

**SCHOOL DISTRICT OF ABBOTSFORD
REGULAR BOARD OF EDUCATION MEETING
Community Room
June 15, 2015
*6:30 P.M.***

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. NOTICE OF PROPER POSTING**
- 4. PUBLIC PARTICIPATION**
- 5. FBIA PRESENTATION**
- 6. ADMINISTRATIVE REPORTS/UPDATES**

- A. District Administrator-Welsh
 - Wisconsin Taxpayer Alliance Focus Publication• News from Madison•Safe Routes to School Update•Other
- B. Principals -Bargender/Gunderson
- C. Summer School Update-Gunderson
- D. Maintenance Update – Hill
- E. Reading Specialist Report-Tina Boneske, District Reading Coordinator
- F. Title 1 Report-Tina Boneske, District Title Coordinator
- G. CESA 10
 - Board of Control Meeting Minutes-April 9, 2015
- H. Marathon County Children with Disabilities
 - Administrator Highlights-May 12, 2015
 - Board Highlights-May 21, 2015
- I. Student Achievement
- J. Athletic Director Report

- 7. CONSENT AGENDA**

- A. Approve Minutes of Meetings –
 - May 18, 2015 (Regular Board Meeting)
- B. Approve Revenues, Expenditures, and Student Activity Reports
- C. Approve Monthly Journal Entries
- D. Approve General Budget Transfers and Revisions
- E. New Hire Report
- 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. School Health Service Agreement-Clark County
- J. Proclamations/Resolutions/Recognition
 - All-Conference Baseball
 - All-Conference Softball
 - All-Conference Track, Sectionals, State

- 8. POLICIES.**

- | | |
|--|----------------------------------|
| A. Employee Handbook, Part I: Provisions Applicable to All Staff | 2 nd Reading/Adoption |
| B. Employee Handbook, Part II: Staff With Individual Contracts Under §118.22 Wis. Stat. | 2 nd Reading/Adoption |
| C. Employee Handbook, Part III: Non-Exempt Staff Without Individual Contracts Under §118.22, Wis. Stats. | 2 nd Reading/Adoption |
| D. Employee Handbook, Part V: Co-Curricular Staff | 2 nd Reading/Adoption |
| E. Employee Handbook Part VI: Substitute Employees | 2 nd Reading/Adoption |
| F. 422.1: Admission of Foreign Exchange Students | 1 st Reading/Revision |

- 9. BUDGET, CONTRACTS, BIDS, AND PROPOSALS**

- A. 2014-2015 Budget
 - (1). Utility Report (Expenditures by Function)
 - (2). NTC Marketing Academy Reconciliation
 - (3). NTC Health Academy Reconciliation

- (4). Falcon Enterprises Alternative High School (FEAHS) Reconciliation
- B. 2015-2016 Budget
 - (1). Consideration of Contract Renewal-Dashir Management Discussion/Approval
 - (2). Consideration of Contract Renewal- Marshfield Clinic Athletic Training Service Discussion/Approval
 - (3). Consideration of Contract Renewal-Burnett Transit Discussion/Approval

10. PERSONNEL

- A. Employment Recommendations
 - (1). English/Language Arts Discussion/Approval
- B. Resignations
 - (1). Middle/Senior High Math Discussion/Approval

11. OTHER

- A. Foreign Exchange Student Application Discussion/Approval
- B. Board Resolution 2015-04 Teacher Licensure Discussion/Adoption
- C. Board Resolution 2015-05 Special Education Vouchers Discussion/Adoption

12. ADJOURN

Reminders

July 20, 2015	Regular Monthly Board Meeting	6:30 P.M.	Com. Room
---------------	-------------------------------	-----------	-----------

Date: June 15, 2015
To: Board of Education
From: R. Welsh

*** 6:30 P.M. ***
Community Room
*Front East Entrance *
School District of Abbotsford

RE: June 15, 2015 Board of Education Meeting-6:30 P.M.

1. CALL TO ORDER
2. ROLL CALL
3. NOTICE OF PROPER POSTING
4. PUBLIC PARTICIPATION
5. FBLA PRESENTATION

- MacKenzie Klieforth and Amber Hederer will be sharing with the board their state project which qualified them for nationals. Their presentation is a promotional campaign created for the bicycle shop, Cycle Fitness. Their task was to create a logo and other promotional documents for the organization and effectively present their concept and ideas to a panel of judges. Their designs and presentation earned them 1st place at the FBLA state competition and a spot to compete in Chicago at the national competition in June. They are looking to gain experience presenting to a group of business professionals and receive any feedback for improvement.

6. ADMINISTRATIVE REPORTS

6A. District Administrator-Welsh

- **Wisconsin Taxpayer Alliance Focus Publication**
- **Safe Route to Schools (SRTS) Update**
- The SRTS Committee met on June 9th. The groups Vision and Goals were finalized with a proposed action plan to move forward. Natalyn Belanger will serve the Chairman of the SRTS Task Force and Matt Cihlar, Vice-Chair.
- The next phase of the Task Force is to finalize the proposed grant application budget. The minimum grant application is \$300,000.00. Some of the proposed ideas include installing a sidewalk along the east edge of school property on 4th avenue, installing flashing yellow lights at strategic crossings on North 4th Avenue as well as the intersection of 4th and Spruce, installing speed awareness signage, and adding more school zone signage along identified corridors of student walking and biking traffic.
- The meeting agenda and notes are available at the following link:
- **News From Madison**

- ***WASB and WASDA has been busy updating its membership on the impact the JFC proposed budget bill will have on public education in Wisconsin. It appears that each day has brought new and often disconcerting information to public schools in Wisconsin, including Abbotsford. The board has the updates available to them through their WASB association. Below are some of the issues and summaries to help understand the impact the JFC proposal has on our district.***
- ***The inclusion of some of the provisions in the JFC budget proposal raises concerns as they are submitted without a public hearing and debate, and in many cases, are not tagged to monetary conditions of the budget proposal, but added as motions to amend.***

- **SB 67-The Pause Bill**
- Changes in the accountability and assessment procedures are outlined in the handout included in the packet, "Five Things You Need to Know-School Accountability for 2014-2015. It would seem the most significant language in the bill is the elimination of Accountability Report Cards based on the 2014-2015 testing. Assessment results will still be available and posted for public review on the WISEdash site to include the 2014-2015 Badger Exam, the ACT, ACT Aspire, DLM, WKCE (science and social studies), and all ACCESS for ELLs.
- Also proposed is the new rating system. Originally, the Education Committee had proposed a letter grade system to schools. The latest proposal is a star ranking system.
- **Funding for Special Education**

- The proposed budget for state aid dedicated to special education will be frozen at the level set for the 2008-2009 school year, resulting in 8 consecutive years of a freeze. Special education is the state's largest categorical aid program. There is a proposed increase for high-cost special education aid the small percentage of students who have sever or multiple disabilities that require programming in excess of \$30,000/year. The projected special education reimbursement rates continue a path of a decline in the percentage of reimbursement rates for special education programming.
- **Special Education Voucher Program**
- This provision will allow a child with a disability to attend a participating private school with a \$12,000 voucher, regardless of the disability. The \$12,000 will be paid from an appropriation for transfer payment for special education pupils. The general equalization aid to the pupil's school district of residence would be reduced by an amount equal to the total amount paid to participating private schools.
- Consideration of a Board Resolution asking the JFC to remove the taxpayer-funded special education voucher is included on the agenda.
- **Voucher Expansion**
- The board has been informed of the impact of the voucher expansion program on the total available package of public funding to public schools. It is a piece of the pie that continues to grow, diverting money away from public schools. One of the most troubling pieces of this is the discrepancy in the amount of money that will follow a voucher student. The current proposal is for \$7,856 to follow a high school voucher and \$7210 to follow an elementary/middle school voucher yet only \$6,635.00 to follow an open enrolled student. Simply put, a student from Colby attending Abbotsford through open enrollment generates \$6,635 to the district to assist in educating that child, but should that same student qualify for a voucher to a private or charter school, that school receives \$7,856.
- The board has previously passes a resolution in non-support of the voucher expansion.
- **Motion #457 to the K-12 Omnibus Bill**
- The JFC passed a motion as inclusion into the K-12 Omnibus bill that would require a school board to allow participation in interscholastic athletics or extracurricular activities to the same extent as pupils enrolled in the district. It also states that a school district could not be a member of an athletic association unless the association required members to include those students in those activities. The motion was added to the Omnibus bill without discussion or debate, apparently in the early morning hours of the JFC discussions. The motion was forwarded by Representative Kulp.
- The WIAA is the only association in Wisconsin. That membership is voluntary, independent of government control. The inclusion of this language circumvents the Constitution of the WIAA. It is the position of the WIAA that these items should be debated and lacks transparency. The packet contains a communication that explains the WIAA's position.
- Larry Kaseman, executive director of the Wisconsin Parents Association, a home schooling advocacy group, indicated in a statement that he WPA was opposed to the bill. From the Milwaukee Journal Sentinel: *"Kaseman, head of the home-schooling advocacy group, said Rep. Bob Kulp (R-Stratford) reached out to the association in February to gauge its support for the measure. Kaseman sent a reply letter to Kulp in February that said the association opposed the measure because it could lead to increased government regulation of home-schooled students. "We are opposed to this and have been for the past 15 years," Kaseman said. "Most home-schoolers in the state don't want this." Kulp didn't respond to a request for comment Friday."*
- Abbotsford hosted a meeting with Rep. Kulp on June 1 to discuss Motion #457. In attendance were the District Administrators from the schools in Rep. Kulp's district. Dave Anderson and Wade Labecki from the WIAA were also in attendance. The discussion provided insight to the opposition from the administrator's group for this motion to be included in the K-12 Omnibus Bill.
- **Alternative Path to Teacher Licensure**
- The JFC created an alternative path to obtain a license to teach. A news release from the DPI is included in the packet. In summary:
- *Deregulates licensing standards, allowing anyone with a bachelor's degree in any subject to teach English, social studies, mathematics, and science. The school district is left to determine if the individual is proficient or "qualified" to teach.*
- *Would require the DPI to issue a teaching permit for anyone, no bachelor's or high school diploma required to teach in any subject area, excluding the core subjects. The school would determine if the individual is proficient.*

- If passed, Wisconsin would be the only state not requiring a minimum of a bachelor's degree for a traditional license.
- In the packet is a DPI Power Point explaining the current paths to obtain teacher licensure in Wisconsin. All require a minimum of a bachelor's degree with the exception of Option 8 which is specific to school district seeking a need to fill a specific trade area. Examples are provided in the handout.
- Consideration of a Board Resolution asking the JFC to remove the inclusion of teacher licensure changes is included on the agenda.
- *Word from Madison as of early Friday morning was there was consideration to re-write this amendment. There may be more information available on Monday.*
- **Required Civics Exam for Graduation**
- The JFC proposals mandates passing a 100 question Civics Examination as a requirement to earn a high school diploma in Wisconsin. The School District of Abbotsford values civic responsibilities and incorporates civics throughout the curriculum, including a Civics class in the 8th grade. However, the proposed graduation requirement that all high school students must pass a 100-question civics test appears to be another mandated assessment that will be added to the multitude of standardized tests that students are subjected to during their entire educational career. The value of the remote memorization required to pass such an objective class is debatable as the emphasis on today's curriculum is promoting critical thinking skills that are emphasized in today's workplace.
- **Off-Duty and Former Law Enforcement Carry Firearms in Schools**
- The criteria established by the bill for exceptions are included in the packet. The Wisconsin Association of School Boards (WASB) did not support the bill, however, did support the exception for off-duty police officers.
- **SAGE**
- As discussed at the previous board meeting, the SAGE requirements have been altered. Although schools can still use the established ratios for SAGE, alternatives are provided to earn aid, including implementing one-to-one tutoring, instructional coaching in math and reading for teachers, or a combination of all three.
- **Reading Interventionist/Coach Posting**
- **Other**

6B. Principals' Reports-Bargender/Gunderson

6C. Summer School Update-Gunderson

- Summer school enrollment numbers will be available for the board meeting. This report was written before the June 10 starting date for summer school.
- Some additional courses were cut from the list as enrollments dictate. The custodial crew has a summer list of facilities use so that summer cleaning and maintenance can schedule accordingly.
- Prairie Fire produced the play "Snow White" on June 12. An update will be provided at the meeting. Deb Englebreton coordinates the Prairie Fire Theater as part of the summer school program.

6D. Maintenance Update-Hill/Nelson

6E. Reading Specialist Report-Tina Boneske, District Reading Coordinator

- Mrs. Boneske plans on giving the board updates on DIBELS, MAPS, Level Literacy, and Guided Reading programs.
- The district is also transitioning from a Rosetta Stone based platform to DynEd, a new software program that provides bi-lingual units that are targeted to ESL students. Rosetta Stone has served the district well in supporting the Level 1 students with no English skills. DynEd makes that available yet also has the capabilities of targeting specific units that reinforces and extends the language and content for the students.

6F. Title 1 Report-Tina Boneske, District Title Coordinator

- Mrs. Boneske and Mrs. Dallmann have submitted the Title1 14-15 report. This is part of the ESEA requirement for our Title funding and is submitted to CESA 10. Included in their report to CESA are a class-by-class summary and a needs summary by building for the upcoming school year.
- The middle/senior high is a targeted assisted Title program. Students become eligible for the services through a combination of needs assessment and teacher referral, specific to those students that need remedial intervention in the core areas. By program definition, students must receive parental approval to participate in the program.

- The elementary school is considered a "School Wide Title Elementary." This allows the Title program to work with any student, not dependent on a needs assessment and parental approval. The Title program at the elementary can work with students at any level, including those identified within the gifted and talented program.
- The update includes the Prioritized Needs Report, a reading and math needs assessment by grade level. The report identifies the number and percentage of students by grade level in need of support. Different interventions are included by grade level identifying Rtl strategies designed to assist the student and improve student achievement.

6G. CESA 10

- **Board of Control Meeting Minutes-April 9, 2015**

6H. Marathon County Children with Disabilities Education

- **Administrators Highlights-May 12, 2015**
- **Board Highlights-May 21, 2015**

6I. Student Achievement

- **Elementary**
- The board packet includes intervention information from certain grade levels. These are lists of ideas and strategies that teachers have used to help students increase their academic performance. The strategies are above and beyond the regular whole group lessons. It is meant to be an FYI for the board and an indication of how the way the district does the "business of education" has changed.
- Testing was concluded by deadlines set for each. Thanks goes to staff for preparing, scheduling, and proctoring these exams. It needs to be a well-coordinated process and was.
- June 4 was the end of the year assembly for academic and behavior awards.
- The district is scheduling PLC team training in August. This will be available to PLC leaders and new staff. Even though the district has been conducting PLC's for a few years, the district is continually evaluation in areas of improvement and new ideas. CESA 10 will be sponsoring this training.
- **Middle/Senior High**
- There was a 45% reduction in PBIS office referrals May 2015 compared to 2014
- There was a **24% reduction** in PBIS office referrals for the 2014-15 school year.
- The district's implementation of the math CPM curriculum, grades 6-12 has shown positive results as the growth measurements in MAPS testing has exceeded the percentage of gains in the previous years of MAPS. Kudos to the math department for their work in moving to full implementation.
- The Rtl Committee will continue its work putting together plans to ensure all students are getting the help they need. The fourth quarter set up teams of staff members assigned to specific students identified in need of interventions, using multiple screening tools and implementing team approached interventions.
- Badger Exam results will be available soon.

6J. Athletic Director's Report.

- Spring sports season has ended. Baseball and softball both made it to Regional Semi-Finals. Track sent 5 athletes to the State competition.
- State Track Results:
 - Kasey Kollmansberger took 5th place in the Shot Put
 - Kasey Kollmansberger took 10th place in the Discus Throw
 - Zoe Kremsreiter took 13th place in the 100 Meter Hurdles
 - Girls 4x100 Meter Relay took 15th place
 - Cheyenne Riemer
 - Zoe Kremsreiter
 - Jaelyn Friedenfels
 - Elli Carpenter
- There was a sports meeting during FIT, May 29th. Information about forms needed for next year as well as summer camp information was handed out.
- Fall athlete/parent code meeting is scheduled for August 3rd at 6:00pm
- Football begins August 4th, swimming August 11th, and volleyball and cross country on August 17th.
- All sports forms are now available on our website

7. CONSENT AGENDA

7A. Approve Minutes of Meetings-

- **May 18, 2015** (Regular Board Meeting)

7B. Approve Revenues, Expenditures, and Student Activity Reports

7C. Approve Monthly Journal Entries

7D. Approve General Budget Transfers and Revisions

7E. New Hire Report

7F. 2014-2015 Substitute List (Approve Update List)

7G. Grant Applications and Approval-None

7H. Out of State Travel-None

7I. Awards, Donations and Gifts to the School District of Abbotsford-None

7J. School Health Service Agreement-Clark County

- Recommend approval of the 2015-2016 Clark County Health Department School Health Service Agreement. Conditions of the contract remain the same. Services are free to the district up to five hours per month. Beyond the five hours, the fee is \$40.00 per hour. A copy of the agreement is in your packet.

7K. Proclamations/Resolutions/Recognition

- **All-Conference Baseball**
- Stewart Braun-Senior-2nd Team All Conference
- Cooper Hendrickson-Junior- All Conference Honorable Mention
- Cody Friedenfels-Freshman- All Conference Honorable Mention
- **All-Conference Softball**
- Shelly Kneifi- 1st team
- Autumn Schreiner- 2nd team
- Alyssa Waller-Honorable Mention
- Ariana Branstiter- Honorable Mention
- **Track All-Conference**
- Jacob Lavin-1st Team Discus, 2nd Team Shot Put, Sectional Qualifier
- Kasey Kollmansberger-1st Team Shot Put, HM Discus, Sectional Qualifier, State Qualifier
- Zoe Kremsreiter-1st Team 100 Hurdles 2nd Team 4x100, HM 300 Hurdles, Sectional Qualifier, State Qualifier
- Paige Kocian-2nd Team 3200 Run, HM 1600 Run, Sectional Qualifier
- Makenzie Klieforth-HM Triple Jump, HM Shot Put, Sectional Qualifier
- Raymond Carlson-HM Pole Vault, HM 4x100, Sectional Qualifier
- Elli Carpenter-2nd Team 4x100, HM High Jump, Sectional Qualifier, State Qualifier
- Cheyenne Riemer-2nd Team 4x100, Sectional Qualifier, State Qualifier
- Jaelyn Friedenfels-2nd Team 4x100, Sectional Qualifier, State Qualifier
- Thomas Carlson-HM 4x100, Sectional Qualifier
- Aaron Leiby-HM 4x100, Sectional Qualifier
- Hunter Carpenter-HM 4x100, Sectional Qualifier
- Josie Jakel-Sectional Qualifier
- Tyler Kunze-Sectional Qualifier
- Austin Hawkey-Sectional Qualifier
- Dillon Novak-Sectional Qualifier
- Samanta Fuentes-Sectional Qualifier
- Katelynn Schorer-Sectional Qualifier
- Chandan Gonnering-Sectional Qualifier
- Elizabeth Busse-Sectional Qualifier
- Delaney Hoffman-Sectional Qualifier
- Anna Schraufnagel-Sectional Qualifier
- Morgan Wogernese-Sectional Qualifier
- Julia Otten-Sectional Qualifier
- Emmaline Krebs-Sectional Qualifier

8. POLICIES

The Policy Committee and Administration is recommending approvals to the edits, changes, additions, and deletions to the Policy Handbooks below. The board had a first reading in May. Recommending approval.

8A. Employee Handbook, Part I: Provisions Applicable to All Staff

2ND Reading/Adoption

- **2.02: Equal Opportunity**
- WASB recommended update
- **2.04: Fair Labor Standards Act**
- WASB recommended update
- **2.05: Family and Medical Leave Act**
- WASB recommended update
- **2.07: Discrimination and Harassment**
- WASB recommended update. Includes "cyber-bullying": as part of the language.
- **3.06: Communications**
- WASB recommended update. Distinguishes personal email through school assigned accounts.
- **3.14: (B). Drug, Alcohol, Tobacco, and Vapor-Free Workplace**
- WASB recommended update. Further defines tobacco and nicotine products and distinguishes those products approved by FDA for smoking cessation or medicinal purposes.
- **3.14: ©. Drug, Alcohol, Tobacco, and Vapor-Free Workplace**
- WASB recommended update.
- **3.25: Operators of District Vehicles, Mobile Equipment and Persons Who Receive Travel Reimbursement**
- WASB recommended update. Provides specific requirements for driving and transporting students.
- **3.44: Legal Custodian of Records**
- The District Administrator has traditionally assumed the role of custodian of public records. Previously not included in the handbook.

8B. Employee Handbook, Part II: Staff With Individual Contracts Under §118.22 Wis. Stat.

2ND Reading/Adoption

- **6.04: Job Sharing**
- Defines eligibility for insurance, aligning with policy regarding part-time employees.
- **7.02: Notice of Reduction**
- Aligns current practice of following Wis. Stats. §118.22 for notifying employees of reduction, replacing the non-renewal wording.
- **Section 9: Professional Staff Leaves and Absences**
- Pro-rates leaves and absences if contract is terminated prior to expiration.
- **9.01: Sick Leave**
- **9.02: Emergency Leave**
- **9.03: Personal Leave**
- Change allows employees to take the above leaves in one hour blocks rather than the current requirement of two.
- **9.07: Unpaid Leave**
- Requires employee to use available days provided by policy prior to being granted unpaid leave.
- **10.02: Cumulative Bank Time**
- Added #9, stating that Cumulative Bank Time cannot be granted on early-release, in-service, convention, or workdays.
- **12.04: Health Insurance**
- Defines the increase provided by the board in the monthly contribution to health insurance premiums.

8C. Employee Handbook, Part III: Non-Exempt Staff Without Individual Contracts Under §118.22, Wis. Stats.

2ND Reading/Adoption

- **Section 6: Leaves and Absences**
- Pro-rates leaves and absences if contract is terminated prior to expiration.
- **10.01: Dental Insurance**

- Clarifies participation requirements
- **10.02: Health Insurance**
- Clarifies participation requirements
- **Appendix A:**
- Establishes starting salaries for 2015-2016 Support Staff hires.

8D. Employee Handbook, Part V: Co-Curricular Staff

2nd Reading/Adoption

- **Extra-Curricular Pay Schedule**
- Pay increases represent a 1.62% increase.

8E. Employee Handbook Part VI: Substitute Employees

2nd Reading/Adoption

- **Substitute Teacher Pay Schedule:**
- Creates a pro-rated amount based on the established starting salary for the current calendar year.
- **3.07: Substitute Employee Pay Rates**
- Establishes rates for substitutes for support staff positions.

8F. 422.1: Admission of Foreign Exchange Students

1st Reading/Revision

- The revision eliminates the specific age requirement currently in the policy concerning admission of foreign exchange students. The proposed language allows exchange students if high school age appropriate. The district encourages this type of cultural exchange and the current language could be considered restrictive and "missed opportunity."

9. BUDGET, CONTRACTS, BIDS, AND PROPOSALS

9A. 2014-2015 Budget

9A(1). Utility Report (Expenditures by Function)

9A(2). NTC Marketing Academy Reconciliation

- JoAnn has prepared the final reconciliation for the NTC Marketing Academy hosted by Abbotsford.
- A reminder to the board that the funding model for the academy programs is similar to the funding model implemented for FEAHS and the Rural Virtual Academy. Each of the five participating consortium schools pays a \$2,000.00 participation fee, with the remainder of the expenses pro-rated by participation in the form of enrollees.
- For Board review. Does not need board action.

9A(3). NTC Health Academy Reconciliation

- JoAnn has prepared the final reconciliation for the NTC Health Academy hosted by Abbotsford.
- For Board review. Does not need board action.

9A(4) Falcon Enterprises Alternative High School (FEAHS) Reconciliation

- JoAnn has prepared the final reconciliation for 2013-2014 FEAHS fiscal year. Each school is charged a \$5000.00 commitment/participation fee. The remaining costs were pro-rated based on the number of .5 credits attempted. Costs are broken down on the reconciliation report.
- For Board review. Does not need board action.

9B. 2015-2016 Budget

9B(1). Consideration of Contract Renewal with Dashir Management

Discussion/Approval

- In your packet is the revised addendum to the district's contract with Dashir. This is the second year of a three year contract with Dashir, with compensation to be negotiated each year. Addendum A indicates the 2015-2016 cost to the district, representing a 1.62% increase.
- Recommending approval.

9B(2). Consideration of Contract Renewal-Marshfield Clinic Athletic Training Service

Discussion/Approval

- This is the amendment considering compensation to the contract signed in 2011 with the Marshfield Clinic for athletic training services. It represents a significant increase. For the fiscal year 2014-2015, the district paid \$350.00.00. Year one of the addendum for services rendered in 2015-2016 is a cost of \$700.00. For fiscal year 2016-2017, the cost to the district is \$1,225.00. For 2017-2018, \$2,143.75.00.
- As explained in the cover letter included in the packet, the role of the training services has evolved, particularly in the area of concussion management. Impact testing has been a service the district has utilized and has proved beneficial to the student-athletes and parents, raising awareness of concussion related injuries.
- Recommending approval.

9C(3). Consideration of Contract Renewal-Burnett Transit

Discussion/Approval

- A request from Burnett's to enter into a new contract was taken up via email with the Transportation Committee. The district is entering the fifth year of a five year contract. Mr. Burnett has requested consideration of a new seven year contract with the beginning date of July 1, 2015. A seven year contract will provide the security needed for purchasing power in the future as the company looks to replace busses.
- In return for a seven year contract, Mr. Burnett has agreed to a 1% increase for 2015-2016, along with capped increases of the CPI or 1.5% in 2016-2017 and the CPI or 1.62% in 2017-2018. Years 4-7 are to be negotiated.
- Minor wording changes are included in the new contract. At the time the board packet was prepared, the contract was being proof-read by both parties. A copy should be available at the board meeting for signature. Included in the packet are the proposed changes in the compensation portion of the packet reflecting the 1.0% increase for the 2015-2016 school year.
- The Transportation committee has indicated their approval of the compensation for the first three years of the new seven year contract. A reminder that a notification clause is available in the contract for discontinuing services if not acceptable.
- Recommending approval.

10. PERSONNEL

10A. Employment Recommendations

10A(1). English/Language Arts

Discussion/Approval

- The district received 18 applications for the open English/Language Arts position. Five candidates were interviewed. Serving on the interview committee were Mrs. Falteisek, Mrs. Larson, Mrs. Lemke, Mr. Bargender, and Mr. Welsh.
- Recommending Ally Meserole for the position. Ms. Meserole is a Colby High School graduate and a 2015 graduate of UW-Eau Claire. Her WECAN application and letter of intent are included in the board packet.

10B. Resignations

10B(1). Middle/Senior High Math

Discussion/Approval

- Alyson Dodson rejected her 2015-2016 Letter of Intent, issued April 21, 2015. Mrs. Dodson was a first year teacher in the district. She has accepted a position in the Eau Claire School District.

11. OTHER

11A. Foreign Exchange Student Application

Discussion/Approval

- Policy 354, International Exchanges states "Foreign exchange students register through the guidance office and are presented to the Board of Education for acceptance prior to enrollment." Mark and Darla Viegut have agreed to host a female student from Spain through the Aspect Foundation exchange program. This is the first year the district has worked with this organization.
- The timing of the requests meets the board policy requirements that are outlined in Policy 422.1, Admission of Foreign Exchange Students. The board has discussed the proposed change in policy concerning the age requirement.
- Recommending approval.

11B. Board Resolution 2015-04

Teacher Licensure

Discussion/Adoption

11C. Board Resolution 2015-05

Special Education Vouchers

Discussion/Adoption

12. ADJOURN

Reminders

July 20, 2015

Regular Monthly Board Meeting

6:30 P.M.

Com. Room

COMPENSATION:

1. In compliance with the terms of the contract, the District agrees for the 2015-2016 school year to pay ~~\$58,338.00~~ **\$58,921.00** per bus for regular daily routes. The 2014-2015 payment made by the district will be in the amount ~~SIX THOUSAND, FOUR HUNDRED, EIGHTY-TWO DOLLARS SIX THOUSAND, FIVE HUNDRED, FORTY-SIX DOLLARS AND SEVENTY-EIGHT CENTS PER BUS TIMES NINE MONTHS FOR THE REGULAR DAILY ROUTES.~~ The district is contracted for four regular routes. The district will review the transportation provider the number of routes on an annual basis. **The dollar amount represents a 1.0% increase.**
2. 2016-2017 The CPI determined for negotiating with school bargaining units for the 2016-2017 school year with a cap of 1.5% will be implemented.
3. 2017-2018 The CPI determined for negotiating with school bargaining units for the 2017-2018 school year with a cap of 1.62% will be implemented
4. Years 4-7 on the contract, compensation packages to be negotiated.
5. Extreme fluctuation in fuel and insurance costs will be subject to renegotiations between the District and the Contractor.
6. **IN ADDITION** to Regular Daily Routes, the following services will be compensated for the 2015-2016 school year as follows
 - A. **EXTRA CURRICULAR TRIPS:** ~~\$4.76~~ **\$1.78** per mile plus ~~\$17.90~~ **\$18.08/hour.**
 - B. **SHORT TRIPS:** ~~\$34.99~~ **\$35.34** per day
 - C. **ALTERNATIVE SCHOOL:** To be determined if needed.
 - D. **EARLY CHILD HOOD ROUTES:** To be determined if needed. The District reserves the right to establish a daily trip rate, use the school district vehicle, and consider a licensed Burnett Transit driver.
 - E. **SUMMER SCHOOL ROUTES:** For a combined route (one bus), rate of ~~\$479.00~~ **\$483.80** per day. If additional busses are needed, the rate will be negotiated.
 - F. **SPECIAL EDUCATION ROUTES:** To be determined on a per need basis. ~~\$102.07~~ **\$103.09** for the first route of the day. If a second route is needed on the same day, that route will be ~~\$76.55~~ **\$77.32**
 - G. **PRIVATE SCHOOL:** Included in regular route
7. **FUEL COSTS:** Extreme fluctuation in fuel costs will be handled in this way:
 - If the cost of fuel falls below \$1.90 per gallon the Contractor will reimburse the District the savings based on the actual amount saved.
 - If the cost of fuel rises above \$1.90 per gallon, the District will pay the additional cost based on the actual amount spent.
 - The Contractor will provide the District with financial justification when additional compensation is requested.
8. **INSURANCE COSTS:** The district will pay a flat fee of \$1200.00 to offset the insurance costs of the busses for the 2015-2016, 2016-2017, and 2017-2018 school years. Years 4-7 of this contract to be negotiated.

