

SCHOOL DISTRICT OF ABBOTSFORD
REGULAR BOARD OF EDUCATION MEETING
Community Room
December 15, 2014
5:30 P.M. NOTE START TIME

1. CALL TO ORDER

2. ROLL CALL

3. NOTICE OF PROPER POSTING

4. PUBLIC PARTICIPATION

5. ADMINISTRATIVE REPORTS/UPDATES

- A. District Administrator-Welsh
 - WASB/WASDA Convention-January 20-23, 2015 •Wisconsin Taxpayer Alliance Focus Publication•Union Certification-WERC •District Crisis Manual•Other
- B. Principals -Bargender/Gunderson
- C. Summer School Update-Gunderson
- D. Maintenance Update – Hill
- E. CESA 10
 - Board of Control Meeting Minutes-October 9, 2014
- F. Marathon County Children with Disabilities
 - Board Highlights-November 20, 2014
- G. Rural Virtual Academy
 - RVA Regular Board Meeting Minutes-November 19, 2014
 - Student Services Newsletter
- H. FEHS
 - FEHS Board Meeting Minutes-October 30, 2014
- I. PTO
 - Treasurer's Report-November 4, 2014
- J. Student Achievement
- K. Athletic Director Report

6. CONSENT AGENDA

- A. Approve Minutes of Meetings –
 - November 17, 2014 (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. 2014-2015 Substitute List (Approve Updated List)
- G. Grant Applications and Approval-None
- H. Out of State Travel-None
- I. Awards, Donations and Gifts to the School District of Abbotsford-None
- J. Rural Virtual Academy Commitment Agreement 2015-2016
- K. CWETN Distance Learning Network Consortium Agreement 2015-2016
- L. Proclamations/Resolutions/Recognition-None

7. POLICIES

- A. 461.2: Higher Educational Technical Excellence Scholarship Second Reading
- B. 343.6: Course Options First Reading
- C. 343.6(Rule) Procedures for Course Applications Through Course Options First Reading

8. BUDGET, CONTRACTS, BIDS, AND PROPOSALS

- A. 2014-2015 Budget
 - (1). Utility Report (Expenditures by Function)
- B. 2015-2016 Budget Timeline

9. PERSONNEL

- A. New Hire Recommendations
 - (1). C-Team Boys Basketball Discussion/Approval

10. ADJOURN

Reminder

January 19, 2015
January 20-23, 2015

Regular Monthly Board Meeting
WASDA/WASB Annual Convention

6:30 P.M.

Community Room
Milwaukee

Date: **December 15, 2014**
To: **Board of Education**
From: **R. Welsh**

***** 5:30 P.M. *****
NOTE SPECIAL TIME
Community Room
***Front East Entrance ***
School District of Abbotsford

RE: December 15, 2014 Board of Education Meeting-5:30 P.M.

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. NOTICE OF PROPER POSTING**
- 4. PUBLIC PARTICIPATION**
- 5. ADMINISTRATIVE REPORTS**
- 5A. District Administrator-Welsh**

- **WASB/WASDA Convention-January 20-23**
- Mr. Medenwaldt and Mr. Otten are registered for the 2015 WASB/WASDA convention.
- The packet includes the proposed WASB 2014 Resolutions to be presented to the membership at the convention in January. Mr. Medenwaldt is the board's voting representative at that meeting.
- **Wisconsin Taxpayer Alliance Focus Publication**
- The September and October issues are included in the packet. The September issue does an excellent job explaining property valuation and how it impacts the distribution of the tax levy.
- The October issue focus is on the state budget timeline. I anticipate the budget agenda will be made public shortly after the new legislature convenes in January and passed through with limited debate and opposition.
- **Union Certification-WERC**
- The district was notified by the WERC that the Abbotsford Education Association and the Abbotsford Education Association Educational Support Personnel recertified their union status, which is required annually.
- The AEA had 51 eligible voters. Thirty-eight cast votes for labor organization.
- The AEA Educational Support Staff had 22 eligible voters. Nineteen votes were cast for labor organization.
- A yes vote does not mean that voting member will belong to the union. Unit members still have the option to be a dues paying member of the local union.
- The re-certification limits negotiations to base wage at a cap of the designated Consumer Price Index (CPI).
- **District Crisis Manual Update**
- The administrative team, along with members of the crisis intervention team, has been working on updating/revising the District Crisis Manual, last updated in August of 2011.
- The administrative team met with members of the Abbotsford Fire and Police Departments on the evening of October 29th to review current procedures and discuss strategies for cooperation between the school and the public safety personnel and facilities. The review with the public safety officials was focused on the intruder, lock-down, and evacuation procedures. Their assistance and input in the review of the policy was appreciated, as well as their willingness to provide assistance in emergency situations.
- The updated manual lists the local public safety building as the destination for evacuation procedures in the event that students need to be sheltered away from the school setting. The route has been identified in the manual. Upon notification, Public Safety officials will provide assistance in closing off the street routes and providing safe evacuation routes to the Public Safety building. The manual provides instructions for notifying parents, arranging for bus pick-up, and parental pick-up.
- An updated copy of the District Crisis Manual will be provided to the board at the meeting.
- **Other**

5B. Principals' Reports-Bargender/Gunderson

5C. Summer School Update-Gunderson

- The 2015 Summer School Session will run from June 10-July 2, which will be 17 days. At this time it allows for a break after the school year is over before beginning summer school. This also allows for room in case of inclement weather makeups.
- Information has been sent to staff regarding summer school. Staff can show their interest in teaching or propose new classes for this coming summer.

5D. Maintenance Update-Hill/Nelson

5E. CESA 10

- **Board of Control Meeting Minutes-October 9, 2014**

5F. Marathon County Children with Disabilities Education

- **Board Highlights-November 20, 2014**

5G. Rural Virtual Academy

- **RVA Regular Board Meeting Minutes-November 19, 2014**
- **Student Services Newsletter**

5H. FEAHS

- **FEAHS Board Meeting Minutes-October 30, 2014**

5I. PTO

- **Treasurer's Report-November 4, 2014**

5J. Student Achievement

- **Elementary**
- The district is in the process of completing ACCESS Testing. This test is for all students who use English as their second language. Basically, if the student has not reached a score of 6 or better on a 7 point scale, they are required to be tested every year.
- The monthly PBIS report will be available at the meeting. November referrals decreased from October. Again, we are still approximately one referral per day less than last year.
- The elementary has purchased iPad apps from Marathon County grant funds to help with interventions for our students. The apps focus on Math, Reading, and Spelling. Julie Weideman has been instrumental in ordering and downloading these onto our iPad labs.
- **Middle/Senior High**
- All ELL students have completed ACCESS testing
- January MAP testing dates have been set for grades 6-8
 - January 6-16
- Mid-quarter was Dec. 10th

5K. Athletic Director's Report.

- The boys' basketball team has applied for the 5 quarter rule for the time being. With 3 teams, if there are 23 or fewer players, a 5 quarter waiver can be requested from the WIAA. As of December 4, the boys had 26 players, of which 3 were injured. As we do have a C Team Schedule, on the dates that all three teams play, the players are eligible for 5 quarters.
- A reminder that the district hosts the Cloverbelt Conference Wrestling Tournament this year on February 7th. The district also hosts the Cloverbelt Middle/School Wrestling Tournament, Friday evening, February 6th.
- This year, the district hosts the Girls' Marawood Conference Basketball Crossover on February 21st. Tournament assignments for regional level competition go to the higher seed. The district did not receive any sectional basketball assignments this year.
- All Winter athletes in need of Impact Testing (Concussion), have completed it.

6. CONSENT AGENDA

6A. Approve Minutes of Meetings-

- **November 17, 2014** (Regular Board Meeting)

6B. Approve Revenues, Expenditures, and Student Activity Reports

6C. Approve Monthly Journal Entries

6D. Approve General Budget Transfers and Revisions

6E. New Hire Report

6F. 2014-2015 Substitute List (Approve Update List)

6G. Grant Applications and Approval-None

6H. Out of State Travel-None

6J. Awards, Donations and Gifts to the School District of Abbotsford-None

6K. Rural Virtual Academy Commitment Agreement 2015-2016

- Each year, the school districts that make up the RVA Consortium, (Abbotsford, Antigo , Auburndale, Colby, Medford, Mosinee, Prentice, Rib Lake, Spencer, and Stratford are asked to approve their participation for the upcoming school year.

6L. CWETN Distance Learning Network Consortium Agreement 2015-2016

- This is an annual agreement to participate in the CWETN Network providing access to classes shared with schools within the consortium, across the state, and affiliated with higher education institutions.
- CWETN is coordinated by CESA 10.

6L. Proclamations/Resolutions/Recognition

7. POLICIES

7A. 461.2: Higher Educational Technical Excellence Scholarship

Second Reading

- Act 60 requires the school board of each school district in the state to designate a 12th grade pupil each year who has the highest demonstrated level of proficiency in technical education subjects, as the recipient of a scholarship, equally funded by the state and the institution of attendance, in the amount up to \$2,250 per year, to be applied to tuition. The scholarship is referred to as the Higher Education Technical Excellence Scholarship (HEAB).
- Boards are required to adopt policy prior to the February designation of the scholarship. The policy recommended is similar to the Policy 461.1, Academic Excellence Scholarship, used by the board to determine the recipient of the AES each year.
- Recommending approval

7B. 343.6: Course Options

First Reading

- Course Options is an available opportunity for students across the state. In summary, it allows students to attend another educational institution if that institution offers classes not available at the resident district. Students are allowed to take up to two courses through "Course Options." Each year, the state determines the payment made to the host school.
- A hypothetical example would be a student that wishes to take an accounting class that is not offered in the resident district, but offered in Abbotsford. The statutes would allow that student to enroll in that class in the non-resident district (Abbotsford).

7C. 343.6(Rule)Procedures for Course Applications Through Course Options

First Reading

- Defines the process and procedure for the district to review applications for resident and non-resident students and establishes the criteria for approving.

8. BUDGET, CONTRACTS, BIDS, AND PROPOSALS

8A. 2014-2015 Budget

(1). Utility Report (Expenditures by Function)

8B. 2015-2016 Budget Timeline

- I have included in your packet a timeline that will be distributed to staff as the district begins the 2015-2016 budget process.
- It should be noted that the 2015-2016 budgeting process will again include a 5% increase in 411 (supplies). In addition, the process has condensed the due dates and submission time frames. A procedure for entering budget requisitions and purchase preparation has been implemented to accomplish more efficiently and in a timely fashion.
- It is hoped that all 551 and 561 requests can be presented to the board at the February meeting for review and preliminary approval.

9. PERSONNEL

9A. New Hire Recommendations

(1). C-Team Boys Basketball

Discussion/Approval

- Recommending Mike Sazama for the position. The position was advertised locally. Mike originally did not apply but expressed an interest to Coach Podevels for the position. He has been working with the team since the November 17th practice start date. Mike is a 2010 Abbotsford grad and is currently

student teaching in Colby, graduating with a degree in Social Studies this semester from UW-Stevens Point.

- His letter of interest and resume are included in the packet.

10. ADJOURN

Reminders

January 19, 2015	Regular Monthly Board Meeting.	6:30 P.M.	Com. Room
January 20-23, 2015	WASDA/WASB Annual Convention		Milwaukee

WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.
Madison, Wisconsin
November 21, 2014

REPORT TO THE MEMBERSHIP ON PROPOSED 2015 RESOLUTIONS

WASB Policy & Resolutions Committee
Wanda Owens, Barneveld School Board, Chair

Resolution 15-01: Creation of School Districts

Amend existing resolution 1.31 to add the underlined language as follows:

The WASB supports a process for the creation of school districts only if the action to create a new district is:

- (a) approved by the school board(s) in the affected school district(s), and
- (b) approved by a majority of the voters at a referendum in each of the affected school districts.

Rationale: Proposals to create new school districts involve a number of important decisions that impact the affected communities, including determining the precise boundaries of the proposed district and apportioning the assets and liabilities among the existing district(s) and the proposed district. The Policy & Resolutions Committee advanced this resolution to allow WASB members an opportunity to validate and clarify the WASB's existing position regarding the process for creating new districts.

Resolution 15-02: School Start Date & Pupil Transportation—AP & IB Programming

Create resolution 1.22 (b) as follows:

Barring a repeal of the existing September 1 school start mandate, the WASB encourages the DPI to amend its administrative rules to allow waivers from the September 1 start date to school boards that enroll significant percentages of 11th and 12th grade students in Advanced Placement (AP) programming as it does with respect to International Baccalaureate (IB) programming. The WASB further encourages the DPI to allow all schools within such a district a start date waiver if the school district operates one schedule of busses for transporting all K-12 students.

