is no change to the price of the update service as a result of adding administrative guidelines. The price of the updates remains $1,095 per update, $2,190 per year. Update service price is subject to change.

10.E.(2)

Neola

HELPING DISTRICTS SET DIRECTION THROUGH POLICY

Payment Options for Electronic Publishing Service for Wisconsin

Effective January 1, 2014

Choose one of the following payment options.

Option #1

The base price due and payable to Neola, Inc. for the electronic publishing service is $4,900.00. The District agrees to pay $4,900 when the District is notified of the URL for its website.

Option #2

The base price due and payable to Neola, Inc. for the electronic publishing service is $4,900.00.

The District agrees to pay

- $2,450.00 when the District is notified of the URL for its website.
- $2,450.00 one year after the District is notified of the URL for its website.

Electronic Maintenance

With both options, the District agrees that, commencing with the first anniversary of the date that the District's documents are electronically published and annually thereafter, it will be obligated to pay the current maintenance fee for its Neola website. Maintenance fees begin on the first anniversary of the electronic program being uploaded. The first maintenance fee will be prorated from the District's anniversary date to August. Subsequent maintenance fees will be invoiced in August. That fee is currently $550.00 per year. Maintenance fee is subject to change.

Neola

HELPING DISTRICTS SET DIRECTION THROUGH POLICY

Payment Options for Administrative Guideline Development Service for Wisconsin

Effective January 1, 2014

Choose one of the following payment options.

Option #1

The base price due and payable to Neola, Inc. for the development of administrative guidelines is $8,550.00, which is due and payable within thirty days of receipt of an invoice from Neola. The invoice will be issued upon execution of a license agreement for administrative guidelines development service.

Option #2

The base price due and payable to Neola, Inc. for the development of administrative guidelines is $8,800.00.

The District agrees to pay

- 20% ($1,760.00) upon execution of this Agreement.
- 20% ($1,760.00three (3) months after execution of this Agreement.
- 20% ($1,760.00) six (6) months after execution of this Agreement.
- 20% ($1,760.00) nine (9) months after execution of this Agreement.
- 20% ($1,760.00) twelve (12) months after execution of this Agreement.

Update Service

There is no change to the price of the update service as a result of adding administrative guidelines. The price of the updates remains $1,095 per update, $2,190 per year. Update service price is subject to change.

License Agreement with Neola, Inc.

I. Parties

This is an agreement (Agreement) between Neola, Inc. (Neola) and the Board of Education of the School District of Abbotsford (District).

II. Background

Neola owns certain materials including materials referred to as "Templates." Among these Templates are

A. Templates for Board Bylaws and Policies,
B. Templates for Administrative Guidelines and Forms, and
C. Templates for Updates to the Board Bylaws and Policies and Administrative Guidelines and Forms.

Neola also owns proprietary code for electronic publication of Neola materials.

Neola licenses certain modified versions of the Templates for Board Bylaws and Policies, which are referred to as Board Adopted Editions of the Bylaws and Policies, and modified versions of the Templates for Administrative Guidelines and Forms, which are referred to as District Approved Editions of the Administrative Guidelines and Forms. These modified versions may include materials specifically tailored for licensees (e.g. a school board in a school district). Neola also provides, through an Update Service, certain modified versions of the Templates for Updates, and upon adoption or approval, licenses revisions that supplement or replace portions of the Board Adopted Editions of Bylaws and Policies or District Approved Editions of Administrative Guidelines and Forms. Neola also offers an Electronic Publishing Service whereby licensed materials are posted and maintained on the internet by Neola for the District.

III. District Intentions

The District desires, through this Agreement, to contemporaneously:

A. license a modified version of the Templates for Board Bylaws and Policies that will be customized as set forth in Addendum B;

B. license a modified version of the Templates for Administrative Guidelines that will be customized as set forth in Addendum C; and
C. subscribe to Neola's Electronic Publishing Service, whereby Neola will electronically publish the materials licensed to the District as set forth in Addendum D.

The District acknowledges that the content of Neola's Templates is dynamic inasmuch as the passage of new laws and promulgation of new regulations occur continually, and may require revision of the Templates to maintain statutory and/or regulatory compliance. As a result, and in order to protect its investment in the initial license of these materials, the District acknowledges a need to keep the licensed materials current. Accordingly, by entering into this Agreement, the District desires to subscribe to the Update Service, which renews annually as provided below.

IV. Services

In consideration for the District's performance under this Agreement including, but not limited to, payment of the fees provided in the addenda hereto, Neola shall, in accordance with the District's desires stated in Section III – District Intentions above:

A. modify its Templates for Board Bylaws and Policies according to the protocol provided in Addendum B and license, according to the terms herein, a Board Adopted Edition of the Bylaws and Policies;
B. modify its Templates for Administrative Guidelines according to the protocol provided in Addendum C and license, according to the terms herein, a District Approved Edition of the Administrative Guidelines;
C. electronically publish the materials licensed to the District, according to the protocol provided in Addendum D.

V. Update Subscription

The District hereby subscribes to Neola's Update Service.

Neola may, as it deems necessary, prepare revisions or supplements to its Templates. These revisions may be included in Update Templates to Bylaws and Policies and Update Templates to Administrative Guidelines and Forms.

Through the Update Service:

Step 1: Neola shall provide the District with Update Templates corresponding to the materials licensed by the District. The Update Templates will be published in a Regular Update, which will be typically issued twice per year. Special Updates may be issued between the publication of Regular Updates when Neola deems them necessary. The parties acknowledge that the standard rate paid by the District for the Update Service, which is set forth in Addendum A, will not change regardless of the number of Special Updates that are issued. The parties further acknowledge that face-to-face consultation by a Neola Associate is not provided for the Special Updates, unless the District requests such face-to-face consultation at the established hourly rate.