IN WITNESS WHEREOF, THE PARTIES HAVE EXECUTED THIS AGREEMENT BELOW:

FOR THE DISTRICT:

School District of Abbotsford
307 N. 4th Avenue, P O Box 70
Abbotsford, WI 54479

FOR THE CONTRACTOR:

Burnett Transit
B3866 Highway 13, North
Spencer, WI 54479

President, Board of Education

Contractor

Clerk, Board of Education

Date

Date

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Meeting Three – Agenda

1. Update on timeline and schedule
2. Vision statement and goals
3. Discussion of education, encouragement, enforcement, and engineering strategies

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Timeline

TASK	February	March	April	2015 May	June	July	August
Initial Contact with Community/S.D.							
Meeting 1							
Collection/Review of Existing Information							
Walking/Biking Audits							
Surveys							
Meeting 2							
Develop Alternatives							
Meeting 3							
Draft Plan							
Meeting 4							
Finalize SRTS Plan Document							

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Vision

The School District of Abbotsford and the City of Abbotsford will work together and collaborate with other community stakeholders to create a Safe, Organized, Accountable, and Respectful (SOAR) environment for walking and biking to school with a focus on the motto "Our Children. Our Future". This environment will include existing development and future development in the City.

Goals

- Make walking and bicycling safe ways to get to school
- Encourage more children to walk or bike to school

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Safe Routes To School –The Five E's

- Engineering
- Encouragement
- Education
- Enforcement
- Evaluation

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Safe Routes To School –The Five E's

- Engineering
- Encouragement

Encouragement activities are ways to get students to apply what they have learned from the Education component in their daily habits.

- Education
- Enforcement
- Evaluation

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Safe Routes To School –The Five E's

- Engineering
- Encouragement
- Education

Education programs teach motorists, pedestrians and bicyclists about their responsibilities and about traffic rules, while promoting activities that encourage bicycling and walking.

- Enforcement
- Evaluation

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Education and Encouragement

- Continue Walk To School Day events/activities
- Fitness speakers that promote walking/biking (athlete/coach from High School, UW system, etc.)
- Continue to work with local media in promoting SRTS
- Continue to distribute reflectors for backpacks
- Annual beginning of year letter with brief description stating that the community has completed a SRTS plan and where designated SRTS corridors are located
- Start a P.E. bike unit for elementary school students
- Keep adult crossing guard at current location
- Assess the costs to have an adult crossing guard cross students at 4th Ave. and Spruce St. and 4th Ave. and Cedar St.

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Education and Encouragement – cont'd

- A sign along Highway 13 (north and south sides of the City) and Spruce St. (east and west sides of the City) that say Abbotsford is a SRTS community
- Vehicle/bike/pedestrian law education in school newsletters
- Organize a walking school bus from strategic locations along SRTS routes, specifically south of Spruce St.
- Collaborate with community organizations (outdoor groups, health organizations, etc.) to help promote walking and biking to/from school

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Education and Encouragement – cont'd

- Create a map that shows distances by walking, calories burned, and designated safe routes. Distribute annually.
- Promote SRTS on city and school district websites and social media.
- Continue walking to the City Safety Day event and use that walk to educate students on proper walking/biking.
- Locate SRTS maps and information at strategic areas in the City.
- Implement a one-year pilot program with an adult crossing guard at Spruce St. and 4th Ave. This would be concurrent with other mitigation measures for that intersection. After one year, see if more students are using the intersection.

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Safe Routes To School –The Five E's

- Engineering
- Encouragement
- Education
- Enforcement

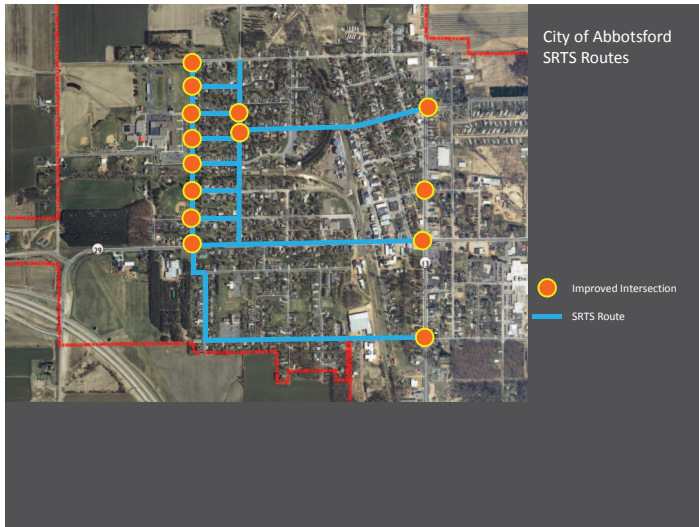
Enforcement enlists the help of local police departments to focus enforcement efforts in problem areas and increase community awareness of school safety issues

- Evaluation

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Enforcement

- Speed enforcement
 - Spruce St.
 - Pine St.
 - 4th Ave.
 - State Highway 13



School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Safe Routes To School –The Five E's

- Engineering

Engineering includes a variety of design techniques that can reduce traffic volumes, decrease speed, and improve safety

- Encouragement
- Education
- Enforcement
- Evaluation

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Engineering

- Require all future development to meet SRTS policies and needs.
- Require all future surrounding development to have adequate pedestrian/bicycle trail, sidewalks, and feeder system to the school.
- Where they do not currently exist, construct sidewalks along all SRTS routes on the maps. If sidewalks are not feasible, create a walking lane similar to the walking lane on Cedar St. Also research feasibility for bicycle lanes on these roads.
- Locate safety-green colored pedestrian crossing signs with arrows on both sides of the street in both directions and painted crosswalks at all Improved Intersections labeled on the map.
- Investigate feasibility of bumpouts at all Improved Intersections labeled on the map. If feasible at specific locations, construct bumpouts at those locations.

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Engineering

- Install school zone signs on both sides of the street. Where desired, also locate flashing yellow lights on the signs.
 - Along 4th Ave. from Spruce St. to Pine St.
 - Along Spruce St. for 4th Ave. intersection
 - Along Pine St. for 4th Ave. intersection
- Paint centerlines and parking lanes and/or bike lanes or sharrows along Spruce St., Pine St., and 4th Ave.
- Safety-green in-street pedestrian signs
 - Continue in Spruce St. at 4th Ave. intersection
 - 4th Ave. at strategic locations (Hickory St., Cedar St., Hemlock St., and Sycamore St.)
 - Pine St. at 4th Ave. intersection
- Work with Wisconsin DOT to research mitigation options (flashing lights, school zone signs, reduced MPH during school hours, etc.) for State Highway 13. Specifically for Cedar St., Birch St., Spruce St., and Linden St. Implement mitigation options that are possible.

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Engineering

- Locate a HAWK beacon (High-Intensity Activated crossWalk beacon)/Pedestrian Hybrid Beacon (PHB), a digital speed sign facing east and west, and school zone signs for traffic along Spruce St. at the Spruce St. and 4th Ave. intersection.
- Paint diagonal hatched lines in the parking lane along Spruce St. starting at the Spruce St. and 4th Ave. intersection and heading east and west to a satisfactory distance. This would eliminate on-street parking at those locations and increase awareness of no allowed driving in that lane.
- Reduce speed limit along Spruce St. to 25mph from west of 5th Ave. to east of 11th St.

School District of Abbotsford - SRTS Task Force Meeting #3 – June 10, 2015

Engineering

- Locate SRTS signs that have a specific theme along SRTS corridors. This could include community theme and/or school age interests. An example is something with the District mascot, Soar the Falcon.
- Make 3rd Ave. and Cedar St. a four-way stop.
- Locate stop signs for Hickory St. traffic at the 3rd Ave. and Hickory St. intersection.
- Locate new stop signs at egress of school parking lots and Hemlock St. (west of 4th Ave.).
- Construct a multi-use path on school property along the west side of 4th Ave. This would be similar to the path along 4th Ave. south of the school.
- Improve bicycle parking areas/facilities with covered bike parking and/or student art.
- Experiment with a crosswalk painting schedule that starts in the Spring.
- Improve lighting along SRTS corridors, where needed.

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Safe Routes To School –The Five E's

- Engineering
- Encouragement
- Education
- Enforcement
- Evaluation

Evaluation of the program will be key to continuing the program, to be able to show improvements, and show what worked and what did not.



Figure 25: Rapid Flash Beacon



Figure 4: Curb Extension



Figure 32: Shared Lane Marking



Figure 26: Pedestrian Hybrid Beacon

**School District of Abbotsford - SRTS Task Force
Meeting #3 – June 10, 2015**

Evaluation

- Nominate a chairperson for the SRTS Task Force.
- Continue to meet as a SRTS Task Force (at least twice a year).
- Complete a teacher tally sheet in Spring 2017 and Spring 2019.
- Complete a parent survey in Spring 2017 and Spring 2019.

School Accountability for 2014-15

Five Things You Need to Know

The Governor signed SB 67, also known as the pause bill, stipulating that the Department of Public Instruction (DPI) shall not produce School and District Report Cards this year and that the results from 2014-15 testing cannot be used in Educator Effectiveness. Here's what schools and districts need to know about accountability as a result of the legislation:

1. **Accountability report cards will not be created for 2014-15, but assessment results will still be publicly posted in WISEdash.**
Results from the 2014-15 Badger Exam, The ACT, ACT Aspire, DLM, WKCE (science and social studies), and ACCESS for ELLs will all be reported in the [WISEdash Public Portal](#).
2. **Federal accountability requirements remain in effect.** This means that DPI will continue
 - a. **Annual Measurable Objectives (AMOs)** School and district performance on the AMOs—including reading, mathematics, test participation, graduation, and attendance from 2014-15—will be reported publicly in the WISEdash Public Portal.
 - b. **Alternate Accountability** Schools that lack data to calculate AMOs (including schools that don't receive report card scores) use an alternate accountability process to fulfill federal AMO requirements. These schools will be notified by DPI and will have to complete the alternate accountability determination form for 2014-15. The form deadline is TBD.
 - c. **Title I Focus, Priority, and Reward Schools** Identification of the next three-year cohorts of Focus Schools and Priority Schools, as well as the annual identification of future Rewards Schools will be made using 2014-15 assessment data.
 - d. **Annual Measurable Achievement Objectives (AMAOs)** Accountability expectations specific to English language learners will be calculated using, in part, 2014-15 assessment results.
3. **No state assessment results will be used in Educator Effectiveness for 2014-15.**
This means no principal value-added or school wide value-added scores will be included in EE calculations this year. Value-added is a growth measure and requires multiple years of data. As such, results from 2014-15 would likely be used as part of future value-added calculations.
4. **Future School and District Report Cards may include 2014-15 assessment data.**
Report card calculations use multiple years of data to ensure results are as accurate and fair as possible. Student growth and closing gaps measures fundamentally depend on having multiple years of data. As such, test participation and/or results from the 2014-15 Badger Exam, DLM, ACT Aspire, and the ACT may factor into future report card calculations.
5. **DPI is committed to working with stakeholders.**
While we won't be producing report cards this fall, we will continue to report performance, create new dashboards in WISEdash, and work to deepen data use within Wisconsin's schools and districts. Please contact us with any questions: oeamail@dpi.wi.gov.

(61A)

SPECIAL
ED
FUNDING



News Release

Education Information Services ■ 125 South Webster Street ■ P.O. Box 7841 ■ Madison, WI 53707-7841 ■ (608) 266-3559

FOR IMMEDIATE RELEASE

DPI-NR 2015-59

Thursday, June 4, 2015

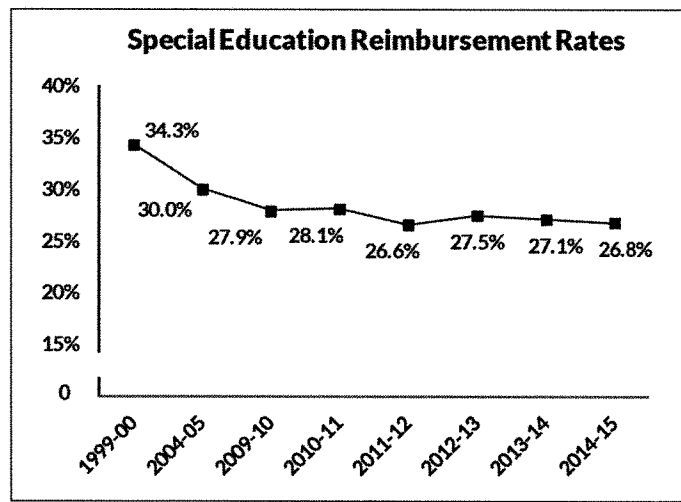
Contact: Tom McCarthy, DPI Communications Officer, (608) 266-3559

Funding for special education will be frozen

MADISON — State aid that supports the education of students with disabilities remains frozen in the 2015-17 budget proposed by the governor and Joint Committee on Finance (JFC), a move that will result in a continuing slide in reimbursement rates for special education costs.

Funding for special education categorical aid will remain frozen at the level set in the 2008-09 school year, \$368,939,100. The end of the 2015-17 budget will mark the eighth consecutive year that special education aid will have held flat. Costs associated with

educating students with disabilities have increased over time, resulting in an overall decrease in the average reimbursement rate the state provides to school districts. In the 1999-2000 school year, reimbursement rates were 34.3 percent. For the 2014-15 school year, the rate is 26.8 percent of costs. While declining, the reason reimbursement rates have not gone lower, is because Wisconsin



schools have implemented a series of instructional interventions that have reduced the numbers of students identified and requiring special education services.

“Funding our public schools is a responsibility that is to be shared by local, state, and federal governments,” said State Superintendent Tony Evers. “Educating all students, including those with disabilities, is mandated by state and federal law. When the state shirks that duty, the burden falls on our local property taxpayers and draws resources away from other students.”

The 2015-17 proposed budget will provide an increase in funding for high-cost special education aid. That aid supports the small percentage of students who have severe or multiple disabilities that require educational

(more)

programming with costs in excess of \$30,000 per year. Aid for 2014-15 reimbursed 46.2 percent of prior year aidable costs. The state superintendent's budget request sought full funding for high-cost special education aid. The motion adopted by the JFC would increase aid by \$5 million in the second year of the biennium. The proposed budget also improves equity and access to open enrollment options for students with disabilities and their families, a provision of the state superintendent's 2015-17 budget request.

Special education aid is the state's largest categorical aid program. It is targeted at helping local districts offset the additional costs related to educating students with disabilities. More than 118,000 students enrolled in Wisconsin public schools for the 2014-15 school year qualify for special education services and account for roughly 13.5 percent of the overall student population. Those students have speech and language impairments, learning disabilities, intellectual disabilities, and a number of other conditions that affect their ability to achieve in school. By law, they are entitled to a free and appropriate education where, through the Individualized Education Program (IEP) process, parents and school leaders identify services and accommodations a student with disabilities will receive to ensure an equal education.

According to the "Diploma Counts" report released today, outcomes for students with disabilities in Wisconsin are right around the national average. Reading and math scores on the National Assessment of Educational Progress (NAEP) show large gaps. For the state's graduating class of 2013, 69 percent of students with disabilities earned a regular high school diploma, compared to 62 percent for students nationwide. The gap between graduation rates for students with disabilities and their non-disabled peers is 19 points for both the state and the nation. Wisconsin is in the middle among states across the nation for the size of its gap.

Wisconsin's overall graduation rate for 2013 was 88 percent, tied for third highest in the nation. The state's 2013 graduation rate for students with disabilities (69 percent) is tied for 16th in the nation.

"We continue to ask our public school teachers and support staff to do more with less, and the data clearly shows that is unsustainable," Evers said. "The disparities in academic achievement and graduation outcomes for our students with disabilities require the governor and Legislature to prioritize funding for the state's public schools to help address this issue. The 2015-17 budget that is being considered for Wisconsin draws resources away from our public schools, which pits the needs of our most vulnerable kids against all students," he said.

###

NOTE: This news release is available electronically at http://dpi.wi.gov/sites/default/files/news-release/dpinr2015_59.pdf.

LAKE MILLS AREA SCHOOL DISTRICT

120 E. Lake Park Place, Lake Mills, WI 53551 * (920) 648-2215 * (920) 648-5795 (FAX)

PREPARING ALL OF TODAY'S STUDENTS FOR TOMORROW'S OPPORTUNITIES

DEAN SANDERS
SUPERINTENDENT

ROBERT CHADY
BUSINESS MANAGER

JAMIE SYVRUD
DIRECTOR OF LEARNING
& STUDENT SERVICES

May 28, 2015

Dear Lake Mills Parents and Residents,

As many of you are aware, Education and the funding of Education have been in the news lately with the debate of the budget bill in Madison. As I read the budget and many of the things that are in the thirty page document dealing with education, there is an item that seems to be missing: Wisconsin Schools do Succeed. Wisconsin has some of the highest graduation rates in the nation, with high school graduation rates exceeding 90% and Wisconsin consistently scores in the top four states in the nation in the ACT College Entrance Exam.

Even though the Education System continues to graduate some of the top students in the nation, schools in Wisconsin will contend with the following facts:

- For the first time, Wisconsin will fall below the national average in per pupil spending.
- Since 2008, Wisconsin has seen a 15% decrease in per pupil spending for public education.
- In the coming budget, public schools will have less state general aid than in 2010.
- Wisconsin is one of only 5 states that have been keeping spending on public education close to flat. All other states have been increasing spending on public education at an average of 4%.
- Under current statute, public school students can open enroll to other public school districts. A total of \$6,635.00 follows that student to their new school. Under the legislation on the floor in Madison, public school students can also enroll in a voucher school (a non-public school approved by the state and which are currently all religious schools). A voucher of \$7,210.00 for K-8 students and \$7,856.00 for high school students follows that student to their voucher school. Therefore, non-public students are eligible for 18% more funding than public school students.
- Other items in the budget bill deal with special education vouchers, home school students participating on high school sports teams, "learning portfolios" for graduation credit, licensing teachers without an education degree and a new civics test a student must take and pass before they can graduate.

The School System in Lake Mills is at the very heart of the community. My hope is that our schools can continue to be the heart of our community. If you agree that maintaining our public schools is important, please become educated on what is in the current budget bill and how it will affect our school system. Get in contact with your local legislators as soon as possible and ask them to fully fund our public schools and continue to provide a quality education for all children. Also, please feel free to contact me at the District Office to discuss what you have read in the budget bill.

Thank you for your support of Public Education and the Citizens of our future!

Dean E. Sanders
District Administrator – Lake Mills Schools

6A
SPECIAL EDUCATION
VOUCHER

JFC Budget: Special Education Voucher Program

🕒 May 22, 2015 📁 State Budget 📌 2015-17 State Budget, Joint Finance Committee, Special Needs Vouchers, Vouchers 👤 Dan Rossmiller

The K-12 education funding package approved by the Joint Finance Committee early Wednesday morning **creates a special education voucher program, beginning in 2016-17**, that will allow a child with a disability to attend a participating private school located in Wisconsin with a \$12,000 voucher, if that child have been previously denied open enrollment in a nonresident school district under the public school open enrollment program.

(Note: The JFC package also modifies public school open enrollment for students with disabilities in ways that should make it easier for students with disabilities to transfer to a nonresident public school district through open enrollment. These changes, which the WASB worked to develop, along with disability rights groups, school administrators, special education administrators and the DPI, will be described in a separate post.)

To be eligible for a special needs voucher, a child must have attended a public school in Wisconsin for the entire school year immediately preceding the school year in which the child seeks to participate in the voucher program and must have an individualized education plan (IEP) or services plan in place. The child must have applied to attend a public school in one or more nonresident districts under the open enrollment process in the same school year and been rejected by the school boards of each district or prohibited from attending public school in the nonresident districts.

As noted, participating private schools would receive \$12,000 for each child participating in the program and attending that school, paid from an appropriation for transfer payments for special education pupils. The general equalization aid to participating pupil's school district of residence would be reduced by an amount equal to the total amount paid to participating private schools on behalf of special education pupils attending those schools from the district. If the district does not receive enough general equalization aid sufficient to cover the aid reduction, the balance would be reduced from other state aid received by the district. Pupils participating in the program can be counted by their school district of residence for the general aids and revenue limit purposes.

Current state law governing pupil transportation by school districts would apply to children attending a private school under the special education voucher program.

Each school board must annually notify the parents of each child with a disability enrolled in the district of the special needs voucher program.

Participating private schools must provide each applicant for a special education voucher with a profile of the private school's special education program, in a form prescribed by the DPI, that includes the methods of instruction that will be used by the school to provide special education and related services to the child and the qualifications of the teachers and other persons who will be providing such services to the child.

The private school would be required to implement the child's most recent IEP or services plan, as modified by agreement between the private school and the child's parent, and related services agreed to by the private school and the child's parent that are not included in the IEP or services plan.

The school district of residence of a child that attends a private school under this program must ensure that the child's IEP team re-evaluates the child at least every three years, unless the parent and the school agree otherwise. If the IEP team determines that the child is no longer a child with a disability, the child would become ineligible to participate in the program, beginning in the school term following the determination.

Upon the request of a parent of a child participating in the program, the child's resident public school district must administer the appropriate state standardized student assessment of the child, at no cost, if the school attended by the child does not administer them.

Under the JFC package the DPI is required to develop a document for inclusion with the special needs voucher application that compares the rights of a child with a disability and of his or her parents under state special law and the federal Individuals with Disabilities Education Act (IDEA, the federal special education law), with the rights of a child and of his or her parent in a private school under the special education voucher program. The receipt of this document, acknowledged in a format prescribed by the DPI would constitute notice that the applicant and his or her parents have been informed of their rights under state and federal law.

State law relating to the physical restraint of pupils would apply to private schools participating in the special education voucher program.

Private schools participating in the program would be required to: (a) comply with all health and safety codes that apply to private schools; (b) hold a valid certificate of occupancy, if required by the municipality in which the school is located, or obtain a certification of occupancy issued by the local or regional government unit with authority to issue such certificates; (c) comply with federal law that prohibits discrimination on the basis of race, color, or national origin by any program or activity that receives federal financial assistance; (d) conduct criminal background checks on its employees and exclude from employment anyone not permitted to hold teaching license as the result of an offense and any person who might reasonably be believed to pose a threat to the safety of others.

Oddly, the anti-discrimination language in the motion—see item (c) in the preceding paragraph—does not appear to prevent discrimination against children (or others) with disabilities.

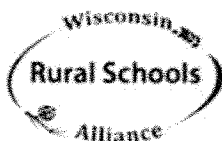
The WASB has opposed and fought against the creation of a special education voucher program, which has also been opposed by groups representing students with disabilities and their parents. Similar proposals have been offered in previous legislative sessions as separate legislation but have not been adopted.

The proposal included in the JFC package had not been introduced as a separate bill this session and had not been given a public hearing prior to the JFC adopting it.

Share this:



2



June 11, 2015

The Honorable Scott Fitzgerald
Senate Majority Leader
Room 211 South, State Capitol
Madison, WI

The Honorable Robin Vos
Assembly Speaker
Room 211 West, State Capitol
Madison, WI

The Honorable Alberta Darling
Senate Co-Chair, Joint Finance Committee
Room 317 East, State Capitol
Madison, WI

The Honorable John Nygren
Assembly Co-Chair, Joint Finance Committee
Room 309 East, State Capitol
Madison, WI

Dear Senator Fitzgerald, Senator Darling, Speaker Vos & Representative Nygren:

We, the undersigned organizations respectfully request that language in the Joint Finance Committee K-12 education omnibus motion relating to participation in school district sports and extra-curricular activities be removed from the state budget proposal.

School-based athletic programs are not community or recreational youth sports programs and are not designed to provide the general public with programming like a YMCA or community-based recreation program. Athletics and other extra-curricular activities offered in public schools (and in many private schools as well) are, as the name suggests, intended to supplement the school curriculum. In this regard, sports, music, forensics and other activities are viewed as an extension of the classroom and of the school day and are specific to each respective school or district.

Public schools provide athletics and other extracurricular activities because they have educational value and create incentives for students to enroll in and remain in public schools and perform well enough to remain eligible to participate in those activities. These opportunities reduce truancy, reduce discipline referrals, boost students' grades (GPA), increase graduation rates, and keep students engaged in school offerings and interested in their education. The budget provision adopted by the Joint Finance Committee would undercut these incentives by requiring all public school programs to give equal access to students regardless of their families' educational choice preferences.

The Joint Finance Committee proposal ignores that public schools exert institutional control (by requiring such things as school attendance, certain levels of academic standing or grade point averages, and adherence to codes of conduct) over who may participate in such activities and are accountable for how those activities are conducted. If this proposal were to become law, student-athletes who are enrolled in public schools and who violate conduct rules could be subject to a completely different and additional set of school-determined sanctions as compared with students who reside in the school district but are homeschooled or enrolled in other (e.g., private) schools. These sanctions extend far beyond merely being barred from participating in public-school-sponsored sports activities.

The state budget proposal would also prohibit a public school district from being a member of an athletic association (such as the WIAA) unless the association requires member school districts to permit home-based, private, charter and virtual charter pupils to participate in athletic activities in the district.

One of the primary reasons the WIAA, a voluntary association, was formed in 1896 by school principals as the nation's first state interscholastic athletic association was to address concerns about the practice of schools recruiting and using non-students (members of the community not enrolled in those schools) on their athletic teams and to regulate such practices and provide uniformity of rules and fairness for its member schools. This proposal would undercut that goal.

Annually, nearly 300,000 students who elect to attend an accredited public or private high school that are members of the WIAA, earn their eligibility and participation privileges by meeting their school's enrollment, attendance, good conduct and scholarship rule requirements. The process of earning eligibility is ongoing for students each semester. To statutorily provide eligibility for students electing home school without regard to accountability to the same educational standards is unfair to those nearly 300,000 students. Parents and students elect a homeschool option by choice. Like all choices that decision provides certain opportunities and eliminates others. We make no judgement about homeschooling except to point out there is no oversight, auditing, or accreditation of homeschooling in Wisconsin. To afford participation eligibility without regard to those same requirements is an injustice to nearly 300,000 Wisconsin students in grades 9-12 who are accountable to earn their eligibility.

Student athletes in WIAA member schools have to be enrolled full-time in the member school and meet a number of additional conditions to be eligible, including residency requirements, age and consecutive semester restrictions, amateur status stipulations, regularly maintained attendance, conduct conformity, satisfactory academic standing and physical fitness. Each school has the institutional responsibility for compliance with the rules of their membership, and in the absence of any other authority for state or local officials to regulate home-based education programs here in Wisconsin, athletic eligibility is not granted to anyone other than students enrolled full-time at a member school.

The WIAA has expanded opportunities and created eligibility for nontraditional school students while still preserving the most fundamental expectation: that students are enrolled full-time at the school they represent. Private schools were afforded a membership option in 2000; eligibility was afforded for students in charter schools whose chartering authority lies with a member school in 2009; virtual school

students counted as full-time at a member school are granted eligibility at their respective school of enrollment. In addition, small public and private schools have the option to combine and compete with another member school for selected sports. There are 530 sponsored co-op programs in 2014-15.

In tight economic times, the Joint Finance Committee proposal could diminish private schools' incentive to sponsor and sustain their own extra-curricular programs, which in turn could further limit roster space or participation opportunities for a public school's own students. The potential for those not enrolled in a public school to displace the public school's own students in extracurricular activities could drive a substantial wedge between public and private schools and between public schools and those who educate their children at home.

This proposal is also opposed by the Wisconsin Parent Association, which represents parents of homeschooled students, one of the major groups the provision purports to be aimed at helping because they do not want to trade their homeschooling freedoms for the possibility of a small number of homeschoolers participating in public school sports and fear that increased state regulation of homeschoolers who participate in public school sports would inevitably lead to increased state regulation of all homeschooled students.

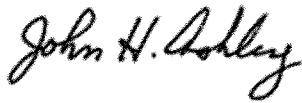
Most other states require more regulation of homeschoolers than Wisconsin, so those states that allow homeschooled students to participate in public school sports did not need to increase regulation. Those other states require standardized testing of homeschooled pupils, review and approval of curriculum, and/or reports to school officials (Wisconsin requires none of these) suggesting that the deep concerns of homeschooled parents about athletics and extra-curricular activities being the gateway by which regulation will come to them are not unfounded.

It should also be noted that in some parts of Wisconsin and in the many other states, where the rules of eligibility are similar to Wisconsin's, families that home-school their children are forming their own athletic associations.

Together, we urge that the provisions adopted by the Joint Finance Committee that would require school boards to allow homeschool students, virtual school students and private school students to participate in public schools' athletic and extracurricular programs and forbid districts from being a member of an athletic association unless the association permits such pupils to participate be removed from the state budget and approached in a more thoughtful manner that includes a public hearing and an opportunity for input by the public, by school boards, by school officials, and by parents of homeschooled students as well as parents of public school students.

Thank you for your consideration.

Sincerely,



John Ashley, Executive Director
Wisconsin Association of School Boards



Dave Anderson, Executive Director
Wisconsin Interscholastic Athletic Association



Jon Bales, Executive Director
Wisconsin Association of School District Administrators



Jim Lynch, Executive Director
Association of Wisconsin School Administrators



Gary Myrah, Executive Director
Wisconsin Council of Administrators of Special Services



John Hedstrom, Executive Director
Wisconsin Association of School Personnel Administrators



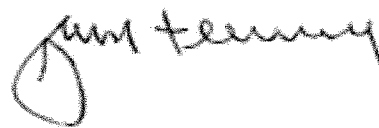
Woody Wiedenhoeft, Executive Director
Wisconsin Association of School Business Officials



Jerry Fiene, Executive Director
Wisconsin Rural Schools Alliance



Brian Smith, Past President
Wisconsin Athletic Directors Association



Jack Fleming, President
Wisconsin Conference Commissioners Association



Michelle McGrath, Executive Director
Wisconsin Association of School Councils

GA



News Release

Education Information Services ■ 125 South Webster Street ■ P.O. Box 7841 ■ Madison, WI 53707-7841 ■ (608) 266-3559

FOR IMMEDIATE RELEASE

DPI-NR 2015-58 B

Wednesday, May 27, 2015

Contact: Tom McCarthy, DPI Communications Officer, (608) 266-3559

Legislative action slides teacher licensing standards toward the bottom

MADISON — Major changes to teacher licensing voted into the 2015-17 state budget, without a hearing, puts Wisconsin on a path toward the bottom, compared to the nation, for standards required of those who teach at the middle and high school level.