Rationale: Under current DPI administrative rules, the DPI may allow high schools to start the school year earlier than September 1 if they enroll at least 75 percent of 11th and 12th grade students in International Baccalaureate (IB) programming. The Policy & Resolutions Committee advanced this resolution to allow WASB members to decide whether to express support for treating Advanced Placement (AP) programming on a par with IB programming when it comes to the school start date as well as support for allowing a district granted such a waiver based on enrollment in AP programming to start all classes before September 1 if the school district operates one schedule of busses for transporting all district pupils.

Resolution 15-03: School Start Date Waivers & Pupil Transportation—Alignment of Public & Private School Calendars

Create: The WASB encourages the DPI to grant a start date waiver to every school district that has been unable to reach agreements to align the school year start date with private and parochial schools for which the district provides pupil transportation.

Rationale: Some private and parochial high schools advertise that they start school prior to September 1 and assert that students who attend their schools will, for example, have more time to prepare for Advanced Placement (AP) exams. The Policy & Resolutions Committee advanced this resolution to allow WASB members to decide whether to express their support for encouraging the DPI to recognize the competitive disadvantage and costs to public school districts when schedules are not aligned when it considers granting waivers to the September 1 start date mandate.

Resolution 15-04: Technical Education Teacher Shortage

Create: The WASB supports reasonable efforts to address the shortage of licensed technical education teachers, including efforts to increase the number of licensed teachers qualified to be in a classroom in technical education content areas where shortages are most acute.

Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB members to decide whether to express support for addressing the shortage of licensed technical education teachers in the state and the problems this shortage is creating for districts, including the phenomenon of districts “poaching” technical education teachers from neighboring districts and the increased costs to districts that result from the bidding up of salaries, including starting salaries.

Efforts to address this problem could, for example, include attempts: to update the trade specialist permit pathway (§ 118.19, Wis. Stats.), including to reflect that certain apprenticeship programs (e.g., in auto mechanics) no longer exist; to broaden the alternative teacher training program (§ 118.192, Wis. Stats.) to include career and technical education content areas; to harmonize requirements for those with a bachelor’s degree who are licensed as a technical education instructor in a technical college with the requirements needed for DPI licensure as a technical education teacher; to create a general technical education licensure, with the ability to get additional specific certifications; to rely more on industry standards and certifications plus appropriate pedagogical training for those who already have a DPI teacher license in a non-technical education area but are willing to add technical expertise to obtain a technical education license; and to maximize the use of technical college system resources to prepare candidates for licensure in automotive-related and other appropriate areas.

Resolution 15-05: State Funding and Flexibility for Course Options Program

Create: The WASB supports additional, adequate state funding to reimburse the cost to school districts of students taking courses through the Course Options Program. The WASB further supports legislation to amend the Course Options Program to provide school districts with an adequate amount of time to make appropriate adjustments to course offerings, class schedules, and staffing assignments and to allow districts to give due consideration to their resident students in allocating spaces in Course Options Program classes conducted as concurrent enrollment classes in the district’s own facilities and taught by a district teacher.

1 Rationale: The Policy & Resolutions Committee advanced this resolution to allow the members to
2 decide whether to express support for making revisions to statutory changes that replaced the Part-
3 time Open Enrollment Program with the Course Options Program, including providing adequate
4 state funding to ensure the Course Options Program does not operate as an unfunded mandate on
5 local districts. Among the changes that resulted from the transformation of the Part-Time Open
6 Enrollment Program to a Course Options Program is that the responsibility for the payment of
7 tuition to a college or university for a concurrent enrollment course (in which a student receives
8 both high school and college credit) now falls on the student's resident school board rather than on
9 the student. A formal Attorney General opinion affirms that the Course Options Program statute (§
10 118.52, Wis. Stats.) applies to a concurrent enrollment class taught by a high school teacher who is
11 classified as an adjunct instructor of the college or university.
12
13

14 ***Resolution 15-06: Increase Coordination between Youth Options and Course Options Programs***
15 Create: The WASB supports statutory changes to improve coordination between the Youth Options
16 and Course Options programs that provide opportunities for students to complete coursework at
17 educational institutions other than the student's resident district. The WASB further supports
18 reasonable limitations on opportunities for students to initiate postsecondary coursework at other
19 educational institutions at the expense of the student's resident school district.
20

21 Rationale: The Policy & Resolutions Committee advanced this resolution to allow the members to
22 decide whether to express support for revising the Youth Options and Course Options programs so
23 they are better coordinated and operate in greater harmony with each other and support for
24 providing for reasonable limitations on the extent to which public school districts are responsible
25 for subsidizing the earning of post-secondary credits by students while still enrolled in K-12
26 schools.
27
28

29 ***Resolution 15-07: Open Enrollment—Revise Open Enrollment Application Window Period***
30 Amend existing resolution 3.77 (j) to add the following underlined language:
31

32 The WASB supports requiring that all open enrollment applications be submitted within the
33 statutory window period. Further, the WASB supports legislation shortening the statutory
34 open enrollment window period so it begins on the first Monday in February and ends on
35 the second Friday in March.
36
37

38 Rationale: The Policy & Resolutions Committee advanced this resolution to allow members to
39 decide whether to express support for a proposed change the Committee determined could make
40 open enrollment more manageable for school districts. A shorter application window would give
41 parents whose open enrollment applications submitted during the window period have been
42 approved more time to make decisions and would give districts more time to make staffing
43 decisions.
44
45
46
47
48
49

1 ***Resolution 15-08: Open Enrollment –Decision-Making under the Alternative Application Process***

2 Repeal and recreate existing resolution 3.77(k) so it reads as follows:

3
4 The WASB supports requiring open enrollment applications submitted outside the statutory
5 window period be subject to the sole approval by the school board of the resident district.
6

7 **Rationale:** At the time existing resolution 3.77(k) was adopted, creation of an alternative
8 application process for open enrollment had been proposed but had not yet been enacted into law.
9 The Policy & Resolutions Committee advanced this resolution to allow WASB members to decide
10 whether to update existing resolution 3.77(k) to reflect that an exception to the open enrollment
11 statutory window has indeed been created and to express support for allowing the student's resident
12 district to control the approval of open enrollment applications submitted for any reason allowable
13 under the law outside the statutory application window period.
14
15

16 ***Resolution 15-09: Modify Out-of-State Tuition Payment Statute***

17 Create: The WASB supports modifications to the tuition payment statute that currently allows
18 some Wisconsin pupils to attend an out-of-state public school with the pupil's resident district
19 making tuition payments to the out-of-state school district.
20

21 **Rationale:** The Policy & Resolutions Committee advanced this resolution to allow WASB members
22 to decide whether to express support for modifying a Wisconsin statute (§ 121.78, Wis. Stats.) that
23 places in-state school districts in border areas in a position where an out-of-state school can recruit
24 Wisconsin pupils and have the pupil's tuition paid by a Wisconsin school district without any
25 similar mutual obligation on the part of the out-of-state school.
26

27 Potential changes to this statute include changes that might create a mutuality of obligation (or level
28 the playing field) between in-state and out-of-state school districts, including: (1) permitting a
29 Wisconsin school district to deny such requests when the state in which the out-of-state school is
30 located does not have a reciprocity agreement that similarly permits an out-of-state pupil to attend
31 school in a Wisconsin school district; (2) better ensuring that Wisconsin school districts and
32 taxpayers are not financially disadvantaged by such arrangements, including through the provision
33 of maximum payment amounts; (3) providing that the appeal of a denial by a resident school district
34 is to the appropriate Wisconsin circuit court rather than to the school district boundary appeal
35 board; and (4) clarifying that a Wisconsin pupil who enrolls at a public school located outside this
36 state pursuant to the tuition payment statute is fully counted in membership of his or her resident
37 district for revenue limit purposes as the pupil would be counted if he or she were attending a public
38 school in a nonresident Wisconsin public school district under Wisconsin's Full-Time Open
39 Enrollment Program.
40
41

42 ***Resolution 15-10: Boundary Appeal Board Decisions***

43 Create resolution 5.24 c) as follows:
44

45 c) Considering appeals arising from the tuition payment statute.
46

47 **Rationale:** The Policy & Resolutions Committee advanced this resolution to allow WASB members to
48 decide whether to express support for prohibiting the boundary appeal board from considering appeals
49 arising from the tuition payment statute (§ 121.78, Wis. Stats.).

1 ***Resolution 15-11: Rehiring Wisconsin Retirement System (WRS) Retirees***

2 Repeal and recreate existing resolution 4.37 to read as follows:

3
4 The WASB supports legislation that would: a) allow a person who is receiving a Wisconsin
5 Retirement System (WRS) retirement annuity to be rehired in WRS participating employment
6 after at least a 60-day break period between terminating WRS participating employment and
7 returning to WRS participating employment; and b) restore to such rehired employees the
8 option to continue to receive their WRS annuity (but not accrue any additional WRS
9 contributions or service credit), regardless of the number of hours worked.

10
11 Rationale: The Policy & Resolutions Committee advanced this resolution to allow members to
12 decide whether to express support for revising and updating resolution 4.37, which was adopted
13 before legislation regarding rehiring retired WRS participants (e.g., teachers and administrators)
14 was enacted and whether to express support for a 60-day break-in-service requirement rather than
15 75 days as required under current law.

16
17 2013 Wisconsin Act 20, the biennial budget act, changed, from 30 days to 75 days, the length of
18 time that a WRS participant who has applied for a retirement annuity or payment must wait
19 between terminating WRS covered employment and returning to WRS participating employment.
20 Returning to WRS eligible employment within the 75-day minimum break period makes the
21 participant ineligible for a retirement annuity or lump sum payment. This change first applied to
22 participating employees under the WRS who terminate covered employment under the WRS on
23 July 2, 2013. The proposed resolution would decrease the required break-in-service period before a
24 retired employee may be rehired from 75 days to 60 days.

25
26 Act 20 further provides that if a WRS participant receiving a retirement annuity obtains subsequent
27 covered employment in which he or she is expected to work at least two-thirds of what is
28 considered full-time employment (defined as 880 hours for teachers and educational support staff
29 and 1,200 hours for all others), the participant's annuity shall be suspended and no annuity payment
30 shall be payable until after the participant terminates this subsequent covered employment. This
31 change applies to participating employees under the WRS who terminated covered employment
32 under the WRS on or after July 2, 2013. The proposed resolution would support restoring to a
33 rehired employee who is currently receiving a WRS annuity the option to continue to receive his or
34 her WRS annuity (but not accrue any additional WRS contributions or service credit), regardless of
35 the number of hours he or she works, rather than being required to suspend the WRS annuity during
36 the period or reemployment as is the case under current law.

37
38
39 ***Resolution 15-12: Repeal of "Populous Counties Teacher Tenure" Statute***

40 Create: The WASB supports the repeal of the "teacher tenure" statute.

41
42 Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB members
43 to decide whether to express support for the repeal of the "teacher tenure" law (§ 118.23, Wis.
44 Stats.), which granted to certain Milwaukee County teachers who achieved tenure status before
45 December 21, 1995, a form of permanent employment rights known as tenure when they received
46 their fourth contract in the same school system.

47
48 Although tenure is no longer being granted, those teachers who received tenure on or before Dec.
49 21, 1995 are "grandfathered" under the statute and continue to have tenure. A teacher who has

1 attained tenure status may be dismissed or discharged only for the reasons specified in the statute
2 and upon written charges. The “teacher tenure” statute creates a higher burden on districts seeking
3 to dismiss or discharge a teacher than even the “just cause” standard that was common in collective
4 bargaining agreements. Further, a public hearing on the charges before the school board must be
5 granted if the teacher submits a written request for a hearing.
6
7

8 ***Resolution 15-13: Rural School Staff Recruitment and Retention***

9 Create: The WASB supports state and federal initiatives to assist rural school districts in their
10 efforts to attract and retain high quality staff, including student loan forgiveness programs and
11 grants for teachers who commit to work in rural school districts for at least a minimum number of
12 years as determined by the legislature.
13

14 Rationale: The Policy & Resolutions Committee advanced this resolution in recognition that rural
15 school districts often have trouble attracting and retaining high quality staff to give WASB
16 members an opportunity to decide whether to express support for proposals that address this issue.
17 Often rural school districts complain that they hire new teachers and provide training and
18 experience only to see them leave for bigger districts that offer higher salaries. Offering incentives
19 could help attract teachers to underserved, high-needs areas of the state and keep them in those
20 areas. (A proposal to create a state initiative of this type was endorsed by the Assembly Speaker’s
21 Task Force on Rural Schools.)
22
23

24 ***Resolution 15-14: Rehiring Retired Teachers - Affordable Care Act Issues***

25 Create: The WASB supports legislation to clarify that under the federal Affordable Care Act a
26 retiree who participates in a school district’s retiree-only Health Reimbursement Arrangement
27 (HRA) may return to employment in that school district for less than 30 hours per week without
28 jeopardizing his or her eligibility to continue to receive retiree health benefits through an HRA and
29 without jeopardizing the school district’s compliance with the Affordable Care Act.
30

31 Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB members
32 to decide whether to express support for addressing a concern that the Affordable Care Act
33 interferes with some school districts’ abilities to hire retirees, including retired teachers and
34 administrators as substitute teachers or interim administrators, without impacting the retiree health
35 benefits of such rehired retirees. The solution suggested by the resolution seeks to provide some
36 clarity for rehired retirees and for districts alike.
37
38

39 ***Resolution 15-15: Student Achievement Guarantee in Education Program (SAGE)***

40 Create: The WASB supports legislation to shift the emphasis of the Student Achievement
41 Guarantee in Education (SAGE) Program from class-size reduction to achievement-gap reduction.
42

43 Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB members
44 to express their support for a change likely to be recommended by a Legislative Council Special
45 Study Committee that has been examining alternatives to the current SAGE program.
46
47
48
49

1 ***Resolution 15-16: Allow School Board Members to Serve as Volunteer Coaches or Student Advisors***

2 Create: The WASB supports legislation to allow a school board member to serve as a volunteer
3 coach or advisor of student extracurricular activities provided all of the following conditions are
4 met:

5
6 (a) The school board member receives no compensation for service as a volunteer coach or
7 advisor.