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Step 2: The designated representative(s) of the District shall consider the revisions contained with the Update Templates and accept or reject the revisions contained therein. For any Regular Update, the District may elect, and Neola shall provide, face-to-face consultation with a Neola Associate during the selection process. Neola will provide up to two (2) hours of face-to-face consultation without additional charge to the District. If more than two hours of the Associate's time are requested or required, the District will be billed Neola's current rate as set forth in Addendum A, Additional Charges, for the additional time.

Further, for any Regular Update, Neola will also provide up to two (2) hours of processing so that the District's policies that are revised as a result of the recommendations in the Update templates can be processed and returned to the District after Board approval, and two (2) hours of processing so that the District's guidelines that are revised by the administration as a result of the recommendations in the Update templates can be processed and returned to the District. If more than two (2) hours are required to process the revisions made by the District to either the policies or the guidelines, the District may be billed the hourly rate for processing set forth in Addendum A.

Neola is not obligated to provide any face-to-face consultation to the District concerning Special Updates. If the District requests consultation regarding a Special Update, the District will be billed Neola's current rate as set forth in Addendum A for the face-to-face consultation. There will be no charge for processing the documents that are the subject of a Special Update.

If, during this step, the District makes substantive revisions to the Templates provided, the revisions shall be considered District-specific materials per Section VI – License below.

Step 3: The District shall submit, in writing, to Neola's Coshocton office, the revisions to the Board Approved Bylaws and Policies adopted by the District (and, if applicable, revisions to the District Approved Administrative Guidelines approved by the District's representative(s)). The District shall also provide Neola the date of the adoption of the revisions to the Board Approved Bylaws and Policies.

Step 4: Upon receipt of these revisions, Neola shall prepare and deliver to the District a Finalized Version of revisions to the licensed materials.

Neola will invoice the District in June and December of each year for the Update Service, and the District shall pay the invoice within 30 days of receipt. Neola shall charge the District its standard rate for the Update Service, for which the current amount is set forth in Addendum A.

Furthermore, the District agrees to pay, when invoiced, for additional products and services and for shipping and handling of all materials, as well as any additional services or materials requested by the District. These charges are set forth in Addendum A.

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During the term of this Agreement, the District agrees to pay the usual and customary rate for processing documents, as set forth in Addendum A, for requests made by the District for changes to Neola materials licensed to the District that are not associated with a Regular or Special Update.

As provided in Section VIII – Termination herein, the District may cancel the Update Service by providing written notice.

VI. License

Neola hereby grants the District a personal, non-exclusive, non-transferable perpetual license to the District's Board Adopted Editions of the Bylaws and Policies and District Approved Editions of the Administrative Guidelines and Forms consistent with the District's intentions as set forth in Section III – District Intention above.

This license is limited and restricted to those rights that are necessary for the District to conduct its business and are specifically limited and restricted pursuant to the Limitations and Prohibitions provided in Section VII herein.

Neola owns all copyrights and other intellectual property rights in the Templates and modified versions thereof including the Board Adopted Edition of the Bylaws and Policies, and District Approved Edition of the Administrative Guidelines and Forms, and all intermediary drafts leading thereto.

Neola is not obligated to assign any rights, including copyrights, in any materials to the District. Neola specifically retains title and ownership in all copies of the Templates and modified versions thereof including the Board Adopted Edition of the Bylaws and Policies, the District Approved Edition of the Administrative Guidelines and Forms, and all intermediary drafts leading thereto.

Any "work" made pursuant to this Agreement is not a "work for hire" within the context of Title 17 of the United States Code, and therefore Neola retains all ownership in all "works" that it creates. To the extent that the District collaborates in the creation of any work under this Agreement, the District hereby agrees to assign its rights therein to Neola except as provided below.

Neola acknowledges that the District maintains all ownership in District-specific materials. District-specific materials include the following:

A. materials from the District's existing materials that the District requests be incorporated during the drafting process;
B. new materials that the District develops in their entirety and exclusive of Neola; and
C. revisions or deletions that substantively depart from Neola's Templates.

The District acknowledges that Neola does not recommend the use or incorporation of District-specific materials, and while Neola will, at the request of the District, incorporate District-specific materials into the licensed materials, the District acknowledges that it bears all risks associated with the District's decision to request that such District-specific materials be incorporated. Neola reserves the right to, but

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is not obligated to, advise the District to seek its own legal review of District-specific materials.

Should Neola choose to use District-specific materials for purposes outside this Agreement, the District hereby grants Neola a non-exclusive, perpetual license to use, copy, distribute, prepare derivative works of, publicly perform, and publicly display the District-specific materials. The District, however, may limit or restrict any license of District-specific materials by providing Neola a written communication at the time the materials are provided to Neola regarding the limitation or restriction.

VII. Limitations and Prohibitions

A. Copying

The District is hereby granted permission to make and distribute copies of the Templates, the Board Adopted Edition of the Bylaws and Policies, the District Approved Edition of the Administrative Guidelines and Forms, and any intermediary drafts leading thereto, so long as the copies are made for use by the District, or as may otherwise be required by the law, without the express written permission of Neola.

All other copying or distributing of any Neola material, licensed or otherwise, is expressly prohibited without written consent from Neola. Requests for additional copying should be made in writing to Neola in a timely manner.

B. No Transferring

The District is prohibited from assigning, licensing, sub-licensing, or otherwise transferring this license in whole or part. Furthermore, the District is prohibited from selling, renting, leasing, or otherwise transferring the Templates or modified version thereof including the Board Adopted Edition of the Bylaws and Policies, the District Approved Edition of the Administrative Guidelines and Forms, and all intermediary drafts leading thereto.

VIII. Termination

This Agreement is effective upon its signing by both parties.

Either party may elect to terminate or cancel this Agreement at any time. The party wishing to terminate this Agreement must do so by providing notice of its intention in writing to the other party.