Adopted as a K-12 omnibus motion by the Joint Committee on Finance (JFC), the education package deregulates licensing standards for middle and high school teachers across the state. The legislation being rolled into the biennial budget would require the Department of Public Instruction to license anyone with a bachelor's degree in any subject to teach English, social studies, mathematics, and science. The only requirement is that a public school or school district or a private choice school determines that the individual is proficient and has relevant experience in each subject they teach. Traditional licensure requires educators in middle and high school to have a bachelor's degree and a major or minor in the subject they teach, plus completion of intensive training on skills required to be a teacher, and successful passage of skills and subject content assessments.

Additionally, the JFC motion would require the DPI to issue a teaching permit for individuals who have not earned a bachelor's degree, or potentially a high school diploma, to teach in any subject area, excluding the core subjects of mathematics, English, science, and social studies. The only requirement would be that the public school or district or private voucher school determines that the individual is proficient and has relevant experience in the subject they intend to teach. For both provisions in the JFC motion, the DPI would not be able to impose any additional requirements. This may preclude the fingerprinting and background checks required of all other licensed school staff. The standard also is lower than that currently required for teachers in choice and charter schools, who must have at least a bachelor's degree.

"We are sliding toward the bottom in standards for those who teach our students," said State Superintendent Tony Evers. "It doesn't make sense. We have spent years developing licensing standards to improve the quality of the teacher in the classroom, which is the most important school-based factor in improving student achievement. Now we're throwing out those standards."

(more)

Currently, all 50 states require a beginning teacher to have a bachelor's degree for traditional licensure, with a narrow exception for career and technical education teachers (Georgia). The states have differing standards for alternative routes to licensure, generally requiring major content coursework or a test in lieu of coursework for individuals to be eligible for an alternate route to earn a teaching license.

“Wisconsin has several routes for career changers, who want to teach our elementary and secondary school students, to earn a teaching license through alternative programs,” Evers noted. “Emergency permits allow them to work under supervision while completing educator preparation program requirements. Each alternative route program ensures that candidates are supported and are ready to do the job independently when they complete alternative licensing requirements.”

Under provisions of the omnibus motion, the leaders of 424 public school districts, 23 independent public charter schools (2R charters), and potentially hundreds of private choice schools would determine who is qualified to teach in their schools. Current provisions of the JFC motion would restrict these licenses to teaching at the district or school that recommended the individual for licensure.

“Learning about how children develop, managing a classroom and diffusing conflict among students, working with parents, and developing engaging lessons and assessments that inform instruction — these are the skills our aspiring educators learn in their training programs,” Evers said. “Teaching is much more than being smart in a subject area.

“This motion presents a race to the bottom,” Evers said. “It completely disregards the value of the skills young men and women develop in our educator training programs and the life-changing experiences they gain through classroom observation and student teaching. This JFC action is taking Wisconsin in the wrong direction. You don’t close gaps and improve quality by lowering standards.”

###

NOTES: A “Pathways to Licensure” presentation that describes the various routes to earn an educator license in Wisconsin is available on the Department of Public Instruction website at <http://pb.dpi.wi.gov/sites/default/files/imce/pb/ppt/Preparation%20Pathways%20to%20Licensure%202%2019%202015.pptx>. This news release is available electronically at http://dpi.wi.gov/sites/default/files/news-release/dpinr2015_58.pdf.

6A

JFC Budget Creates Alternative Path for Tech Ed Teacher Licenses

🕒 May 26, 2015 📁 State Budget, State Issue 🔗 2015-17 State Budget, Apprenticeship, Bachelor's Degree, Industrial Arts, Industry Experience, Pedagogical Experience, STEM, Teacher Licensure, Technical College, Technical Education, Trade or Technical Field 👤 Dan Rossmiller

The K-12 education spending package approved last week by the Joint Committee on Finance (JFC) creates an alternative path for an applicant to obtain a license to teach a technical education subject (technical education teaching license) from the Department of Public Instruction (DPI). Under the provisions a “technical education subject” includes technology education, and any technology related occupation.

Under the provisions in the JFC package, the DPI must issue an initial technical education teaching license to an applicant who scores 100 points on the point system (described below) and agrees to complete a curriculum determined by the school board of the school district in which the applicant will teach.

The JFC package specifies a point system that DPI must use to evaluate applications for a technical education teaching license. Under the point system, an applicant earns a certain number of points for various kinds of experience he or she has had in a technical field and for certain kinds of educational experience. The package language directs the DPI to verify points earned by an applicant under the point system.

Specifically, the language of the JFC package requires the DPI to grant an initial teaching license to teach a technical education subject to an individual who scores at least 100 points on a point system with at least 25 points based on the individual's experience in a technical field and at least 25 points based on pedagogical experience, and agrees to complete during the term of the license a curriculum determined by the school board of the school district in which the individual will teach.

Language in the JFC package also specifies that the following point values would be assigned based on an individual's experience in a technical field: (a) for a bachelor's degree in any science, technology, engineering, or mathematics field and any teaching license or permit, 100 points; (b) for a bachelor's degree in any science, technology, engineering, or mathematics field, 75 points; (c) for a bachelor's degree in another field, 65 points; (d) for industry certification, 90 points; (e) for industry experience in a trade or technical field, 5 points per 40 hours worked up to a maximum of 90 points; (f) for an internship in a trade or technical field, 25 points; (g) for being mentored in a trade or technical skill by a colleague or a Wisconsin Technology Education Association approved mentor, 25 points; (h) for an apprenticeship in a trade or technical field, 5 points per 40 hours worked up to a maximum of 90 points.

Language in the JFC package further specifies that the following point values would be assigned based on an individual's pedagogical experience: (a) for a bachelor's degree in technical or technology education, 100 points; (b) for a bachelor's degree in a non-STEM (i.e., non-science, technology, engineering, or

mathematics) field and any teaching license or permit, 75 points; (c) for credit earned at an accredited institution of higher education or technical college, 3 points per credit up to a maximum of 75 points for technical or technology education courses and STEM courses and 3 points per credit up to a maximum of 75 points for education and pedagogical courses; (d) for completing at least 100 hours of training in pedagogy, 5 points per 50 hours up to a maximum of 75 points.

An initial license obtained under this alternative path is valid for three years. Upon the expiration of an initial technical education teaching license obtained under the alternative path, DPI must issue the license holder a professional teaching license in the same technical education subject if the individual successfully completed the curriculum that he or she agreed to as a condition of the initial technical education teaching license.

DPI would be required to approve or deny an application for a technical education teaching license under the alternative path within 15 business days. If the DPI fails to act within 15 business days, the application is considered approved and the applicant is considered a licensed teacher until DPI approves or denies the application.

Finally, these provisions would not prohibit from granting a teaching license or permit to teach a technical education subject under current law provisions.

In addition, the JFC provisions provide that a permit to teach industrial arts subjects could be issued to an applicant who is certified by a technical college system board to teach industrial arts or a similar subject.

Share this:



2

(6A)


Every Child a Graduate
 College and Career Ready

Preparation Pathways to Licensure in Wisconsin

May 15, 2015

Tammy G. Huth, Director
Teacher Education, Professional Development and Licensing





Wisconsin's Licensing Structure

Wisconsin uses a **development level (age range) teacher preparation and licensing system**

•Licenses are issued in both:

- A **developmental** age range level, which allows an applicant to teach any pupil within the **developmental** age range of the license, and
- A **subject/position**, which allows an **applicant** to teach specific **subject(s)** to pupils within the **developmental** age range level

BIRTH TO AGE 3	4K	5K	1	2	3	4	5	6	7	8	9	10	11	12
EARLY CHILDHOOD (EC) 70														
APPROXIMATE AGES BIRTH THROUGH AGE 8														
EARLY CHILDHOOD-MIDDLE CHILDHOOD (EC-MC) 71														
APPROXIMATE AGES BIRTH THROUGH AGE 11														
						MIDDLE CHILDHOOD-EARLY ADOLESCENCE (MC-EA) 72								
						APPROXIMATE AGES 6 THROUGH 12 OR 13								
										EARLY ADOLESCENCE-ADOLESCENCE (EA-A) 73				
										APPROXIMATE AGES 10 THROUGH AGE 21				
EARLY CHILDHOOD-ADOLESCENCE (EC-A) 74														
APPROXIMATE AGES BIRTH THROUGH AGE 21														



Preparation Building Blocks

- To obtain a Wisconsin License, an applicant must:
- Have a Bachelor's Degree
- Have Completed an Approved Educator Preparation Program

Communication Skills	•Reading, Writing, Mathematics (Basic Skills Testing)
Content Knowledge	•Major in subject, Content Testing
Human Relations	•Minority Group Relations §118.19 (8); •Conflict Resolution §118.19 (9); professional disposition
Pedagogical Knowledge	•How to teach, how children learn, adolescent psychology, Lesson planning, assessment, curriculum, classroom management, etc.
Teaching Practice	•Student teaching, practicum, internships, residency
Wisconsin Statutes	•Tribal sovereignty Wisconsin Indian, phonics, envir. ed., etc.



Bachelor's Degree Pathway Option 1

- **Candidate Profile**
 - High School graduate
 - First teaching license in WI



Complete the Bachelor's degree and the licensure program preparation at the same time

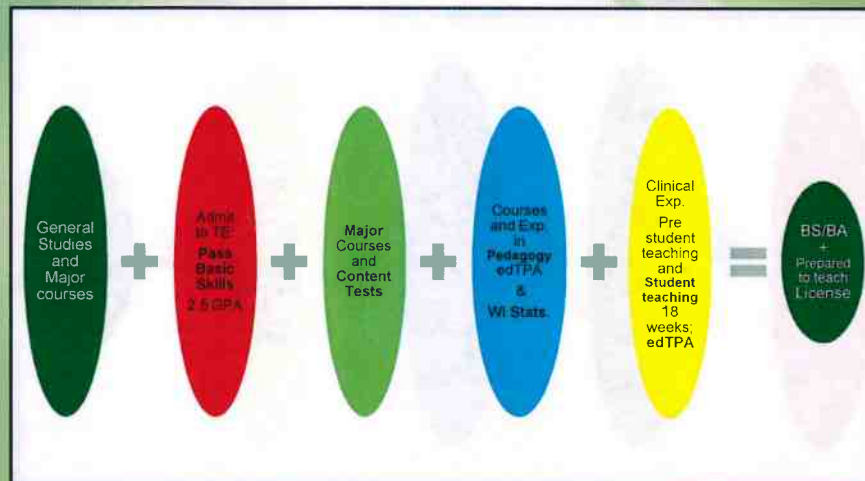
33 Wisconsin Colleges and Universities: 13 Public, 19 Private, 1 Public Tribal

Portability to other states

2011-2012 = 4,130 completers



Bachelor's Degree Pathway



Post Baccalaureate Pathway Option 2

• Candidate Profile

- Bachelor's degree
- Career changer, entering teaching
- Educator seeking additional license
- College graduate, seeking MS degree in a new content area



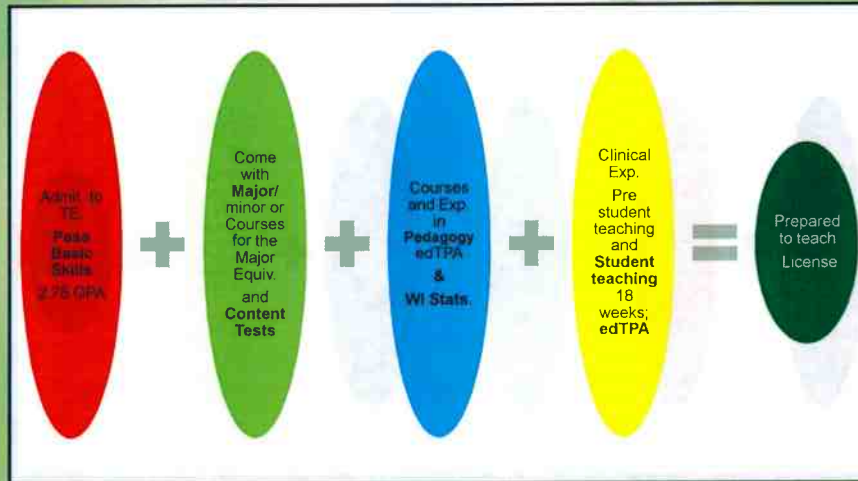
Complete the teacher preparation licensure program

33 Wisconsin Colleges and Universities—offer some licensure programs in this format; evening, weekend, online, etc.; 6-24 months

Portability to other states



Post Baccalaureate Pathway



Alternative Route Program Pathway Option 3

• Candidate Profile

- Bachelor's degree, with a major in the license subject
- Career changer, entering teaching
- Educator seeking an additional license in shortage area
- Seeking licensure in a Shortage area in Wisconsin
 - Mathematics, Science, Career and Technical Education Subjects, World Languages, Special Education, Bilingual/Bicultural and ESL; also regional shortages

Complete the teacher preparation licensure program

Can be employed on emergency permit or professional teaching permit; use this on-the-job employment as the teaching practice

10 Alternative Route Program Providers- can be university, technical college, school district, for profit, non-profit, etc.

Weekend, online, hybrid, competency based formats; 6-18 months

Cannot guarantee portability to other states 2011-2012 = 158 completers

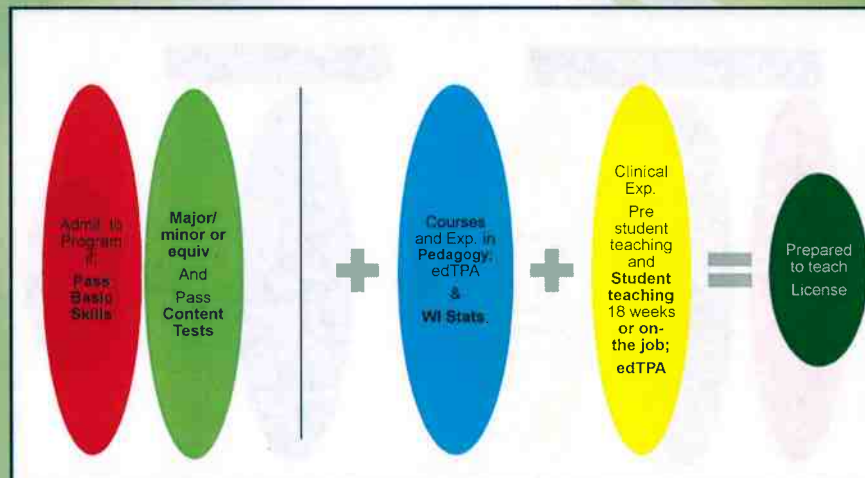


Alternative Route Program Pathway

- **ACT! – Alternative Careers in Teaching;** UW Oshkosh, UW Fox Valley, UW Manitowoc, UW Fond du Lac, UW Sheboygan, UW Marinette (Math and Science Licensure)
- **ARTEL – Alternative Route to Technology Education Licensure;** UW Parkside and Gateway Technical College (Tech Ed Licensure)
- **CESA 1 PBL – Proficiency Based Licensure**
- **CESA 6 RITE – Residency in Teacher Education**
- **CESA 7 TDC – Teacher Development Center**
- **MTEC – Milwaukee Teacher Education Center**
- **NORDA, Inc. - Project Teaching!**
- **NORDA, Inc. – 10SPED (special education licensure)**
- **NORDA, Inc. – WISCAD (administrator licensure)**
- **Urban Education Fellows Program;** Alverno College and Mt. Mary Univ.



Alternative Route Program Pathway



License Based on Equivalency Assessment Pathway Option 4

• Candidate Profile

- Bachelor's degree
- 3 years of teaching experience in PK-12, postsecondary, and/or industry
- Major or equivalent in content area
- May have completed alternative-route teacher preparation program in another state or a teacher preparation program in another country
- May be a teacher in a private school, postsecondary education, or a workplace

Complete the licensure program equivalency process

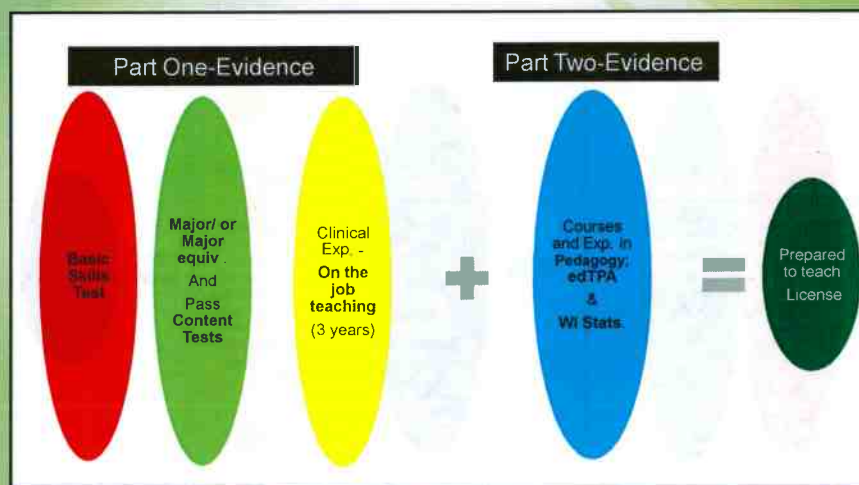
2 LBE Program Providers (DPI, CESA 1 New to Wisconsin) - can be university, technical college, school district, for profit, non-profit, etc.

Cannot guarantee portability to other states

216 applications to date.



License Based on Equivalency Assessment Pathway



Adding Another License Option 5

- **License Based on a Content Test**
- **Candidate Profile -**
 - Educator who holds a valid WI Professional Educator, Master Educator, or Life license in one of the following subjects: Science, Social Studies, Mathematics or Computer Science, English or Language Arts, World Languages
 - Seeking additional license in related area
 - For example: Hold a chemistry license; add a biology license by taking a biology content test, etc.

License Area	2011	2012	2013	Totals
Math	0	0	0	0
Science	0	39	75	114
Social Studies	0	16	28	44
English LA	0	4	7	11
World Lang.	2	0	1	3
Totals	2	59	111	172

Other options:

Post-Baccalaureate Pathway

Alternative Route to Licensure Pathway



Professional Teaching Permit Option 6

- **Candidate Profile**
 - Professional with a Bachelors degree from a regionally accredited institution of higher education in one of these areas: Engineering, Math, Science, Computer Science, Art, Music, or World Languages. §118.192
Engineer can get a math permit, science permit, or technology education permit
 - 5 years of experience as a professional in the subject area in which the bachelor's degree was awarded
 - Seeking a permit to teach in a Wisconsin school district in one of these areas
 - Must complete at minimum 100 hours of formal instruction in the application of modern curricula and pass the subject specific content tests

Permit Area	2010	2011	2012	2013	2014
Math	2	3	3	1	1
Science	5	4	2	2	2
Technology Education	0	0	0	0	0
Computer Science	0	0	0	0	0
Am Sign Lang	2	2	2	1	1
Music	0	1	1	1	0
Art	0	0	0	0	0



International and Guest Teacher Exchange Pathway Option 7

• Candidate Profile

- Equivalent of a U.S. **Bachelor's** degree as verified by international credentialing service
 - 3 years of **teaching experience**
 - Seeking **time-limited** WI license
 - Have **completed**, in the country from which the teacher is **entering**, the **equivalent** of a teacher **preparation program**
 - Hold foreign educator **credentials** in a **teaching field comparable** to those recognized in **Wisconsin**
 - Be fluent in English
- Provides permit to teach in Wisconsin schools to **develop** world language programs, ESL and bilingual programs, and for short term **exchange programs**
 - Approximately 15-20 issued to date



Trade Specialist Permit Pathway Option 8

• Candidate Profile

- Completed an **apprenticeship** program and three **additional** years of **occupational experience** in a particular trade area; or
- 4 years of **institutional** training in a trade area
- Seeking to fill a school district need in a **specific** trade area
- **Seeking** to teach upper level high school courses in the trade area

§118.19 (7) – **existed** since 1936

Examples:

-Upon completing a welding **apprenticeship** and working three years as a welder, a trade **specialist** permit can be issued to teach welding.

-Upon **completing** 4 years of **construction** trades training at a **college/university**, a trade specialist permit can be issued to teach **construction**.

Permit Area	2010	2011	2012	2013	2014
Trade Specialist	11	11	10	9	8



Do you have Questions?

For more information and step-by-step guidance on the pathways, please access our website:

- <http://tepd1.dpi.wi.gov/licensing/pathways-to-licensure>



Wisconsin Statutory Requirements for Licensure

Wisconsin Statutory and Administrative Rule Requirements		Description of the Requirement	Required for these Wisconsin Licenses
118.19 (3)	Bachelors Degree	No license to teach in any public school may be issued unless the applicant possesses a bachelor's degree including such training as the department by rule requires, except as permitted under par. (b) and ss. 115.28 (17) (a) and 118.192.	ALL Teaching Licenses ALL Administrative Licenses ALL Pupil Services Licenses
118.19 (3)	Student Teaching	Complete student teaching consisting of full days for a full semester (18 weeks)	ALL Teaching licenses
118.19 (6) PI 34.14 (4)	Cooperative Marketing and Consumer Cooperatives	Demonstrate knowledge and understanding of cooperative marketing and consumer cooperatives	Economics Social Studies Agriculture
118.19 (6) PI 34.14 (4)	Environmental Education	Demonstrate knowledge and understanding of environmental education including the conservation of natural resources	Agriculture EC EC-MC MC-EA Science Social Studies
118.19 (8) PI 34.14 (4)	Minority Group Relations	Demonstrate knowledge and understanding of: The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.	ALL Teaching Licenses ALL Administrative Licenses ALL Pupil Services Licenses
		The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.	
		The philosophical and psychological bases of attitude development and change.	
		The psychological and social implications of discrimination, especially racism and sexism in the American society.	
		Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.	
		Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	
118.19 (9) PI 34.14 (4)	Conflict Resolution	Demonstrate knowledge and understanding of: Resolving conflicts between pupils and between pupils and school staff.	ALL Teaching Licenses ALL Administrative Licenses ALL Pupil Services Licenses
		Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.	
		Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.	
118.19 (12) PI 34.14 (4)	Reading or Language Arts Instruction	Demonstrate knowledge and understanding of: Teaching reading and language arts using appropriate instructional methods including phonics to teach reading and language arts to pupils in grades PK to 6. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables.	EC EC-MC MC-EA
118.19 (14)	Reading Test	Pass an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure.	EC EC-MC MC-EA Special Education Reading Teacher Reading Specialist
PI 34.14 (4)	Special Education	Demonstrate knowledge and understanding of: Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.	ALL Teaching Licenses

[New post] Legislature Approves Bills on Off Duty & Former Law Enforcement Carrying Firearms in Schools and SAGE

WASB Legislative Update [donotreply@wordpress.com]

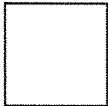
Sent: Wednesday, June 10, 2015 12:19 PM

To: Reed Welsh

6A
- OFF-DUTY
- FORMER
- SAGE

Chris Kulow posted: "Firearms on School Grounds Wisconsin lawmakers have passed a bill (Senate Bill 70) to permit off-duty and former police officers to carry guns on school premises on a bipartisan vote. The Senate voted 22-11 to pass the measure Tuesday. The Assembly foll"

New post on **WASB Legislative Update**



Legislature Approves Bills on Off Duty & Former Law Enforcement Carrying Firearms in Schools and SAGE

by Chris Kulow

Firearms on School Grounds

Wisconsin lawmakers have passed a bill (Senate Bill 70) to permit off-duty and former police officers to carry guns on school premises on a bipartisan vote.

The Senate voted 22-11 to pass the measure Tuesday. The Assembly followed suit shortly thereafter on a voice vote with no debate. The bill goes next to Gov. Scott Walker.

Current state law generally prohibits a person from possessing a firearm on the grounds of a school or within 1,000 feet of the grounds of a school. An exception already exists for police officers who are on duty.

The bill that passed the Legislature on Tuesday would create exceptions for off-duty police officers and for former police officers who meet specified criteria, including that the former officer:

- must have separated from service with their former law enforcement agency in good standing;
- must have served an aggregate of at least ten years, unless they retired due to a service-related disability after completing their probationary period;
- has not been found by a qualified medical professional, employed by the law enforcement agency, to be unqualified to be a law enforcement officer for reasons related to mental health, *and* did not enter into an agreement with his/her agency that he or she is not qualified to be an officer because of mental health reasons;
- is not prohibited by federal law from possessing a firearm as indicated by a search of the TIME system and the national criminal background check system; and
- has, during the previous 12 months at the former officer's expense, been found by an Law

Enforcement Standards Board-certified firearms instructor, to meet the standard for qualifications in firearms training for active officers established by the state..

The Senate bill passed with all Republicans voting in favor. Three Democratic senators broke with their party to support the bill: Janet Bewley of Ashland, Julie Lassa of Stevens Point and Kathleen Vinehout of Alma.

The Senate tabled a proposed amendment to the bill that would require school principals to be notified that the firearm would be brought into their school. WASB had hoped to see such a provision included in the bill.

WASB did not support the bill. While our existing resolution supports an exception for off-duty police officers, we have reservations about one for former officers. ([Resolution 6.11 \(b\)](#))

SAGE

The Assembly passed a Senate bill ([Senate Bill 32](#)) that would modify Wisconsin's SAGE program to allow schools with existing SAGE contracts to use alternatives to small class-size in order to improve student performance under the program.

The Student Achievement Guarantee Program provides aid to schools that maintain an 18-to-1 or 30-to-2 teacher-student ratio for poor students in kindergarten through third grade. Schools enter into five-year contracts under the program.

The bill would prohibit new SAGE contracts or renewals beyond one-year extensions for deals expiring at the end of this school year. The measure would create a program called Achievement Gap Reduction. That program would allow existing SAGE schools to earn aid by implementing one-to-one tutoring, instructional coaching in math and reading for teachers or maintaining SAGE class ratios or a combination of the three. Unlike SAGE, all participating grades wouldn't have to meet the ratios.

The Assembly passed the bill 62-37 Tuesday. The Senate passed it in May on a 31-2 vote. It goes next to Gov. Walker for his signature.

The WASB supports legislation to shift the emphasis of the SAGE program from class-size reduction to achievement-gap reduction. (See WASB [Resolution 15-15](#))

Read More: [Wisconsin State Journal](#)

Chris Kulow | June 10, 2015 at 5:19 PM | Tags: [Achievement Gap Reduction](#), [Firearms on School Grounds](#), [Law Enforcement](#), [SAGE](#), [Small Class Size](#), [State Legislation](#) | Categories: [State Issue](#) | URL: <http://wp.me/p5Nqw4-al>

[Unsubscribe](#) to no longer receive posts from WASB Legislative Update.
Change your email settings at [Manage Subscriptions](#).

Trouble clicking? Copy and paste this URL into your browser:

<https://wasblegupdate.wordpress.com/2015/06/10/legislature-approves-bills-on-off-duty-former-law-enforcement-carrying-firearms-in-schools-and-sage/>

Thanks for flying with  WordPress.com

.

Abbotsford Middle/Senior High Principal Board Report - June 2015

- 527 people live streamed our graduation ceremony!
- 8th Grade trip to Mt. Olympus was a success. Trip took place Wednesday, June 3rd.
- Finals were conducted Tuesday, June 2nd and Wednesday, June 3rd. Thursday was ½ day with students which involved end of the year clean up and PBIS award presentations. Staff and students should be commended for the minimal disruptions in student learning and achievement through the last few weeks of school.
- PBIS Incentives - During our final day of school we held a Bubble Soccer tournament with both MS and HS divisions. Students and staff enjoyed watching/participating. It was a great way to celebrate a successful year. There were many prizes given out during the event. Our PBIS Committee did a great job setting everything up. The National Guard put together the Bubble Soccer.
- Wednesday, June 3rd Lori Huther and I attended a ceremony at Mikan Day Treatment to celebrate the successes of our students there.

Elementary Principal's Report-June 2015

The Before and After School Program continues to provide tutoring and homework help for students. The main objective was academic help. There were 146 elementary students and over 30 Middle School students enrolled this year. I sure at times, students not enrolled took advantage of the program on certain evenings when parents weren't able to pick them up at 3:30 as well.

Abbotsford was not a recipient of a 21st Century Grant this year. An application was sent in, however, the school did not win an award. The letter from the DPI is included in the packet.

All elementary end of the year events ran very well. Thanks to the PTO for sponsoring the carnival. Thanks to parents for volunteering their time as well as attending events such as the Olympics and Kindergarten Graduation.

I will be working with Jackie on the SAGE expenditure report in June.

Schedules for next year have been set.

I'd like to thank Mr. Welsh and Mr. Bargender for another successful school year. I appreciate their guidance and expertise. Also I'd like to thank the school board for your continued support.

Dashir Management Services, Inc.

60

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

Abbotsford School District June 2015 Custodial / Maintenance Report

Personnel Information

In the last month we have used 8 vacation or emergency days.

Training Conducted

Our monthly safety meeting on Lockout/Tagout was held on Monday, May 18 in the boiler room. The meeting was held at 5:00pm. We viewed the SafeSchools video, completed the short quiz afterwards, and briefly discussed our own electrical issues and concerns.

Inspections

Four inspections were conducted in the last month.

Projects Progress

- LaForce will begin door installs on Thursday June 11, 2015. Streko delivered all the doors on Thursday June 4, 2015.
- Complete Control will begin working on the tech room AC unit on June 11, 2015 or June 12, 2015.
- Hickman Construction worked for two days on the outbuilding metal roofs install, looks good.
- Installing a dust collector may start next week, possibly by June 17.
- Total Electric will soon let us know when they will begin the lighting project.
- Our summer work started Monday June 7, by unloading the five rooms to be re-carpeted, R&R were in house by 8:30 am to start pulling the old carpet up. Carpet was laid by Tuesday June 8, 2015 with vinyl edge to be installed Monday June 15, 2015.
- Began room revival in the same area as the carpet work is being done.

Comments

Thanks again for your continued support.

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

Randy Hill
Building & Grounds Manager

GE

Unit Topics

Each unit of *Reading for Success* reinforces and extends the language and content of the corresponding unit of *English for Success*.