8 (b) During the period he or she serves as a volunteer in a particular program, the school
9 board member abstains from voting on issues before the school board concerning that
10 program.

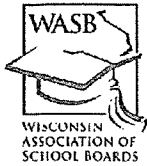
11 (c) The appointing authority has received the results of a criminal history background check
12 from the Wisconsin Department of Justice or the Federal Bureau of Investigation for the
13 school board member.
14

15 Rationale: The common law doctrine of incompatibility generally provides that a public officer may
16 not be a public employee if the office and employment are incompatible. The Policy & Resolutions
17 Committee advanced this resolution to allow the WASB membership to decide whether to express
18 support for the adoption in Wisconsin of a law, similar to one enacted in Michigan, which, in effect,
19 codifies the common law doctrine of incompatibility, but provides an exception to allow a member
20 of a school board to be appointed to or serve as a volunteer coach or supervisor of a student
21 extracurricular activity provided certain specific conditions are met.
22
23

24 ***Resolution 15-17: Teacher Shortages & Alternative Licensure Pathways***

25 Create: The WASB supports reasonable efforts to provide pathways to licensure for teaching
26 candidates in subject or content areas where there is a shortage of licensed teachers, provided that
27 candidates have bachelor's degrees and are qualified to be in a classroom as demonstrated by
28 appropriate experience, knowledge and skills in the subject or content area, and rigorous training in
29 pedagogy, assessment, and classroom management.
30

31 Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB members
32 to decide whether to express support for reasonable efforts to provide alternative pathways to
33 licensure in subject or content areas where there is a shortage of licensed teachers.



5A

2015 WASB DELEGATE ASSEMBLY

Date: September 15, 2014

Subject of Resolution: State Policies

Submitted by the School Board of: Racine Unified

RESOLUTION:

The WASB opposes any efforts to facilitate Public School District Reorganization / Dissolution through revision of state statutes, through adoption of a state budget or through changes in administrative procedures.

RATIONALE:

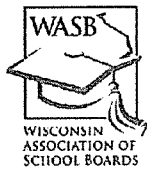
Racine and Milwaukee school districts are subject to efforts to split up their school districts for political purposes. Current procedures provide adequate protection against such attacks. WASB should oppose effort to erode these procedures.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Dennis Wiser

Date of Approved Resolution: September 15, 2014



2015 WASB DELEGATE ASSEMBLY

Date: August 29, 2014

Subject of Resolution:

We would like to have AP(Advanced Placement) programming recognized in the same way as IB (International Baccalaureate) under legislative and Department of Public Instruction rules/regulations

In addition, we seek a calendar rules waiver to have all school sites within the district be allowed to start at the same time for districts running single bus routes for K-12.

We are submitting this proposal as a single resolution due to the interconnectedness of the rules we are seeking to have amended/recognized.

Submitted by the School Board of:

Prairie du Chien

RESOLUTION:

Whereas the Department of Public Instruction allows high schools to start the school year early if they have 75% of upper class students in International Baccalaureate (IB) programming. The Prairie du Chien Area Schools District is requesting that Advanced Placement (AP) be given the same dispensation under PI 27.03(5)(e)(1). The reasoning is that those students need the added time for preparation for the rigorous IB/AP exams.

Furthermore, under PI 27.03(5)(e)(2) The district further requests for calendar start variances which currently apply only to the high school that is participating in IB and not to any other elementary, middle, junior high, or high schools operated by the school district. Prairie du Chien Area Schools also requests, that upon recognition of AP as well as IB in Department of Public Instruction Rules, that there be a waiver to the high school site only rule to allow all sites in the district to be included so that all sites can start at the same time if the school district operates only K-12 bus routes.

RATIONALE:

Prairie du Chien Area Schools wishes to have AP programming to be equally recognized as IB programming. We wish the current rules be amended to recognized within Department of Public Instruction rules and legislation. And as such: PI 27.03(5)(e) Participation by a high school in the international baccalaureate and/or advanced placement program with more than 75% of the 11th and 12th grade pupils enrolled in the high school also being enrolled in one or more of the courses that are offered. (This a suggestion as to how we would like for the rule amendment.)

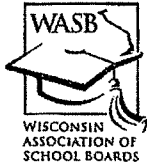
This is simply a fairness issue. AP programming is as rigorous as IB. In fact in reviewing WASB's policies and resolutions, there is no recognition of IB programming, only AP. The testing period is early May for AP as well as IB. Our AP students are at a disadvantage compared to students in the rest of the nation that have an earlier start of the school year, as they have more instructional time available before taking the test.

We also request along with the AP programming recognition, we seek to add language in PI 27.03(5)(e)(2) to allow for the common sense addition for the rural single bus route schools to have all school district sites on the same calendar start schedule. The operation of differentiating schedules is unfeasible and financially burdensome to operate school buildings on different calendars for rural school districts who are striving to meet the expectations of increased rigor with limited resources.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Christine Panka

Date of Approved Resolution: August 29, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 11, 2014

Subject of Resolution: School Finance Funding Timeline

Submitted by the School Board of: School District of Beloit

RESOLUTION: WHEREAS: Wisconsin school districts are as fiscal year organizations operating from July 1 to June 30 each year; and
WHEREAS: Wisconsin property values used in the fiscal year for budgeting are determined three months after the start of the fiscal year; and
WHEREAS: Wisconsin school district enrollment/membership used in the fiscal year for budgeting are determined over two months after the start of the fiscal year; and
WHEREAS: Wisconsin's equalization aid used in the fiscal year for budgeting are determined three and a half months after the start of the fiscal year; and
WHEREAS: Wisconsin school district revenue limits are subject to revision throughout the fiscal year; and
WHEREAS: staffing levels and teacher contracts must be determined before the start of the school year in order to properly plan classroom assignments; and
WHEREAS: the financial commitments made by school districts precede the determination of resources; and
WHEREAS: Wisconsin school districts have few financial alternatives;
THEREFORE BE IT RESOLVED: that Wisconsin State law be amended to provide that revenue limit determination be finalized prior to the start of the fiscal year by using the previous year's data as the basis for financial determinations.

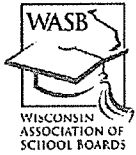
RATIONALE: Changing the timeline for the budget process by using the preceding years' data will allow for the budget to be completed by July 1 of the year the budget is to be implemented, thereby eliminating the need to make budget modifications once the school year has begun. This will enhance education in all of Wisconsin's school districts by greatly improving financial management, personnel allocation and annual planning.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☐ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: John Winkelmann

Date of Approved Resolution: September 9, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 9, 2014

Subject of Resolution: Reinstatement of Student Achievement Guarantee in Education (SAGE) Programs

Submitted by the School Board of: Menomonie Area

RESOLUTION: The WASB supports legislation to allow school districts to reinstate Student Achievement Guarantee in Education (SAGE) programs.

RATIONALE: Participation in the SAGE program has declined largely because once out, there is no procedure to get back in.

There are a number of reasons for opting out of the SAGE program. In many, if not most, cases, they involve circumstances that are temporary:

- 1) An unusually large kindergarten class might make it impossible to meet the class size requirements. There may be no extra classrooms to offer an extra section of kindergarten. There may not be enough space in the classrooms that do exist to meet the class-size requirement by offering classes of 30 with 2 teachers. In such situations, the school district would not be able to meet the SAGE requirements until the large kindergarten class moved on to the fourth grade.
- 2) Changes in the economic status of families can result in insufficient numbers of students qualifying for free or reduced lunch to bring in enough SAGE dollars to fund the program. It might become more economical to forgo the SAGE dollars and increase class sizes. However, this can be a temporary situation. Within a few years, the poverty rate might go up again.
- 3) Some believe it is unfair to offer class sizes of 18 or less to high poverty SAGE schools while class sizes in wealthier areas of the school district have higher class sizes. A one-vote majority of the board can discontinue the program to address the perceived fairness issue. Unfortunately, a unanimous vote by a future board is unable to bring the program back.

Although it might not be reasonable to allow school districts to opt in and out on an annual basis, other things might be considered, such as periodic windows of opportunity to reinstate the program.

State dollars allocated for SAGE are prorated among school districts that participate, so no extra state dollars would be needed to allow school districts to opt back in.

The question needs to be asked why a school district that opted out of SAGE due to temporary circumstances might want to reinstate the program. It is because the program works. It helps students most at risk due to poverty to become successful.

Furthermore, economically disadvantaged children who attend high poverty schools are high maintenance and require a lot of time and attention. Often times their emotional needs are not being met. With smaller class sizes, the emotional needs can be more readily attended to and achievement will increase. Many times in SAGE class sizes of 18 or below there may be such a high need in one or two students or even several students that this may be like having a class of 30 or more students.

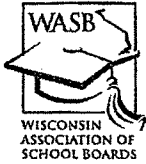
Teachers who had served as teachers before and after SAGE in our school district were surveyed. Post Sage classroom teachers all reported that the workload increased and many student needs were not addressed or met. All have also reported that SAGE was a huge loss for our students and their achievement.

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☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Colleen Davis

Date of Approved Resolution: September 8, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 11, 2014

Subject of Resolution: Accountability Legislation

Submitted by the School Board of: School District of Beloit

RESOLUTION: WHEREAS: WASB has already declared its belief that "Private and parochial schools that accept state funding through taxpayer-finance vouchers.....must be held to the (same) state statutory requirements, testing requirements and accountability measures as public schools;" and
WHEREAS: legislation to implement these measures has been introduced in the Wisconsin Legislature; and
WHEREAS: passage of this legislation is not assured; and
WHEREAS: some legislators have spoken against inclusion of all voucher schools in the proposed bill;
THEREFORE BE IT RESOLVED: that the WASB reaffirms its commitment to fair and impartial administration of and publication of all school accountability standards, which should be applied equally to all public schools and private voucher schools without exception.

RATIONALE: Education is becoming increasingly competitive. It is not appropriate for the legislature to set different standards for different schools, making it more difficult for citizens to make informed choices and to act in the best interests of their child when choosing schools.

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Board President: John Winkelmann

Date of Approved Resolution: September 9, 2014



2015 WASB DELEGATE ASSEMBLY

Date: Jul 30, 2014

Subject of Resolution:

Tax Relief to Support a "Bring Your Own Device" Policy for Students

Submitted by the School Board of:

Columbus School District

RESOLUTION:

In the age of the enhanced demand for computer usage by students, where one-to-one access and bring your own device are becoming the norm, we ask that the State of Wisconsin provide tax relief to parents and guardians that would off-set the purchase price of computers that students will use at school and at home.

RATIONALE:

Students in Wisconsin are now more than ever relying on computers as learning tools in both the receiving instruction and in completing assignments. Many assignments, and even some lessons, are exclusively completed on computers and this trend will continue as school districts work to optimize the learning environment.

School districts around Wisconsin do their best to provide open and equal access to their computer resources, but often do not have the capability for students to easily take these devices home to complete assignments. Often times, struggling families go without a home computer and must rely on open hours at the schools or public libraries to complete assignments or simply lose out on the opportunity to participate. In the future, this will be even more critical for every student to have equal computer access at home for class registration and to stay competitive in the world.