If the District wishes to terminate the Update Service, the District must provide written notice of the same to Neola on or before November 1 or May 1 of any succeeding year. If the District elects to terminate this Agreement, the District is obligated to pay any and all charges for services rendered before the date of the notification.

If the District elects to terminate this Agreement prior to completing its payment obligations under this Agreement, Neola and the District shall jointly determine the

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amount due and payable by the District based upon materials provided to the District as well as the amount of consultation provided to the District.

Except in the event of a breach by the District, and so long as the District completes its payment obligations under this Agreement, then the District may continue to use the Board Adopted Edition of the Bylaws and Policies or District Approved Edition of the Administrative Guidelines and Forms so long as the use is consistent with terms and conditions provided herein.

Likewise, except in the event of a breach by the District, and so long as the District has made payment for any Finalized Version of revisions obtained under the Update Service, then the District may continue to use the Finalized Version of the revisions so long as the use is consistent with terms and conditions provided herein.

If Neola elects to terminate this Agreement prior to delivery of the licensed materials, a partial refund may be made upon receipt of all drafting materials from the District. If Neola elects to terminate this Agreement during the Update Service, then the District may use the materials as provided by Neola so long as the use is consistent with terms and conditions provided herein.

Except in the event of a breach by Neola, while the District may continue to use the materials after termination of this Agreement subject to the terms and conditions herein, Neola's obligations under this Agreement will cease upon the termination.

Even if the District has subscribed to Neola's Electronic Publishing Service, Neola will not be obligated to continue to provide the District electronic access to any materials in the event the District terminates this Agreement.

IX. Defenses

Neola agrees to provide legal assistance or consultation to the District, its officers, and employees so that the District, its officers, and employees can better defend a third party claim that arises out of Neola's alleged failure to license materials that accurately reflect compliance with applicable State or Federal law. Nothing herein, however, obligates Neola to provide the sole or primary defense to the District, its officers, and employees. Neola may, at its sole discretion, withdraw its assistance in the event that Neola determines that its legal assistance is no longer of value to Neola or the District, its officers, or its employees. Furthermore, nothing herein obligates Neola to provide any defense to the District, its officers, and employees to defend a third party claim that arises out of District-specific materials.

Neola shall provide the primary defense only with regard to any third party claim of infringement of intellectual property based upon content of the licensed materials that is recommended by Neola and subsequently included in the District's Board Adopted Edition of the Bylaws and Policies. The District shall provide the primary defense to any third party claims of infringement of intellectual property based upon the content of the District-specific materials or upon the content of any other materials contributed by the District and subsequently incorporated into the District's version of a Neola template, even though it was determined that the content contributed by the District did not substantively alter the Neola template.

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X. Money-Back Guarantee

To the extent the District, its officers, or employees are found to be liable for a claim arising out of the fact that the licensed materials do not accurately reflect compliance with the applicable State or Federal law, then Neola shall pay the District an amount equal to, but not exceeding, the price paid for the Bylaws and Policy Development Service, which is set forth in Section 2 of Addendum B.

XI. Limited Liability and Hold Harmless

To the extent permitted by the applicable law, Neola will not be liable to the District, its officers, and employees for any third party claim, damage, injury, or cost arising from the following:

A. the District's, its officers', and employees' failure to use or implement the licensed materials;
B. the District's, its officers', and employees' failure to correctly interpret the licensed materials; or
C. the District's, its officers', and employees' decision to make substantive changes or revisions to the licensed materials.

Although not obligated, Neola may recommend that the District seek its own legal review of any District-specific materials. Whether or not the recommendation is made, the District, its officers, and employees agree that Neola has no obligation to verify or approve the accuracy, validity, or completeness of the District-specific materials, and they agree to hold Neola harmless for any third party claim, damage, injury, or cost arising from the District-specific materials.

Neola shall indemnify and hold the District harmless for any damages arising from a third party claim of infringement of intellectual property that was based solely upon content of the licensed materials that was recommended by Neola and subsequently included in the District's Board Adopted Edition of the Bylaws and Policies. The District shall indemnify and hold Neola harmless for any damages arising from a third party claim of infringement of intellectual property based upon the content of the District-specific materials or upon the content of any other materials contributed by the District and subsequently incorporated into the District's version of a Neola template, even though it was determined that the content contributed by the District did not substantively alter the Neola template.

XII. Confidentiality

Nothing in this agreement obligates either party to disclose confidential information.

Each party acknowledges that, during the term of this agreement, it may inadvertently gain access to certain confidential information of the other party concerning the other party's business plans, employees and students' personal information, clients, technology, and products. Confidential information will include, but not be limited to, each party's proprietary software and customer, employee, and/or student information. Each party agrees that it will not use in any way, for its own account or

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the account of any third party, except as expressly permitted by this agreement, nor disclose to any third party (except as required by law or to that party's attorneys, accountants and other advisors on a need to know basis), any of the other party's confidential information, will take reasonable precautions to protect the confidentiality of such confidential information, and in the unlikely event of an accidental disclosure of confidential information, immediately notify the other party and return or destroy the information as directed by the other party.

XIII. General

This agreement is interpreted under Wisconsin law, and, where applicable, Federal law, is severable and divisible, and is enforceable in law or equity.

This Agreement represents the only agreement between the parties with respect to the subject matter described herein. All other prior oral or written agreements respecting this subject matter are superseded. Further, any revisions to this Agreement must be made in writing and approved by both parties.

This Agreement is effective as of the date of the last signature of the individuals who have signed below. By their signature, the individuals acknowledge their individual authority to bind their respective party and by their signature so bind their respective party to the duties and obligations defined herein.

School District of Abbotsford	Neola, Inc.
_____	_____
signature	signature
Printed Name:_____	Sandra E. Krueger
Title:_____	Corporate Secretary
Date:_____	Date: September 9, 2016

Please note, this Agreement will be considered void if not executed by December 31, 2016.