Unit 1: Ratios

EFS Math: Numbers, Fractions



Unit 2: Ice

EFS Science: States of Matter



Unit 3: Time Zones

EFS Geography: Time Zones



Unit 4: Weather and Climate

EFS World Talk Cards: Weather



Unit 5: Negative Numbers

EFS Math: Number Types



Unit 6: Air Resistance

EFS Science: Force, Motion, Gravity



Unit 7: Ocean Exploration

EFS Geography: Land and Water



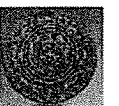
Unit 8: Tea and Coffee

EFS World Talk Cards: Preferences



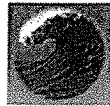
Unit 9: Confucius

EFS History: Historical Figures



Unit 10: Calendars

EFS Math: Time Units



Unit 11: Ocean Waves

EFS Science: Waves



Unit 12: The Earth's Crust

EFS Earth Science: Earth Structure



Unit 13: The Golden Age of Athens

EFS History: Early Greece



Unit 14: Smartphones

EFS Math: Graphs



Unit 15: Predictions

EFS English: Modals



Unit 16: Viruses

EFS Science: Biology: Cells



Unit 17: Margaret Thatcher

EFS History: Famous Leaders



Unit 18: The United Nations

EFS Political Science: Government



Unit 19: Money

EFS Economics: Goods and Services



Unit 20: Nature vs. Nurture

EFS Psychology: Modern History

Scope and Sequence: English For Success – Units 1 & 2

Unit	Main Learning Points	Topics & Sample Sentences
1	• Demonstratives (<i>this, these, here</i>) • Present simple: <i>is, have, like, go, live, dance, add, multiply, subtract, divide, etc.</i> • Present progressive, be + V(ing): <i>I'm going to my math class, are sitting, is doing his homework, is brushing, are getting married, is looking out the window.</i> • Prepositions of location and direction (<i>in, at, on, under, inside, around, to, from</i>) • Adjectives (<i>red, top, bottom, open, beautiful, same, different, new, equal</i>) <i>red dress... is open</i> • Relative location (<i>here, left, right, inside, under the tree, on the left, in the middle, with their parents</i>) • Pronouns (nominative, possessive) <i>he, his, she, her, it, they, their, you, your, I, my</i> • be, do, Contractions, Negation: <i>They're, He's, His, It's, She's, You're, I'm, doesn't have, isn't a good teacher...</i> • Subject-verb agreement: <i>has/have, am/is/are, etc.</i> • Explanation: <i>It means + infinitive</i> • Designation/Reference: <i>one, another, the third, the girl on the left, the bottom number</i> • Yes/No & Wh-questions: <i>Is she, Does he have, What's her name? Which fraction is equal to one half? Who is getting married? What are they doing?</i>	• Describing people & things <i>He has short black hair. His backpack is red. His book is open. Which girl has red hair? He's thirteen years old.</i> • Introductions & Greetings at school <i>"Hi, are you a new student here?" "See you later."</i> • Ability & Likes <i>He's good at art, and he likes sports. She can play the violin.</i> • Math 1: Numbers, Operations, Fractions, Geometrical shapes <i>This is the plus sign. It means to add. A triangle has three sides. What is ten minus five? Zero point five. One half times five.</i> • Information questions <i>How many sides does a triangle have? How old is Tina? Which one is round? What is open? Where are they?</i> • Family relations <i>His sister is Tina. She has a brother. The three children are with their parents.</i>
2	• Present simple: <i>work, study, sell, have, have got, get, build, last, take, start, finish, begin, end, give, take up, count, change, heat, cool, need, happen, etc.</i> • Present progressive, be + V(ing): <i>He's looking at... They are working on a problem. She's selling...</i> • Adjectives (<i>large, small, round, square, opposite, hot, cold, heavy, light, next, same, different, dangerous, etc.</i>) • Adverbs of frequency: <i>always, usually, often, sometimes...</i> • Quantification: <i>some, any, all, a lot, no</i> • Subject Verb Object: <i>she teaches math, he helps sick people, she is selling something, we need energy...</i> • Classification: <i>like, such as, another example, a form of... What kind of... One kind of energy is light.</i> • Time clauses/phrases: <i>for an hour, after he gets up, until 1:50, just before lunch, when you heat water</i> • Wh-questions: <i>What does he do? What is he doing? Who has a dangerous job? Where do they study? When does she have lunch? How long does it last?</i>	• Describing occupations <i>He works in a hospital. She sells things to people.</i> • Schedule & Sequence <i>Her first class starts at... Her third class is math. Her last class is science. "What's your next class?" "My first class is..." He wakes up at 7:00 every morning. His English class is after lunch, until 1:50.</i> • Time & Duration <i>It starts at 8:00. It lasts for 50 minutes. How long does it last?</i> • Science 1: Matter, States of Matter, Energy <i>Matter can be any size, large or small. It has length and width. Solids have shape. Plants get energy from the Sun.</i> • Ability, Potential, & Needs <i>It can be round, like a ball. We need energy...</i> • Information questions <i>What shape is this ball? What happens when you heat... How do you change a liquid into...</i>

6F

School District of Abbotsford
Submitted By: Tina Boneske and Karon Dallmann

Date:

Form 4
Prioritized Needs Report
Reading and Math
Needs Assessment – Spring 2015

Grade Level for 2014-2015	# of Student Selected	Service Delivery and Content	Priority
Kindergarten going into 1st #2 Priority for the elementary school	<i>The Kindergarten class for 2015-2016 will receive first priority due to the possibility of not knowing a lot of their skills and using the assessments we have for the students in our school.</i> 5% of the students are identified as having Special Needs. 34% of the students are ELL. 19 students need help in Reading, Math, or both. Assistance will be provided for these students. Students will be offered additional help during the before and after school programs. Other factors affecting this class are: Attendance, ELL, low income, Migrant, and Homelessness.		
Grade 1 going into 2nd #3 Priority for the elementary school	13% of the students are identified as having Special Needs. 49% of the students are ELL. 18 of the students need help in Reading, Math, or both. Assistance will be provided for these students. Students will be offered additional help during the before and after school programs. Other factors affecting this class are: Attendance, ELL, low income, Migrant, and Homelessness.		
Grade 2 going into 3rd #1 Priority for the elementary school	14% of the students are identified as having Special Needs. 48% of the students are ELL. 26 of the students need help in Reading, Math, or both. Assistance will be provided for these students. Students will be offered additional help during the before and after school programs. Other factors affecting this class are: Attendance, ELL, low income, Migrant, and Homelessness.		
Grade 3 going into 4th #4 Priority for the elementary school	11% of the students are identified as having Special Needs. 35% of the students are ELL. 11 of the students need help in Reading, Math, or both. Assistance will be provided for these students. Students will be offered additional help during the before and after school programs. Other factors affecting this class are: Attendance, ELL, low income, Migrant, and Homelessness.		
Grade 4 going into 5th #5 Priority for the elementary school	10% of the students are identified as having Special Needs. 23% of the students are ELL. 12 of the students need help in Reading, Math, or both. Assistance will be provided for these students. Students will be offered additional help during the before and after school programs. Other factors affecting this class are: Attendance, ELL, low income, Migrant, and Homelessness.		
Grade 5 going into 6th # 1 Priority for the middle/high school	10 in Reading and Math, +1 in Math 17% of the students are identified as having Special Needs. 13% of the students are ELL. In Class/Individual Tutoring 5th grade (going into 6th) is our first priority for the middle/high school. This year is always a traumatic time for some of the students since they are making the transition from a single teacher classroom. Assistance would be offered at the teacher's request either in the classroom or in small group in 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness.		

Form F
Prioritized Needs Report
Reading and Math
Needs Assessment – Spring 2015

Grade Level for 2014 – 2015	# of Student Selected	Service Delivery and Content	Priority
Grade 6 <i>going into 7th</i> #2 Priority for the middle/high school	5 in both Math & Reading; 1 additional just Reading, and 3 just Math.	In Class/Individual Tutoring Grade 6 (going into 7) is the next grade in need of service. MAP scores are being used to show growth and to identify students who need additional interventions. 23% of students are in the 25% or below for MAP test scores. 6% (3) of the students were identified as having special needs in Math or Reading. 8 ELL students are in this class. Total # of Students in Grade: 52 9 students are identified for Title services in Math, Reading or both. There were 12 D's and No F's in Math; 2 D's and No F's in Science; 15 D's and 1 F in Social Studies; 16 D's and 0 F's in English during the first 3 quarters. Assistance would be offered at the teacher's request either in the classroom or in small group in Room 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness.	
Grade 7 <i>going into 8th</i> #3 Priority for the middle/high school	6 in Both Math & Reading; 2 additional just Reading and 4 just Math	In Class/Individual Tutoring 7th Grade (going into 8) MAP scores are being used to show growth and to identify students who need additional interventions. 7% (3) students are identified as having special need in Math or Reading. Total # of students in Grade: 43. 12 Students are identified for Title Services in Math, Reading or Both. There were 14 D's and 3 F's in Math; 1 D's and 1 F's in Science; 18 D's and 3 F's in Social Studies; 11 D's and 6 F's in English during the first 3 quarters. Assistance would be offered at the teacher's request either in the classroom or in small group in Room 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness	
Grade 8 <i>going into 9th</i> Individuals will receive services as schedule permits.	4 in both Math & Reading; 8 in just Math	In Class/Individual Tutoring Grade 8 (going into 9) is next in need of service. MAP scores are being used to show growth and to identify students who need additional interventions. In 8th grade students have been divided into ability groups. The strongest group is taking Algebra I, middle and lower groups will be working on CPM Math 8. Struggling Math 8 students will be put in a smaller group, work at a slower pace with more one-on-one and small group attention. If additional interventions are needed, the RtI committee will address (I am part of the group) what interventions are appropriate. 7% (4) students are identified as have special need. Total # of students in Grade: 55. 12 students are identified for Title Services in Math, Reading or both. There were 13 D's and 7 F's in Math; No D's and No F's in Science; 18 D's and 2 F's in Social Studies; 15 D's and 3 F's in English during the first 3 quarters. Assistance would be offered at the teacher's request either in the classroom or in small group in Room 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness. This group will not be receiving other services or interventions unless specified by RtI team and parent meeting.	
	9 th , and 10 th , grades are evenly matched for need. Since these students do not receive assistance within the classroom setting and must make arrangements either during a study hall, before or after school, When students are identified as struggling during the school year, a 3-member support team will be assigned to them. The support leader will meet weekly with the student discussing what has changed, what assignments are missing, and how the team can assist. The full team will meet monthly with the student (parents will be invited) to discuss what is working, what is not, and what other interventions can we try.		

Grade 9 <i>going into 10th.</i> Individuals will receive services as schedule permits.	4 in both Math & Reading, and +4 in Math Help during Study Hall/Before or After School. Students who struggle with math have been assigned to either Skills Building Math (Math Interventionist) or Algebra IA (Me). Both math courses are designed to cover the math curriculum at a slower pace, have smaller class sizes, and additional intervention supports built in. Struggling Reading students are assigned to Skills Building English. This English course includes teaching vocabulary, reading, writing and study skills. Students successfully completing these courses may enter the regular class stream whenever they and the intervention team deem them ready. 15% (7) students are identified with special needs. Total Students: 48. 8 students have been identified for Title I services. There were 8 D's and 3 F's in Math; 5 D's and No F's in Science; 15 D's and 2 F's in History; 9 D's and 1 F's in English during the first 3 quarters. Assistance would be offered at the teacher's request either in the classroom or in small group in Room 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness This group will not be receiving other services or interventions unless specified by RtI team and parent meeting.
Grade 10 <i>going into 11th.</i> Individuals will receive services as schedule permits.	5 in both Math & Reading Help during Study Hall/Before or After School. Students who struggle with math have been assigned to either Skills Building Math (Math Interventionist), Algebra IA (Me), or Algebra IB (Me). The math courses are designed to cover the math curriculum at a slower pace, have smaller class sizes, and additional intervention supports built in. Struggling Reading students are assigned to Skills Building English. This English course includes teaching vocabulary, reading, writing and study skills. Students successfully completing these courses may enter the regular class stream whenever they and the intervention team deem them ready. 4% (2) students are identified with special needs. Total # students: 45. 5 students have been identified for Title I services. There were 14 D's and 4 F's in Math; 11 D's and 7 F's in Science; 8 D's and 5 F's in History; 11 D's and 7 F's in English during the first 3 quarters. Assistance would be offered at the teacher's request either in the classroom or in small group in Room 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness This group will not be receiving other services or interventions unless specified by RtI team and parent meeting.
Grade 11 <i>going into 12th</i> Individuals will receive services as schedule permits.	3 in both Reading & Math, +1 Math Help during Study Hall/Before or After School. Students who struggle with math have been assigned to either Skills Building Math (Math Interventionist), Algebra IA (Me), Algebra IB (Me), or Geometry A. The math courses are designed to cover the math curriculum at a slower pace, have smaller class sizes, and additional intervention supports built in. Struggling Reading students are assigned to Skills Building English. This English course includes teaching vocabulary, reading, writing and study skills. Students successfully completing these courses may enter the regular class stream whenever they and the intervention team deem them ready 12% (6) students are identified with special needs. Total # students: 49 4 students have been identified for Title I services. There were 7 D's and 7 F's in Math; 6 D's and 1 F's in Science; 19 D's and 6 F's in History; 16 D's and 1 F's in English during the first 3 quarters. Assistance would be offered at the teacher's request either in the classroom or in small group in Room 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness .This group will not be receiving services unless a student becomes at risk of not graduating.

66

REGULAR MEETING MINUTES

CESA 10 Board of Control
725 W. Park Avenue, Chippewa Falls, WI
Thursday, April 9, 2015 – 7:00 PM



Where service and leadership unite.

► CALL TO ORDER

The meeting was called to order by Marty Hallock at 7:04 p.m.

► ROLL CALL AND MILEAGE

 P Donna Albarado
 P Doug Dicus
 P Rick Eloranta
 P Corey Grape

 P Marty Hallock
 P Deanna Heiman
 P Ron Keys
 P Valorie Kulesa

 P Cheryl Ploeckelman
 P Mark Shain
 P Rozanne Traczek

► FINANCIAL REPORTS

Motion by Rick Eloranta and seconded by Rozanne Traczek to approve the treasurer's recommendation of issuing CESA checks numbered 68116 through 68182 (voided checks #68130 and 68001); and the March, 2015 Reconciliation Statements. Motion carried.

► CONSENT AGENDA

A. Minutes: Board of Control Meeting – March 12, 2015

B. Employment:

- B.1 Peter Olson – School Psychologist – Resignation – Effective 2015-16 School Year
- B.2 Jessica Anderson – Transfer into Energy Advisor Position
- B.3 Kellie Kjesbo – Birth-3 Early Childhood Teacher, Start Date 4/1/15
- B.4 Elizabeth Glomski – Birth-3 Early Childhood Teacher, Start Date 4/1/15
- B.5 Tracey Balthazor – Birth-3 Early Childhood Teacher, Start Date 4/1/15
- B.6 Benjamin Ebner – Environmental, Health and Safety Consultant, Start Date 5/1/15

C. Out of State Travel: None

Motion by Valorie Kulesa and seconded by Ron Keys to approve the consent agenda. Motion carried.

► REPORTS AND DISCUSSION ITEMS

1. Annual Legislative Meeting Update

Board members who attended the annual Medford Legislative Forum on March 30th shared their insights on the exchange between legislators and school officials.

2. Review Preliminary Recommendations for Personnel Wages and Benefits

Mike Haynes and Connie Wislinsky presented a summary of recommendations for employee compensation for 2015-16. Performance-based compensation levels are currently based on projections and actual evaluations will support final levels assigned. Health insurance rates should be finalized very soon, but any change in the rate is expected to be insignificant. Charlie Schneider presented an overview of compensation levels in the Facilities Management Department.

► **ACTION ITEMS**

1. Consider Recommendation to Approve the Preliminary Notice of Non-Renewals

In compliance with WI §118.22, the Board of Control was asked to approve the Preliminary Notice of Intent to Non-Renew for 2015-16 based on preliminary staffing needs.

Motion by Doug Dicus and seconded by Mark Shain to approve the preliminary notice of non-renewals as presented. Motion carried.

2. Consider Recommendation to Transition to Electronic (ACH) for All Vendor Checks

Brad Henningfeld presented a plan to transition vendor payments from paper checks to ACH transactions. From a vendor standpoint, there would be less opportunity for fraud. In an average month, CESA 10 prints approximately 80 checks. The goal would be to reduce the number of checks to as few as possible; reducing labor and use of printing resources.

Motion by Rick Eloranta and seconded by Cheryl Ploeckelman to transition to electronic transactions for all vendor checks, with transactions completed following approval at the Board of Control meeting. Motion carried.

3. Consider Recommendation to Approve Amendment to Focus on Energy Contract

Charlie Schneider proposed a \$74,000 amendment to the Focus on Energy contract, which would address the management of renewable incentives. The timeframe from the date an incentive is submitted until it is paid must be less than 45 days.

Motion by Valorie Kulesa and seconded by Rozanne Traczek to approve the amendment to the Focus on Energy contract as presented. Motion carried.

4. Notice of Closed Session §19.85 (1)(c) Staffing

Convene to closed session as per WI Statutes §19.85 (1)(c) considering employment, promotion, compensation or performance evaluation data of any public employees over which the governmental body had jurisdiction or exercises responsibility.

Motion by Rozanne Traczek and seconded by Mark Shain to convene into closed session at 8:01 pm, carried by a roll call vote:

<u>P</u> Donna Albarado	<u>P</u> Marty Hallock	<u>P</u> Cheryl Ploeckelman
<u>P</u> Doug Dicus	<u>P</u> Deanna Heiman	<u>P</u> Mark Shain
<u>P</u> Rick Eloranta	<u>P</u> Ron Keys	<u>P</u> Rozanne Traczek
<u>P</u> Corey Grape	<u>P</u> Valorie Kulesa	

Motion by Rick Eloranta and seconded by Val Kulesa to adjourn closed session and reconvene to open session at 8:51 pm, carried by a roll call vote:

<u>P</u> Donna Albarado	<u>P</u> Marty Hallock	<u>P</u> Cheryl Ploeckelman
<u>P</u> Doug Dicus	<u>P</u> Deanna Heiman	<u>P</u> Mark Shain
<u>P</u> Rick Eloranta	<u>P</u> Ron Keys	<u>P</u> Rozanne Traczek
<u>P</u> Corey Grape	<u>P</u> Valorie Kulesa	

► **OTHER ORGANIZATIONAL BUSINESS WHICH MIGHT LEGALLY COME BEFORE THE BOARD**

- The Board of Control thanked Doug Dicus for his service on the CESA 10 Board of Control. Doug lost his local school board race in February's primary election.

► **ADJOURN**

Motion by Donna Albarado and seconded by Doug Dicus to adjourn the meeting at 8:55 p.m. Motion carried.

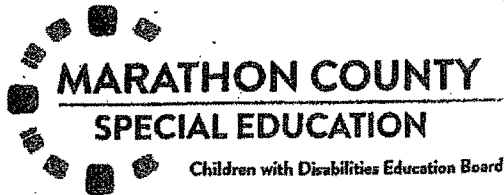
Administrator Highlights
May 12, 2015

Present: Reed Welsh, Abbotsford
Tim Micke, Athens
Cari Guden, Edgar, Ph.D.
Rick Parks, Marathon
Marc Christianson, Rosholt
Mike Endreas, Spencer
Eric P. Hartwig, MCSE, Ph.D.
Kelly Kapitz, MCSE, Ph.D.

- Medicaid reimbursements will continue to be remitted to the districts. Payments will begin coming this month.
- Flow-through assurances will again be signed electronically. Dr. Kapitz will alert the superintendents when the software is open for signatures.
- End of year costs were distributed. Projected costs for 2015-16 are anticipated to be up 4% based on early calculations. Administrators will be given additional information at future meetings.
- MOE calculations are being completed.
- Dr. Hartwig provided a cost analysis related to ACA rule changes to 30-hour employees. Single health plan offerings for eligible staff could exceed an additional \$108,000 annually.
- Updated Open enrollment agreements will be sent out to participating schools. Estimates are due for incoming students to resident districts by May 22. MCSE will coordinate this effort.
- Dr. Hartwig provided a draft template for New/Transfer student procedures. Administrators requested an electronic version so that they could adapt it to their local need.
- Youth Employability Services Program updates were shared. A majority of our special education students are moving directly into the workforce. Twenty percent are attending a technical college and 15% are attending a university.
- MCSE held a meeting with DVR to address concerns regarding Clark County services. A mutual understanding and clarifications were achieved.
- MCSE received a grant for addressing the mental health needs of children in schools. A portion of these dollars will be used for the School-based Mental Health Summit in July.
- Next administrators meeting will be scheduled for early June.

Calendar of Events

June 8-10, 2015 – Summer Camp
July 21-22, 2015 – School-based Mental Health Summit
July 27-30, 2015 – MCSEC Summer Academy
August 12, 2015 – Health Skills Day
August 27, 2015 – Beginning of the Year Inservice, Marathon



6H
Lakeview Professional Plaza
1200 Lakeview Drive #350
Wausau, WI 54403-6707

REVISED
MARATHON COUNTY CHILDREN WITH DISABILITIES EDUCATION BOARD

May 21, 2015 - 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, Kathy Matthaideess, Finance Manager, Becca Schreiber, Finance and Shelby Wasniewski, Board Recorder.
- The meeting was called to order by Chairman Resech at 12:24 p.m.
- The minutes of April 16, 2015 meeting were approved.
- Shared upcoming Board Events.
- Approved finance packet as presented.
- End of the Year costs were distributed. Projected costs for 2015-16 are anticipated to be up 3-4% based on early calculations, depending on continued plan of service revenue.
- The MidAmerica Trust Statement will be shared during the June meeting.
- The Board was provided with a copy of our letter and response to the Internal Revenue Service. A portion of the 941 Quarterly taxes were not paid in a timely fashion for the quarter ending December 31, 2014. Dr. Hartwig is working with the IRS to reconcile the problem and receive a refund for the late penalty charge.
- Dr. Hartwig discussed the 2015-2016 budget plan and a costs analysis related to the Affordable Care Act rule changes.
- Dr. Hartwig shared the highlights from the May 12, 2015 Administrator meeting.
- The Board received a copy of the letter to Tashia Morgridge, FOSA Foundation, thanking them for the \$50,000 received to fund the SMART Tables as part of the Wisconsin Technology Initiative.
- Dr. Hartwig presented the annual letter to office staff regarding the office calendar for the upcoming school year.

- There was a discussion on creating a Board Representation/Communication Protocol. This protocol would discuss how often our Board members would meet with district boards.
- There was a second reading of the Teacher Handbook, Paraeducator Handbook and Office Staff Handbook. Dr. Hartwig will make the additions and revisions and present those changes at the June meeting.
- Dr. Hartwig discussed the upcoming professional developments events.
- The Board received copies of the retirement recognition awards for Jill Waldron, Cheryl Christianson, Tina Gibbons and Cheryl Adams. A copy of the letter congratulating MaDonna Enkers on receiving the WCASS Region 7 Special Education Teacher of the Year Award was also presented.
- The letter of nonrenewal based on realignment was approved.
- The contracts for Cheryl Post, Kelsey Parkin, Robert Toepel, Sue Mathson, Brooke Allen, Amanda Cattanaach, Nicole Daul and Kaitlin Koch received after the due date was approved.
- The salary adjustments for 2015-2016 as presented was approved.
- In personnel,

Approved Hires

Todd Diethelm, CC, Athens Elementary School

Alysa Firkus, SL, Athens Elementary School

Jason Haluska, School Psychologist, Athens School District

Jessica Halvorsen, CC, Edgar Elementary

Susan Frasch, SL, Rosholt Elementary School

Approved Resignations

Aimee Burazin, School Psychologist, Athens School District

Emily Quinlan, CC, Athens Elementary School

Sunni Massop, CC, Edgar Elementary School

Approved Retirements

Cheryl Christianson, EBD, Rosholt High School

- The meeting adjourned at 3:08 p.m.

email: MCCDEB

Fax: District Administrators

e-mail: Principals and Psychologists



SCHOOL DISTRICT OF ABBOTSFORD
ABBOTSFORD, WISCONSIN 54405



RYAN BARGENDER
HIGH SCHOOL PRINCIPAL
307 N Fourth Avenue
Telephone (715) 223-2386
Fax (715) 223-3986

REED WELSH
ADMINISTRATOR
510 W Hemlock Avenue
Telephone (715) 223-6715
Fax (715) 223-4239

GARY GUNDERSON
ELEMENTARY PRINCIPAL
510 W Hemlock Avenue
Telephone (715) 223-4281
Fax (715) 223-6270

School District of Abbotsford
Board of Education Meeting
Monday, May 18, 2015
High School Community Room at 6:30 p.m.

Board Members Present: Donald Medenwaldt, Andy Baldus, Eric Ries, Shanna Hackel, Gary Schraufnagel, Dave Otten, and Juanita Hammel

Absent: None

Administration: Reed Welsh, Ryan Bargender, and Gary Gunderson

Others: Randy Hill, Christian Parker (TP Printing), Lori Huther, and Jackie Schreiber.

Reed Welsh called the meeting to order at 6:31 PM.

Reed Welsh verified the proper posting of the meeting.

Reed Welsh opened the floor for nominations for president. **Motion by Eric Reis, seconded by Shanna Hackel to nominate Donald Medenwaldt for president. Motion by Andy Baldus, second by Dave Otten to close the nominations and elect Donald Medenwaldt with a unanimous vote for board president. Motion carried on a roll call vote with all ayes.**

Motion by Eric Reis, seconded by Shanna Hackel to nominate Andy Baldus as board vice president. Motion by Gary Schraufnagel, second by Dave Otten to close the nominations and elect Andrew Baldus as Board Vice President with a unanimous vote for vice president. Motion carried on a roll call vote with all ayes.

Motion by Eric Reis, seconded by Gary Schraufnagel to nominate Shanna Hackel as Board Clerk. Motion by Andy Baldus, second by Juanita Hammel to close the nominations and elect Shanna Hackel as Board Clerk with a unanimous vote. Motion carried on a roll call vote with all ayes.

Motion by Shanna Hackel, seconded by Gary Schraufnagel to nominate Eric Reis as Board Treasurer. Motion by Dave Otten, second by Shanna Hackel to close the nominations and to elect Eric Reis as Board Treasurer with a unanimous vote. Motion carried on a roll call vote with all ayes.

Motion by Dave Otten, second by Juanita Hammel to nominate Andy Baldus as the CESA 10 delegate. Motion by Eric Reis, second by Shanna Hackel to close the nominations and to elect Andy Baldus as CESA 10 Delegate with a unanimous vote. Motion carried on a roll call vote with all ayes.

Motion by Eric Reis, second by Shanna Hackel to nominate Dave Otten as the CESA 10 delegate alternate. Motion by Gary Schraufnagel, second by Andy Baldus to close the nominations and to elect Dave Otten as the CESA 10 delegate with a unanimous vote. Motion carried on a roll call vote with all ayes.

Motion by Shanna Hackel, second by Dave Otten to nominate Donald Medenwaldt as the WASB Delegate. Motion by Gary Schraufnagel, second by Dave Otten to close the nominations and to elect

Dave Otten as the WASB Delegate with a unanimous vote. Motion carried on a roll call vote with all ayes.

Motion by Otten, second by Eric Reis to keep John Resch as our MCCDEB Representative. Motion carried on a roll call vote with all ayes.

Committee assignments were made by President Medenwaldt: Teacher negotiations: Eric Reis, Andy Baldus, and Gary Schraufnagel; Support Staff Negotiations: Donald Medenwaldt, Shanna Hackel, and Juanita Hammel; Transportation: Andy Baldus, Shanna Hackel, and Dave Otten; Policy: Juanita Hammel, Shanna Hackel, and Dave Otten; Finance: Eric Reis, Donald Medenwaldt, and Gary Schraufnagel; Facilities: Donald Medenwaldt, Juanita Hammel, and Gary Schraufnagel; Curriculum Committee: Eric Reis, Andrew Baldus, and Dave Otten; Board of Canvassers: Reed Welsh, Jackie Schreiber, and Shanna Hackel.

Reed Welsh then presented the Wisconsin Taxpayer Alliance Focus Publication, presented the 2015-2017 State Budget Proposal, an update from the WIAA Annual Meeting dated April 22, an update on the Safe Routes to School, and an update on the meeting with Representative Kulp.

Elementary Principal Gary Gunderson reported on Teacher Appreciation week (week of May 4), Spring Concert, Dream Flight (May 19), year-end testing, PBIS referrals, PALS testing, and SAGE contract renewal.

Middle/high school principal, Ryan Bargender, reported on Honoring Excellence Banquet (Apr 22), Jazz Band/Show Choir Branson Trip (April 22-26), Marawood Conference Art Day (May 1), Solo/ensemble State Competition (May 2), Gannett Central Wi Media High School Sports Awards Banquet (May 6), Marshfield Elks Lodge Outstanding Student Youth Achievement Awards Night (May 6), MS/HS Band Concert (May 11), Senior banquet (May 13), Graduation (May 16), and Student Senate 8th grade trip to Mt. Olympus (June 3).

Summer School Coordinator, Gary Gunderson, presented a cost spreadsheet for 2015 summer school. He indicated that contracts are prepared and at this time, we have over 200 students signed up.

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

Ms. Huther has completed the 2014-2015 School Counselor Report for the board. A summary was presented including a summary of activities for the school year from the counseling department.

Ms. Huther also presented the information from the 2014-2015 state mandated and Marathon County testing for the District Assessment Coordinator (DAC). You can review the 2014-2015 results for the Abbotsford at <http://www.dpi.state.wi.us/sig/index.html>. She also provided a comprehensive summary for the board. She broke down the different state and county tests we have given, the positive and negative aspects of the tests and how we use the data to help improve our intervention and teaching of the students.

Reed Welsh then presented the CESA 10 Board of Control Meeting Minutes from March 12, 2015.

Reed Welsh then presented the Marathon County Children with Disabilities Administrators highlights from the April 16th, 2015 meeting and the board highlights held on April 16, 2015.

Reed Welsh also presented the PTO Treasurer's Report and meeting minutes from May 5, 2015.

Each building principal presented an update on student achievement.

Gary Gunderson, Ryan Bargender, and Reed Welsh presented the Athletic Directors report. They presented school records that were broke, and code violations.

A motion was made by Andy Baldus, second by Shanna Hackel to accept the consent agenda items as presented:

Approve minutes of meeting—(April 20-Regular Board; April 20 – Policy Committee; April 28 – Finance Committee)

Approve revenues, expenditures, and student activity reports

Approve monthly journal entries

Approve general budget transfers/revisions

Approve new hire report

Approve 2014-2015 Substitute List

Approve grant applications and approvals (None)

Approve out of state travel (FBLA Nationals – Chicago IL; June 27-July 3)

Approve awards, donations, and gifts (None)

Approve 2015-2016 Health Insurance (Security Health) Renewal

Approve ESEA Assurances

Approve WIAA Membership (Senior High) 2015-2016

Approve WIAA Membership (Middle School) 2015-2016

Proclamations/Resolutions/Recognitions: (State Music Solo Ensemble, State Forensics, State FCCLA, State FBLA, and Marawood Conference Art Day)

Motion carried on roll call vote with all ayes.