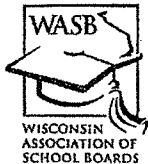
An annual tax incentive/rebate for families attending Wisconsin schools who purchase their students a computer would help to eliminate the access barrier and provide relief for all public school families who feel compelled to purchase these learning devices to keep their students on track or become participating members of society.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Liz O'Donnell

Date of Approved Resolution: Jul 28, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 11, 2014

Subject of Resolution: Special Education Students Who Have Gone Through The Expulsion Process

Submitted by the School Board of: School District of Beloit

RESOLUTION: WHEREAS: Federal mandate requires uninterrupted instructional and related services to students with special educational needs including transportation to and from school as well as per individual education programs plan, even if a child has gone through the expulsion process; and
WHEREAS: this mandate is partially funded with federal and state dollars; and
WHEREAS: the cost to provide special education services is more than twice the amount spent per regular education students; and
WHEREAS: special education enrollment has increased in the district, jeopardizing the budget allotment needed to adequately educate and serve the majority regular education population;
THEREFORE BE IT RESOLVED: that the State of Wisconsin and Federal Government fully fund or significantly increase funding for this mandate and allow districts to assess students who are expelled more than once for the cost of transportation.

RATIONALE: Students with special needs who have gone through the expulsion process are protected by state and federal law regardless of the severity of infraction leading to the expulsion process. Students who have gone through the expulsion process receive instruction at an alternative site requiring transportation to access their special education/instructional services. Because students who have gone through the expulsion process are not able to ride the school bus, costly alternative modes of transportation are necessary to continue to provide a Free and Appropriate Public Education. This extra cost for alternative modes of transportation puts an undue burden on the school district which is experiencing significant budget cuts. The increased number of students being identified with an Emotional Disability demonstrating significant behaviors that often end up in the expulsion process, increases the cost of instructional and transportation services.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☐ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: John Winkelmann

Date of Approved Resolution: September 9, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 15, 2014

Subject of Resolution: State Policies

Submitted by the School Board of: Racine Unified

RESOLUTION: The WASB supports efforts to facilitate the hiring of teachers for Technical /Technology Education by revising the Trade Specialist Permit Pathway as follows: (1) Replace references to Industrial Arts with references to Technical/Technology Education, (2) Allow AES or NATEF certification to be used in place of automotive apprenticeship in qualifying individuals for a Trade Specialist Certification, (3) Allowing individuals with a Trade Specialist Certification to teach other classes in addition to upper level / capstone classes provided they have experience in those additional areas.

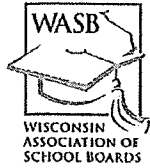
RATIONALE: Teachers for Technical Education are in very short supply statewide. The state should take all reasonable steps to create a larger pool of qualified teachers.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Dennis Wiser

Date of Approved Resolution: September 15, 2014



2015 WASB DELEGATE ASSEMBLY

Date:

Subject of Resolution:

Submitted by the School Board of:

RESOLUTION:

RATIONALE:

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President:

Date of Approved Resolution:

**Oregon School District
RESOLUTION NO. 2015-01**

**Resolution Asking the State of Wisconsin to Provide Funding
to School Districts for the Course Options Program**

WHEREAS, 2013 Wisconsin Act 20, the 2013-15 biennial budget act, established a new program for students entitled Course Options;

WHEREAS, Course Options provides the opportunity for students enrolled in the Oregon School District to enroll in up to two courses at time offered by other public schools, charter schools, various institutions of higher education, and approved nonprofit organizations at no cost to the student;

WHEREAS, the Oregon School District strongly supports providing its students with additional educational opportunities;

WHEREAS, the Oregon School District needs to ensure that students have sufficient opportunity and availability to meet their personalized learning plan and local and state requirements for graduation;

WHEREAS, the Course Options legislation establishes procedural requirements that do not provide school districts with an adequate amount of time to make appropriate adjustments to course offerings, class schedules, and staffing plans/assignments;

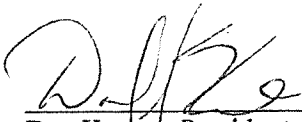
WHEREAS, the law requires the Oregon School District to pay for the courses its students choose to take at qualifying institutions at a rate determined by the Department of Public Instruction, even if the District offers the same or similar course, and even if it presents a financial hardship to the District;

WHEREAS, the State of Wisconsin did not provide school districts any additional funding to pay for these courses;

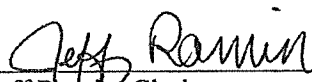
WHEREAS, the Course Options Program could have a significant budgetary impact on the Oregon School District by requiring the District to pay for these courses without any consideration to its other financial obligations.

NOW, THEREFORE, BE IT RESOLVED by the Oregon School Board, that the State of Wisconsin provide additional, adequate funding to school districts to reimburse the cost to the school district of its resident students taking courses through the Course Options Program and amend the law to provide school districts with an adequate amount of time to make appropriate adjustments to course offerings, class schedules, and staffing plans/assignments.

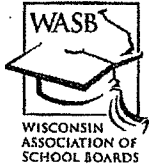
Dated this 11th day of August, 2014



Dan Krause, President



Jeff Ramin, Clerk



2015 WASB DELEGATE ASSEMBLY

Date: September 5, 2014

Subject of Resolution: Open Enrollment

Submitted by the School Board of: South Milwaukee

RESOLUTION: The WASB supports legislation that revises the open enrollment timelines to a deadline to apply for open enrollment from April 30 to March 15.

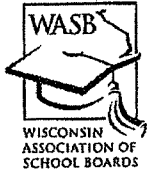
RATIONALE: The purpose of this proposed resolution is that with a deadline to apply for open enrollment of April 30, school districts cannot inform non-resident students of acceptance or denial until June due to the need to obtain records from the resident district. It is the experience of our district that more families are calling the district in April and May to find out whether or not they have been accepted. The families are frustrated by this timeline. In addition, more families are not accepting open enrollment placement due to the late notice, creating a complication when trying to budget for the upcoming school year.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Patricia Bordak

Date of Approved Resolution: September 3, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 5, 2014

Subject of Resolution: Open Enrollment - Exception Applications

Submitted by the School Board of: South Milwaukee

RESOLUTION: The WASB supports legislation that eliminates the "best interest of the pupil" exception reasoning.

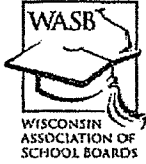
RATIONALE: The purpose of this proposed resolution is that students are now moving to different districts at all times of the year, without regard to the statutory deadlines. There are four other statutory exception reasons which address hardship issues for students. Again, this creates complications within a school district's budget from year to year and creates additional instability in classes. In addition, DPI has demonstrated that it will not uphold a district's denial for this reason, regardless of the reasoning.

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☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Patricia Bordak

Date of Approved Resolution: September 3, 2014



2015 WASB DELEGATE ASSEMBLY

Date: Sep 12, 2014

Subject of Resolution: Out-of-State Tuition Payments (WI Stat 121.78)

Submitted by the School Board of: School District of Florence County

RESOLUTION: The WASB supports amending the out-of-state tuition payment statute (s. 121.78) to provide that a school board of the school district in which a pupil resides may deny a request to provide for the enrollment of the pupil at a public school located outside this state if the state in which the public school district the pupil wishes to attend is located has not entered into a K-12 tuition reciprocity agreement with the state of Wisconsin. If a reciprocity agreement does not exist, the tuition payment that may be paid by the school board of the district in which a pupil resides to a public school located outside this state is 85% of the previous years per pupil equalized state aid received of an individual student's attendance at the out-of-state district. The Wisconsin district and the out-of-state district may agree to an amount greater than 85% of the prior years equalized state aid received, never to exceed the open enrollment transfer amount that would be payable if the pupil open enrolled into another Wisconsin public school district. The only exception would be so as not to discriminate against a student's programming and services per IDEA.

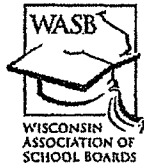
RATIONALE: Our school district is primarily funded by local property taxes. We are aided negatively at both the secondary and tertiary levels. Michigan schools will not enter into reciprocity agreements with us as they are not bound by a state statute. We continually have Michigan schools, and our resident families, requesting that they are able to attend Michigan schools and that we pay Michigan per pupil tuition; they ALWAYS reference statute 121.78 and interpret this as a given for their attendance at Michigan schools at our expense. Difficult for our board to justify this to local taxpayers when we receive in excess 80% of our funding from the local levy and we rely on non-recurring referendums to operate.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Jim Churchill

Date of Approved Resolution: Sep 11, 2014



2015 WASB DELEGATE ASSEMBLY

Date: Sep 12, 2014

Subject of Resolution: Out-of-State Tuition Payments (WI Stat 121.78)

Submitted by the School Board of: School District of Florence County

RESOLUTION: The WASB supports legislation to clarify that a Wisconsin pupil who enrolls at a public school located outside this state pursuant to the tuition payment statute (s. 121.78) should be fully counted in membership for his or her resident district for revenue limit purposes.

RATIONALE: Our school district is primarily funded by local property taxes. We are aided negatively at both the secondary and tertiary levels. Michigan schools will not enter into reciprocity agreements with us as they are not bound by a state statute. We continually have Michigan schools, and our resident families, requesting that they are able to attend Michigan schools and that we pay Michigan per pupil tuition; they ALWAYS reference statute 121.78 and interpret this as a given for their attendance at Michigan schools at our expense. Difficult for our board to justify this to local taxpayers when we receive in excess 80% of our funding from the local levy and we rely on non-recurring referendums to operate.

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Board President: Jim Churchill

Date of Approved Resolution: Sep 11, 2014



2015 WASB DELEGATE ASSEMBLY

Date: Sep 12, 2014

Subject of Resolution: Out-of-State Tuition Payments (WI Stat 121.78)

Submitted by the School Board of: School District of Florence County

RESOLUTION: The WASB supports a resolution that repeals the appeal process to the school district boundary appeal board and directs any such appeal to the resident schools circuit court for final decision.

RATIONALE: Our school district is primarily funded by local property taxes. We are aided negatively at both the secondary and tertiary levels. Michigan schools will not enter into reciprocity agreements with us as they are not bound by a state statute. We continually have Michigan schools, and our resident families, requesting that they are able to attend Michigan schools and that we pay Michigan per pupil tuition; they ALWAYS reference statute 121.78 and interpret this as a given for their attendance at Michigan schools at our expense. Difficult for our board to justify this to local taxpayers when we receive in excess 80% of our funding from the local levy and we rely on non-recurring referendums to operate.

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Board President: Jim Churchill

Date of Approved Resolution: Sep 11, 2014

LAKE GENEVA SCHOOLS

Lake Geneva Joint #1 School District & Lake Geneva-Genoa City Union High School District

District Administration Center
208 South Street
Lake Geneva, WI 53147
(262)348-1000 FAX (262) 248-9704

James Gottinger
District Administrator

Warren Flitcroft
Director of Business Services

Jan Eckola
Director of Curriculum & Instruction

Dan Schmidt
Director of Technology

Steve Zorich
Director of Student Services

Dear, Policy & Resolutions Committee Members,

The Lake Geneva-Genoa City Union High School (Badger High School) has submitted a resolution on truancy. Currently, WASB has a truancy policy 3.83 passed in 1987 and when you read this policy you get a warm and fuzzy feeling and you want to all join hands and sing Kumbaya. In reality this does not work. If we all can agree that every child can be successful then we all can agree that to be successful that child needs to be in school. The State Legislature agrees with the need for students to be in school and graduate from high school. They rose the age a student can dropout of school from age 16 to age 18 a number of years ago. Also the Legislature wrote many statutes on truancy. The problem is the Legislature gave too much leeway to municipal judges who can suspend or hold any fines in abeyance. We, as a Board, feel our administrators after following all the state statutes and procedures to make a truant student compliant there has to be consequences for that student. We have tried to work with our local Municipal Judge. His reply is "what he does is within his judicial discretion". An example of this judicial discretion is as follows, a student misses 30 school days in the first semester; the student ends up before the Judge and the Judge holds the students fine in abeyance if they attend school the second semester. The student misses 18 school days the second semester and ends up before the Judge again. The Judge holds the second fine in abeyance as well because the student truancy went down from 30 days to 18 days. Now the student moves to a new school year and the process starts all over again and the student has yet to face any consequences for their actions. You can understand the frustration of our School Board and Administrative team.

We as a Board know that this is a very specific resolution with very specific language. Traditional policies of the WASB are intentionally left a little vague, to allow our Lobbyists the ability to maneuver with Legislators. The Lake Geneva- Genoa City Union High School feels we need this specific resolution to address our needs to make every student successful.

The WASB Policy & Resolutions Committee is charged with bringing resolutions to the delegate assembly that are timely, worthy of discussion and not covered by current policy. Is this resolution timely? Yes, policy 3.83 was passed 28 years ago and needs to be amended to address real concerns. Is this Resolution worthy of discussion by the entire delegate assembly? Yes, we feel getting students in school and keeping them in school is worthy of discussion. Is this policy covered by current WASB policy? No, again we are asking for very specific policy language to be added to WASB policy 3.83.