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Addendum A
Additional Charges

The District agrees to pay, when invoiced, for additional products and services, as described herein, at the following rates:

A.	Subscription to Update Service	$1,095.00 per update
B.	Hourly rate for consultation in excess of the time provided in conjunction with the Bylaws and Policy Development Service, Administrative Guidelines Development Service, and/or the Update Subscription	$125.00 per hour
C.	Hourly rate for any additional processing as required during the Bylaws and Policy Development Service, Administrative Guidelines Development Service, and/or in conjunction with the Update Subscription	$36.00 per hour
D.	Per draft cost for additional copies of any draft or Finalized Edition of the Bylaws and Policies, Administrative Guidelines, and/or Update Templates in excess of the number provided pursuant to this Agreement and any Addenda thereto	$35.00 per manual
E.	Per book cost for additional copies of Board Approved Editions of the Bylaws and Policies or District Approved Editions of the Administrative Guidelines in excess of the number provided pursuant to this Agreement and any Addenda thereto	$35.00 per manual
F.	Additional per unit cost for D or E above if provided in a notebook with tabs	$15.00 per manual
G.	Per page cost for copying any excess materials requested by the District	$0.05 per page
H.	Shipping and handling	$6.00 per shipment plus actual UPS charges
I.	Annual maintenance fee for electronic publishing	$550.00

Neola reserves all rights to modify any of the scheduled prices above.

These prices are effective as of January 1, 2014.

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Addendum B
Bylaws and Policies Development Service

1. Development

The Board Approved Edition of the Bylaws and Policies that is licensed to the District will be developed as follows:

Step 1: The Board shall designate a representative who will coordinate the District's involvement in the development process. The District shall notify Neola of this representative no later than four weeks from the effective date of the License Agreement. The District's representative shall confer with a Neola Associate no later than eight weeks from the effective date of the License Agreement.

During this initial consultation, the District's representative and the Neola Associate shall do the following:

A. develop a timeline for the project in accordance with Neola's standard procedures for such timelines;

B. identify the degree to which the Board will be involved in the sessions described in Step 3 below;

C. identify any additional, key individuals who shall also participate in the sessions described in Step 3 below;

D. develop a tentative schedule of the sessions that will be facilitated by the Neola Associate; and

E. reduce the timeline and schedule to writing.

A Neola Associate will be available for up to twenty-four (24) hours of face-to-face consultation during the development process for the bylaws and policies at no additional cost to the District. If more than twenty-four (24) hours of face-to-face consultation are required to complete the development process for the bylaws and policies, then the District will be billed for the additional face-to-face consultation at the hourly rate for the additional consultation set forth in Addendum A.

The schedule will provide for the work to be accomplished in up to five (5) sessions. If more than five (5) sessions are needed, or requested, then the District will be billed for the Associate's travel time and expenses.

Also, included in the base price of the Bylaws and Policies Development Service is up to fifty (50) hours of processing time so that the modified templates and any District-specific materials, as defined in Section VI –

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License, developed during the drafting process can be processed by Neola's production staff. If more than fifty (50) hours are required to process the modified templates and District-specific materials, the District will be billed the hourly rate for processing set forth in Addendum A.

No later than this initial consultation, the District shall provide its current bylaws and policies in hard copy and, if possible, an electronic copy in Microsoft Word for Windows, IBM compatible.

Step 2: The Neola Associate will submit the timeline and schedule to Neola's Stow Office for review (modification, if necessary) and approval. Upon notification from Neola that the timeline and schedule, or any modifications thereto, have been approved, the parties hereby agree that the approved timeline and schedule shall be incorporated herein as Appendix A, and the terms thereof shall operate as terms and conditions herein.

Step 3: In accordance with the approved timeline, the designated staff members shall meet with the Neola Associate for the scheduled sessions so that the choices provided in Neola's templates can be made.

If the District decides to include some District-specific materials, as defined in Section VI – License, during this drafting, the Neola Associate will mark the material as "District Specific" and forward the same to Neola for processing into the new manuals.

The District will receive benefit of two Regular Updates as well as any Special Updates published during the period covered by those two updates, and these updated policies will be incorporated into the drafts as part of the base price of the Bylaws and Policy Development Service.

Step 4: The Neola Associate will ship the work product from Step 3 to Neola's Coshocton office, and these materials will be processed as the First Draft of the District's new Board Bylaws and Policies Manual. Neola shall provide six copies of the First Draft (one for each Board member and one for the Superintendent, or eight copies if the Board has seven members). Additional copies of the First Draft are available at the cost set forth in Addendum A.

Step 5: The appropriate District personnel shall review the First Draft. The District shall note any text that is to be added on the appropriate page in the First Draft and/or shall line out any text to be deleted. The District shall return the First Draft, in its entirety, no later than four months from the date the First Draft was received by the District, to Neola's Coshocton office.

Step 6: Before processing, Neola will review this marked up copy of the First Draft and contact the District's representative to discuss the desired changes, if necessary. After this review, Neola will prepare a Proof Draft of the District's Board Bylaws and Policies Manual and return two copies to the District for final review. Additional copies of the Proof Draft are available at the cost set forth in Addendum A.

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Step 7: The appropriate District personnel shall review the Proof Draft. If no additional revisions are needed, the Proof Draft should be formally adopted by the Board of Education.

However, if any additional revisions are deemed necessary, the District shall note in the same manner as in Step 5 and return these revisions to Neola's Coshocton office no later than four weeks from the date the Proof Draft was received by the District. The District need only return to Neola's Coshocton office the individual policies of the Proof Draft for which additional revisions are deemed necessary.

In the event revision must be made to the Proof Draft, Neola shall prepare revised copies of the individual policies and return them to the District. Upon receipt of the replacement policies that reflect these revisions, the revised Proof Draft should be formally adopted by the Board of Education.