Motion by Shanna Hackel, second by Eric Reis to approve policy number 820: School District of Abbotsford Nutrition and Wellness Guidelines as presented. Motion carried on a roll call vote with all ayes.

Reed Welsh then presented the following policy handbooks and recommended changes at the April Policy Committee meeting: Employee Handbook, Part I: Provisions Applicable to all staff, Employee Handbook; Part II: Staff with Individual Contracts, Employee Handbook; Part III: Non-Exempt staff without individual contracts under SS 118.22, Wis. Stats.; Employee Handbook Part V: Co-Curricular Staff; and Employee Handbook Part VI: Substitute Employees.

Reed Welsh also presented the 2014-2015 utility expenditure report.

Motion by Eric Reis, second by Shanna Hackel to approve resolution 2015-03: Resolution authorizing the Transfer of Funds, in the amount of \$400,000, the Establishment of an Escrow Account with Respect to And the Defeasance of certain of the General Obligation School Building Bonds, Dated March 4, 2008 as presented. Motion carried on a roll call vote with all ayes.

Motion by Dave Otten, second by Andy Baldus to approve the 2015-2016 lunch and adult price increase as presented. Motion carried on a roll call vote with all ayes.

Motion by Eric Reis, second by Juanita Hammel to approve the AEA 2015-2016 Master Contract as presented. Motion carried on a roll call vote with all ayes.

Motion by Andy Baldus, second by Shanna Hackel to approve the AEA Support Staff 2015-2016 contract as presented. Motion carried on a roll call vote with all ayes.

Motion by Shanna Hackel, second by Eric Reis to approve the 2015-2016 Non-Represented/Administrative contracts as presented. Motion carried on a roll call vote with all ayes.

Motion by Eric Reis, second by Juanita Hammel to approve 2015 Summer School Contracts as presented. Motion carried on a roll call vote with all ayes.

Motion by Dave Otten, second by Gary Schraufnagel to approve hiring Jesse Meddaugh as the District Technology Specialist as presented. Motion carried on a roll call vote with all ayes.

Motion by Shanna Hackel, second by Andy Baldus to accept the resignation of Ryan McCain as the Middle/High school Math teacher as presented. Motion carried on a roll call vote with all ayes.

Motion by Shanna Hackel, second by Gary Schraufnagel to accept the resignation of Linda Meyer as a cook's helper – food service as presented. Motion carried on a roll call vote with all ayes.

Motion by Gary Schraufnagel, second by Eric Reis to accept the resignation of Jay Hoffman as Middle School Girls Basketball Coach as presented. Motion carried on a roll call vote with all ayes.

Motion by Eric Reis, second by Shanna Hackel to establish May 21st, 2016 as the 2016 graduation date as presented. Motion carried on a roll call vote with all ayes.

Motion by Dave Otten, second by Gary Schraufnagel to approve all open enrolled applications in and out as presented. Motion carried on a roll call vote with all ayes.

Motion by Shanna Hackel, second by Eric Reis to adjourn at 8:09 PM. Motion carried on a roll call vote with all ayes.

The board was reminded of the following upcoming events: June 15, 2015 – Regular Monthly Board Meeting at 6:30 PM in the high school community room.

The meeting adjourned at 8:34 p.m.

Respectfully submitted:

Transcribed by:

Natalyn Jannene
Board Clerk

Jackie Schreiber
District Bookkeeper

73

SCHOOL DISTRICT OF ABBOTSFORD

ABBOTSFORD, WISCONSIN 54405

RYAN BARGENDER
HIGH SCHOOL PRINCIPAL
307 N. Fourth Avenue
Telephone (715) 223-2386
Fax (715) 223-3986

REED WELSH
ADMINISTRATOR
510 W Hemlock Street
Telephone (715) 223-6715
Fax (715) 223-4239

GARY GUNDERSON
ELEMENTARY PRINCIPAL
510 W Hemlock Street
Telephone (715) 223-4281
Fax (715) 223-6270

Check Approval June 15, 2015

The Abbotsford School Board of Education, at its Regular Meeting on June 15, 2015 approved the following checks:

RECEIPTS

Receipts – General (May)	# 19844 - 19935	\$ 122,143.85
Receipts – Student (May)	# 60202285 - 60202300	\$ 4,187.86

VENDOR CHECKS

Vendor Checks (May 16 – June)	# 55453 - 55565	\$ 239,595.15
Vendor EFT (May 15 – June)	# 141500326 - 141500350	\$ 94,081.62
Payroll Wire (May 15 – June 12)	# 201400129 - 201400137	\$ 124,910.39
Student Activity (May 15 – June 12)	# 6714 - 6736	\$ 7,042.98

PAYROLL CHECKS

Payroll Checks (May)	# 26584 - 26586	\$ 359.96
Direct Deposits (May)	# 15847 - 16042	\$ 297,925.32
Payroll Payables (May)		\$ 0.00

JOURNAL ENTRIES

Journal Entries (May)	14-00102 – 14-00111
-----------------------	---------------------

BUDGET REVISIONS

Budget Revisions (May)	None
------------------------	------

BUDGET TRANSFERS

Budget Transfers (May)	None
------------------------	------

ABBOTSFORD SCHOOL BOARD OF EDUCATION

President

Vice President

Clerk

Treasurer

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
17	ABBY BANK	06/05/2015	20.00
18	EMPLOYEE BENEFITS CO	06/05/2015	1,626.90
6714	DESIGNER ADVERTISING	05/19/2015	13.00
6715	EQUAL RIGHTS DIVISIO	05/19/2015	45.00
6716	GREEN GROVE SUPPLY	05/19/2015	26.00
6717	KRAMERS COUNTY MARKE	05/19/2015	1,452.24
6718	NATIONAL FFA ORGANIZ	05/19/2015	134.00
6719	RUESCH, REBECCA	05/19/2015	23.46
6720	SCHREINER, DYLANA	05/19/2015	160.00
6721	SEEFLOTH, EMMA	05/19/2015	77.91
6722	SLIPEK, JOHN	05/19/2015	250.00
6723	TEAM SPORTING GOODS	05/19/2015	180.00
6724	TUMARK INC	05/19/2015	150.00
6725	WI ASSOCIATION OF FF	05/19/2015	25.00
6726	MOUNT OLYMPUS THEME	06/02/2015	877.50
6727	BOOTH, JENNIFER	06/10/2015	196.00
6728	CUP FOOD PANTRY	06/10/2015	131.44
6729	DESIGNER ADVERTISING	06/10/2015	22.50
6730	DUKESTEAD ACRES INC	06/10/2015	625.00
6731	EQUAL RIGHTS DIVISIO	06/10/2015	22.50
6732	PROGRESSIVE TRAVEL I	06/10/2015	725.00
6733	PROVISION PARTNERS	06/10/2015	362.26
6734	SHERATON MADISON HOT	06/10/2015	795.00
6735	SLIPEK, JOHN	06/10/2015	458.45
6736	THE GRAPHIC EDGE, IN	06/10/2015	290.72
55453	BABCOCK, HARRY	05/21/2015	93.60
55454	BAINER, LESTER	05/21/2015	73.20
55455	DEAN, PAUL	05/21/2015	60.00
55456	HOML, RICHARD	05/21/2015	60.00
55457	THE O'BRIEN AGENCY,	05/21/2015	10,218.00
55458	WE ENERGIES	05/21/2015	821.85
55459	B & H PHOTOGRAPHY	05/27/2015	193.20
55460	CONSTELLATION NEWENE	05/27/2015	485.58
55461	HACK, TOM	05/27/2015	65.00
55462	NETOP	05/27/2015	1,960.00
55463	PREMIER ASSISTIVE TE	05/27/2015	760.00
55464	STELLA, MARVIN	05/27/2015	84.80
55465	ABBOTSFORD ED FOUNDA	05/28/2015	180.00
55466	GREAT- WEST	05/28/2015	1,820.00
55467	MIDAMERICA - TSA	05/28/2015	1,502.50
55468	ARIAS, MEGAN	05/28/2015	376.04
55469	KNAPMILLER, JACOB	05/28/2015	420.00
55470	WHITE, CATHERINE	05/28/2015	118.88
55471	ZASSENHAUS, SANDRA	05/29/2015	30.00
55472	DOWNING, KIP	06/02/2015	65.00
55473	LEWANDOWSKI, JOANN	06/02/2015	30.00
55474	PACHAL, JOE	06/02/2015	99.79
55475	ABBOTSFORD POST OFFI	06/02/2015	157.08
55476	CELLCOM WAUSAU MSA	06/03/2015	32.95
55477	CHARTER COMMUNICATIO	06/03/2015	136.10
55478	HOLIDAY INN EXPRESS	06/03/2015	1,396.89
55479	KNAPMILLER, JACOB	06/03/2015	704.00
55480	AFLAC	06/08/2015	240.66
55481	FRONTIER	06/08/2015	810.40
55482	XCEL ENERGY	06/08/2015	11.53
55483	PRAIRIE FIRE THEATRE	06/08/2015	1,950.00

7B

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
55484	XCEL ENERGY	06/08/2015	9,902.53
55485	ABBOTSFORD ED FOUNDA	06/10/2015	180.00
55486	GREAT- WEST	06/10/2015	1,820.00
55487	MIDAMERICA - TSA	06/10/2015	1,502.50
55488	ARIAS, MEGAN	06/12/2015	429.76
55489	WHITE, CATHERINE	06/12/2015	208.04
55490	A TO Z TOWN AND COUN	06/12/2015	77.74
55491	ABBOTSFORD TRAVEL ST	06/12/2015	88.00
55492	ABBOTSFORD HIGH SCHO	06/12/2015	157.50
55493	ABBOTSFORD POST OFFI	06/12/2015	320.00
55494	ADVANCED DISPOSAL SE	06/12/2015	778.61
55495	ALL AMERICAN SPORTS	06/12/2015	4,827.61
55496	ANDERSON, KELSEY	06/12/2015	576.00
55497	BASEMAN HARDWOOD FLO	06/12/2015	5,583.60
55498	BELANGER, DARRELL	06/12/2015	3.85
55499	BLOCK IRON & SUPPLY	06/12/2015	25.00
55500	BLUE RIBBON MAINTENA	06/12/2015	448.19
55501	BURT AWARDS INC	06/12/2015	97.50
55502	BUSHMAN DAIRY DIST	06/12/2015	2,685.35
55503	CENTRAL WI PLUMBING,	06/12/2015	952.20
55504	CESA 10	06/12/2015	4,615.25
55505	CHICAGO MARRIOTT DOW	06/12/2015	2,653.92
55506	COMPLETE CONTROL INC	06/12/2015	6,150.00
55507	CPM EDUCATIONAL PROG	06/12/2015	275.00
55508	CTL COMPANY INC	06/12/2015	466.26
55509	DEPT OF HEALTH & FAM	06/12/2015	590.00
55510	DIRKS GROUP LLC	06/12/2015	3,415.50
55511	DWD-UI	06/12/2015	573.45
55512	EVAN-MOOR	06/12/2015	174.75
55513	FBLA-PBL	06/12/2015	585.00
55514	G & K SERVICES	06/12/2015	129.38
55515	GRAINGER	06/12/2015	993.75
55516	HALL, TRACE	06/12/2015	917.90
55517	HICKMAN BUILDING LLC	06/12/2015	8,785.00
55518	HOUGHTON MIFFLIN COM	06/12/2015	1,580.15
55519	INFO MART	06/12/2015	60.00
55520	INTEGRATED SYSTEMS C	06/12/2015	3,072.00
55521	INTER-STATE STUDIO &	06/12/2015	677.70
55522	JAKEL PLUMBING HEATI	06/12/2015	2,138.90
55523	JAKEL, MARGUERITE/CL	06/12/2015	565.50
55524	JR ACHIEVEMENT OF WI	06/12/2015	1,252.25
55525	KNEIFL, AL	06/12/2015	18.00
55526	KOLB, JULIANNE	06/12/2015	48.25
55527	LAVIN, GLENN	06/12/2015	95.15
55528	LEIBY, LESTER	06/12/2015	11.50
55529	MACNEIL ENVIRONMENTA	06/12/2015	2,781.00
55530	MAILROUTE INC	06/12/2015	451.40
55531	MARIER, JOSEPH	06/12/2015	1.00
55532	MEDFORD AREA PUBLIC	06/12/2015	4,770.00
55533	MICHLIG, KEVIN	06/12/2015	7.65
55534	MIDAMERICA ADMIN & R	06/12/2015	124.99
55535	MJ CARE	06/12/2015	316.50
55536	NEHLS, RANDY	06/12/2015	37.75
55537	NORTHERN MUSIC SERVI	06/12/2015	1,757.82
55538	OCHOA, FIDEL	06/12/2015	4.15
55539	OMNI GLASS & PAINT I	06/12/2015	27,470.00

CHECK NUMBER	CHECK VENDOR	CHECK DATE	AMOUNT
55540	PARCHMENT INC	06/12/2015	250.00
55541	PRO-ED	06/12/2015	322.45
55542	PROVISION PARTNERS	06/12/2015	2,567.34
55543	R & R FLOORING	06/12/2015	11,400.00
55544	RENAISSANCE LEARNING	06/12/2015	4,708.00
55545	RESLER, ANTHONY	06/12/2015	11.45
55546	RUNDLE, CONNIE	06/12/2015	1.50
55547	RUPPEL, DEBORAH	06/12/2015	35.50
55548	SCHOOL DIST OF COLBY	06/12/2015	38,989.07
55549	SCHOOL DISTRICT OF A	06/12/2015	13,270.00
55550	SCHOOL DISTRICT OF S	06/12/2015	1,000.00
55551	SCHOOL SPECIALTY INC	06/12/2015	27.80
55552	SCHORER, SHANNON	06/12/2015	5.10
55553	SECURITY ADMINISTRAT	06/12/2015	30.75
55554	STAGE ACCENTS	06/12/2015	1,258.24
55555	STEVE COLBY EXCAVATI	06/12/2015	419.50
55556	STEVE'S DRIVING RANG	06/12/2015	100.00
55557	TOTAL COMMERCIAL FIT	06/12/2015	27,900.00
55558	TRIBUNE PHONOGRAPH	06/12/2015	46.00
55559	TUMARK INC	06/12/2015	170.00
55560	WALLER, MARTY	06/12/2015	8.75
55561	WASDA	06/12/2015	235.00
55562	WI ASSOC FOR EQUITY	06/12/2015	300.00
55563	WI TAXPAYERS ALLIANC	06/12/2015	113.95
55564	WISCONSIN DEPARTMENT	06/12/2015	1,500.00
55565	WSMA	06/12/2015	90.00
141500326	ABBOTSFORD CITY	06/12/2015	4,283.71
141500327	ABEL, NANCY	06/12/2015	114.35
141500328	APPLE INC	06/12/2015	510.00
141500329	BOOTH, JENNIFER	06/12/2015	378.99
141500330	BURNETT TRANSIT INC	06/12/2015	9,163.74
141500331	DASHIR MANAGEMENT SE	06/12/2015	15,407.14
141500332	DEAN FOODS OF WISCON	06/12/2015	3,632.08
141500333	GUNDERSON, KAREN	06/12/2015	59.92
141500334	HIRSCH, TAFFY	06/12/2015	119.93
141500335	HOBART SERVICE	06/12/2015	256.88
141500336	INDIANHEAD FOODSERVI	06/12/2015	18,850.03
141500337	J W PEPPER & SON INC	06/12/2015	526.77
141500338	KRAMERS COUNTY MARKE	06/12/2015	892.04
141500339	MARATHON COUNTY SPEC	06/12/2015	36,412.50
141500340	MENDOZA, SHYANN	06/12/2015	446.92
141500341	PAN-O-GOLD	06/12/2015	643.84
141500342	PRAXAIR DISTRIBUTION	06/12/2015	84.00
141500343	QUILL CORPORATION	06/12/2015	133.32
141500344	SCHINDLER, KIM	06/12/2015	185.31
141500345	TP PRINTING CO INC	06/12/2015	165.56
141500346	WAUSAU CHEM CORP	06/12/2015	691.45
141500347	WE ENERGIES	06/12/2015	184.58
141500348	WEIDEMAN, JULIE	06/12/2015	50.00
141500349	WILL, JODY	06/12/2015	498.56
141500350	WISNET	06/12/2015	390.00
201400129	INTERNAL REVENUE SER	05/29/2015	33,141.71
201400130	WI DEPT OF REVENUE	05/29/2015	5,666.35
201400131	WI RETIREMENT SYSTEM	05/29/2015	18,820.28
201400132	DELTA DENTAL	06/01/2015	6,501.59
201400133	INTERNAL REVENUE SER	06/15/2015	34,969.26

CHECK		CHECK	
NUMBER	VENDOR	DATE	AMOUNT
201400134	WI DEPT OF REVENUE	06/15/2015	5,960.25
201400135	WI RETIREMENT SYSTEM	06/15/2015	19,758.22
201400137	CELLCOM WAUSAU MSA	06/11/2015	92.73
Totals for checks			465,630.14

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	166,023.71	-1,560.00	183,608.80	348,072.51
27	SPECIAL EDUCATION FUND	0.00	0.00	64,430.37	64,430.37
50	FOOD SERVICE FUND	0.00	289.60	27,605.34	27,894.94
60	AGENCY FUND	7,042.98	0.00	0.00	7,042.98
80	COMMUNITY SERVICE FUND	0.00	0.00	18,000.00	18,000.00
99	OTHER PACKAGE AND COOPERATIVE	0.00	0.00	189.34	189.34
***	Fund Summary Totals ***	173,066.69	-1,270.40	293,833.85	465,630.14

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

Receipt	Post Date	Reference	Amount	Comment	Acct Nbr	Description	Receipt
19839	05/04/2015	WI DPI AIDS REG	8698.37		50 R 800 717 500000 546	FOOD SERVICE AID-BREAKFAST	19839
19839	05/04/2015	WI DPI AIDS REG	-8698.37		50 R 800 717 500000 546	FOOD SERVICE AID-BREAKFAST	19839
19840	05/04/2015	WI DPI AIDS REG	1217.70		50 R 800 717 500000 547	FOOD SERVICE AID-LUNCH	19840
19840	05/04/2015	WI DPI AIDS REG	-1217.70		50 R 800 717 500000 547	FOOD SERVICE AID-LUNCH	19840
19841	05/04/2015	WI DPI AIDS REG	11425.69		27 R 800 730 500000 341	IDEA FLOW THROUGH (EIS)	19841
19841	05/04/2015	WI DPI AIDS REG	-11425.69		27 R 800 730 500000 341	IDEA FLOW THROUGH (EIS)	19841
19842	05/04/2015	WI DPI AIDS REG	502.01		27 R 800 730 500000 347	IDEA PRESCHOOL ENTITLEMENT	19842
19842	05/04/2015	WI DPI AIDS REG	-502.01		27 R 800 730 500000 347	IDEA PRESCHOOL ENTITLEMENT	19842
19844	05/08/2015	MWEHRMAN	355.55		50 R 800 251 500000 000	STUDENT MEALS	19844
19845	05/08/2015	MWEHRMAN	805.00		50 R 800 251 500000 000	STUDENT MEALS	19845
19846	05/08/2015	MWEHRMAN	168.20		50 R 800 251 500000 000	STUDENT MEALS	19846
19847	05/08/2015	MWEHRMAN	458.65		50 R 800 251 500000 000	STUDENT MEALS	19847
19848	05/08/2015	MWEHRMAN	420.00		50 R 800 251 500000 000	STUDENT MEALS	19848
19849	05/08/2015	MWEHRMAN	800.00		50 R 800 251 500000 000	STUDENT MEALS	19849
19850	05/08/2015	MWEHRMAN	263.50		50 R 800 251 500000 000	STUDENT MEALS	19850
19851	05/08/2015	MWEHRMAN	663.00		50 R 800 251 500000 000	STUDENT MEALS	19851
19852	05/08/2015	MWEHRMAN	356.60		50 R 800 251 500000 000	STUDENT MEALS	19852
19853	05/08/2015	CLARK CTY 4H	209.81		50 R 800 262 500000 000	SUPPLY RESALE-FOOD	19853
19854	05/08/2015	CURTISS EASTER PARTY	45.00		50 R 800 262 500000 000	SUPPLY RESALE-MILK	19854
19855	05/08/2015	MWEHRMAN	231.50		50 R 800 251 500000 000	STUDENT MEALS	19855
19857	05/08/2015	JZUINIGA	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19857
19858	05/08/2015	EREIS	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19858
19859	05/08/2015	GSOTO	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19859
19860	05/08/2015	CREYES	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19860
19861	05/11/2015	WI DPI AIDS REG	1862.55		50 R 800 730 500000 376	USDA FFVP PUBLIC AID--OCT	19861
19862	05/18/2015	WI DPI AIDS REG	28865.33		10 R 800 751 500000 141	ESEA TITLE I-A BASIC GRANT (LEA)	19862
19863	05/19/2015	MWEHRMAN	1272.80		50 R 800 251 500000 000	STUDENT MEALS	19863
19864	05/19/2015	MWEHRMAN	1259.85		50 R 800 251 500000 000	STUDENT MEALS	19864
19865	05/19/2015	MWEHRMAN	370.00		50 R 800 251 500000 000	STUDENT MEALS	19865
19866	05/19/2015	MWEHRMAN	295.35		50 R 800 251 500000 000	STUDENT MEALS	19866
19867	05/19/2015	MWEHRMAN	177.35		50 R 800 251 500000 000	STUDENT MEALS	19867
19868	05/19/2015	MWEHRMAN	440.35		50 R 800 251 500000 000	STUDENT MEALS	19868
19869	05/19/2015	MWEHRMAN	176.05		50 R 800 251 500000 000	STUDENT MEALS	19869
19870	05/19/2015	RBARGENDER	2.00		10 R 800 297 500000 000	PSYCHOLOGY BOOK DAMAGE	19870
19871	05/19/2015	RBARGENDER	20.00		10 R 800 297 500000 000	PSYCHOLOGY BOOK DAMAGE	19871
19872	05/19/2015	RBARGENDER	5.00		10 R 800 297 500000 000	PSYCHOLOGY BOOK DAMAGE	19872



Receipt	Post Date	Reference	Amount	Comment	Acct Nbr	Description	Receipt
19873	05/19/2015	RBARGENDER	20.00		10 R 800 297 500000 000	PSYCHOLOGY BOOK DAMAGE	19873
19874	05/19/2015	JWEIDEMAN	20.00		10 R 800 297 500000 000	LIBRARY BOOK FINE	19874
19875	05/19/2015	MCIHLAR	20.00		10 R 800 297 500000 000	TRACK UNIFORM	19875
19876	05/19/2015	MWEHRMAN	272.08		50 R 800 262 500000 000	TURKEY	19876
19877	05/19/2015	JSCHREIBER	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19877
19878	05/19/2015	JSCHREIBER	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19878
19880	05/19/2015	CHEQUAMEGON	100.00		10 R 800 271 500000 219	TRACK ENRY FEE-CHEQUAMEGON	19880
19881	05/19/2015	NEWMAN	100.00		10 R 800 271 500000 219	TRACK ENTRY FEE-NEWMAN CATHOLIC SCHOOLS	19881
19882	05/19/2015	SPENCER	3706.11		10 R 700 295 500000 000	SUMMER SWIM PROGRAM-SPENCER	19882
19883	05/19/2015	CESA 10	4832.22		10 R 800 517 500000 365	TITLE II-A	19883
19884	05/19/2015	CESA 10	4167.00		10 R 800 517 500000 391	TITLE III-A	19884
19885	05/19/2015	NTC	550.00		10 R 800 291 500000 000	SUB REIMBURSEMENT-NTC	19885
19886	05/19/2015	NTC	250.00		10 R 800 291 500000 000	SUB REIMBURSEMENT-NTC	19886
19887	05/19/2015	MWEHRMAN	414.00		80 R 800 272 500000 000	SWIMMING	19887
19888	05/19/2015	MWEHRMAN	25.00		80 R 800 272 500000 000	SWIMMING	19888
19889	05/19/2015	MWEHRMAN	25.00		80 R 800 272 500000 000	SWIMMING	19889
19890	05/29/2015	FORWARD HEALTH	4431.38		27 R 800 780 500000 000	MEDICAID-SBS PAYMENT	19890
19891	05/29/2015	FORWARD HEALTH	8272.00		10 R 800 780 500000 000	MEDICAID-MAC PAYMENT	19891
19892	05/29/2015	PRENTICE	100.00		10 R 800 271 500000 219	TRACK MEET ENTRY FEE-PRENTICE	19892
19893	05/29/2015	PRENTICE	100.00		10 R 800 271 500000 219	TRACK MEET ENTRY FEE-PHILLIPS	19893
19894	05/29/2015	UPS	7.47		10 R 800 971 500000 000	REFUND OF BILL CREDIT	19894
19895	05/29/2015	JSCHREIBER	96.92		50 R 800 262 500000 000	SUPPLY RESALE	19895
19896	05/29/2015	CFELDBRUEGGE	8.66		50 R 800 262 500000 000	SUPPLY RESALE	19896
19897	05/29/2015	MWEHRMAN	278.20		50 R 800 251 500000 000	STUDENT MEALS	19897
19898	05/29/2015	MWEHRMAN	296.75		50 R 800 251 500000 000	STUDENT MEALS	19898
19900	05/29/2015	MWEHRMAN	363.10		50 R 800 251 500000 000	STUDENT MEALS	19900
19901	05/29/2015	MWEHRMAN	415.05		50 R 800 251 500000 000	STUDENT MEALS	19901
19902	05/29/2015	MWERHMAN	541.25		50 R 800 251 500000 000	STUDENT MEALS	19902
19903	05/29/2015	MWERHMAN	348.30		50 R 800 251 500000 000	STUDENT MEALS	19903
19904	05/29/2015	MWERHMAN	267.80		50 R 800 251 500000 000	STUDENT MEALS	19904
19905	05/29/2015	ABREHM	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19905
19906	05/29/2015	LBRAUN	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP	19906
19907	05/30/2015	INTEREST	16.71		72 R 800 280 500000 000	MONTHLY INTEREST REVENUE CREDIT	19907
19908	05/30/2015		0.51		60 L 600 000 814030 000	INTEREST ACCT 4002345-CREDIT	19908
19909	05/30/2015	INTEREST	1.43		10 R 800 280 500000 000	ACCT# 100 331 ABBY BANK CREDIT AMOUNT	19909
19910	05/30/2015	INTEREST	496.59		10 R 800 280 500000 000	ACCT# 702707 ABBY BANK CREDIT AMOUNT	19910

Receipt	Post Date	Reference	Amount	Comment	Acct Nbr	Description	Receipt
19921	05/04/2015	WI DPI AIDS REG	8698.37		50 R 800 717 500000 546	FOOD SERVICE AID-BREAKFAST	19921
19922	05/04/2015	WI DPI AIDS REG	1217.70		50 R 800 717 500000 547	FOOD SERVICE AID-LUNCH	19922
19923	05/04/2015	WI DPI AIDS REG	11425.69		27 R 800 730 500000 341	IDEA FLOW THROUGH (EIS)	19923
19924	05/04/2015	WI DPI AIDS REG	493.43		27 R 800 730 500000 347	IDEA PRESCHOOL ENTITLEMENT	19924
19925	05/04/2015	WI DPI AIDS REG	24958.72		50 R 800 717 500000 547	FOOD SERVICE AID-LUNCH	19925
19926	05/12/2015	IRS	3967.97		10 R 800 971 500000 000	REFUND OF OVERPAYMENT IRS FORM 8038-CP	19926
19927	05/29/2015	CHENRICKSON	100.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENT	19927
19928	05/29/2015	EWEICH	25.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENT	19928
19929	05/29/2015	LARSON	150.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENT	19929
19930	05/29/2015	HAWKEY	150.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENT	19930
19931	05/29/2015	VOELKER	75.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENT	19931
19932	05/29/2015	SHEAHAN	100.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENT	19932
19933	05/29/2015	EWEICH	40.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENTS	19933
19934	05/29/2015	JAKEL	150.00		50 R 800 251 500000 000	STUDENT MEALS-ONLINE PAYMENTS	19934
19935	05/29/2015	SCHWANTES	100.00		80 R 800 272 500000 000	GYM MEMBERSHIP-ONLINE PAYMENT	19935
60202285	05/06/2015		143.00		60 L 600 000 814730 000	GREENHOUSE #730 EASTER LILY SALES MONEY	60202285
60202286	05/06/2015		60.00		60 L 600 000 814050 000	APRIL 2015 WORK PERMITS DEPOSIT MONEY FR	60202286
60202287	05/06/2015		495.00		60 L 600 000 814730 000	GREENHOUSE #730 EASTER LILY SALES MONEY	60202287
60202288	05/06/2015		165.00		60 L 600 000 814215 000	Class of 2015 #215 Dues Deposit MONEY FR	60202288
60202289	05/06/2015		559.05		60 L 600 000 814610 000	MS STUDENT SENATE #610 LOCK IN DEPOSIT C	60202289
60202290	05/18/2015		157.72		60 L 600 000 814610 000	MS STUDENT SENATE #610 CONCESSIONS DEPOS	60202290
60202291	05/18/2015		17.50		60 L 600 000 814850 000	TRACK #850 GRAPHIC EDGE	60202291
60202292	05/18/2015		960.00		60 L 600 000 814215 000	Class of 2015 #215 Senior Banquet Deposi	60202292
60202293	05/18/2015		40.00		60 L 600 000 814215 000	Class of 2015 #215 Senior Class Dues Dep	60202293
60202294	05/18/2015		132.00		60 L 600 000 814730 000	GREENHOUSE #730 EASTER LILY SALES MONEY	60202294
60202295	05/18/2015		237.09		60 L 600 000 814600 000	HS STUDENT SENATE #600 PEPSI DEPOSIT	60202295
60202296	05/26/2015		156.00		60 L 600 000 814810 000	BASEBALL #810 BASEBALL CAP SALES STUDENT	60202296
60202297	05/26/2015		17.50		60 L 600 000 814850 000	TRACK #850 GRAPHIC EDGE	60202297
60202298	05/26/2015		500.00		60 L 600 000 814320 000	ANNUAL #320 YEARBOOK SALES DEPOSIT MONEY	60202298
60202299	05/26/2015		368.00		60 L 600 000 814730 000	GREENHOUSE #730 BEDDING PLANT SALES PLAN	60202299
60202300	05/26/2015		180.00		60 L 600 000 814216 000	CLASS OF 2016 #216 CLASS DUES DEPOSIT N	60202300
Total for Cash Receipts			126331.71				