The Lake Geneva- Genoa City Union High School Board of Education thanks you for any consideration you will give to our purposed resolution and we will see you all at the state convention in January.



Patrick L. Sherman-President

LAKE GENEVA SCHOOLS

Lake Geneva Joint #1 School District & Lake Geneva-Genoa City Union High School District

District Administration Center
208 South Street
Lake Geneva, WI 53147
(262)348-1000 FAX (262) 248-9704

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District Administrator

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Director of Curriculum & Instruction

Dan Schmidt
Director of Technology

Steve Zorich
Director of Student Services

WASB Policy & Resolutions

Subject: WASB 3.83 Truancy

Resolution: Amend 3.83 Truancy with subsection (a) as follows:

The WASB petitions the Legislature to amend state statute 118.163 Municipal truancy and school dropout ordinances, section (1m) subsection (b) to read: A **compulsory** forfeiture of not more than \$250.00 plus costs for a first violation, or a forfeiture of not more than \$500.00 plus costs for any 2nd or subsequent violation committed within 12 months of a previous violation, subject to s. 938.37 and subject to maximum cumulative forfeiture amount of not more than \$2000.00 for all violations committed during a school semester. All of the forfeiture plus costs **will** be assessed against the person, the parents or guardian of the person, or both.

Rational:

The current statute fines are too low to be a deterrent to get truant students back in school. School District Administrations spend excessive time and energy to make truant students comply with state law. Only to have a third party (municipal judges) let the students off with a slap on the wrist. School Boards need the State Legislature to set compulsory consequences for students that are excessively and purposely truant from school.

**Adopted: Lake Geneva- Genoa City Union High School Board of Education (Badger High School)
September 8, 2014**



Patrick L. Sherman, President Lake Geneva-Genoa City Union High School



2015 WASB DELEGATE ASSEMBLY

Date: September 11, 2014

Subject of Resolution: WIAA Contests

Submitted by the School Board of: School District of Beloit

RESOLUTION:

WHEREAS: Some students participate in after school sports, and
WHEREAS: After school sports programs begin practices in early August, and
WHEREAS: The Department of Public Instruction has set September 1st as the start of the academic year, and
WHEREAS: WIAA has scheduled contests prior to the start of school,
THEREFORE BE IT RESOLVED: that the Wisconsin Association of School Boards should appeal to the WIAA to not begin practice before the week of August 15th.

RATIONALE:

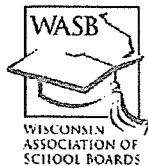
The Department of Public Instruction changed the starting date to September 1st to allow students and businesses additional time during the summer months to earn money. In order to not discriminate against students with financial hardships and allow them time to join a sporting team.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☐ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: John Winkelmann

Date of Approved Resolution: September 9, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 10, 2014

Subject of Resolution:

There is a significant need to employ retired teachers as substitute teachers and the new limitations which impact the WRS annuity for our retired teachers is discouraging them from serving in this capacity.

Submitted by the School Board of:

Tomah

RESOLUTION:

WHEREAS: Every child deserves to have each school day be a valuable day of learning and
WHEREAS: It is often difficult to find substitute teachers who have the skill and expertise to maximize student learning in the absence of the regular teacher, and
WHEREAS: There are many retired teachers across the state of Wisconsin who could serve in such a capacity and are willing to do so,
THEREFORE BE IT RESOLVED: that WASB promote and support legislation which would allow retired teachers to be employed after a 60-day break period and then as often and as long as necessary without this employment impacting their WRS annuity.

RATIONALE:

As a result of a change enacted in the 2013-15 state budget (Act 20), the WRS places limits on the total number of hours that a retired annuitant can work and still receive a WRS annuity. It also prevents retired teachers from being employed as a substitute teacher until a 75-day break period in employment has transpired. There are numerous reasons why a school board may wish to bring an individual who has retired back into employment: In some cases a retired individual may simply be the best qualified for the position.

A school board may wish to choose to hire a retired individual to a position for which a shortage of properly certified applicants exists. A board may find, for example, it is preferable to hire an experienced, certified teacher or administrator rather than a relatively inexperienced applicant who has received an emergency certification. In many cases, a rehired retiree is likely to be familiar with the school, its students and its policies and can hit the ground running? so to speak.

In other cases, a retired individual may be willing to serve in a particular position at a lower cost to a school district because he or she has post-employment insurance coverage from their previous employment, for example. Arguably, this saves taxpayer dollars because a school district may not have to provide this coverage for a rehired retiree.

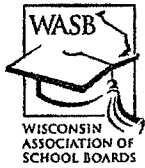
Retired teachers are a valuable resource for school districts in ensuring that students have a qualified substitute-a person able to manage the classroom and maximize student learning in the absence of the regular teacher.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: John McMullen

Date of Approved Resolution: September 8, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 11, 2014

Subject of Resolution: Repeal of the "Populous Counties, Teacher Tenure" Statute (Wis. State Statute 118.23)

Submitted by the School Board of: Brown Deer

RESOLUTION: Create: The WASB supports legislative efforts to repeal Wis. State Statute 118.23, thereby eliminating teacher tenure in school districts within populous counties for those who achieved tenure before December 21, 1995.

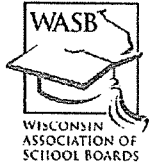
RATIONALE: Act 10 eliminated tenure in teacher contracts across the state of Wisconsin in 2011. However, according to Wis. State Statute 118.23, school districts in "populous counties" must still respect tenure for those teachers who achieved it prior to December 21, 1995. By definition, a "populous county" is any county with more than 500,000 residents. At this time, only Milwaukee County qualifies as a populous county (although Dane County is approaching this status as well). This forces Milwaukee County school districts – and ONLY Milwaukee County school districts – to retain tenured staff, even if it is not in the best interest of student achievement.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: Dr. Gary Williams

Date of Approved Resolution: September 9, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 10, 2014

Subject of Resolution:

Provisions in the Affordable Care Act impact the ability of school districts to hire retired teachers as substitutes due to the potential loss of the use of their Health Retirement Account while serving as a substitute teacher

Submitted by the School Board of:

Tomah

RESOLUTION:

WHEREAS: Every child deserves to have each school day be a valuable day of learning and
WHEREAS: It is often difficult to find substitute teachers who have the skill and expertise to maximize student learning in the absence of the regular teacher, and
WHEREAS: There are many retired teachers across the state of Wisconsin who could serve in such a capacity and are willing to do so,
THEREFORE BE IT RESOLVED: that WASB promote and support legislation which would allow retired teachers to be employed as often and as long as necessary without this employment impacting their Health Retirement Account.

RATIONALE:

As a result of the implementation of the Affordable Care Act, a retired teacher cannot work more than 30 hours per week on a regular basis without being willing to forego use of their Health Retirement Account. This mainly affects long-term substitutes and per diem substitutes who work a large number of days, but it also impacts districts seeking to employ retired teachers as substitute teachers. Retired teachers are a valuable resource for school districts in ensuring that students have a qualified substitute- a person able to manage the classroom and maximize student learning in the absence of the regular teacher.

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Board President: John McMullen

Date of Approved Resolution: September 9, 2014



2015 WASB DELEGATE ASSEMBLY

Date: September 10, 2014

Subject of Resolution: Legislation to allow school board members to serve as volunteer coaches or advisors

Submitted by the School Board of: Tomah Area School District

RESOLUTION:

WHEREAS: Every child deserves to have adult mentors and positive role models, and
WHEREAS: It is often difficult to locate adults willing to assist as coaches or advisors of student extracurricular activities, and
WHEREAS: There are many school board members across the state of Wisconsin who could serve in such a capacity and are willing to do so,
THEREFORE BE IT RESOLVED: that WASB promote and support legislation which would allow school board members to serve as volunteer coaches or advisors of extracurricular activities if the following conditions are met:
(a) The school board member receives no compensation for service as a volunteer coach or advisor.
(b) During the period he or she serves as a volunteer, the school board member abstains from voting on issues before the school board concerning that program.
(c) There is no qualified applicant available to fill a vacant position if the school board member is excluded.
(d) The appointing authority has received the results of a criminal history check and a criminal records check from the department of state police or the federal bureau of investigation for the school board member.

RATIONALE:

We are asking WASB to support legislation similar to that which exists in Michigan which would allow school board members to serve as volunteer coaches or advisors.

The state of Michigan has developed an exemption for school board members to serve as volunteer coaches and supervisors for extracurricular activities. This allows school board members to fulfill their job as a school board member while serving in a second capacity as a volunteer for extracurricular activities, without being in violation of any incompatibility laws for public employees. Our children need adults who are positive role models and who value education. There is no reason why a school board member should be denied the opportunity to serve as both a board member and a volunteer with extracurricular activities if they so desire and if provisions are in place that prevent any question of a conflict of interest.

☒ Checking the box (at left) confirms that this submitted resolution was duly approved by the School Board.

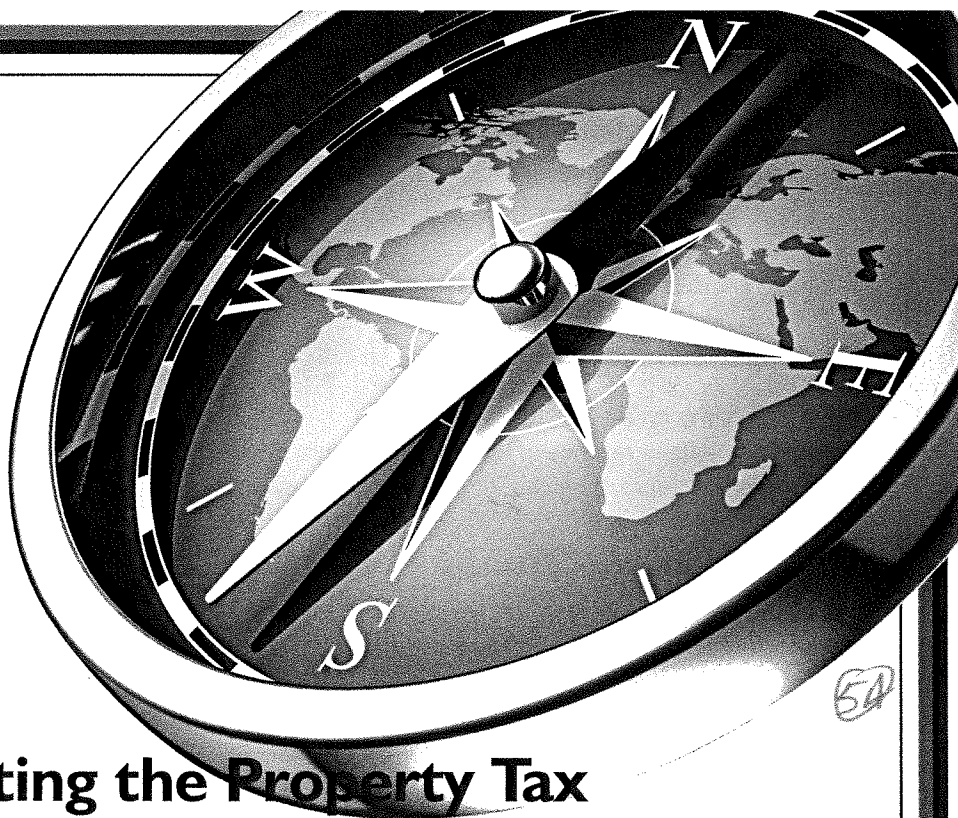
☒ Checking the box (at left) and typing in the name of the board president (below) confirms that the board president signed this resolution.

Board President: John McMullen

Date of Approved Resolution: September 8, 2014

THE WISCONSIN TAXPAYER

Vol. 82, Number 9 | September 2014



Navigating the Property Tax

Understanding Property Valuation and Taxation in Wisconsin

The property tax is Wisconsin's largest, oldest, and most confusing tax. At least five governments use the tax, and two different methods of valuing property are used to distribute taxes among property owners. One source of confusion arises when tax rates and levies move in opposite directions, a common occurrence over the past 20 years. In addition, property owners are often unaware of how changing property values, both within a municipality and among municipalities, can cause individual property tax bills to rise, even when levies are "frozen."

No tax produces more confusion, more questions, and more misleading information than the property tax. That is to be expected: Multiple governments levy the tax and two different methods are used to value property.

December is property tax time in Wisconsin and questions abound, including:

- Why did the school property tax rate decline, yet my school taxes rose?
- Why did my property taxes increase more than my friend's from across town?
- My property tax bill lists two values for my property. Which one is correct?

Understanding a few key concepts can help citizens navigate the often murky waters of Wisconsin's property tax and get a better handle on annual changes in their bill.

WHO TAXES?