Step 8: After Board adoption of the Proof Draft, the District shall return one copy to Neola together with the date of adoption by the Board of Education. Neola will then prepare the Board Adopted Edition of the Bylaws and Policies. Up to ten copies of the adopted manual are included in the base price. Neola will return these manuals to the District within four weeks of the date that the adopted copy is received in Neola's Coshocton office.

2. Payment Options

In consideration for the License to the Board Adopted Edition of the Bylaws and Policies, Neola's consultation, and other good and valuable consideration provided by Neola, the District shall pay Neola

(Note: Choose one of the following options.)

( ) Option #1

$8,550.00, which is due and payable within thirty days of receipt of an invoice from Neola.

( ) Option #2

$8,800.00 according to the following schedule:

- ❑ 20% ($1,760.00) upon execution of this Agreement.
- ❑ 20% ($1,760.00) three (3) months after execution of this Agreement.
- ❑ 20% ($1,760.00) six (6) months after execution of this Agreement.
- ❑ 20% ($1,760.00) nine (9) months after execution of this Agreement.
- ❑ 20% ($1,760.00) twelve (12) months after execution of this Agreement.

(Note: End of options.)

The District agrees to pay the hourly rate charged for consulting time that is set forth in Addendum A, Additional Charges, if more than the twenty-four (24) hours of

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consultation that are included in the base price above is required to complete the documents that comprise the District's Board Adopted Edition of the Bylaws and Policies.

The District agrees to pay the hourly rate charged for processing documents that is set forth in Addendum A, Additional Charges, if more than the fifty (50) hours of processing that are included in the base price above is required to process the documents that comprise the District's Board Adopted Edition of the Bylaws and Policies.

Furthermore, the District agrees to pay, when invoiced, for additional products and services, as described herein, and for shipping and handling of all materials, as well as any additional services or materials requested by the District. These charges are set forth in Addendum A.

The undersigned acknowledge that this is an Addendum to a License Agreement with Neola, Inc. and by his/her signature, acknowledges his/her individual authority to bind the Board of Education to the duties and obligations defined herein.

School District of Abbotsford	Neola, Inc.
_____	_____
signature	signature
Printed Name:_____	Sandra E. Krueger
Title:_____	Corporate Secretary
Date:_____	Date: September 9, 2016

The following information is needed for our records. Please provide this information now, if possible.

Contact Person/Title_____

Telephone Number_____

His/Her E-Mail Address_____

District Web Site Address_____

Please note, this Agreement will be considered void if not executed by December 31, 2016.

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Addendum C
Administrative Guidelines Development Service

1. Development

The District Approved Edition of the Administrative Guidelines that is licensed to the District will be developed as follows:

Step 1: The Superintendent shall designate a representative who will coordinate the District's involvement under this Agreement. The District shall notify Neola of this representative no later than four weeks from the effective date of the License Agreement or Board adoption of the Board Adopted Edition of the Bylaws and Policies, whichever is later. The District's representative shall confer with a Neola Associate no later than eight weeks from the effective date of the License Agreement or Board adoption of the Board Adopted Edition of the Bylaws and Policies, whichever is later.

During this initial consultation, the Superintendent's representative and the Neola Associate shall do the following:

A. develop a timeline for the project;

B. identify the key administrative staff members who will participate in the sessions described in Step 3 below;

C. develop a tentative schedule of the sessions that will be facilitated by the Neola Associate; and

D. reduce the timeline and schedule to writing.

A Neola Associate will be available for up to twenty-four (24) hours of face-to-face consultation during the development process for the administrative guidelines at no additional cost to the District. If more than twenty-four (24) hours of face-to-face consultation is required to complete the development process for the administrative guidelines, then the District will be billed for the additional face-to-face consultation at the hourly rate for the additional consultation set forth on Addendum A.

The schedule will provide for the work to be accomplished in up to five (5) sessions. If more than five (5) sessions are needed, or requested, then the District will be billed for the Associate's travel time and expenses.

Also included in the base price of the Administrative Guidelines Development Service is up to sixty (60) hours of processing time so that the modified templates and any District-specific materials, as defined in Section VI – License, developed during the drafting process can be processed by Neola's

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production staff. If more than sixty (60) hours is required to process the modified templates and District-specific materials, the District will be billed the hourly rate for processing set forth in Addendum A.

No later than this initial consultation, the District shall provide its current guidelines, procedures, and/or regulations in hard copy and, if possible, an electronic copy in Microsoft Word for Windows, IBM compatible.

Step 2: The Neola Associate will submit the timeline and schedule to Neola's Stow Office for review (modification, if necessary) and approval. Upon notification from Neola that the timeline and schedule, or any modifications thereto, have been approved, the parties hereby agree that the approved timeline and schedule shall be incorporated herein as Appendix A, and the terms thereof shall operate as terms and conditions herein.

Step 3: In accordance with the approved timeline, the designated staff members shall meet with the Neola Associate for the scheduled sessions.

Neola will provide copies of its templates for Administrative Guidelines for the District's consideration during this process. The Neola Associate will be available, as necessary, to consult with the appropriate administrators as they make selections from the Templates.

If the District decides to include some District-specific materials, as defined in Section VI – License, during this drafting, the Neola Associate will mark the material as "District Specific" and forward the same to Neola for processing into the new manuals.

Step 4: The Neola Associate will ship the work product from Step 3 to Neola's Coshocton office, and Neola will prepare a draft of the Administrative Guidelines within ten weeks from the date that the work product was received by Neola. Neola shall provide two copies of this draft to the District. Additional copies will be available at a cost as set forth in Addendum A.

Step 5: The District shall note any revisions, additions, or deletions that are deemed necessary on one copy of the Draft and return the same to Neola's Coshocton office in its entirety.

Step 6: Before processing, Neola will review this marked up copy of the draft and contact the Superintendent's designated representative to discuss any desired changes, if necessary.