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	0.00	55,603.12	0.00	55,603.12
27	SPECIAL EDUCATION FUND	0.00	16,350.50	0.00	16,350.50
50	FOOD SERVICE FUND	0.00	49,184.01	0.00	49,184.01
60	AGENCY FUND	4,188.37	0.00	0.00	4,188.37
72	EXPENDABLE TRUST FUND	0.00	16.71	0.00	16.71
80	COMMUNITY SERVICE FUND	0.00	989.00	0.00	989.00
***	Fund Summary Totals ***	4,188.37	122,143.34	0.00	126,331.71

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

Abbotsford WI School District
Student Activity Balance Sheet (Date: 5/2015)

Fd	Fd	Func	Func	Beginning Balance	2014-15 FYTD Credits	2014-15 FYTD Debits	Ending Balance
60	AGENCY FUND	711060	STUDENT ACTIVITY CASH ACCOUNT	10,982.56	78,471.64	75,827.46	8,338.38
60	AGENCY FUND	711100	PETTY CASH	50.00	0.00	0.00	50.00
60	AGENCY FUND	712180	CD # 40988	12,223.85	0.00	0.00	12,223.85
60	AGENCY FUND	712190	CD # 38537	16,920.54	0.00	0.00	16,920.54
60	AGENCY FUND	712195	CD # 41065	17,163.06	0.00	73.54	17,236.60
60	AGENCY FUND	7-----		57,340.01	78,471.64	75,901.00	54,769.37
60	AGENCY FUND	811210	AP ACCRUAL	-753.45	77,584.73	78,338.18	0.00
60	AGENCY FUND	8-----		-753.45	77,584.73	78,338.18	0.00
60	AGENCY FUND	814030	INTEREST	-310.21	80.99	0.00	391.20-
60	AGENCY FUND	814050	MISCELLANEOUS	-431.07	4,263.05	4,380.73	313.39-
60	AGENCY FUND	814215	CLASS OF 2015	-315.78	1,965.00	1,928.94	351.84-
60	AGENCY FUND	814216	CLASS OF 2016	-759.50	1,272.00	962.98	1,068.52-
60	AGENCY FUND	814217	CLASS OF 2017	-371.00	435.00	0.00	806.00-
60	AGENCY FUND	814218	CLASS OF 2018	0.00	310.00	0.00	310.00-
60	AGENCY FUND	814320	ANNUAL	-3,919.15	2,805.00	3,733.05	2,991.10-
60	AGENCY FUND	814330	BAND	-139.67	111.00	211.84	38.83-
60	AGENCY FUND	814400	KIDS OF 205	-82.38	0.00	0.00	82.38-
60	AGENCY FUND	814415	FALCON ALTERNATIVE SCHOOL	-325.16	0.00	122.68	202.48-
60	AGENCY FUND	814420	FORENSICS	-231.52	0.00	70.00	161.52-
60	AGENCY FUND	814520	FBLA	-2,569.03	1,463.00	2,189.80	1,842.23-
60	AGENCY FUND	814530	FFA	-8,147.04	32,449.65	37,427.96	3,168.73-
60	AGENCY FUND	814540	FCCLA	-246.86	824.50	738.18	333.18-
60	AGENCY FUND	814560	FOREIGN LANGUAGE CLUB	-3,615.24	3,341.00	1,340.74	5,615.50-
60	AGENCY FUND	814570	COMMUNITY SERVICE PROJECTS	-11.16	0.00	0.00	11.16-
60	AGENCY FUND	814580	NHS	-243.49	0.00	100.00	143.49-
60	AGENCY FUND	814600	HS STUDENT SENATE	-888.47	1,925.35	1,257.72	1,556.10-
60	AGENCY FUND	814610	MIDDLE SCHOOL STUDENT SENATE	-1,611.39	6,959.77	6,611.40	1,959.76-
60	AGENCY FUND	814620	VICA	-951.32	80.00	25.00	1,006.32-
60	AGENCY FUND	814730	GREENHOUSE	-23,407.40	8,783.54	6,902.06	25,288.88-
60	AGENCY FUND	814740	METALS	-992.93	268.30	455.04	806.19-
60	AGENCY FUND	814800	PREPS ON THE NET MEDIA	-1,593.75	0.00	0.00	1,593.75-
60	AGENCY FUND	814810	BASEBALL	-174.38	156.00	0.00	330.38-
60	AGENCY FUND	814820	BOYS BASKETBALL	-561.21	0.00	162.52	398.69-
60	AGENCY FUND	814830	GIRLS BASKETBALL	-276.89	728.00	596.16	408.73-
60	AGENCY FUND	814850	TRACK	-410.53	135.00	358.35	187.18-
60	AGENCY FUND	814860	FOOTBALL	-1,299.71	5,281.50	5,528.58	1,052.63-
60	AGENCY FUND	814890	SOFTBALL	-70.71	0.00	0.00	70.71-
60	AGENCY FUND	814930	VOLLEYBALL	-1,130.18	1,320.00	1,548.08	902.10-

Abbotsford WI School District
Student Activity Balance Sheet (Date: 5/2015)

<u>Fd</u>	<u>Fd</u>	<u>Func</u>	<u>Func</u>	<u>Beginning</u> <u>Balance</u>	<u>2014-15</u> <u>FYTD Credits</u>	<u>2014-15</u> <u>FYTD Debits</u>	<u>Ending</u> <u>Balance</u>
60	AGENCY FUND	814940	WRESTLING	-661.94	3,668.00	3,596.63	733.31-
60	AGENCY FUND	814950	Student of the Month	-109.70	315.00	248.80	175.90-
60	AGENCY FUND	814970	PHY ED - CAN RECYCLING	-202.79	159.40	0.00	362.19-
60	AGENCY FUND	814985	FITNESS CHALLENGES	-500.00	574.00	994.00	80.00-
60	AGENCY FUND	814990	Safe Organized Acctable Respon	-25.00	0.00	0.00	25.00-
60	AGENCY FUND	8-----		-56,586.56	79,674.05	81,491.24	54,769.37-
60	AGENCY FUND	931100	RESERVED FOR ENCUMBRANCES	-4,772.14	79,637.19	79,975.55	4,433.78-
60	AGENCY FUND	9-----		-4,772.14	79,637.19	79,975.55	4,433.78-
60	AGENCY FUND	-----		-4,772.14	315,367.61	315,705.97	4,433.78-

Abbotsford WI School District
Student Activity Balance Sheet (Date: 5/2015)

<u>Fd</u>	<u>Fd</u>	<u>Func</u>	<u>Func</u>	<u>Beginning</u> <u>Balance</u>	<u>2014-15</u> <u>FYTD Credits</u>	<u>2014-15</u> <u>FYTD Debits</u>	<u>Ending</u> <u>Balance</u>
				57,340.01	78,471.64	75,901.00	54,769.37
				-57,340.01	157,258.78	159,829.42	54,769.37-
				-4,772.14	79,637.19	79,975.55	4,433.78-
				-4,772.14	315,367.61	315,705.97	4,433.78-

Number of Accounts: 42

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00102	TRACK ESCROW-CORRECTION	2014-2015	05/12/2015	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		SERVICES	10 E 800 320 254200 000	05/12/2015	0.00	199,540.50
2		TRACK REMODEL	10 E 800 522 255000 000	05/12/2015	199,540.50	0.00
TOTALS					199,540.50	199,540.50

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00103	TRACK ESCROW-CORRECTION-REVERSAL	2014-2015	05/12/2015	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		SERVICES	10 E 800 320 254200 000	05/12/2015	199,540.50	0.00
2		TRACK REMODEL	10 E 800 522 255000 000	05/12/2015	0.00	199,540.50
TOTALS					199,540.50	199,540.50

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00104	TRANSFERS TO/FROM SAVINGS	2014-2015	05/13/2015	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	05/13/2015	0.00	0.00
		TRANSFER TO SAVINGS				
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000	05/13/2015	0.00	0.00
		TRANSFER TO SAVINGS				
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000	05/13/2015	0.00	110,000.00
		TRANSFER TO CHECKING				
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000	05/13/2015	110,000.00	0.00
		TRANSFER TO CHECKING				
TOTALS					110,000.00	110,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00105	TRANSFERS TO/FROM SAVINGS	2014-2015	05/18/2015	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	05/18/2015	0.00	0.00
		TRANSFER TO SAVINGS				
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000	05/18/2015	0.00	0.00
		TRANSFER TO SAVINGS				
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000	05/18/2015	0.00	247,000.00
		TRANSFER TO CHECKING				
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000	05/18/2015	247,000.00	0.00
		TRANSFER TO CHECKING				
TOTALS					247,000.00	247,000.00

76

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00106	Food Service Payments	2014-2015	05/19/2015	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	05/15/2015	278.32	0.00
2		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	05/15/2015	0.00	278.32
3		Record F/S payments from Payroll-Credit Credit	10 A 000 000 711000 000	05/15/2015	0.00	278.32
4		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	05/15/2015	278.32	0.00
5		Record F/S payments from Payroll-Debit Debit	27 L 000 000 811692 000	05/15/2015	16.68	0.00
6		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	05/15/2015	0.00	16.68
7		Record F/S payments from Payroll-Credit Credit	27 A 000 000 711000 000	05/15/2015	0.00	16.68
8		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	05/15/2015	16.68	0.00
TOTALS					590.00	590.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00107	Food Service Payments	2014-2015	05/19/2015	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	04/30/2015	278.32	0.00
2		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	04/30/2015	0.00	278.32
3		Record F/S payments from Payroll-Credit Credit	10 A 000 000 711000 000	04/30/2015	0.00	278.32
4		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	04/30/2015	278.32	0.00
5		Record F/S payments from Payroll-Debit Debit	27 L 000 000 811692 000	04/30/2015	16.68	0.00
6		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	04/30/2015	0.00	16.68
7		Record F/S payments from Payroll-Credit Credit	27 A 000 000 711000 000	04/30/2015	0.00	16.68
8		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	04/30/2015	16.68	0.00
TOTALS					590.00	590.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00108	TRANSFERS TO/FROM SAVINGS	2014-2015	05/28/2015	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	05/28/2015	0.00	0.00
			TRANSFER TO SAVINGS			
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000	05/28/2015	0.00	0.00
			TRANSFER TO SAVINGS			
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000	05/28/2015	0.00	133,000.00
			TRANSFER TO CHECKING			
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000	05/28/2015	133,000.00	0.00
			TRANSFER TO CHECKING			
			TOTALS		133,000.00	133,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00110	INTEREST - MONTHLY	2014-2015	05/30/2015	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	05/30/2015	496.59	0.00
			INTEREST - DB			
2		TRANSFER MONTHLY INTEREST - CR	10 A 000 000 711000 000	05/30/2015	0.00	496.59
			INTEREST - CR			
			TOTALS		496.59	496.59

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00111	Transfer from Savings to Flex	2014-2015	05/28/2015	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Transfer From Savings to Flex	10 A 000 000 712200 000	06/05/2015	0.00	2,000.00
2		Transfer From Savings to Flex	10 A 000 000 712220 000	06/05/2015	2,000.00	0.00
			TOTALS		2,000.00	2,000.00

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

Hire Dates 05/01/2015 to 05/31/2015

1
TE

----- EMPLOYER INFORMATION -----

FEDERAL EIN : 396031442
NAME : ABBOTSFORDSCHOOL
ADDRESS 1 : 307 N 4TH AVE
ADDRESS 2 : PO BOX 70
CITY/STATE/ZIP : ABBOTSFORD WI 54405

----- EMPLOYEE INFORMATION -----

<u>NAME KEY</u>	<u>LAST NAME</u>	<u>FIRST NAME</u>	<u>MIDDLE</u>	<u>HIRE DATE</u>	<u>HIRE STATE</u>
-----------------	------------------	-------------------	---------------	------------------	-------------------

BLOCHJIL000	BLOCH	JILL		05/11/2015	
-------------	-------	------	--	------------	--

106 W ELM STREET

ABBOTSFORD WI 54405

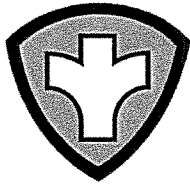
HOFFMLIN001	HOFFMAN	LINDA		05/27/2015	
-------------	---------	-------	--	------------	--

407 N 2ND STREET

ABBOTSFORD WI 54405

EMPLOYEE COUNT: 2

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



71

Public Health
Prevent. Promote. Protect.

SCHOOL HEALTH SERVICE AGREEMENT

This agreement between the Clark County Health Department and Abbotsford School District becomes effective upon date of last signature.

This agreement shall be interpreted that Clark County Health Department will provide consultation services as defined below:

1. The Clark County Health Department will provide school health services for the Abbotsford School District during the 2015-2016 school year. These services will include:
 - a) Consultation regarding emergency health services. It is understood that "emergency services" will be limited to consultation regarding emergency care policies and procedures. It is the responsibility of the school to see that these policies and procedures are implemented and that appropriately trained staff is available to provide emergency care.
 - b) Consultation regarding communicable disease prevention and control in the school setting. School surveillance policies and procedures need to be acknowledged. School surveillance reporting forms need to be completed and submitted to the health department on a weekly basis for each school building. School surveillance packets and surveillance data collection forms will be provided to the school.
 - c) Consultation regarding health problems of students.
 - d) Cooperative assessment of health education needs of parents, staff, and student groups.
 - e) Provision of health education presentations for students, staff, or parents as requested, as resources allow, and upon reasonable notice.
 - f) Consultation regarding state immunization program guidelines. Routine obtaining of records, analysis, collection, and filing of immunization records are the responsibility of the school.
 - g) Provision of oral health services provided through the Clark County Seal-A-Smile Program.

- h) The Clark County Health Department will **NOT** be responsible for mass screening of lice.
 - i) The Clark County Health Department will **NOT** be responsible for vision/hearing screenings.
2. The Clark County Health Department agrees to provide the services stated above at no cost up to 5 hours/month. There will be a charge of \$40.00/hour for any hours above and beyond the 5 hours/month limit. (This does not include activities we provide under our grant activities or if we are able to bill for them.)
 3. The school district shall provide adequate space for confidential conferencing, access to a telephone, and the audiovisual equipment necessary for the implementation of the school health program on the school premises.
 4. The school district agrees to hold the Clark County Health Department harmless from any liability arising from the actions or omissions of any of the school district's employees, staff, or designees in the provision of health services as needed or required in the performance of school activities.
 5. This agreement will remain in effect for one school year.

Signature: _____

Title: Health Officer/Director

Date: _____

**Authorized representative of the
Clark County Health Department**

Signature: _____

Title: _____

Date: _____

**Authorized representative of the
school district**

Revised 05/2015

EMPLOYEE HANDBOOK

PART I

PROVISIONS APPLICABLE TO ALL STAFF

SECTION 2: EMPLOYMENT LAW

2.02 Equal Opportunity

The School District of Abbotsford is an equal opportunity employer. Therefore, with respect to personnel operations and employment, the School District of Abbotsford does not discriminate on the basis of race, color, creed, political or religious affiliation, sex, religion, national origin, age, pregnancy, marital status, handicap or physical, mental, emotional or learning disability, ancestry, citizenship, sexual orientation, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin state defense force, membership in the National Guard, political or religious affiliation, and use or non-use of lawful products off the employer's premises during nonworking hours, or any other reason factor prohibited by state or federal law, or according to district policy.

Rational:

WASB Update

2.04 Fair Labor Standards Act

Certain types of workers of public employers in Wisconsin are exempt from the minimum wage and overtime pay provisions, including bona fide executive, administrative, and professional employees who meet regulatory requirements under the Fair Labor Standards Act [FLSA], and Wisconsin Administrative Code DWD 274.08.

Rational:

WASB Update

2.05 Family and Medical Leave Act

Notification of Benefits and Leave Rights: Since Because the District has an employee handbook or other written policy concerning employee benefits or leave rights, information concerning FMLA entitlements and employee obligations under the FMLA is included in the Handbook as required by federal law. Legal postings as required by law are posted in the District Office. The information concerning the legal rights and Notification of Benefits and Leave Rights can be found on the website: <http://www.dol.gov/whd/fmla/finalrule/FMLAPoster.pdf>.

Rational:

WASB Update

~~2.07 Discrimination and Harassment~~

~~The District is committed to providing fair and equal employment opportunities and to providing a professional work environment free of all forms of illegal discrimination, including harassment. The District shall not tolerate harassment based on any personal characteristic described above in section 2.02. Harassment and other unacceptable activities that could alter conditions of employment, or form a basis for personnel decisions, or interfere with an employee's work performance are specifically prohibited. Sexual harassment, whether committed by supervisory or non-supervisory personnel, is unlawful and also specifically prohibited. In addition, the District shall not tolerate acts of non-employees (volunteers, vendors, visitors, etc.) that have the effect of harassing District employees in the workplace. Harassment can occur as a result of a single incident or a pattern of behavior where the purpose or effect of such~~

behavior is to create an intimidating, hostile or offensive working environment. Harassment encompasses a broad range of physical and verbal behavior that can include, but is not limited to, the following:

- A. Unwelcome sexual advances, comments or innuendos;
- B. Physical or verbal abuse;
- C. Jokes, insults or slurs directed toward the protected groups set forth above.
- D. Taunting based on personal characteristics described above intended to provoke an employee; and/or
- E. Requests for sexual favors used as a condition of employment or affecting any personnel decisions such as hiring, promotion, compensation, etc.

All employees are responsible for ensuring that discrimination and harassment do not occur. It is the intent of the District to comply with both the letter and spirit of the law in making certain illegal discrimination does not exist in its policies, regulations and operations. Anyone who believes that he or she has been the subject of discrimination or harassment or has knowledge of violations of this policy shall report the matter in accordance with established complaint procedures outlined in Board Policy 411.3. All reports regarding employee discrimination or harassment shall be taken seriously, treated fairly and promptly and thoroughly investigated. Individual privacy shall be protected to the extent possible. There shall be no retaliation against any person who files a complaint under this policy. The District shall take appropriate and necessary action to eliminate employee discrimination or harassment. Actions that result in discrimination on a basis not related to an employee's job performance or those that are determined to be harassment shall be subject to disciplinary action, up to and including dismissal.

All employees have a duty to report incidents of potential discrimination or alleged harassment to their immediate supervisor or designated equal employment officer. Employees who fail to report incidents of potential discrimination or alleged harassment, as described above, may be subject to disciplinary action, up to and including dismissal. In addition, supervisory employees who fail to respond to discrimination or harassment complaints or to act on their knowledge of violation of this policy will likewise be subject to disciplinary action, up to and including dismissal.

2.07 Harassment and Bullying

A. Policy Statement: The District is committed to providing fair and equal employment opportunities and to providing a professional work and student learning environment free of all forms of harassment and bullying.

B. Harassment: The District shall not tolerate harassment based on any personal characteristic described above in section 2.02. Harassment and other unacceptable activities that could alter conditions of employment, or form a basis for personnel decisions, or interfere with employee's work performance are specifically prohibited. Sexual harassment, whether committed by supervisory or non-supervisory personnel, is unlawful and also specifically prohibited. In addition, the District shall not tolerate acts of non-employees (volunteers, vendors, visitors, etc.) that have the effect of harassing District employees in the workplace. Harassment can occur as a result of a single incident or a pattern of behavior where the purpose or effect of such behavior is to create an intimidating, hostile or offensive working environment. Harassment encompasses a broad range of physical and verbal behavior that can include, but is not limited to, the following:

1. Unwelcome sexual advances, comments or innuendos;

2. Physical or verbal abuse;
3. Jokes, insults or slurs based on any personal characteristic (*Such comments are unacceptable whether or not the individual within the protected class is present in the workplace to overhear them and whether or not a member of a class professes to tolerate such remarks*);
4. Taunting based on any personal characteristic described above in section 2.02; and/or
5. Requests for sexual favors used as a condition of employment or affecting any personnel decisions such as hiring, promotion, compensation, etc.

C. **Bullying:** Bullying is defined as systematic or repeated infliction (or attempted or threatened infliction) of physical harm or psychological/emotional distress on one or more students, staff, or other persons. It involves purposeful or intentional written, spoken, nonverbal, or physical behavior, including but not limited to any threatening, intimidating, insulting, degrading, or dehumanizing conduct, gesture, or communication that has the effect of doing any of the following:

1. Substantially interfering with any employee's work or a student's education;
2. Substantially interfering with a person's ability to participate in or benefit from any school activity or program;
3. Endangering the health, safety, or property of the target(s) of the behavior;
4. Creating a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program; or
5. Substantially disrupting the orderly operation of the school.

"Cyber-bullying" is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms, and social media (e.g., Twitter™ or Facebook™). Cyber-bullying is prohibited and treated the same as all other types of bullying.

Bullying is deliberate/purposeful conduct, but intent/purpose may properly be inferred from the totality of the circumstances (e.g., where the behavior is persistent/repeated or where the responsible party reasonably should have been able to foresee the consequences of his/her actions and the manner in which his/her conduct would be likely to be perceived by the target(s) of the conduct).

Bullying can involve direct interaction between the aggressor-bully and the target(s), or it can be indirect (such as orchestrating others to engage in acts of bullying; facilitating bullying conduct by others; etc.).

Not all behaviors that (1) hurt another person's feelings; (2) are a manifestation of an interpersonal conflict; or (3) are in some way unkind amount to acts of bullying. However, such negative behaviors are still a legitimate subject of concern and regulation within the school environment. Further, it shall be a goal of the District's workplace and educational programs to help staff, students and others recognize and acknowledge that even one-time instances of, for example, name calling, negative teasing, put-downs, or excluding others (when inclusion was readily possible) are inappropriate and problematic for a number of reasons.

D. **Employee Responsibility:** All employees are responsible for ensuring that harassment and bullying do not occur. The District intends to comply with both the letter and spirit of the law in making certain that harassment and bullying do not exist in its policies, regulations and operations. Anyone who believes that he or she has been the subject of harassment or bullying or has knowledge of violations of this policy shall report the matter in accordance with established complaint procedures. All reports regarding employee harassment or bullying shall be taken seriously, treated fairly and promptly and thoroughly

investigated. Individual privacy shall be protected to the extent possible. There shall be no retaliation against any person who files a complaint under this policy. The District shall take appropriate and necessary action to eliminate employee harassment and bullying. Actions that are determined to be harassment or bullying shall be subject to disciplinary action, up to and including dismissal.

All employees have a duty to report incidents of alleged harassment or bullying to their immediate supervisor or designated equal employment officer. Employees who fail to report incidents of alleged harassment or bullying may be subject to disciplinary action, up to and including dismissal. In addition, supervisory employees who fail to respond to harassment or bullying complaints or to act on their knowledge of violation of this policy will likewise be subject to disciplinary action, up to and including dismissal.

This policy and its accompanying procedures shall be published annually and distributed to all staff. District staff will be required to sign an acknowledgment of receipt of the policy and procedure on an annual basis. Training shall be conducted annually on this policy for all staff in the District.

Rational:

WASB Update

*Defines harassment and bullying, including “cyber-bullying.” The previous language covered discrimination and harassment. Discrimination is defined in statute. The recommendation/update from WASB to Handbook Policy, Part I, 2.07 is specific to harassment and bullying.

3.06 Communications

The District is committed to providing technology resources that allow employees to communicate effectively with all employees in the District. In the District’s effort to maintain current technology practices, more responsibility and cooperation is required of employees to use the following core software programs and technology resources.

A. Electronic Communications:

2. The District may review email logs and/or messages at its discretion. Because all computer hardware, digital communication devices and software belong to the District, users have no reasonable expectation of privacy, including the use of email, text-message and other forms of digital communications, e.g. voicemail, Twitter™, Facebook™, etc. The use of the District’s technology and electronic resources is a privilege which may be revoked at any time. The District may through such review of email logs and/or messages inadvertently obtain access information for an employee’s personal internet account through the use of an electronic device or program that monitors the District’s network or through an electronic communications device supplied or paid for in whole or in part by the employer. If such personal internet access information is obtained by the District, the District shall not use that access information to access the employee’s personal internet account unless permitted by law.

Rational:

WASB Update

*Recognizes that the District may inadvertently have access to personal email accounts through information gathered through a review of email or messages through school assigned accounts.

3.14 Drug, Alcohol, Tobacco, and Vapor-Free Workplace

- B. ~~Tobacco Products: Employees shall not use tobacco products on District premises, in District vehicles, nor in the presence of students at school or school-related activities. Employees who violate this policy will be subject to disciplinary action, up to and including termination from employment. § 120.12(20), Wis. Stats.~~

Employees shall not use tobacco and nicotine products except for nicotine products used as part of a smoking cessation program as defined below on District premises, in District vehicles, or in the presence of students at school or school-related activities except as provided for below. Employees who violate this policy will be subject to disciplinary action, up to and including termination from employment. § 120.12(20), Wis. Stats.

A “tobacco product” includes, for example, chewing tobacco, cigars, and snuff. A “nicotine product” means any product that contains nicotine and is not a tobacco product, a cigarette, or a product that has been approved by the U.S. Food and Drug Administration for sale as a smoking cessation product or for another medical purpose and is being marketed and sold solely for such an approved purchase (i.e., nicotine gum, nicotine skin patches). Nicotine products covered by this prohibition might include, for example, **electronic cigarettes (e-cigarettes)** with nicotine, nicotine vaporizers, and nicotine lollipops.

Rational:

WASB Update

*Defines products approved by the U.S. Food and Drug Administration for medicinal purposes, limited to nicotine gum, nicotine skin patches, and other similar products. The District can limit those products that are not tobacco, but do contain the addictive nicotine.

- D. Reasonable Suspicion Testing: All employees shall be required to undergo alcohol and drug testing at any time the District has reasonable suspicion to believe that the employee has violated the District's policy concerning alcohol and/or drugs. Reasonable suspicion alcohol or drug testing may be conducted when there is reasonable suspicion to believe that the employee has used or is using drugs or alcohol prior to reporting for duty, or while on duty, or prior to or while attending any District function on or off District property. The District's determination that reasonable ~~cause~~ **suspicion** exists must be based on specific, contemporaneous, accurate observations concerning the appearance, behavior, **speech** or body odors of the employee. A trained supervisor must make the observations. Refusal to consent to testing will result in disciplinary action, up to and including **termination** of employment.

Rational:

WASB Update

3.25 Operators of District Vehicles, Mobile Equipment and Persons Who Receive Travel Reimbursement

D. Employees Who Transport Students: Employees transporting nine or less passengers in addition to the

operator or who transport students in a motor vehicle described in § 121.555(1)(b) shall be subject to the following operator requirements:

1. The operator shall possess a valid operator's license from Wisconsin or any state, District of Columbia, the Commonwealth of Puerto Rico and any territory or possession of the United States, any federal military installation located within the territorial boundaries of Wisconsin and any province of the Dominion of Canada.
2. The operator shall be at least 18 years of age.
3. The operator shall be under contract as an employee of the District, to include board approved volunteers.
4. The operator shall have sufficient use of both hands and the foot normally employed to operate the foot brake and foot accelerator. This requirement may be waived for operators who pass a special driving examination conducted by the Department of Transportation.

Rational:

WASB Update

Provides specific requirements for driving and transporting students.

3.44 Legal Custodian of Records

For purposes of applicable public records law, the District's legal custodian is the district administrator who is vested by the Board with full legal power to render decisions and carry out the District's statutory public records responsibilities.

Rational:

The District Administrator has traditionally assumed the role of custodian of public records. Previously not included in the handbook.

EMPLOYEE HANDBOOK

PART II

TEACHERS

**STAFF WITH INDIVIDUAL
CONTRACTS UNDER §118.22 WIS.
STATUTES**

6.04 Job Sharing

Definition: Job sharing shall be defined as two (2) teachers sharing one (1) full-time position providing there are clear and well-defined benefits to students, the job sharers, and the School District of Abbotsford.

Insurance Benefits:

- ~~1. The District shall pay insurance premiums for each job sharer in an amount prorated in accordance to their full time equivalency subject to the eligibility rules of the insurance carrier. The total provided shall not exceed an amount equal to the benefits for one full time employee.~~
 - ~~2. Job sharers may retain full fringe benefits purchased by payroll deduction of the difference between the District's prorated share of the premium and the full amount of the premium.~~
1. Job share positions of 50% or less are ineligible for district provided insurance. To be eligible for pro-rated district provided insurance benefits, part-time teachers must work 75% (30 hours) or more. (Refer to Employee Handbook, Part II, Section 12, 12.01(B).)

Rational:

Need to align the definition of eligibility to the section referenced which was adopted last year as a result of the Affordable Health Care Act.

7.02 Notice of Reduction

The District will provide notice of ~~non-renewal~~ reduction in accordance with the timelines set forth in § 118.22, Wis. Stats. The ~~non-renewal~~ reduction notice shall specify the effective date of the ~~non-renewal~~ timelines pertaining to the right to a private conference under § 118.22, Wis. Stats and will refer the employee to the Reduction in Force provision in this Handbook.

Rational:

Need to reference reduction rather than non-renewal in the wording. Aligns notification of reduction with § 118.22, Wis. Stats.

SECTION 9. PROFESSIONAL STAFF LEAVES AND ABSENCES

The types of leaves and absences are defined below. The number of leaves and absences will be pro-rated as per contract designation. In addition, leaves and absences will be pro-rated if employment is terminated prior to an individual contract expiration date. If employment is terminated prior to contract expiration, and leaves and absences are in excess of pro-rated amounts, the district will deduct excess costs from the final payroll.

Rational:

An employee is given by contract a set number of sick, personal, emergency, and professional days. The proposed language allows the district to prorate the number of days as per the number of contract days

worked. Hypothetically, an employee could be employed for a semester, have used all allowable sick days (nine) prior to the end of the semester, and leave the district.

9.01 Sick Leave

Sick leave days may be used for illness or disability of the employee or immediate family (spouse or children), including medical/dental appointments. Administration reserves the right to request evidence of scheduled appointments. This leave shall be taken in no less than ~~two (2)~~ one hour blocks.

9.02 Emergency Leave

Emergency leave, non-cumulative: Emergency leave is non-cumulative. Emergency leave not to exceed three (3) days per contract year is authorized. This leave shall be taken in no less than ~~two (2)~~ one hour blocks.

9.03 Personal Leave

A teacher is entitled to not more than two (2) days of personal leave. This leave shall be taken in no less than ~~two (2)~~ one hour blocks.