The property tax is not easy for taxpayers, the press, or public officials to understand. This is not surprising. At least five units of government rely on property tax revenues. Moreover, it is not always the same local government that assesses, prepares tax bills, and receives payments.

Property Tax Users

To chart a course through the confusion that is the property tax, a good place to start is to determine

which governments rely on it. The four main users are K-12 schools, municipalities, counties, and technical colleges. Other users include the state and various special districts.

K-12 schools are the largest user of Wisconsin's property tax, levying \$4.7 billion, or 44.3% of last year's \$10.61 billion gross levy (see Figure 1 on page 2). Municipalities are next in line: Towns, villages, and cities levied 27.5% of the 2014 total, which includes levies for tax incremental finance (TIF) districts. The state's 72 counties levied 19.0% of the total. The last of the major users are the 16

Also in this issue:

Wisconsin Birth Rates Continue to Fall • School Aids Rise, Vary



A service of the Wisconsin Taxpayers Alliance

technical college districts, which levied 7.5% of the total. Combined, these four local governments accounted for more than 98% of all Wisconsin property taxes in 2014.

The remainder is levied either by the state (0.7%) to pay for forestry programs, or by other small taxing districts (e.g., lake or sanitary districts).

Property Tax Limits

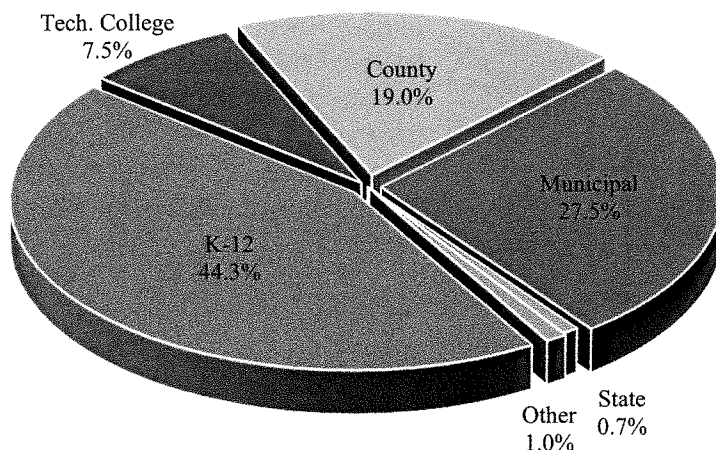
All major users of the property tax are now limited in how much they can increase their levies each year.

K-12 Schools. Since 1993-94, K-12 schools have faced state-imposed revenue limits. Technically, the state limits the combination of school property taxes and general state school aid, so the caps are really an indirect limit on property taxes. If state aids remain unchanged or decline while the revenue limit rises, school officials are allowed to raise property taxes up to their cap. Districts can also exceed their revenue limits with voter approval.

School revenue limits were tightened in recent years. Historically, the limits grew with enrollment and inflation. However, in 2010 and 2011, allowable increases were less than inflation, and in 2012, they were cut 5.5%. Since then, modest increases have been allowed. Total school levies declined 1.0% in 2012, then rose 0.2% and 0.8%, respectively, in subsequent years.

Municipalities and Counties. Since 2006, the state has also limited municipal and county levy increases. Until 2011, allowable increases ranged from 2% to 3.86%, plus an allowance for new construction added to the tax rolls. Since 2012, no levy increase, except for new construction, has been without voter approval.

Figure 1: Who Levies Property Taxes?
Share of Statewide Total Levy by Taxing District, 2014
(Total = \$10.61 Billion)



Exceptions to the limits are allowed for general obligation debt service and levies for tax incremental finance districts. Over the past three years, municipal levies statewide have increased between 1.5% and 2.0%; county levies, between 0.7% and 1.2%

Technical Colleges. Starting with tax year 2015 (December 2014 bills), Wisconsin's technical college revenues are limited in a way similar to those for schools. Limited revenues are the combination of property taxes and state aids and can increase at the rate of new construction. Technical college levies have risen 2.0% or less in each of the past four years.

Setting Levies

Many local governments begin developing their budgets in the spring or summer and finalize them in the fall. Subject to the limits described, local officials set property tax levies when budgets are finalized in October or November. Levies for technical colleges, K-12 schools, and counties are then divided among underlying municipalities. Municipal totals are then apportioned to property owners. The graphic on page 7 illustrates how local property tax levies make it to the property tax bill.

THE WISCONSIN TAXPAYER

September 2014 Vol. 82 Number 9

Publication Number USPS 688-800

Periodical postage paid at Madison, Wisconsin

Subscription Price:

\$17.97 per year

Published each month, except July, by the Wisconsin Taxpayers Alliance,
401 North Lawn Avenue, Madison, Wisconsin 53704-5033

Postmaster:

Send address changes to *The Wisconsin Taxpayer*,
401 North Lawn Avenue, Madison, Wisconsin 53704-5033
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PROPERTY TAX RATES

One of the most common sources of confusion among property owners at tax time is what they read, hear, and eventually see about levies and tax rates.

When their budgets are finalized, local governments determine the amount of property taxes, subject to state limits, they need from citizens (i.e., the levy). At that time, they also know the total value of taxable property in their taxing jurisdiction (municipality, school district, county, etc.). The tax rate results from dividing the levy by total taxable property value.

$$\text{Tax Rate} = \frac{\text{Tax Levy}}{\text{Total Property Value}}$$

Unlike sales or income tax rates, which are fixed in state law, property tax rates float each year as levies and values change.

For example, suppose a school district sets its property tax levy at \$500,000 in October. If the district's total property value is \$50 million, then the school tax rate is \$500,000 divided by \$50 million, or 0.01. Usually, the rate is expressed as taxes required for each \$1,000 of value. In this case, the rate would be \$10 for every \$1,000 of value.

Changing Tax Rates

As mentioned, property tax rates depend on both levies and values. Because the two can move in the same or in opposite directions, there is much opportunity for taxpayers to be misled by comments about levies and rates made by officials and the press. Table 1 illustrates some possibilities.

In the earlier example, a school district with \$50 million of property value levied \$500,000 at a tax rate of 0.01, or \$10 per \$1,000 of value. Now suppose that in each of the next three years, the levy increases 5% (columns 1 and 2). However, the school tax rate declines, then remains unchanged, and then increases. Each outcome depends on changes in property values.

❶ In the first year, district property values jump 10% from \$50 million to \$55 million. Values (+10%) increase more than the levy (+5%), so the tax rate drops to \$9.55 per \$1,000. Local officials and the press sometimes highlight the falling rate, leading citizens to believe mistakenly that property taxes are declining. In fact, property taxes are rising in this example.

Table 1: Levy and Rate Changes Can Vary
How Value and Levy Changes Affect Property Tax Rates

Property Tax Levy		Property Value		Tax Rate	
Chg.	Amount	Chg.	Amount	↑↓	Per \$1,000
	\$500,000		\$50,000,000		\$10.00
❶ +5% →	525,000	+10% →	55,000,000	↓	9.55
❷ +5% →	551,250	+5% →	57,750,000	↔	9.55
❸ +5% →	578,813	+2% →	58,905,000	↑	9.83

Rapidly-rising values were common in Wisconsin during much of the 1990s and early 2000s. Annual increases of 6%-to-9% were common. Property tax levies were also increasing—but at a slower rate. As a result, tax rates fell.

❷ In the second year of the example, values rise 5%. With value change matching the levy change, the tax rate remains unchanged. Again, note that the unchanged rate masks a 5% increase in the levy.

❸ Finally, in the third year, values grow less than levies, and the tax rate rises. This is what has happened in recent years in parts of Wisconsin. Property tax levies increased little or even fell. Yet, declining property values resulted in higher rates.

Equalized or Assessed Rates

When property owners read about tax rates, they may also be unaware that there are two types—equalized-value rates and assessed-value rates. The rate calculation is the same as shown above. However, one uses current market (or equalized) property values and the other uses assessed values, and the two should not be used interchangeably. These two value types are clarified in the forthcoming discussion.

PROPERTY VALUES

Recall that setting a tax rate depends on two factors: The levy—the amount of property taxes a local government wants—and the value of the land and buildings being taxed. Wisconsin uses two methods to value property, and they are often confused.

Assessed Values

Most homeowners are familiar with their assessed value—the value of their property set by a local assessor. Assessors establish values after reviewing the sale prices of similar properties nearby and sometimes by inspecting the property.

By law, a property is to be assessed at full value; that is, the price at which it would sell on the open

market. Assessed values may be current, or they may be several years old. State law requires that the total assessment of various property types (e.g., residential or commercial) each be within 10% of fair-market value at least once every four years.

Some municipalities have an assessor's office that updates values annually, usually with the help of computerized systems. Other municipalities, particularly smaller ones, contract with a private assessor or firm to do a revaluation once every few years. A revaluation brings assessments in line with market values. Revaluations are often completed by April or May in time for the board of review (see gray box, page 6).

Why Important? Assessments are the cornerstone of the property tax system. Property taxes owed are determined by multiplying an owner's assessment by the local tax rate.

But beyond tax rate calculation, assessed values are fundamental to understanding how the entire property tax system works. Here is why: An individual owner's share of total municipal assessed value is the same as his or her share of taxes due. If a home represents 1% of total municipal assessed value, then the owner pays 1% of the property taxes in the municipality. In other words, assessed values determine how a community's total property tax will be divided among individual property owners.

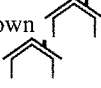
Another example reinforces the point: Consider a village with a \$100,000 levy and assessed value totaling \$20 million. The levy is distributed to each taxpayer based on his or her share of total assessed value. Thus, the owner of a home assessed at \$200,000 is billed for 1% (\$200,000 divided by \$20 million) of the \$100,000 levy, or \$1,000. Note that the owner's assessment directly affects his or her property tax bill.

Assessment Changes. When a property is revalued, its assessed value may increase, decrease, or stay the same. Property improvements, such as a new room or garage, are likely to increase value. A contaminated water supply or failing septic system might have the opposite effect. Change in value also reflects the strength or weakness of the local real estate market.

One of the most confusing aspects of the property tax is how to interpret the tax impact of an assessment change. Almost without exception, owners are convinced that an assessment increase means a tax increase when the opposite might also be true.

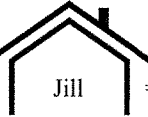
An oversimplified illustration follows. Suppose "Smalltown" has only two properties, one owned by Jack and one by Jill. Each home is valued at \$200,000, so town value totals \$400,000. Note that each property represents half the town's value. If the town levy is \$10,000, then Jack and Jill are each responsible for half of that, or \$5,000. Both Jack's and Jill's share of the tax levy are the same as their share of the town's value (see Figure 2).

Figure 2: Assessments and Taxes in "Smalltown"
Lesson: Share of Assessment Equals Share of Property Taxes

		+			=		
Jack			Jill			Town	
<u>Assessment</u>							
\$	\$200,000		\$200,000			\$400,000	
%	50%		50%			100%	
<u>Property Tax</u>							
\$	\$5,000		\$5,000			\$10,000	
%	50%		50%			100%	

Now, suppose the town levy remains unchanged at \$10,000 but properties are revalued. Both homes double in value to \$400,000, and the town's total assessed value is now \$800,000 (see Figure 3). Even though each assessment has doubled, tax bills remain unchanged: Jack and Jill each continue to account for half the town's value and each pays half the levy, or \$5,000.

Figure 3: Smalltown Revaluation I: Taxes Unchanged
Lesson: If All Values Increase Same, No Property Tax Increase

	+		=	
Jack		Jill		Town
<u>Assessment</u>				
\$	\$400,000	\$400,000		\$800,000
%	50%	50%		100%
<u>Property Tax</u>				
\$	\$5,000	\$5,000		\$10,000
%	50%	50%		100%

Smalltown's experience suggests another property tax rule of thumb. If all properties increase in value by the same percentage and the total levy is unchanged, the tax on each property will remain unchanged. Likewise, if all values decline by the same percentage and the levy is constant, tax bills remain the same. It is when values grow at different rates that tax shifting occurs (see page 5).

Assessment Appeals. If a property owner believes her assessment is incorrect, she may appeal it. However, that appeal must be timely—in the spring, and not in December when property tax bills arrive. How to appeal an assessment is outlined on page 6.

Equalized Values

A problem arises with assessed values when a school, a technical college district, or a county includes several municipalities. One municipality may not have updated its property values and is assessing at 90% of market value, while another might keep its assessments current and be at 100% of market value. This difference means that identical homes could be valued differently in the two communities, one at \$90,000 and the other at \$100,000.

This potential discrepancy in assessments between municipalities is why Wisconsin uses a second form of valuation—equalized values—which are often confused with assessed values.