Step 7: Neola will then prepare the District Approved Edition of the Administrative Guidelines, and will return one master copy to the District.

2. Forms

Neola will provide, at no additional charge, a license to use Neola's Forms that complement the templates for Administrative Guidelines. This license is consistent

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with the privileges and obligations provided with the other licenses being granted to the District.

If the District chooses to modify or customize the template forms in any way, the District will be charged Neola's hourly rate for processing as set forth in Addendum A, Additional Charges.

3. Payment Options

In consideration for the License to the Board Adopted Edition of the Administrative Guidelines, Neola's consultation, and other good and valuable consideration provided by Neola, the District shall pay Neola

(Note: Choose one of the following options.)

( ) Option #1

$8,550.00, which is due and payable within thirty days of receipt of an invoice from Neola.

( ) Option #2

$8,800.00 according to the following schedule:

- ❑ 20% ($1,760.00) upon execution of this Agreement.
- ❑ 20% ($1,760.00) three (3) months after execution of this Agreement.
- ❑ 20% ($1,760.00) six (6) months after execution of this Agreement.
- ❑ 20% ($1,760.00) nine (9) months after execution of this Agreement.
- ❑ 20% ($1,760.00) twelve (12) months after execution of this Agreement.

(Note: End of options.)

If the District signs this License Agreement for Administrative Guidelines Development Service at the same time as the License Agreement for Bylaws and Policies Development Service and payment Option #1 is selected, then the payment listed in Option #1 in this Addendum will become due one year after the invoice for the Bylaws and Policies Development Service was issued. If the District signs this License Agreement for Administrative Guidelines Development Service at the same time as the License Agreement for Bylaws and Policies Development Service and payment Option #2 is selected, then the payments listed in Option #2 in this Addendum will become due three months after the last invoice for the Bylaws and Policies Development Service was issued, unless the District requests to be invoiced sooner.

The District agrees to pay the hourly rate charged for consulting time that is set forth in Addendum A, Additional Charges, if more than the twenty-four (24) hours of consultation that are included in the base price above is required to complete the documents that comprise the District Approved Edition of Administrative Guidelines.

The District agrees to pay the hourly rate charged for processing documents that is set forth in Addendum A, Additional Charges, if more than the sixty (60) hours of

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processing that are included in the base price above is required to process the documents that comprise the District Approved Edition of Administrative Guidelines.

Furthermore, the District agrees to pay, when invoiced, for additional products and services, as described herein, and for shipping and handling of all materials, as well as any additional services or materials requested by the District. These charges are set forth in Addendum A.

The undersigned acknowledge that this is an Addendum to a License Agreement with Neola, Inc. and by his/her signature, acknowledges his/her individual authority to bind the Board of Education to the duties and obligations defined herein.

School District of Abbotsford	Neola, Inc.
_____	_____
signature	signature
Printed Name:_____	Sandra E. Krueger
Title:_____	Corporate Secretary
Date:_____	Date: September 9, 2016

Please note, this Agreement will be considered void if not executed by December 31, 2016.

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Addendum D
Electronic Publishing Service

The electronic publishing of Neola's materials that are licensed to the District, as set forth below, will be completed within five weeks of Neola's receipt, in their Stow office, of:

A. written notification of the Board's adoption of the Board Adopted Bylaws and Policies Manual, and, if applicable, written notification of the Superintendent's approval of the District Approved Administrative Guidelines;
B. this Addendum, and
C. the District's written authorization to proceed.

1. Service

Step 1: As authorized to do so by the District, Neola will create a web site and format and upload the Neola materials licensed to the District to the web site.

Step 2: Upon completion of Step 1, Neola will notify the District, in writing, that their Neola web site URL has been posted on the internet, and that the District has the option of password protecting their Neola web site. A range of password options will be available for selection.

Despite the option of password protecting the web site, Neola **does not** recommend password protecting this public information.

Step 3: Upon receiving the notification set forth in Step 2, the District must submit a written request to Neola if the District intends to have password protection.

Upon receipt of such written notice from the District, NEOLA will complete the programming to password protect the web site within two weeks of receipt of the notice.

Step 4: A designated Neola Associate will provide an orientation program to acquaint personnel designated by the District with the use of the web site.

Step 5: In accordance with the Update Service, Neola will post Finalized Versions of revisions to Neola materials licensed to the District.

When the Board Adopted Edition of the Bylaws and Policies has been posted on-line, Neola will provide only ***two printed copies of the updated documents*** for the District's two master copies of the Board Adopted Edition of the Bylaws and Policies. If the District chooses to maintain more than two hard copies of this manual, the District must notify Neola of the number of additional copies of the updated documents that are desired. These additional copies of the updated documents will be invoiced at the copy charge set forth in Addendum A, Additional Charges.

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If the District is a guidelines client or becomes a guidelines client, when the District Approved Edition of the Administrative Guidelines has been posted on-line, Neola will continue to provide one printed copy of the updated documents for the District's master copy of the District Approved Edition of the Administrative Guidelines. If the District chooses to maintain more than one hard copy of this manual, the District must notify Neola of the number of additional copies of the updated documents that are desired. These additional copies of the updated documents will be invoiced at the copy charge set forth in Addendum A.

The District's Neola web site will be hosted on multiple servers, and all changes to the District's documents on that web site will be made by Neola personnel. Neola retains all proprietary rights associated with the electronic publishing of the District's documents.

Neola's obligation to electronically publish the materials licensed from Neola is subject to the District maintaining its subscription to the Update Service and paying the annual electronic maintenance fee. Neola reserves the right to and may cease electronic publication of the licensed materials if the District fails to maintain its subscription to the Update Service or fails to pay the annual maintenance fee.

2. Payment Options

The fees due and payable to Neola for the work described herein are four thousand nine hundred dollars ($4,900.00) and the District agrees to pay

- ❑ $2,450.00 when the District is notified of the URL for its web site, and
- ❑ $2,450.00 one year after the District is notified of the URL for its web site

or the entire amount may be paid at the time of the initial billing.