Rational:

The current language that requires two hours of leave time for sick, emergency, or personal leave was implemented at a time when the Skyward managing system would only facilitate and record two hour blocks of time. An update to Skyward now allows office personnel to record time offs in one hour blocks of time. It is hoped that this will minimize time out of the building, with staff utilizing one hour opportunities, rather than being required (or at times forced) to take two hours, with the district incurring the cost of the sub.

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, emergency, and medical leave has expired.

Rational:

This year, the district incurred a request for unpaid time off prior to taking FMLA leave for the purpose of spreading out the days of unpaid leave throughout the school year, rather than being subjected to unpaid leave in the condensed period of the FMLA leave. By using unpaid prior to, knowing that the FMLA leave would also require unpaid leave, by reserving some of the paid leave opportunities, the impact on take-home pay would be more equally distributed. This language requires the employee to use the available days first as they were intended.

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.

Rational:

This additional language is similar to what is in place for use of personal time. The district values early-release, in-service, convention days (which currently there are none in the calendar), and work days. It is contradictory for the teaching staff desire for expanded professional opportunities provided on those days, yet view those days as "comp days," resulting in missed opportunities for professional growth.

12.04 Health Insurance

The board will participate in a group health insurance plan. The Board will pay up to ~~one thousand, one hundred, seventy six dollars and thirty two cents (\$1,176.32)~~ one thousand, two hundred, six-five dollars and thirty-two cents (\$1,265.32) per month towards the family plan and up to ~~five hundred, eighty seven dollars and twenty eight cents (\$587.28)~~ six hundred, twenty-eight dollars and twenty-eight cents (\$628.28) towards the single plan per month from September 1, 2015 through August 31, 2016. Any additional premium will be paid by those participating in the program.

Rational:

In meeting with M3, the rates for 2015-2016 are up 8%. This was negotiated down from an initial proposal of 16%. It should be noted that the past two years, the rates declined, so this was not entirely unexpected. Rate increases are based on experience ratios which was at 132% this past year, after two years of being in the neighborhood of 85-88%.

The district currently has two plans available as an option. A 0 deduct plan and a 250/500 deduct plan. The board was informed that a third, high deductible plan is now available to staff at their choosing. The board contribution is a flat amount and the staff can use that for any of the available plans.

Currently, the flat amount pays approximately 61% of the 0 deduct plan and 66% of the 250/500 plan. In order to maintain a comparable level of contribution, using a blended rate of 63%, it is recommended the board raises its contribution by \$89 to the family plan (total \$1265.32/month) and \$41 to the single plan (total \$628.28). This is what the recommendation has been in the past. The district picks up an amount equal to what it would be to maintain the current level of contribution. With the new available 2500/5000 plan, the flat amount of the district portion would cover approximately 91% of the premium.

EMPLOYEE HANDBOOK

PART III

SUPPORT STAFF

**Non-Exempt Staff Without Individual
Contracts Under §118.22**

SECTION 6. LEAVES AND ABSENCES

The types of leaves and absences are defined below. The number of leaves and absences will be pro-rated as per contract designation. In addition, leaves and absences will be pro-rated if employment is terminated prior to an individual contract expiration date. If employment is terminated prior to contract expiration, and leaves and absences are in excess of pro-rated amounts, the district will deduct excess costs from the final payroll.

Rational:

An employee is given by contract a set number of sick, personal, emergency, and professional days. The proposed language allows the district to prorate the number of days as per the number of contract days worked. Hypothetically, an employee could be employed for a semester, have used all allowable sick days (nine) prior to the end of the semester, and leave the district.

10.01 Dental Insurance

~~The Board shall provide health insurance to eligible employees.~~ An employee whose individual letter of assignment has an assignment of at least 30 hours per week is eligible to participate in the District's dental insurance. The insurance carrier(s), program(s), and coverage's will be selected and determined by the Board.

For twelve (12) month full-time employees, the Board agrees to pay ninety percent (90%) of the cost of the family plan coverage and one hundred percent (100%) of the cost of the single plan coverage for dental insurance for eligible employees. Other employees meeting the minimum 30 hour per week eligibility may participate in the group dental insurance plan with the District paying a prorated portion equal to the employee's annual work hours divided by 2080. The employees agree to pay the balance of the premiums for the insurance.

Rational:

The proposed language clarifies participation requirements for district dental insurance, aligning with the federal requirement of providing coverage for employees whose assignment is 30 hours or more per week. This is current practice of the district.

10.02 Health Insurance

~~The Board shall provide health insurance to eligible employees.~~ An employee whose individual letter of assignment has an assignment of at least 30 hours per week is eligible to participate in the District's health insurance. The insurance carrier(s), program(s), and coverage's will be selected and determined by the Board.

For twelve (12) month full-time employees, the Board agrees to pay ninety percent (90%) of the cost of the family plan coverage and one hundred percent (100%) of the cost of the single plan coverage for hospital and medical insurance for eligible employees. Other employees meeting the minimum 30 hour per week eligibility may participate in the group medical insurance plan with the District paying a prorated portion equal to the employee's annual work hours divided by 2080. The employees agree to pay the balance of the premiums for the insurance.

Medical insurance shall be available to all probationary employees when they are eligible to participate as determined by the insurance carrier.

Rational:

The proposed language clarifies participation requirements for district health insurance, aligning with the

federal requirement of providing coverage for employees whose assignment is 30 hours or more per week. This is current practice of the district.

2015-2016 SUPPORT STAFF SALARY

CLASSIFICATION						
	STARTING					
CUSTODIANS	14.29					
CLERICAL	14.11					
TEACHER ASSISTANT	13.57					
COOKS	13.43					
COOK HELPER	12.32					
ESL LIAISON	~~17.06~~					
ATHLETIC DIRECTOR ADMINISTRATIVE ASSISTANT	\$13.50					
DIFFERENTIAL	0.42					
BILINGUAL DIFFERENTIAL	0.64					

Rational:

Proposing freezing starting salaries for support staff positions. All current employees will receive the negotiated increase.

The district no longer offers an ESL Liaison support position. Those responsibilities are now assumed by the ESL professional staff. Those teacher assistants that can assist with ESL issues are currently compensated by the bilingual differential.

The Athletic Director Administrative Assistant is a combination position with the MCSE aide. The rate for the position aligns itself with the compensation rate per MCSE. It needs to be recognized in the district's Policy Handbook as a compensated position.

EMPLOYEE HANDBOOK

PART V

CO-CURRICULAR STAFF

1.07: Extra-Curricular Pay Schedule

PAYMENT SCHEDULE FOR 2014-2015

	<i>1-5 years</i>	<i>6 or more years</i>
<i>All Sports</i>		
<i>Athletic Director</i>	\$4,003	\$4,462
<i>Head Coaches</i>	\$3,171	\$3,626
<i>Wellness Center Coordinator</i>	\$3,171	\$3,626
<i>Assistant Coaches</i>	\$2,101	\$2,396
<i>Middle School Coaches</i>	\$1,713	\$1,911
<i>Advisors</i>		
<i>Instrumental Music</i>	\$2,039	\$2,346
<i>Annual, FBLA, FFA, FHA, VICA, Tech Club</i>	\$2,039	\$2,346
<i>Assistant Advisors</i>	\$1,025	\$1,125
<i>Vocal Music</i>	\$1,496	\$1,885
<i>Cheerleading, Dance Club, Forensics</i>	\$1,303	\$1,502
<i>One Act Play</i>	\$1,303	\$1,502
<i>Foreign Language Club, NHS</i>	\$1,025	\$1,125
<i>Head Junior and Senior Class Advisors</i>	\$1,025	\$1,125
<i>Senior High Student Senate Advisor</i>	\$1,025	\$1,125
<i>Middle School Student Senate Advisor</i>	\$1,025	\$1,125

G. Post season 2015-2016 for all sports, refers to participation beyond initial tournament assignment

<i>Head Coach</i>	<i>\$17.50 per day</i>
<i>Assistants</i>	<i>\$13.09 per day</i>

PAYMENT SCHEDULE FOR 2015-2016 (1.62% Increase)

	<i>1-5 years</i>	<i>6 or more years</i>
<i>All Sports</i>		
<i>Athletic Director</i>	\$4,067	\$4,534

<i>Head Coaches</i>	<i>\$3,224</i>	<i>\$3,684</i>
<i>Wellness Center Coordinator</i>	<i>\$3,224</i>	<i>\$3,684</i>
<i>Assistant Coaches</i>	<i>\$2,135</i>	<i>\$2,434</i>
<i>Middle School Coaches</i>	<i>\$1,740</i>	<i>\$1,941</i>
 <i>Advisors</i>		
<i>Instrumental Music</i>	<i>\$2,072</i>	<i>\$2,384</i>
<i>Annual, FBLA, FFA, FHA, VICA, Tech Club</i>	<i>\$2,072</i>	<i>\$2,384</i>
<i>Assistant Advisors</i>	<i>\$1,041</i>	<i>\$1,143</i>
<i>Vocal Music</i>	<i>\$1,520</i>	<i>\$1,915</i>
<i>Cheerleading, Dance Club, Forensics</i>	<i>\$1,324</i>	<i>\$1,526</i>
<i>One Act Play</i>	<i>\$1,324</i>	<i>\$1,526</i>
<i>Foreign Language Club, NHS</i>	<i>\$1,041</i>	<i>\$1,143</i>
<i>Head Junior and Senior Class Advisors</i>	<i>\$1,041</i>	<i>\$1,143</i>
<i>Senior High Student Senate Advisor</i>	<i>\$1,041</i>	<i>\$1,143</i>
<i>Middle School Student Senate Advisor</i>	<i>\$1,041</i>	<i>\$1,143</i>

Rational:

The 2015-2016 amounts represent a 1.62% increase.



EMPLOYEE HANDBOOK

PART VI

SUBSTITUTE EMPLOYEES

SUBSTITUTE TEACHER PAY SCHEDULE

2015-2016

Less than 10 days per year	\$ 90.00
11 days to 20 days	\$ 95.00
21 days to 40 days	\$100.00
Over 40 days	\$105.00

- A. Long-term substitutes will be paid \$90.00 for the first 10 days. Beginning on the 11th day, long-term substitutes will be paid ~~\$185.00~~ a pro-rated amount of what is determined to be the starting salary for the current calendar year per day. If a teacher takes on a new consecutive long-term sub assignment within the same calendar school year, they will start from day 1 at rate of \$185.00 per day.

Rational:

The new amount automatically rises with what the district offers as a “starting wage” for teachers. Competent subs and long-term subs are at a premium in the area and it is important to compensate them fairly.

3.07 Substitute Employee Pay Rates

All substitutes will receive the probationary rate for the category of which they performing the duties and responsibilities of the assignment, established by the board.

CUSTODIANS	14.29		
CLERICAL	14.11		
TEACHER ASSISTANT	13.57		
COOKS	13.43		
COOK HELPER	12.32		
ATHLETIC DIRECTOR/ ADMINISTRATIVE ASSISTANT	13.500		\$13.50

Rational:

The district previously employed substitutes at the probationary rate as established by the master contract. Probationary rates are no longer identified in the contract or in policy. This establishes a sub rate for the positions above.

Admission of Foreign Exchange Students

422.1

The Abbotsford Board of Education encourage participation with civic or community organizations that plan and execute programs of student exchange between foreign countries and the School District of Abbotsford. The board welcomes foreign exchange students because of the learning experiences associated with interacting with students from other nations and cultures. The following guidelines must be adhered to before any organization is allowed to have a student enrolled in the Abbotsford School District:

1. The organizations recognized by the district are those shown in the current Advisory List of International Education Travel and Exchange Programs published by the Council of Standards for International Educational Travel.
2. Students participating in the program must have sufficient knowledge of the English language to allow them to function adequately in the school environment without the need for special language instruction.
3. The student must have been in good academic standing in his/her native country and have the ability to get maximum benefit from an exchange program.
4. ~~The student must have attained the age of 16 prior to September 1 and not exceed age 18 during the school year of placement.~~
The student must be age appropriate for enrollment in High School level courses. Age appropriate placement will be reviewed by the high school principal.
5. The student must reside with a family in the School District of Abbotsford or a family of a student enrolled in the District of Abbotsford (i.e., Open Enrollment).
6. The school principal shall receive for review all applications, including student academic records, by June 30. A decision on placement will be made by August 1, preceding the year of enrollment. Applications for second semester enrollment must be submitted on or before October 31. The building principal has the right to limit the number of foreign exchange students to two during any semester.
7. The sponsoring organization's area representative shall meet with the school's representative prior to admittance of the student. The host family shall have a meeting or telephone contact with the guidance counselor prior to the exchange student's arrival.
8. The organization representing the foreign exchange student shall establish to the satisfaction of the administration that an adult in this district has the authority to act in loco parentis. The adult supervisor must be financially and otherwise responsible.
9. The student must register as a full-time student for credit classes.
10. The student must abide by all policies, rules, and regulations of the District and his/her sponsoring organization.
11. The school district reserves the right to terminate a foreign student's enrollment when, in its judgment, the student's continued enrollment would be detrimental to the foreign student or to other Abbotsford students.
12. In accordance with policy 354, foreign exchange students are not eligible for a High School Diploma from the School District of Abbotsford.

Policy Adoption: June 19, 2006
 Revision:
 Reference: Policy 354

Fd	Obj	Obj	May 2013-14 Monthly Activity	May 2014-15 Monthly Activity	2014-15 Revised Budget	2014-15 FY Activity	Unencumbered Balance	2014-15 FYTD Unencumbered Bal
10	310	PURCHASED PERSONAL SERVICES	0.00	365.00	3,000.00	820.00	2,180.00	2,180.00
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	1,285.50	1,362.83	8,000.00	6,903.50	3,260.34	3,260.34
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	1,285.50	1,727.83	11,000.00	7,723.50	5,440.34	5,440.34
10	310	PURCHASED PERSONAL SERVICES	2,966.65	2,688.70	36,757.03	25,045.04	11,876.78	11,876.78
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	4,698.23	4,633.03	39,844.00	31,935.20	12,423.52	12,423.52
10	353	POSTAGE/CARTAGE	0.00	0.00	9,000.00	7,515.99	0.00	0.00
10	355	TELEPHONE & TELEGRAPH	0.00	0.00	0.00	0.00	0.00	0.00
10	---	MIDDLE/SENIOR HIGH SCHOOLS	7,664.88	7,321.73	85,601.03	64,496.23	24,300.30	24,300.30
10	310	PURCHASED PERSONAL SERVICES	0.00	0.00	3,500.00	2,350.00	1,150.00	1,150.00
10	341	PUPIL TRAVEL	0.00	0.00	14,000.00	0.00	14,000.00	14,000.00
10	---	SUMMER SCHOOL	0.00	0.00	17,500.00	2,350.00	15,150.00	15,150.00
10	310	PURCHASED PERSONAL SERVICES	27,227.30	42,130.01	338,947.50	339,080.92	-1,034.32	-1,034.32
10	331	GAS FOR HEAT	4,658.14	1,905.84	125,000.00	49,702.59	73,774.04	73,774.04
10	336	ELECTRICITY FOR OTHER THAN HEA	8,821.24	9,556.58	122,000.00	106,340.16	14,652.37	14,652.37
10	337	WATER	1,489.00	1,740.80	24,000.00	17,738.15	8,018.85	8,018.85
10	338	SEWERAGE	1,784.06	1,931.74	23,000.00	20,508.72	4,445.74	4,445.74
10	341	PUPIL TRAVEL	0.00	1,020.68	246,007.00	240,776.80	5,004.96	5,004.96
10	348	VEHICLE FUEL	655.00	323.80	6,000.00	3,186.88	2,901.12	2,901.12
10	353	POSTAGE/CARTAGE	13.75	0.00	1,023.00	627.58	552.50	552.50
10	355	TELEPHONE & TELEGRAPH	748.31	796.70	11,000.00	9,180.90	2,706.39	2,706.39
10	381	PAYMENT TO MUNICIPALITY	498.95	572.25	6,000.00	5,733.58	838.67	838.67
10	---	DISTRICT-WIDE	45,895.75	59,978.40	902,977.50	792,876.28	111,860.32	111,860.32
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	54.00	0.00	2,175.00	1,203.00	1,288.50	1,288.50
27	341	PUPIL TRAVEL	3,425.28	3,226.55	20,387.00	30,177.40	-7,005.11	-7,005.11
27	---	DISTRICT-WIDE	3,479.28	3,226.55	22,562.00	31,380.40	-5,716.61	-5,716.61
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	240.60	259.40	259.40
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	240.60	259.40	259.40

9A(1)

		May 2013-14	May 2014-15	2014-15	2014-15	Unencumbered	2014-15 FYTD
<u>Fd</u>	<u>Obj</u>	<u>Monthly Activity</u>	<u>Monthly Activity</u>	<u>Revised Budget</u>	<u>FY Activity</u>	<u>Balance</u>	<u>Unencumbered Bal</u>
99	310 PURCHASED PERSONAL SERVICES	0.00	0.00	1,000.00	0.00	1,000.00	1,000.00
99	331 GAS FOR HEAT	127.05	42.45	1,200.00	961.33	238.67	238.67
99	336 ELECTRICITY FOR OTHER THAN HEA	137.96	0.00	1,500.00	862.82	501.73	501.73
99	341 PUPIL TRAVEL	0.00	0.00	0.00	0.00	0.00	0.00
99	353 POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
99	355 TELEPHONE & TELEGRAPH	47.18	48.79	9,600.00	539.69	9,109.10	9,109.10
99	381 PAYMENT TO MUNICIPALITY	0.00	0.00	0.00	0.00	0.00	0.00
99	--- MIDDLE/SENIOR HIGH SCHOOLS	312.19	91.24	13,300.00	2,363.84	10,849.50	10,849.50
Grand Expense Totals		58,637.60	72,345.75	1,053,440.53	901,430.85	162,143.25	162,143.25

Number of Accounts: 128

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

2014-2015 -NTC Marketing Fundamentals Certificate Consortium**2nd Semester Billing*****Based on a .375 FTE**

	Estimated	Actual
Salary:	\$ 14,771.00	\$ 14,771.52
Benefits:	\$ 5,081.00	\$ 4,971.51
Textbooks		
Supplies		
Total:		\$ 19,743.03

Commitment/Participation Fee: \$ 12,000.00

Six Schools: AB, AT, CO, LOY, SP, ST

Per Pupil Cost Remaining: \$ 7,743.03

Per Pupil Cost Based on 11 Enrolled Students:	\$703.91
--	-----------------

Estimated Costs for 2014-2015					Paid 1st Sem	Amount Due
School	Students	Participation Fee	Student Fee	Total		
Abbotsford	5	\$ 2,000.00	\$ 3,519.56	\$ 5,519.56	\$ 2,784.55	\$ 2,735.01
Athens		\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Loyal	3	\$ 2,000.00	\$ 2,111.74	\$ 4,111.74	\$ 2,070.73	\$ 2,041.01
Spencer	0	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Stratford	0	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Colby	3	\$ 2,000.00	\$ 2,111.74	\$ 4,111.74	\$ 2,070.73	\$ 2,041.01
	11	\$ 12,000.00	\$ 7,743.03	\$ 19,743.03	\$ 9,926.00	\$ 9,817.03

*The Abbotsford School District will invoice 50% at the end of first semester and 50% in May, with actual and final reconciliation prior to June 30, 2015.

*The above figures are a preliminary budget for costing and budgeting purposes.

*Variables include the number of students each school sends, along with final salary and fringe package for the instructor.

2014-2015-NTC Health Academy Certificate Consortium**2nd Semester Billing*****Based on a .375 FTE**

	Estimated	Actual
Salary:	\$ 20,353.00	\$ 20,352.72
Benefits:	\$ 4,070.00	\$ 3,021.92
Textbooks		\$ 6,463.21
Supplies		\$ 1,167.57
Mileage		\$ 1,745.80
Total:		\$ 32,751.22

Commitment/Participation Fee: \$ 12,000.00

Six Schools: AB, AT, CO, LOY, SP, ST

Per Pupil Cost Remaining: \$ 20,751.22

Per Pupil Cost Based on 31 Enrolled Students: \$669.39 One Instructor

Estimated Costs for 2014-2015			Student Fee	Total	50% Sem 1	Amount Due
School	Students	Participation Fee				
Abbotsford	15	\$ 2,000.00	\$ 10,040.91	\$ 12,040.91	\$ 6,836.21	\$ 5,204.70
Athens	0	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Loyal	1	\$ 2,000.00	\$ 669.39	\$ 2,669.39	\$ 1,389.08	\$ 1,280.31
Spencer	4	\$ 2,000.00	\$ 2,677.58	\$ 4,677.58	\$ 2,556.32	\$ 2,121.25
Stratford	3	\$ 2,000.00	\$ 2,008.18	\$ 4,008.18	\$ 2,167.24	\$ 1,840.94
Colby	8	\$ 2,000.00	\$ 5,355.15	\$ 7,355.15	\$ 4,112.65	\$ 3,242.51
	31	\$ 12,000.00	\$ 20,751.22	\$ 32,751.22	\$ 18,061.50	\$ 14,689.72

*The Abbotsford School District will invoice 50% at the end of first semester and 50% in May, with actual and final reconciliation prior to June 30, 2015.

*The above figures are a preliminary budget for costing and budgeting purposes.

*Variables include the number of students each school sends, along with final salary and fringe package for the instructor.

FEAHS Reconciliation Report

9A(4)

Expenses 2014-2015

Salary		\$74,811.32
Fringes		\$19,411.50
Rent		\$8,400.00
Gas Heat	331	\$961.33
Electricity	336	\$862.82
Telephone	355	\$539.69
Maintenance (Inspection)		
Equipment		
Supplies		\$510.87
Dues/Fees (Testing)		\$300.00
NovaNet		\$8,690.00
Postage		
Travel		\$85.00
OPEB Payment		
TOTAL		\$114,572.53

Commitment/Participation Fee \$15,000.00

Total Expense Remaining	\$99,572.53
-------------------------	--------------------

.5 Credits Attempted 185.00

Per .5 Credit Cost	\$538.23
--------------------	-----------------

	Commitment/ Participation Fee	# of .5 Credits	Total Fee Per Credit	Total Amount Due
Abbotsford	\$5,000.00	68	\$36,599.63	\$41,599.63
Colby	\$5,000.00	60	\$32,293.79	\$37,293.79
Spencer	\$5,000.00	57	\$30,679.10	\$35,679.10
Total		185		\$114,572.53

Dashir Management Services, Inc.

2356 Reinhardt Ct Reedsburg WI 53959- 608-524-2251-Email: mnelson@dashirmanagement.com

School District of Abbotsford

MANAGEMENT AGREEMENT

Effective July 1, 2015

Dashir Management Services, Inc. proposes to provide and manage a custodial / maintenance program for the School District of Abbotsford for the purpose of providing a clean, safe environment for the staff and students in all District facilities. The terms proposed are as follows:

1. This program will require 3.5 FTE consisting of 1 full time Facility Manager (40 hours per week), 2 FT cleaners (80 hours per week) and 1 PT cleaner (25 hours per week for 40 weeks plus 40 hours for project cleaning). Variable weekend coverage is addressed separately in addendum B.
2. The Facility Manager will also manage district employed maintenance and cleaning associates.
3. The District will provide all cleaning supplies and custodial equipment.
4. Dashir, with in-put from the District Administration, will be responsible for the assignment of schedules and supervision of all employees in the Custodial Department.
5. Dashir will provide access to its purchasing agreements and assist the District to assure the greatest savings possible on any other purchases.
6. Dashir will monitor the success of the program through inspections conducted by the on-site Manager and the Area Operations Manager.
7. Dashir Management and District Administration will meet regularly to review progress and resolve any problems that may occur.
8. Dashir will provide the District with a current certificate of workers' compensation and liability insurance from an insurance provider licensed in the State of Wisconsin.
9. Dashir will comply with all labor laws of the State of Wisconsin and the Federal standards that may apply.
10. Dashir employees will comply with all policies of the District.
11. Dashir agrees to provide any information related to actual labor cost, as may be requested by the District Administration.

12. The District agrees to provide budget information, including monthly year to date reports as they relate to the Custodial and Maintenance Department.
13. This Agreement will remain in force for 3 years beginning July 1, 2014 through June 30, 2017. The Agreement will be automatically renewed for an additional three year term unless either party requests a change 90 days prior to the contract date in writing.
14. Dashir Management Services, Inc. agrees to provide an annual report to the Administration that will detail the company's compliance with this agreement. The report will be delivered to the the school District Administrator each year. The report will evaluate performance based on staff training and evaluation, quality (inspections completed), Department financial performance, projects and routine maintenance evaluations.
- 14a. In the event either party, through this report and evaluation, is determined to have breached a material provision of this agreement, the non breaching party may give the breaching party notice of such breach. The breaching party must remedy the breach within 60 days of the service of notice of breach. If such breach is not remedied to the satisfaction of the District Administration within the time specified, the party giving notice shall have the right to terminate this agreement upon expiration of the stated remedy period or anniversary date of this agreement.
15. The contract amount will be adjusted only when a change in service responsibility occurs or in the event of an change in the wage and benefit package offered to District employees in support departments. The adjustment shall occur effective with the commencement of the change in service responsibility or the effective date of the change in the wage and benefit package.
16. The annual contract amount will change in a percentage equal to the change offered to employees in departments as indicated above with a maximum of 3.8% annually.
17. The School District of Abbotsford agrees not to offer employment to any Dashir Supervisory employees during the term of this agreement and for one year following termination of this agreement, without the expressed written permission of Dashir Management Services, Inc.

If you are in agreement with the contract as indicated above and attached addendum, please sign.



Michael Nelson
President

Date 6-2-15



Reed Welsh
District Administrator

Date _____

Addendum "A"

Dashir Management Services, Inc. will provide the program and all staff as indicated in the attached Analysis.

The updated cost effective July 1, 2015 for this Management Program:

\$ 202,241.17 annually or \$ 15,557.01 every 4 weeks (plus Addendum B below)

The cost of this service will be adjusted by a percentage equal to any adjustment awarded to District employees as indicated previously in this agreement.

Any hours worked over the contracted amount would be with authorization of School District Administration and would be charged to the district at a rate of the actual paid wages plus 30%. This does not apply to the Facility Manager's hours.

Dashir Management Services, Inc. agrees to indemnify and hold harmless the School District of Abbotsford liability from the negligent act or omissions of an employee or representative of Dashir Management Services, Inc.

Addendum "B"
Weekend Coverage

Dashir will continue to provide a part time associate for weekend coverage working the hours requested by the district.

The cost for this service will be the employee's hourly wage plus 30%.

The cost will be listed as a separate line item on the invoices.



(98(2))

May 29, 2015

Ryan Bargender, Athletic Director
Abbotsford School District
112 W. Spruce St., PO Box A
Abbotsford, WI 54405

Dear Ryan,

For the past several years, Marshfield Clinic's Athletic Training Service rates have remained unchanged. Recently, increases in both staffing costs and demand for athletic training services (driven in part by recent changes in state law regarding concussion management and districts general concern for their student athlete's safety) have made it necessary for Marshfield Clinic to make fee adjustments that will allow us to continue to provide, professional athletic training services to your school's student athletes.

I understand that Marshfield Clinic's manager of Athletic Training Services, Jim Nesbit, LAT, has connected with you regarding increases in training services rates over the next three academic years starting with next academic year, 2015 – 2016.

Attached is an Amendment of Abbotsford School District's Athletic Training Services Agreement that will be effective with academic year, 2015-2016 and reflects the fee changes, which Mr. Nesbit has discussed with you. Please sign and date both Amendment originals, keep one original for your file, and return the other original to my administrative assistant:

Ms. Tammy Fieselman
Marshfield Clinic – 1K4
1000 North Oak Avenue
Marshfield WI 54449

If you have questions or wish to discuss further, please contact Jim Nesbit or I at your earliest opportunity before this academic year has ended.

Sincerely,

Steve Hubler-Marti
District Administrator

SH-M/tf

Enclosure(s)



Athletic Training Services Agreement

Amendment No. 1

THE AGREEMENT, made the 27th day of April 2011, and any Amendments thereto, by and between **Marshfield Clinic, Inc.**, a Wisconsin non-stock, nonprofit corporation, hereinafter referred to as "Clinic," and **Abbotsford School District**, hereinafter referred to as "School," is hereby amended this 28th day of May 2015, as follows:

1. In Section 3.01, Consideration/No Required Referrals, the third paragraph is hereby amended to read as follows:

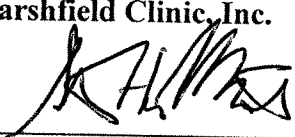
Annual Administrative Fee:

- Academic year 2015-2016: Seven Hundred dollars (\$700), payable by School within thirty (30) days of receipt of Clinic's annual invoice. Invoice will be sent by Clinic to School in May, 2016.
- Academic year 2016-2017: One Thousand Two Hundred Twenty-Five dollars (\$1225), payable by School within thirty (30) days of receipt of Clinic's invoice. Invoice for this academic year's Annual Administrative Fee will be equally split between invoices sent in December, 2016 and May, 2017.
- Academic year 2017-2018: Two Thousand One Hundred Forty-Three and 75/100 dollars (\$2143.75), payable by School within thirty (30) days of receipt of Clinic's invoice. Invoice for this academic year's Annual Administrative Fee will be equally split between invoices sent in December, 2017 and May, 2018.
- Beginning with Academic year 2018-2019, Clinic will provide written notice to School of any Annual Administrative Fee increases in May, 2018 and with each successive May prior to the School's academic year thereafter on an annual basis. Invoices for each academic year will continue to be sent to School by Clinic in two equal amounts in December and the following May of each Academic year.

2. The remainder of the Original Agreement is hereby restated.

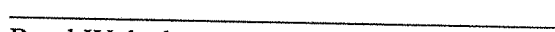
IN WITNESS WHEREOF, the Clinic and School have executed this Amendment the day and year first above written.

Marshfield Clinic, Inc.