Equalized value differs from assessed value in three important ways. First, it does not measure the value of individual properties; it measures the value of groups of properties, often an entire municipality. Second, equalized values are estimated by the Wisconsin Department of Revenue, not by local assessors. Third, equalized values are estimates of current fair-market value, while assessed values can be several years out of date. Equalized values are estimated as of January 1 and reported on August 15 of each year.

How Are They Used? Equalized values are used by schools, counties, and technical colleges in a manner similar to the way municipalities use assessed values. Property tax levies are apportioned to underlying municipalities based on their shares of total equalized values.

For example, a school district with \$50 million of equalized value is comprised of a city with 60% (\$30 million) of the value and a town with 40% (\$20 million). Of the \$500,000 school levy, 60% (\$300,000) is assigned to the city for collection from individual taxpayers, while 40% (\$200,000) is assigned to the town.

Equalized values avoid local differences in assessment timing and provide a uniform estimate of market value throughout the state. Thus, they enable a “fair” distribution of property tax levies in counties and educational districts.

TAX SHIFTING . . .

The prior discussion of property values explains how tax levies are distributed, first from counties and schools to underlying municipalities, and then from municipalities to local property owners. Values also play a hidden role in the state property tax system.

Taxpayers understand that rising municipal, school, or county levies usually translate into higher property tax bills. However, what many do not understand is how different rates of value growth among municipalities, or within a municipality, can also affect their bill. This leads to the painful topic of tax shifting, probably the least understood aspect of the property tax.

. . . From Changing Assessed Values

Return to the two-home town example. If the property tax levy is unchanged, even when both assessments doubled from \$200,000 to \$400,000, tax bills did not change. Before and after revaluation, each home accounted for half of town value and paid half the \$10,000 levy.

But what if Jack’s home increased in value by 50% to \$300,000, while Jill’s more than doubled to \$500,000? Even with no change in the levy, tax bills will change.

The reason goes back to the “share of value equals share of tax” rule of thumb. While each house formerly accounted for 50% of town value, Jack’s now accounts for 37.5% ($\$300,000 \div \$800,000$) while Jill’s accounts for 62.5% ($\$500,000 \div \$800,000$). Jack is billed for 37.5% of the \$10,000 levy, or \$3,750; Jill 62.5% or \$6,250. Even with no change in the town levy, Jack receives a property tax cut, while Jill sees an increase (see Figure 4).

Figure 4: Smalltown Revaluation II: Taxes Shift
Changing Valuations Can Shift Property Tax Burdens

	+		=	Town 	
Jack		Jill			
<u>Assessment</u>					
\$	\$300,000	\$	\$500,000	\$	\$800,000
%	37.5%	%	62.5%	%	100%
<u>Property Tax</u>					
\$	\$3,750	\$	\$6,250	\$	\$10,000
%	37.5%	%	62.5%	%	100%

. . . From Changing Equalized Values

When assessed values change at different rates, individual tax burdens shift, as shown above. This

same dynamic can occur when equalized values change. Once again, equalized values are used to distribute school, county, and technical college levies to underlying municipalities. If one town's equalized value increases faster than others', its share of district value—and total tax levy—will also rise.

The prior school example is instructive. The district had \$50 million of equalized value, \$30 million in a city and \$20 million in the neighboring town. Of the total \$500,000 levy, 60% (\$300,000) was apportioned to the city and 40% (\$200,000) to the town.

Suppose strong demand for lake property helps increase the town's equalized value by 50% to \$30 million, while city values remain the same. The school district's total equalized value is now \$60 million, with each municipality claiming half.

The school levy remains unchanged at \$500,000, but the town and city are now each responsible for half (\$250,000). The city's portion of the school levy declines \$50,000 from \$300,000 in the prior year, while the town's portion rises by the same amount. As those levies are then distributed to local taxpayers, city residents experience a school tax cut, while town residents see an increase—despite no school levy change.

This is why taxpayers often question “tax freeze” claims. Even if all property tax levies are frozen, differential value change causes a shift in the allocation of those levies. In the end, some taxpayers experience property tax increases, despite promises of a freeze.

The Perfect Storm?

Put property-value changes within a municipality (revaluation) together with equalized value changes across municipalities, and the result is a “double whammy” for taxpayers. More of the school, county, and technical college levies move to communities with faster-rising equalized values. And within those communities, fast-appreciating properties represent a growing share of assessed values, and their owners pay a larger share of the tax.

A final layer of complexity is then added to the tax bill. The school levy might be rising 2%, the county levy 3%, and the municipal levy 1%. When these varying levy changes are added to the tax shifting described above, property owners face a “perfect storm.” With all of the subtle complexities of the property tax, it is no wonder it is the state's most disliked tax. □

Assessment Appeals

Upon completion of a revaluation or reassessment, property owners receive a notice of the new assessed value. If the owner believes the assessment is too high, he or she can appeal. However, owners who refuse an assessor's written request by certified mail to view the property cannot contest their assessment. Moreover, a taxpayer who waits until the property tax bill arrives in December has no recourse.

A local board of review hears and decides property assessment appeals. The board must schedule its first meeting in the 30 days after the second Monday in May, but it may schedule a later date if assessments are not completed. Written or verbal notice of intent to file an objection must be provided to the board of review's clerk at least 48 hours prior to the board's first meeting.

An owner who is unhappy with his or her assessment should first talk with the local assessor. Municipalities hold an “open book” where assessments may be reviewed and the assessor questioned. The assessment roll must be open for a minimum of two hours prior to the board of review's first meeting. An individual who believes a property is unfairly assessed must file an objection during these two hours.

In deciding to appeal, a taxpayer should be aware that the assessor's value is presumed correct unless proved otherwise by factual evidence presented at the hearing. Also, small percentage differences in value are not sufficient to warrant a change.

The property owner is expected to establish what he or she feels is the fair market value of the property during the appeal. If the owner's property was recently purchased, the purchase price is the best evidence of fair market value. The next best indicator of current market value is sale of comparable properties in the area. These properties are affected by similar factors, such as proximity to schools, parks, shopping, or employment.

Taxpayers considering an appeal should call their municipal clerk to verify dates for the open book period and the board of review meeting. Those pursuing an appeal must follow appeals process guidelines.

Individuals dissatisfied with the decision of a board of review have two additional appeal options. First, they may ask the Wisconsin Department of Revenue to review the board's decision. Requests must be filed within 20 days of the board's decision.

Second, taxpayers may also challenge the board of review's decision or DOR's ruling in circuit court. The court does not hear new evidence; rather, it looks at the prior record and either upholds or invalidates the assessment. That is why it is important to present all evidence related to a property's assessment during the board of review meeting. □

Understanding the Property Tax Process

How Local Property Tax Levies Make it to Your Property Tax Bill

(1) January 1: Equalization Process Begins.

The Wisconsin Department of Revenue (DOR) begins estimating equalized (fair market) values for all taxing jurisdictions in the state.

(2) **Spring: Local Assessments.** Municipal assessment updates are usually completed by spring. Assessed values are used to distribute to local property owners all property taxes apportioned to the municipality, including those for schools, counties, and technical colleges. To illustrate, consider John and Jane Doe, whose home is assessed at \$200,000. They live in Badgerville, where assessments of all taxable property total \$200 million. Given their share of total value ($\$200,000 \div \$200,000,000 = 0.1\%$), the Does will be billed for 0.1% of all property taxes Badgerville collects.


$$\begin{array}{l} \text{Does' assessment:} \\ \$200,000 \end{array} \div \begin{array}{l} \text{Total Badgerville assessment:} \\ \$200,000,000 \end{array} = 0.1\%$$

Does pay 0.1% of all Badgerville property taxes.

(3) **August 15: Equalized Values Set.** DOR reports equalized values for local taxing jurisdictions. These values are used to apportion tax levies from schools, counties, and technical colleges to underlying municipalities. For example, Badgerville has \$210 million in total equalized values (equalized values do not necessarily equal assessed values). The county in which it is located has \$2 billion of equalized property value. Since Badgerville's values are 10.5% of the county total, it is responsible for 10.5% of the county levy.


$$\begin{array}{l} \text{Badgerville eq. values:} \\ \$210 \text{ million} \end{array} \div \begin{array}{l} \text{County eq. values:} \\ \$2 \text{ billion} \end{array} = 10.5\%$$

Badgerville is apportioned 10.5% of county levy

(4) **October/November: Property Tax Levies Set.** The budget process for most local governments begins in the spring or summer, and concludes in October or November. That is when property tax levies are set.

(5) **November/December: Tax Levies Apportioned.** After all local governments have set their levies, those tax totals are apportioned to underlying municipalities. Here, the county levy is \$8 million. Since Badgerville's equalized values accounts for 10.5% of total county values, it is responsible for 10.5% of the county levy, or \$840,000.


$$\begin{array}{l} \text{County levy:} \\ \$8 \text{ million} \end{array} \times \begin{array}{l} \text{Badgerville share of eq. values:} \\ 10.5\% \end{array} = \$840,000$$

County levy apportioned to Badgerville

(6) **December: Property Tax Bills Prepared and Mailed.** After total levies have been apportioned to municipalities, local officials use assessed values to calculate individual property tax bills. Total property taxes billed to Badgerville residents is \$4 million. The assessed value of the Doe's property is 0.1% of the total, thus they are billed for 0.1% of the total, or \$4,000.


$$\begin{array}{l} \text{Total levies assigned to Badgerville:} \\ \$4,000,000 \end{array} \times \begin{array}{l} \text{Does' assessment share:} \\ 0.1\% \end{array} = \$4,000$$

Does' property tax



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WISTAX NOTES

■ **Wisconsin Births Continue to Fall.** The number of babies born in Wisconsin declined in 2013 for the sixth consecutive year. Last year's drop was 663. The 66,566 births in 2013 was the lowest number since 1997.

Declining births have long-term implications for Wisconsin's economy and government. During 2009-13, about 341,000 children were born in Wisconsin. Many will enter the workforce in about 20 years, but they will replace a much larger group who will be retiring. For example, the size of Wisconsin's 41-to-45 year old population is approximately 375,000. It is challenging to increase employment when there are not enough workers to replace retirees.

In the near term, the decline in births will impact K-12 schools. In many parts of the state, declining enrollment is a problem as school revenues are tied directly to the number of students. With birth rates continuing to fall, the financial challenges associated with declining enrollment will only continue.

■ **School Aids Rise, Vary.** The state is providing an additional \$85.5 million in general school aids for 2014-15. However, not all districts will receive more, due to variations in district spending, enrollment, and property values.

In 220 districts, aids are rising by a total of \$120.2 million, while in 202 districts, aids are falling a total of

\$34.7 million. General school aids will total \$4.35 billion in 2014-15.

Wisconsin's school aid formula distributes funds each year based on spending and property values per student. In general, districts with more value per student are aided less; those with less are aided more.

However, declining school aid does not necessarily mean school spending is also falling (or vice versa). Wisconsin schools face state-imposed revenue limits, which cap the amount of revenue districts can collect from a combination of general school aid and local property taxes. This year, all districts are allowed a \$75 per student increase in their limits. The state is also providing a \$150 per student aid payment (up from \$75 last year) that is not subject to revenue limits. The net effect is a \$150 per student increase in district revenues. □

UNITED STATES POSTAL SERVICE STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

1. Publication title—The Wisconsin Taxpayer.
2. Publication number—688-800.
3. Filing date—September 19, 2014.
4. Issue frequency—Monthly, except July.
5. No. of issues published annually—11.
6. Annual subscription price—\$17.97.
7. Mailing address of known office of publication—401 North Lawn Ave., Madison, Dane County, Wisconsin 53704-5033.
8. Mailing address of headquarters or general business office of publisher—401 North Lawn Ave., Madison, Dane County, Wisconsin 53704-5033.
9. Publisher—Wisconsin Taxpayers Alliance, 401 North Lawn Ave., Madison, Dane County, Wisconsin 53704-5033.
Editor—n/a.
Managing Editor—Todd A. Berry, 401 North Lawn Ave., Madison, Dane County, Wisconsin 53704-5033.
10. The owner is the Wisconsin Taxpayers Alliance (a nonstock corporation), 401 North Lawn Ave., Madison, Dane County, Wisconsin 53704-5033.
11. Known bondholders, mortgagees, and other security holders owning or holding 1% or more of total amount of bonds, mortgages, or other securities—none.
12. The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes have not changed during preceding 12 months.

A.	Total no. of copies (net press run)...	5,530	5,606
B.	Paid circulation		
1.	Mailed outside-county	2,736	2,899
2.	Mailed in-county	684	431
3.	Distribution outside the USPS	0	0
4.	Other classes mailed through the USPS	221	196
C.	Total paid distribution	3,641	3,526
D.	Free or nominal rate distribution		
1.	Mailed outside-county	11	8
2.	Mailed in-county	8	9
3.	Mailed through other classes	89	51
4.	Outside the mail	279	159
E.	Total free or nominal rate distribution	387	227
F.	Total distribution (C + E)	4,028	3,753
G.	Copies not distributed	1,502	1,853
H.	Total (F + G)	5,530	5,606
I.	Percent paid	90%	94%

I certify that all information furnished is true and complete.