The District must pay the current maintenance fee for its Neola web site commencing with the first anniversary of the date that the District's documents are electronically published by Neola and annually thereafter. On the first anniversary, the invoice amount will be prorated to August. Subsequent invoicing for this annual maintenance fee will be in August.

Furthermore, the District agrees to pay, when invoiced, for additional products and services, as described herein, and for shipping and handling of all materials, as well as any additional services or materials requested by the District. These charges are set forth in Addendum A.

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The undersigned acknowledge that this is an Addendum to a License Agreement with Neola, Inc. and by his/her signature, acknowledges his/her individual authority to bind the Board of Education to the duties and obligations defined herein.

School District of Abbotsford	Neola, Inc.
_____	_____
signature	signature
Printed Name:_____	Sandra E. Krueger
Title:_____	Corporate Secretary
Date:_____	Date: September 9, 2016

Please note, this Agreement will be considered void if not executed by December 31, 2016.

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10.F.(1)

ABBOTSFORD SCHOOL DISTRICT * BURNETT TRANSIT

Annual Transportation Application (also New Students or Address Changes)

This form must be filled out **each year** *prior to start of the new school year by all students in the district who desire transportation. Also all new students entering the district or any students that have changed addresses must fill out this form to notify us of their current address.*

Esta forma tiene que ser llenada cada año antes del empiezo del nuevo año escolar para todos los estudiantes en el distrito quien desea transportación. También todos estudiantes nuevos al distrito o cualesquiera estudiantes que han cambiado dirección tienen que llenar esta forma para notificarnos de la nueva dirección.

Please fax or mail immediately to:
(Por favor fax o mande en correo ha):

Burnett Transit, Inc. ~ B3866 Hwy 13 ~ Spencer, WI 54479
Ph: 715-659-4391 or Fax: 715-659-5497

Date **(Fecha)**:_____

Date transportation will begin: **(fecha cuando empiesa transportación):**_____

PLEASE CHECK ONE OF THE FOLLOWING:

New Student(s):_____ Current Student(s):_____ Change of Address:_____

Students (estudiantes):

Last Name (apellido)	First Name (primer nombre)	Middle Initial (Inicial edio)	Grade Now In (grado ahora)	School (escuela)

Will you be using bus transportation this year? / **(Usted estará usando transportación este ano?)** Yes (Si) No

Address **(dirección)**:_____ Phone **(teléfono)**:_____

_____

Mailing address (if different than above) **(dirección postal sí es diferente del arriba)**:_____

_____

Name of:

Father:_____ Mother:_____ Guardian :_____
(nombre de padre) **(madre)** **(guardián)**

Fathers Work phone **(teléfono de trabajo)**:_____ Cell Phone:_____

Mothers Work phone **(teléfono de trabajo)**:_____ Cell Phone:_____

Are there any health concerns you want our bus drivers to be aware of?
(Hay problemas medicas que usted quiere dejar saber al chofer) Yes (sí) No

Please describe **(por favor describa)**:_____

_____

Emergency contact person if parents can not be reached:_____ _____
Name **(nombre)**: Phone **(teléfono)**

Will there be a baby-sitter involved in the transportation of your student?
(Habrá una guardería involucrada en la transportación de su hijo?) Yes (sí) No

If yes, where? **(Si si, adonde)** Name **(nombre)**:_____ a.m. / p.m.

Address **(dirección)**:_____

Phone **(teléfono)**:_____

FORM BT-TRANSAPPSPANISHABBY Revised 6/14 **COMPLETE BOTH SIDES**

Approximate distance from your home to the school you will be attending.
(distancia aproximada de su casa a la escuela): _____

Please give a brief description of how to get to your home
(por favor de una descripción corta de cómo llegar a su casa): _____

_____

_____

All students who wish to ride a bus ***MUST*** fill out this ***Annual Transportation Application*** form. Those who live ***within*** city limits of Abbotsford ***MUST ALSO*** fill out this form ***AND*** select the **pick-up** and **drop-off** point they will be utilizing from the following list:

Todos estudiantes quienes desea montar el autobús tiene que llenar la aplicación anual de transportación. Esos quienes vive dentro los limites de la cuidad de Abbotsford también tienen que llenar esta forma y seleccionar los puntos de recoger y descargar que estarán usando de la siguiente lista:

Eligibility requirements:

- Students **Early Childhood through Grade 5** living East of Hwy 13 or South of Business Hwy 29 may ride the bus.
- Students **Early Childhood through Kindergarten** living in the section with the boundaries of State Hwy 13, Business Hwy 29, and the railroad tracks may ride the bus.

□ N 1st St & E Pine St □ N 1st St & E Cedar St □ E Oak St & N 4th St (Hwy 13)

These stops are for Early Childhood, Pre-Kindergarten & Kindergarten Students only

□ W Linden St. & S. 4th St (Hwy 13)
□ Valley Crest Apt & W Linden St
□ 112 W Linden St
□ W Linden St & 2nd Lane
□ C.L.C. Daycare, 308 W Linden St
□ S 1st Ave & W Elm St
□ S 2nd Ave. & W Elm St
□ S 4th Ave. & W Elm St
□ E Birch St & N 5th St
□ Maplewood Terrace & 5th St
□ E. Elm St & S 6th St
□ E. Linden St & S 7th St
□ E. Linden St & S 6th St
□ E. Elm St & S. 4th St (Hwy 13)
□ 200 Block of N. 9th St
□ N. 8th Street & E. Birch St

Curtiss Stops

□ Meridian Street (Abbyland Entrance)
□ County Road E & Front Street (by Old Bank)
□ County Road E & Green Street (by church)
□ E. Front Street & Walnut Street
□ 1213 New Street

(This information should be on the reverse side of the ***"Annual Transportation Application"***)
(Esta información debe ser llenada en el reverso de la aplicación anual de transportación)

COMPLETE BOTH SIDES (COMPLETE LOS DOS LADOS)

SCHOOL DISTRICT OF ABBOTSFORD **751.8**
HAZARDOUS TRANSPORTATION PLAN

The School District of Abbotsford will regularly provide the Wisconsin Department of Public Instruction, upon their request, a hazardous transportation plan, to provide safe and reasonable transportation for students, grades 4K-5, who live within the boundaries of the City of Abbotsford.