Steve Hubler-Marti
District Administrator

Abbotsford School District



Reed Welsch
District Administrator



483

COMPENSATION:

1. In compliance with the terms of the contract, the District agrees for the 2015-2016 school year to pay ~~\$58,338.00~~ **\$58,921.00** per bus for regular daily routes. The 2014-2015 payment made by the district will be in the amount ~~SIX THOUSAND, FOUR HUNDRED, EIGHTY-TWO DOLLARS SIX THOUSAND, FIVE HUNDRED, FORTY-SIX DOLLARS AND SEVENTY-EIGHT CENTS PER BUS TIMES NINE MONTHS FOR THE REGULAR DAILY ROUTES.~~ The district is contracted for four regular routes. The district will review the transportation provider the number of routes on an annual basis. **The dollar amount represents a 1.0% increase.**
2. 2016-2017 The CPI determined for negotiating with school bargaining units for the 2016-2017 school year with a cap of 1.5% will be implemented.
3. 2017-2018 The CPI determined for negotiating with school bargaining units for the 2017-2018 school year with a cap of 1.62% will be implemented
4. Years 4-7 on the contract, compensation packages to be negotiated.
5. Extreme fluctuation in fuel and insurance costs will be subject to renegotiations between the District and the Contractor.
6. **IN ADDITION** to Regular Daily Routes, the following services will be compensated for the 2015-2016 school year as follows
 - A. **EXTRA CURRICULAR TRIPS:** ~~\$1.76~~ **\$1.78** per mile plus ~~\$17.90~~ **\$18.08/hour.**
 - B. **SHORT TRIPS:** ~~\$34.99~~ **\$35.34** per day
 - C. **ALTERNATIVE SCHOOL:** To be determined if needed.
 - D. **EARLY CHILD HOOD ROUTES:** To be determined if needed. The District reserves the right to establish a daily trip rate, use the school district vehicle, and consider a licensed Burnett Transit driver.
 - E. **SUMMER SCHOOL ROUTES:** For a combined route (one bus), rate of ~~\$479.00~~ **\$483.80** per day. If additional busses are needed, the rate will be negotiated.
 - F. **SPECIAL EDUCATION ROUTES:** To be determined on a per need basis. ~~\$102.07~~ **\$103.09** for the first route of the day. If a second route is needed on the same day, that route will be ~~\$76.55~~ **\$77.32**
 - G. **PRIVATE SCHOOL:** Included in regular route
7. **FUEL COSTS:** Extreme fluctuation in fuel costs will be handled in this way:
 - If the cost of fuel falls below \$1.90 per gallon the Contractor will reimburse the District the savings based on the actual amount saved.
 - If the cost of fuel rises above \$1.90 per gallon, the District will pay the additional cost based on the actual amount spent.
 - The Contractor will provide the District with financial justification when additional compensation is requested.
8. **INSURANCE COSTS:** The district will pay a flat fee of \$1200.00 to offset the insurance costs of the busses for the 2015-2016, 2016-2017, and 2017-2018 school years. Years 4-7 of this contract to be negotiated.

IN WITNESS WHEREOF, THE PARTIES HAVE EXECUTED THIS AGREEMENT BELOW:

FOR THE DISTRICT:

School District of Abbotsford
307 N. 4th Avenue, P O Box 70
Abbotsford, WI 54479

FOR THE CONTRACTOR:

Burnett Transit
B3866 Highway 13, North
Spencer, WI 54479

President, Board of Education

Contractor

Clerk, Board of Education

Date

Date



A TRADITION OF EXCELLENCE
SCHOOL DISTRICT OF ABBOTSFORD

Visit Our Website at <http://www.abbotsford.k12.wi.us>

OUR CHILDREN, OUR FUTURE

510 WEST HEMLOCK STREET
ABBOTSFORD WI 54405



LUCAS BARTH
Middle/High School Principal
PO Box A
Telephone: (715) 223-2386
Fax: (715) 223-3986

REED WELSH
District Administrator
PO Box A
Telephone: (715) 223-6715
Fax: (715) 223-4239

GARY GUNDERSON
Elementary School Principal
PO Box A
Telephone: (715) 223-4281
Fax: (715) 223-0691

Date: June 11, 2015

To: Ally Meserole
3561 Sharon Drive
Eau Claire, WI 54701

From: Reed Welsh, District Administrator

LETTER OF INTENT:	Position:	Language Arts/English
	Beginning Date:	August 5, 2015 (New Staff Orientation)
		School Year Calendar is Enclosed
	Salary:	\$38,000.00
	Benefits:	As Per Policy Handbook

This is to confirm an offer of a contract for the position of Language Arts/English Teacher for the School District of Abbotsford. This offer is contingent upon the following:

1. **Licensing:** A copy of a Wisconsin Department of Instruction license is required.
2. **Passing a Pre-Employment Physical/TB Test:** The results of a health examination must be received and approved before your start date. A physical form can be obtained from the District Office. We ask that you go to the Marshfield Clinic, Colby/Abbotsford center on Highway 13 in Colby. Tell them you need a school physical required by the School District of Abbotsford and they will bill us directly.
3. **Official Transcripts:** Submit official transcripts to the district office.
4. **Policy Handbook, Part II, 6.02:** Resignations on or after July 1 and before July 15th shall result in liquidated damages of five dollars (\$500.00). Resignations from contracts after July 15th shall result in liquidated damages of one thousand dollars (\$1000.00).

Your employment with the School District of Abbotsford will be presented to the Board of Education for approval on Monday, June 15, 2015.

This letter of intent serves as a contractual agreement between Ashley Nichols and the School District of Abbotsford. An individual contract will be issued prior to the start of the 2015-2016 school year, contingent on a background check conducted by the district.

My signature indicates acceptance of this offer of employment with the School District of Abbotsford.

Signature _____ Date _____

Pc: Ryan Bargender, Principal
Payroll
File



Wisconsin Education Career Access Network
School District of Abbotsford
 Reed Welsh (bVS)
 Employer Access - Admin Account

- [Contact WECAN](#)
- [HELP Page](#)
- [Log Out](#)

Fisher
May 15
1:15

Options: [Back to Applicants](#) | [Comments Log](#) | [Email Candidate](#) | [Hired Status](#) | [Main Menu](#)

VACANCY ID: 77178 » Ally A Meserole

Evaluate This Candidate	
Rating: 4	Scale: 1-5, with 1 being the Best OR A-D with A being the Best
Comments:	
Save Evaluation ** The Comments box scrolls, however only 500 characters (approx 6 lines) are saved.	

Candidate Profile	
Name: Ally A Meserole Email: ally_meserole@hotmail.com Available: July 2015 Contract: No	Subject Areas: 1. English Geographic Limits: Interested in CESAs... 4, 5, 6, 8, 9, 10, 11
Present Address and Phone: 3561 Sharon Drive Eau Claire, WI 54701 715-544-2610	Permanent Address and Phone: H3425 Huckleberry Road Colby, WI 54421 <i>Phone not entered</i>

Multilingual Abilities:
None Entered

Candidate Extras:	Application History: View All
- Attachments - DPI File Number: Not Entered - Search	1. 2015-04-27 10:14:49 Vacancy: 77178 I

Folders
This Candidate is not in any of your Folders.

Standard Application Versions	Printable Pages
1. 2015-05-11 11:55:06 View	- Standard Application
2. 2015-04-27 10:14:49 View	- Criminal Background
	- Authorization, Release, and Certification Statement
	- Online Cover Letter
Answers Submitted: The OPEN links below open printable pages.	
1. Out of State	2015-04-27 10:14:49 OPEN
2. 12 Questions	2015-04-27 10:14:49 OPEN

STANDARD APPLICATION VERSION: 2015-05-11 11:55:06

Position Seeking
Description: English Language Arts Teacher

Type:	Teacher
%:	Full-Time

Education (most recent first)					
Name of School	Dates Attended	Degree	GPA	Major(s)	Minor
University of Wisconsin - Eau Claire		BA	3.20	Secondary English Education	History, Liberal Arts

Credits	
Credits Beyond Bachelor's Degree: Graduate: 0 Undergraduate: 36	Credits Beyond Master's Degree: Graduate: 0 Undergraduate: 0

Licenses (held or to be attained)					
Position/Subject (WI DPI Code)	Level	State	Year Expires	Year Expected	Seeking Position
English (1300)	EA-A	WI		2015	Y

Education Work Experience (most recent first)

Years of Professional Experience
As a Teacher: 00 As an Administrator: 00

Non-Renewal
Have you ever been non-renewed for reasons other than budgetary or program elimination? N

Other Work Experience (most recent first)				
Position	Dates	Employer/Location	Supervisor Name/Phone	Reason for Leaving
Server & Cleaner	04/2014-Present	Wander Inn, Chippewa Falls, WI	Sonny Eckwright	Still there, part-time
Cashier	04/14-03/15	Harbor Freight Tools, Eau Claire, WI	Marcus Rubenzer	Student Teaching, Schedule Conflicts
Customer Service, Cobbler	01/12-07/13	Ralph's Shoes	Robert McRoberts	Business Closed

References (Superintendents, Principals, Supervisors)			
Name	Position	Address	Phone
Raina Pfundheller	English Teacher	rpfundheller@ecasd.us	715-894-0443

Personal Statement

For as long as I can remember, I have wanted to change the world. I have wanted to save every cat I saw on a humane society commercial. I have wanted to clean out my entire kitchen to donate to the hungry children. Nelson Mandela (2003) said "Education is the most powerful weapon which you can use to change the world." I wholeheartedly agree with this idea. I will not only be teaching my students content, I will be teaching people—people who matter to me—through their likes, strengths, and abilities. As a classroom grows into a community, I can reach out to my students and help them follow a path of greatness. Educators have the ability to push students to succeed, reach their goals, strive for excellence, and gain a sense of empowerment.

During my path towards becoming an educator, I have learned many important ideas and skills. I have learned that a community within a classroom and a school can be the most important part of teaching. I have learned how to manage a classroom, assess the Common Core, and give explicit directions. The University of Wisconsin-Eau Claire has played a huge role in shaping me towards being a constructive, student-centered teacher.

I have met and exceeded the University's requirements for community service. All of my hours have been in a classroom or school setting. I have volunteered in libraries, with one-on-one tutoring, at the Boys and Girls club, and for sporting events. The more time I spend with young adults, the more I realize how capable they are. I am especially interested in working as a coach after a few years of teaching. During my high school and college years I spent a large majority of my time participating in athletics. As a senior in high school I was awarded the WIAA Scholar Athlete Award.

Training or Experience in Specific Educational Areas

Gifted and Talented

Independently planned and taught lessons for a middle school advanced writers' course (Northstar Middle School)

Restitution, Discipline with Dignity, Love and Logic

Cohort Classes: Researched and presented on classroom management styles. Practiced procedures

Thematic Instruction

Activities

Unfortunately, while in college I did not participate in many extracurricular activities because of my financial situation; I was paying for college through part-time work and student loans. The few activities I did participate in are listed below:

-Intramural Softball

-Intramural Ultimate Frisbee

On the other hand, while in High School I was extremely active in extracurricular activities. I would be willing to coach or advise the following:

-Track and Field

Eligibility

Are you a U.S. Citizen OR do you have an entry permit which allows you to lawfully work in the U.S.?	Y
--	---

Criminal Background

Have you ever pled guilty, or no contest/nolo contendere, to or been convicted of an ordinance violation (other than minor traffic violations), misdemeanor, or felony?	N
---	---

Do you have any pending criminal charges?	N
---	---

QUESTION SET: Out of State VERSION: 2015-04-27 10:14:49

Question 1:

Have you ever resided outside of the state of Wisconsin? If so, please list all states.

Answer:

Yes, as a child (before the age of 14). Virginia (1999) North Carolina (2000) California (as a baby)

ONLINE COVER LETTER: 2015-04-27 12:07:34

Online Cover Letter:

- Applicants can EDIT their Online Cover Letter as often as they like until they SUBMIT it to the employer.
- Once an Online Cover Letter has been submitted, it can no longer be changed.

Dear Mr. Reed Welsh,

First off, thank you for considering me for the position of English/Language Arts Teacher. I heard about this position through the WECAN system. I am currently finishing up my second student teaching placement. During the past few months I have had invaluable experiences in the school systems. I have become familiar with different school layouts, staff, and procedures/policies. I am greatly interested in teaching in the Abbotsford school district because of the amazing community and the opportunities available to myself and students. As a teacher, I have great resources open to me through the University of Wisconsin-Eau Claire system. I am able to use my past teachers, professors, and classmates as resources for new ideas, techniques, and technologies. This is important because we can use these resources to support our students' paths to success.

I believe I would be a valuable addition to your teaching staff due to my considerable education in English Language Arts, dedication to students, and experiences with community service. The University of Wisconsin-Eau Claire is well-known for its amazing education program. This program pushed me to learn ELA content, teaching strategies, classroom management practices, Best Practices in education, and collaboration techniques. I have had training in Educator Effectiveness, implementation of Common Core State Standards, and thematic instruction. I have also had instruction in the utilization of technology through high school and college courses, and my current Student Teaching placement with Amanda Fay at Chippewa Falls Middle School. I am willing to share my knowledge of technology with other staff members, whether that be as a contact to help answer questions when something isn't working or to teach them about new applications to help make them more efficient and engaging. I am dedicated to building student-teacher relationships.

While student teaching with Raina Pfundheller at Eau Claire North High School, I attended multiple outside activities our students participated in. I went to track meets, a karate tournament, a play, and a ceremony for our students who won the UW-EC Sigma Tau Delta Writing Contest. Student-teacher relationships are highly important when it comes to classroom management and student engagement. When a student understands that their teacher respects them, enjoys them as a person, and is invested in their success, they are more likely to participate in class and respect them as an authority figure. Student engagement increases when the teacher knows what the students are interested in. When one student is highly interested, the others are more likely to be intrigued as well. And finally, I believe my community service experiences, mostly in the educational system but also specifically with people with disabilities, has helped me see the potential in people and communities. I understand how support can push people to succeed and sometimes support is all a person needs.

Thank you again for your time. I appreciate being considered for this position and the opportunities which come along with it. If you have any questions about my resume, letter of interest or cover letter, please feel free to contact me.

Thank you,

Ally Meserole

10B(1)

SCHOOL DISTRICT OF ABBOTSFORD
ABBOTSFORD, WISCONSIN 54405

RYAN BARGENDER
MIDDLE/SR. HIGH SCHOOL PRINCIPAL
510 W Hemlock Street
Telephone (715) 223-2386
Fax (715) 223-3986

REED WELSH
ADMINISTRATOR
510 W Hemlock Street
Telephone (715) 223-6715
Fax (715) 223-4239

GARY GUNDERSON
ELEMENTARY PRINCIPAL
510 W Hemlock Street
Telephone (715) 223-4281
Fax (715) 223-6270

LETTER OF INTENT

April 21, 2015

Allison Dodson

You are hereby notified that the administration has recommended to the School Board, and the board took action at its regular meeting on April 20, 2015, to offer you a teaching contract for the 2015 – 2016 school year. Your salary for 2015-2016 will not be less than \$ 37,500.00.

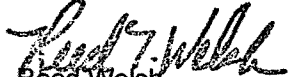
You are required to log 1.5 work days to be worked in .5 day blocks on any of these dates: August 5, August 17-21, August 24, August 26, August 28 or August 31, 2015.

The first in-service day is scheduled for August 25, 2015. A half day in-service is scheduled for August 27, 2015. The first day with students is Tuesday, September 1, 2015.

By signing this Letter of Intent, you are committing to teach here next year. If you sign and then choose to not teach here, you will not be able to sign a contract with another school district unless and until we release you from your contractual obligations with the School District of Abbotsford. *Resignations from contracts on or after July 1st and before July 15th, shall result in liquidated damages of five hundred dollars (\$500.00). Resignations from contracts after July 15th shall result in liquidated damages of one thousand dollars (\$1000.00).*

Thank you for your dedicated employment to the district.

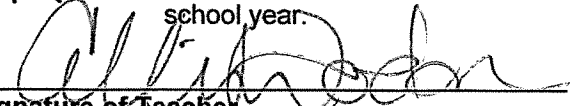
On behalf of the Board of Education of the School District of Abbotsford,


Reed Welsh,
District Administrator

Below is space for you to indicate your plans for the 2015 - 2016 school year by checking the appropriate box. Please return one copy to the district office.

_____ I accept a teaching contract with the School District of Abbotsford for the 2015 – 2016 school year and certify that I have not signed a teaching contract with any other school district for the 2015 – 2016 school year.

☒ I reject a teaching contract with the School District of Abbotsford for the 2015 - 2016 school year.


Signature of Teacher

5/28/15
Date

AUDIT FILE COPY: According to WI State Statute 118.22(2), a teacher shall accept or reject in writing the contract not later than the following June 15, 2015.



11A

Dear School Official,

Thank you for considering the application of an Aspect Foundation exchange student in your school district or high school.

Enclosed please find a complete copy of the student's application. The application includes important information (such as medical and academic records) that you may require in order to accept this student into your school district or high school. Cultural information about the student's home country can be found on our website at: www.aspectfoundation.org.

Our students are required to enroll in a full course of study, to attend classes regularly, and to maintain a minimum "C" average in each class. Students are also required to take English and US History (or similar course) each semester. Aspect Foundation will support your school's decisions regarding grade placement, graduation and sports participation. Aspect Foundation does not promise students that they will be able to be placed as senior, receive a diploma, or participate in sports teams.

If you should have any questions or concerns about the exchange student's cultural adjustment, behavior, social issues or academic performance, please do not hesitate to contact us. You will find our contact information on the back of this letter. Aspect Foundation has clear rules and procedures for handling academic and behavioral issues, as well as trained staff to assist with cultural and social adjustment. You are supported by a local coordinator (called "International Coordinator" or "IC"), a Regional Manager, a National Advisor, and our home office staff. Your local Aspect Foundation coordinator should be able to answer any questions you may have. You may also contact our home office anytime:

1-800-US YOUTH (800-879-6884)
Monday through Friday, 9:00-5:30 pm, Pacific Standard Time
(24/7 Emergency Answering Service)

You will receive a *High School Survey* later in the school year. We will encourage you to give us your feedback on this important survey, so that we can continue to improve support to our partner schools and communities.

On behalf of Aspect Foundation students and host families, we thank you for your support of student exchange.

Warm regards,

The Aspect Foundation Staff

211 Sutter St., 10th Floor, San Francisco, CA 94108
1-800-US YOUTH
www.aspectfoundation.org

ID: UY5-SSC-020-F

THIS LETTER WILL BE DISTRIBUTED TO THE PUBLIC AND POSTED ON OUR WEBSITE. PLEASE DO NOT INCLUDE PRIVATE INFORMATION. (NO LAST NAMES, NO CITY NAMES, NO SCHOOL NAMES, NO STREET NAMES, NO EMPLOYER OR COMPANY NAMES, NO BIRTH DATES, ETC.)

THIS LETTER MUST BE WRITTEN IN ENGLISH. PLEASE TYPE THIS LETTER IN THE SPACE BELOW. THIS LETTER MUST BE WRITTEN BY THE STUDENT WITHOUT ASSISTANCE.

INSTRUCTIONS: Your letter is the most important part of your application. Until now you have filled in blanks and provided short answers. This letter is your opportunity to reveal your personality. Don't repeat information such as your birth date and birthplace that you have already provided. Your host family would like to know why you want to come, what you would enjoy doing with them and the new friends you will make, and about your relationship with your immediate family and close friends in your home country. Make your letter friendly and personal. This letter must be at least 500 words.

Dear family,

My name is Alice but you can call me Ali .I have always been interested in America and i really enjoy sports ,but for me the most attractive one's are gymnastics and athletisim .In my free time i usually spend my time cooking or doing arts and crafts which i consider one of my hobbies .However i'm also very interested in dancing mainly flamenco (spanish dancing)

To begin with one of the reasons i want to go to America is to learn as much as i can from your language and culture and maybe i'll be able to teach you some spanish as well !! If you wish to,of course!!. Another reason of having this awesome oportunity is to meet new people and make lots of new friends . i'm also very exited about the idea of having an all-year exchange in which i will be able to learn new skills and have an excellent time while i improve my English. I'm also convince this year will change my entire live as a satisfying live experience and that it will also help me at my future degree at university.Due to the fact i love helping and understanding people who have problems , i would love to study medicine degree so i would be able to be a psychiatrist

therefore i tend to adapt very well so i won't have any problems with that ,i'm comfortable with teenagers and adults as well as enjoy looking after young kids since i have a 5 year old brother and , i will definetly enjoy any familiar activities even if it's to stay at home all together watching movies! i think every moment we live together will be unforgettable as i consider myself a familiar person and i'm often told that i am very funny and outgoing. However I wouldn't considered myself shy as i believe i'm quite an open person . I would love to be part of your familiy for a year so i'm able to discover your familiar traditions

My family is very funny and we love tourisims as we believe it is an instructive and enjoyable way of spending time together . For example last year we went to Galicia to walk 109 km at the "camino de Santiago" and it was definetly satisfactory . Communication in my family takes an important role so when we have some time at dinner we comment our day . Friendship is also really important in my daily life maybe that is why i consider my best friend a sister I also have 6 more best friends which have been in my life since i was 3 years old but currently most of them are living in different countries. However I also have a group of closefriends at school and we all enjoy sleepovers and going on window-shopping

Finally i hope you enjoy my stay as i know for sure i will

I look forward to hearing from you.

Lots of love

ALI

ID: UY5-SSC-020-F

THIS LETTER WILL BE DISTRIBUTED TO THE PUBLIC AND POSTED ON OUR WEBSITE. PLEASE DO NOT INCLUDE PRIVATE INFORMATION. (NO LAST NAMES, NO CITY NAMES, NO SCHOOL NAMES, NO STREET NAMES, NO EMPLOYER OR COMPANY NAMES, NO BIRTH DATES, ETC.)

THIS LETTER MUST BE COMPLETED BY A PARENT AND WRITTEN OR TRANSLATED INTO ENGLISH.

The parent letter is one of the most important parts of the application. It does not have to be in perfect English; it is the content that counts. Along with your child's letter, this letter will have the most influence on prospective host families. Do not repeat information already provided in other sections of this application. Instead, provide more detailed and personal information that will help the family understand your child's personality, background, lifestyle and habits. What is your child like at home? What is your relationship with your child? We ask that you be frank and honest in your letter, commenting on your child's strengths and weaknesses. Remember, you are writing to another parent. Please include information you would want to know if you were going to host their child.

Dear family:

I don't know how to begin... I have been thinking since this morning how I can talk about Alice but I believe it is difficult for a mother to explain how is her daughter, it is the first time I find myself in this situation ... I hope you excuse me because my English is poor.

"Ali" is a good girl, is funny, lovely, quiet, she has a lot of willpower, she is brave, generous, since she was a child she is studious, is responsible, sometimes she needs time because at the beginning she is timid, please be patient with her... I think you don't know that we have never been separated for a 10 months trip, we have only stayed separate for 1 month in my honeymoon.

She is a good friend with her friends, but at home like everybody changes a little bit because she is a teenager and sometimes is headstrong but normally if you explain her the situation she understands quickly, she is clever and fast... your check is so good that it becomes an innocent, she only has 15...

In my opinion we are prepared for this experience because I know that it is the dream of my daughter and now mine too.

At home we always have worked confidence and sincerity and therefore I think it is easy to live with her. She lives with her grandmother, her brother and I, and as we are 3 women we call ourselves the "golden ladies"

The most important things that she needs are the dialogue, understanding, affection...

If you stay in your situation I hope that the girl has power to live this experience because I know it is very hard for both, although more for her because she is a lot of kilometres away from her people.

But we will wait 10 months to give her the huge hug we wish you give her when she arrives there and everytime she needs it. A useful tip: if with a hug is not enough to make her smile put on some music and she will instantly be happy again.

**Aspect
Foundation**

English Teacher Recommendation for Aspect Foundation Exchange Program

To the teacher, in the selection of students for the Aspect Foundation program, we are looking for mature young people who will be good representatives of their home country and their school. This evaluation helps us select students, therefore we greatly appreciate your cooperation by completing this questionnaire. Please contact the local program representative with any questions or concerns. If you prefer that this remain confidential, you may send this form directly to the local program representative in your country.

Please complete in English and type or write in BLACK ink.

Student's First Name: <u>Alicia</u>	Last Name: <u>Trías</u>
Teacher's Name: <u>Nuria</u>	Teacher's Phone: _____
Subject taught to student: <u>English</u>	
School Name/Address: <u>Everest school</u>	
How many years has the student studied English? <u>12</u>	How many hours per week? <u>5</u>
Student is presently enrolled in class level: <u>FCE</u>	
Will the student graduate high school before the exchange program begins? ☐ Yes ☒ No	
How would you evaluate the applicant's knowledge of English in speech and comprehension?	
Verbal Ability: ☒ Very Good ☐ Good ☐ Average ☐ Poor	
Written Ability: ☒ Very Good ☐ Good ☐ Average ☐ Poor	
The school experience is as important as the host family experience. The greater part of the student's stay will be spent in school. Maturity and attitude toward school and school work are very important. How would you evaluate the student's attitude toward school and school work?	
Student shows: ☒ Great Interest ☐ Average Interest ☐ Little Interest	

Please describe the student's personality.

☐ Very Outgoing	☒ Outgoing/Friendly	☐ Somewhat Outgoing	☐ Somewhat Shy	☐ Very Shy/Reserved
--	---	--	---------------------------------------	--

Any general comments you wish to make will aid us in our evaluation. Additional pages are welcome.
We thank you for your cooperation.

Alicia is a sweet and kind-hearted girl. She is very well behaved and interested in learning.

Teacher's Signature _____

Date 11-05-15

11B

**School District of Abbotsford
Board Resolution 2015-04**

Resolution on Teacher Licensure Changes

WHEREAS, the Abbotsford School Board recognizes the desirability of providing flexibility in educator licensure to address teacher shortages in certain subject areas and geographic regions in our state; and

WHEREAS, the Abbotsford School Board recognizes the quality of the teacher in the classroom, is the most important school-based factor in improving student achievement; and

WHEREAS, school boards are responsible for hiring, disciplining and dismissing teachers and are liable for any potential misdeeds by less than fully vetted or qualified teachers; and

WHEREAS, current practice requires educators in middle and high school to have a bachelor's degree related to the subject they teach, complete intensive training on skills required to be a teacher, and successfully pass skills and subject content assessments; and

WHEREAS, the changes adopted by the Joint Finance Committee without a public hearing or other opportunity for public input would allow anyone with a bachelor's degree to teach English, math, science, or social studies courses in grades 6 through 12 and obtain a state license if a school board, or the governing board of an independent charter school or private school, determines the individual is proficient and has relevant experience; and

WHEREAS, there would be no requirement in these subjects that a teacher's bachelor's degree be related to the subject he or she intends to teach; and

WHEREAS, under the Joint Finance Committee proposal, for all other subjects in grades 6-12, any individual could obtain a teaching permit if a school board, or the governing board of a charter school or private voucher school determines the individual is proficient and has relevant experience; and

WHEREAS, it appears there would be no minimum state requirements to receive such a teaching permit, such as holding a high school diploma, passing a skills test, having received rigorous training in pedagogy, assessment, or classroom management; and

WHEREAS, for both the license provisions and the permit provisions in the Joint Finance Committee motion, the Department of Public Instruction (DPI) could not impose any additional requirements, which, according the DPI, may preclude the fingerprinting and background checks required of all other licensed school staff; and

WHEREAS, the new standards would be lower than those currently required for teachers in private voucher schools, who must have at least a bachelor's degree; and

WHEREAS, a bachelor's degree is currently required in Wisconsin for all teaching licenses; and

WHEREAS, if the JFC proposal becomes law, Wisconsin would become the only state to license persons who lack a bachelor's degree to teach subjects other than technical education.

WHEREAS, the teacher licensure changes added by the Joint Finance Committee substitute subjective judgment for objective standards for teacher preparation, and drastically diminish the role and importance of teacher preparation;

THEREFORE, Be It Resolved that the Abbotsford Board of Education calls on Governor Scott Walker, State Senator Terry Moulton and Representative Bob Kulp and members of the Joint Finance Committee to remove the proposed teacher licensure changes by the Joint Finance Committee from the state budget bill. This important policy matter should receive a public hearing and an opportunity for input by the public.

IN WITNESS WHEREOF, the undersigned, being members of the Abbotsford Board of Education, have executed this resolution this 15th day of June, 2015.

Don Medenwaldt, Board President

Dr. Andy Baldus, Board Vice President

Eric Reis, Board Treasurer

Shana Hackel, Board Clerk

Gary Schraufnagel, Board Member

Dave Otten, Board Member

Juanita Hammel, Board Member

(11c)

**School District of Abbotsford
Board Resolution 2015-05**

Resolution: Special Education Vouchers

WHEREAS, the school board, administrators, teachers, staff, parents and community members of the School District of Abbotsford are united in our effort to provide all children, including those with disabilities, with the highest quality educational opportunities possible; and

WHEREAS, schools need to be accountable for the achievement of all students and should be required to evaluate and report educational progress and outcomes for every student; and

WHEREAS, parents of children with special education needs have a right to be informed and to understand the services their child is entitled to receive and be able to hold the school accountable for providing those individualized services for their child; and

WHEREAS, the Joint Finance Committee recently approved a plan to use tax dollars to provide vouchers for students with disabilities or other special educational needs to attend a private school; and

WHEREAS, students with disabilities who would attend private schools through such a voucher plan would lose important legal protections to which they are entitled in public schools, including protections under Individuals with Disabilities Education Act (IDEA) such as the right to: a free and appropriate education in the least restrictive environment; legal due process; transition services; certified staff who are specially trained to teach them effectively; an age-appropriate, approved curriculum; and the right to not be disciplined for 10 or more days or expelled for behavior that is a manifestation of their disability; and

WHEREAS, disability rights organizations have opposed the creation of special needs vouchers because of concerns about the protections students with special educational needs would lose in private schools;

WHEREAS, the proposed special needs voucher amount is \$12,000 dollars and there are no income limitations to participate in the program; and

WHEREAS, for the first time, the voucher amount is funded using a “money follows the student” approach modelled on public school open enrollment in which the general (equalization) aid that would otherwise be paid to the student’s district of residence will be reduced by an amount equal to the special needs vouchers paid to all eligible private schools on behalf of special education students attending from that district; and

WHEREAS, if the public school district did not receive a general aid payment sufficient to cover the amount of the aid reduction, the balance would be reduced from other state aid received by the district; and

WHEREAS, because public school districts can't raise property taxes to make up for the aid funding they lose as a result, this is will be a further drain on resources to public school budgets, resulting in fewer opportunities for children in public schools as well as masking the true cost of the special needs voucher program; and

THEREFORE, Be It Resolved that the Abbotsford Board of Education calls on Governor Scott Walker, State Senator Terry Moulton and Representative Bob Kulp and members of the Joint Finance Committee to remove taxpayer-funded special education vouchers from the state budget bill. This important policy matter should receive a public hearing and an opportunity for input by the public.

IN WITNESS WHEREOF, the undersigned, being members of the Abbotsford Board of Education, have executed this resolution this 15th day of June, 2015.

Don Medenwaldt, Board President

Dr. Andy Baldus, Board Vice President

Eric Reis, Board Treasurer

Shana Hackel, Board Clerk

Gary Schraufnagel, Board Member

Dave Otten, Board Member

Juanita Hammel, Board Member