CONSIDERATIONS FOR APPLICATION FOR A HAZARDOUS TRANSPORTATON PLAN INCLUDE:

- Width of the shoulder of the road
- Traffic count
- Lack of crossing guards
- Lack of law enforcement
- Ages of children
- Railroad crossings
- Lack of sidewalks
- Temporary hazards such as construction projects or street repairs

ELIGIBLE STUDENTS

- Students in grades 4K-5 are eligible to participate in the hazardous transportation plan routes established by the district.
- Students who have special needs and transportation is part of an IEP.
- Special consideration is given to students who have temporary disabilities. The building principal should be made aware of these temporary disabilities and arrange with the bus company to provide transportation as part of the hazardous transportation route.

ESTABLISHMENT OF ROUTES

When establishing routes for the hazardous transportation plan, it is not the intent of the board to provide door-to-door services.

- The bus contractor will establish routes, including pick-up and drop-off points.
- Every attempt will be made to establish pick-up and drop-off points that accommodate a majority of students.

Board Adoption: November 21, 2005 (Policy Assignment 751.8, Support Services)

The School District of Abbotsford does not discriminate on the basis of age, sex, race, religion, national origin (including limited English proficiency), ancestry, creed, pregnancy, marital status, parental status, sexual orientation, physical disability, mental disability, emotional disability, learning disability, or any other reason prohibited by law.

SCHOOL DISTRICT OF ABBOTSFORD
TRANSPORTATION TO BABYSITTER OR LICENSED DAYCARE CENTER

The legal responsibility of the District in transporting children to and from school is limited to providing services to their legal residence. The District may provide service on these limited occasions which meet the following criteria:

WORKING PARENTS REQUESTING TRANSPORTATION TO AND FROM A BABYSITTER OR LICENSED DAYCARE CENTER:

1. The parent must submit an annual request to have their child(ren) transported to a babysitter/daycare center on the form provided below.
2. There shall be no additional cost to the District.
3. There shall be no modification or change in any route to accommodate the request.
4. The babysitter/daycare center must be a regular route stop located within the boundary of the School District of Abbotsford.
5. The request must identify one bus stop for entire school year (or one pick up and one drop off stop).
6. In the event of extenuating circumstances, and on a limited basis, the contractor is authorized to approve a parental request for an adjustment providing the above requirements are met.

Parent/Guardian Names: _____

Home Address: _____ Home Phone: _____

Work Phone: (Mom) _____ (Dad) _____

I AM REQUESTING THAT MY CHILD/CHILDREN BE TRANSPORTED TO THE ALTERNATE LOCATION LISTED BELOW:

Student Name: _____ Grade_____

Student Name: _____ Grade_____

Student Name: _____ Grade_____

To be PICKED UP or DROPPED OFF AT: (check one) ☐ AM ☐ NOON ☐ PM ☐ ALL

NAME: _____ ADDRESS: _____

PHONE: _____ EFFECTIVE DATE: _____

Parent Signature: _____ Date: _____

----------OFFICE USE ONLY----------

Burnett Transit: ***Approved:*** _____ ***Denied:*** _____

Authorized Signature: _____ ***Date:*** _____

10.F.(4)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Search STAR AIDS Register (/AID/Home) DPI Home (http://www.dpi.wi.gov/)

2016 Abbotsford School District - Abbotsford [100007] 8/15/2016 11:04 AM

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2016 Abbotsford School District [100007] 8/15/2016 11:04 AM

Voucher ...	Payment ...	Vouc...	Sour...	Proj...	Appr...	Description	Amount
SPECIAL EDUCATION AND SCHOOL AGE PARENTS CFDA/§: 255.101							
06/01/2016	06/13/2016	00032175	611	000	206	Special Ed School Age Parents	2,615.00
03/09/2016	03/21/2016	00021029	611	000	206	Special Ed School Age Parents	1,514.00
02/04/2016	02/16/2016	00016461	611	000	206	Special Ed School Age Parents	1,515.00
01/07/2016	01/19/2016	00011440	611	000	206	Special Ed School Age Parents	1,514.00
12/09/2015	12/21/2015	00009187	611	000	206	Special Ed School Age Parents	1,515.00
11/04/2015	11/16/2015	00003402	611	000	206	Special Ed & School Age Parents Aids	1,514.00
						Program Total:	**10,187.00**
GEN TRANS AID FOR PUBLIC AND NP SCH PUPILS CFDA/§: 255.107							
06/10/2016	06/20/2016	00035100	612	000	210	Pupil Transprtn Public Priv S	1,281.93
01/13/2016	01/25/2016	00013371	612	000	210	Pupil Transprtn Public Priv S	15,323.00
						Program Total:	**16,604.93**
COMMON SCHOOL FUND LIBRARY AID CFDA/§: 255.103							
04/13/2016	04/25/2016	00026351	613	000	262	Common School Fnd Library Aid	26,632.00
						Program Total:	**26,632.00**
STATE SCHOOL LUNCH AID CFDA/§: 255.102							
03/29/2016	04/11/2016	00023126	617	542	209	06/15, MATCH, Other	4,642.26
						Program Total:	**4,642.26**
SCHOOL BREAKFAST PROGRAM CFDA/§: 255.344							
03/29/2016	04/11/2016	00023126	617	543	215	06/15, SSBA, Other	3,961.44