Todd A. Berry, President and Managing Editor



THE WISCONSIN TAXPAYER

Vol. 82, Number 10 | October 2014

State Budget: Process and Issues

Governor Patrick J. Lucey (D), 1918-2014

Wisconsin's state budget is as important as it is extensive, covering taxes, spending, and a range of issues that touch on nearly every aspect of public life in Wisconsin. Voters do well to follow the state budget and influence it where they can. However, doing so requires a basic understanding of the state budget process. This report provides an explanation of the process by which the budget is developed, revised, and enacted.

According to an old saying around Wisconsin's capitol, the only bill that has to pass the legislature is the state's two-year budget.

Over the past 50 years, the budget has expanded from being a manageable piece of legislation with a fiscal focus to being a massive bill spanning a thousand pages or more that touches on almost every aspect of public life in Wisconsin.

Wisconsin's state budget has become a veritable "catch all," covering not only taxes and spending, but also a number of other issues, ranging from schools and prisons to higher education, health care, and transportation. Even items that in other states might be passed as separate bills are folded into the budget here.

No one seeking to impact public policy in Wisconsin can afford to ignore the biennial budget. For governors, it is the primary tool by which they advance their agenda. Lawmakers know that the best way to enact legislative priorities is to fold them into the budget. Lobbyists understand that the fastest and surest results for clients can be secured in the budget.

Citizens who ignore Wisconsin's state budget as a boring collection of numbers do themselves a great disservice. The bill allocates over \$70 billion in spending over two years.

If Wisconsin taxpayers and voters wish to change government, the state budget is a good place to start.

But, first, they need a basic understanding of Wisconsin's budget, and particularly the process by which it is developed, revised, and enacted.

OVERVIEW

The state budget is a single bill, passed by the legislature and signed by the governor, that determines much state policy and sets Wisconsin's fiscal course for two years.

At the time of Wisconsin's founding in 1848, the Wisconsin constitution simply required that "no money shall be paid out of the trea-

Also in this issue:

Veto Powers Across States • Moving In and Out of Poverty • Gas Tax Collections Climb

surey” without legislative approval. In the 167 years since, that requirement has evolved into a lengthy and complex budget process.

The figure spanning pages four and five provides a visual timeline of the state budget process, divided into four stages. Voters seeking to influence the budget can do so in multiple ways indicated throughout this report.



INSTRUCTIONS AND REQUESTS

(MAY/JUNE-NOVEMBER 20)

The state budget process begins in the summer of even-numbered years and continues until the bill becomes law. Since the new biennium begins on July 1 of odd-numbered years, the goal is to have a budget signed into law before then. Thus, the 2015-17 state budget process began the summer of 2014 and, barring delay, will be effective July 1, 2015.

Budget Instructions

The governor kicks off the process, usually in May or June, by issuing to state agencies instructions which set out guidelines for them to follow in preparing their tax and spending requests for the coming two years.

In addition to technical details, the budget instructions reflect a governor's broad fiscal goals for the budget. For instance, the 2009-11 budget instructions asked agencies to submit spending requests without increases. The instructions differ from governor to governor, and from budget to budget.

Budget Request and Review

State law requires agencies to submit budget requests to the state budget office by September 15.

November 20. The Department of Administration (DOA) combines all agency requests into a single report, adds the Department of Revenue's (DOR) revenue estimates for the current fiscal year and forthcoming biennium, and releases the document on November 20th. The report provides the first

What can YOU do? Early in the budget process, when agencies are preparing requests, voters seeking to influence the budget might be most effective contacting the relevant state agency head directly with suggestions. An email or call to the governor's office might also make sense. The governor's budget is based on agency requests.

look at state finances in the coming biennium, and is used by the governor as the basis for his spending recommendations.

One problem with this November 20 exercise is that there is usually a gap between agency spending requests and likely revenues that can generate premature claims of a future deficit. However, these requests are not estimates of future spending but merely requests that will be scrutinized. The governor and legislature do not automatically grant spending requests. The governor often adjusts requests to meet available revenues. When funds requested by agencies exceed estimated revenues, the result is not a “deficit” but an understandable difference in priorities that the budget process is designed to reconcile.



GOVERNOR'S BUDGET

(NOVEMBER 20-FEBRUARY)

The DOA November 20 report is only a starting point for the executive branch. Over the next several months, budget analysts, the State Budget Director, the DOA secretary, and the governor review agency

THE WISCONSIN TAXPAYER

October 2014 Vol. 82 Number 10

Publication Number USPS 688-800

Periodical postage paid at Madison, Wisconsin

Subscription Price:

\$17.97 per year

Published each month, except July, by the Wisconsin Taxpayers Alliance, 401 North Lawn Avenue, Madison, Wisconsin 53704-5033

Postmaster:

Send address changes to *The Wisconsin Taxpayer*,

401 North Lawn Avenue, Madison, Wisconsin 53704-5033

Phone: 608.241.9789 Fax: 608.241.5807

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Table 1: State Budget Timeline Varies Over Past 20 Years
Date of Introduction Through Date of Publication, 1993-2013

Biennium	Party*			Date of Introduction	JCF	Passed		Final Leg. Action	Gov. Signs	Publication Date	Late
	G	S	A			First House	Second House				
1993-95	R	R	D	Feb. 4, 1993	June 29	June 30	July 7	July 16	Aug. 10	Aug. 11	✓
1995-97	R	R	R	Feb. 16, 1995	June 15	June 22	June 28	June 29	July 26	July 28	✓
1997-99	R	D	R	Feb. 12, 1997	Sept. 4	Sept. 16	Sept. 25	Sept. 29	Oct. 11	Oct. 13	✓
1999-2001	R	D	R	Feb. 16, 1999	June 10	June 30	July 1	Oct. 6	Oct. 27	Oct. 28	✓
2001-03	R	D	R	Feb. 20, 2001	June 7	June 19	June 29	July 26	Aug. 30	Aug. 31	✓
2003-05	D	R	R	Feb. 20, 2003	June 4	June 18	June 19	June 24	July 24	July 25	✓
2005-07	D	R	R	Feb. 9, 2005	June 9	June 21	June 30	July 5	July 25	July 26	✓
2007-09	D	D	R	Feb. 13, 2007	June 20	June 26	July 6	Oct. 23	Oct. 26	Oct. 26	✓
2009-11	D	D	D	Feb. 17, 2009	June 8	June 11	June 25	June 26	June 29	June 29	
2011-13	R	R	R	March 1, 2011	June 13	June 14	June 16	June 16	June 26	June 30	
2013-15	R	R	R	Feb. 20, 2013	June 14	June 19	June 21	June 24	June 30	July 1	

*Party in control; G=Governor, S=Senate, A=Assembly

requests. Along with the November report, the governor draws on several other resources to prepare his budget.

Resources

State Budget Office. A principal source of information and advice is the state budget office. DOA budget analysts review requests, checking for technical accuracy, analyzing request justifications, and evaluating their policy implications. The office provides the information the governor needs to set agency spending levels.

LFB Summary and Estimate. Closely following the November 20 release, the Legislative Fiscal Bureau (LFB) publishes a summary of major items included in state agency requests, which is distributed to each member of the legislature.

Then, usually in late January, the LFB updates DOR's November revenue estimates. The resulting figures are incorporated into the governor's proposed budget and are used throughout the remainder of the budget process, unless an update in those estimates is requested.

LRB Draft. Once the governor makes budget decisions, the state budget office works with attorneys from the Legislative Reference Bureau (LRB) to draft the governor's budget bill. Later, the LRB will also draft any budget amendments requested by the Joint Committee on Finance (JCF) or the legislature.

Budget Materials

The Bill. In addition to spending recommendations, the governor's budget bill includes any statutory

language needed to implement desired policy initiatives and program changes (e.g., if a state agency is to start a new program or end an old one).

Supplementary Documents. Several documents accompany the governor's proposed budget bill. These include:

- **The Governor's Budget Book.** Referred to in the statutes as the "Biennial State Budget Report," the Executive Budget Book provides for each agency a description of summary fiscal information and recommended changes to the current budget. The book contains all changes requested by agencies, and indicates which are recommended by the governor.

- **The Budget In Brief.** The Budget in Brief is a booklet that provides an overview of the governor's budget goals and policies, as well as changes recommended.

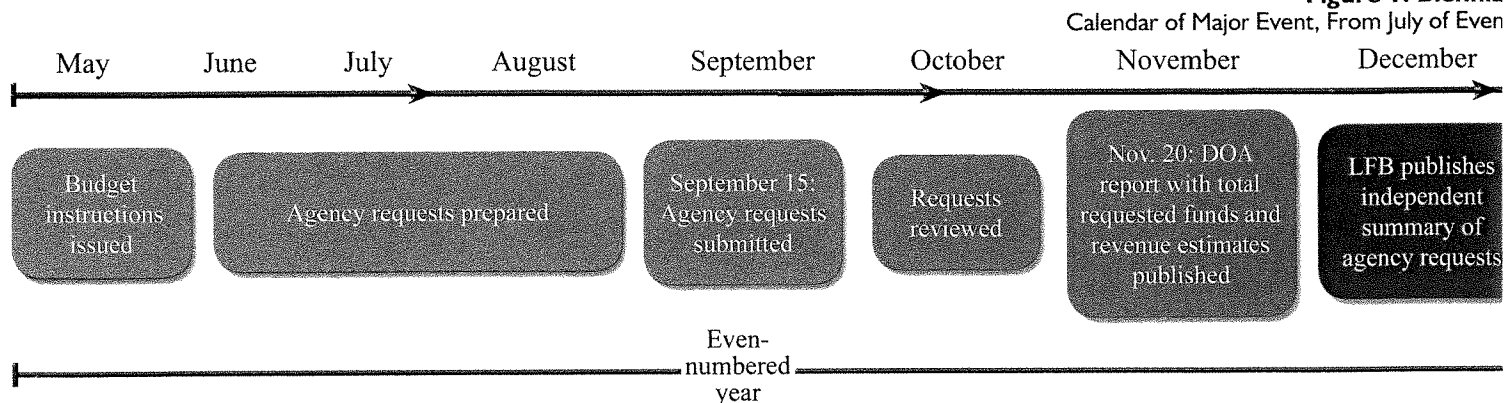
- **Tax Exemption Report.** This DOR-prepared study reports the estimated revenue loss from existing tax breaks.

Submission

State law requires the governor to deliver a biennial budget message to the legislature by the last Tuesday in January, although governors may request a delay from the legislature. Delays have been requested in 16 of the last 19 biennia.

What can YOU do? It may prove easier to effect change before the budget has been introduced than after. Voters should attempt to contact the governor or state budget office to make concerns heard.

Figure 1: Biennia



3

LEGISLATIVE REVIEW (FEBRUARY-JUNE)

After the governor's budget has been submitted, a thorough process of review and amendment begins. It begins with the Joint Committee on Finance and ends with senate and assembly floor action. Review of the governor's budget is a long, multi-step process.

LFB's Budget Summary

Once the executive budget bill and supporting documents are available, they are reviewed independently by the Legislative Fiscal Bureau, which prepares a lengthy item-by-item summary that is updated throughout the legislative review process. The final summary provides a useful history of the review process, tracking actions of all the major players: the governor, the Joint Committee on Finance, the assembly, the senate, and any partial vetoes of the governor.

Joint Committee on Finance

Before the budget bill reaches the assembly or senate floor, it is first reviewed and revised by the Joint Committee on Finance. The JCF has broad authority to consider all bills related to expenditures and revenues prior to their passage by the legislature. Ultimately, the JCF produces the budget that the two houses consider.

What can YOU do? At this point in the process, the JCF has the most direct influence on the budget. Citizens should attend JCF hearings, or attempt to contact JCF members via letter, email, or in person with concerns.

The JCF is comprised of 16 legislators (eight from the assembly and eight from the senate), with members and co-chairs designated by assembly and

senate majority leaders. Committee composition heavily favors the majority party in each house, with six seats reserved for its members in each house. One party control of both the senate and assembly would give that party a 12-4 majority on the JCF. It is easy to see why a one-party legislature would expedite the budget process. When party control of the legislature is split, each party holds eight seats and compromise is more necessary.

With the power to remove, amend, or replace the governor's recommendations, the JCF wields considerable influence in the budget process. This is not necessarily the case in other states. Most states distribute responsibilities on revenue and spending measures to multiple committees or between the legislative chambers.

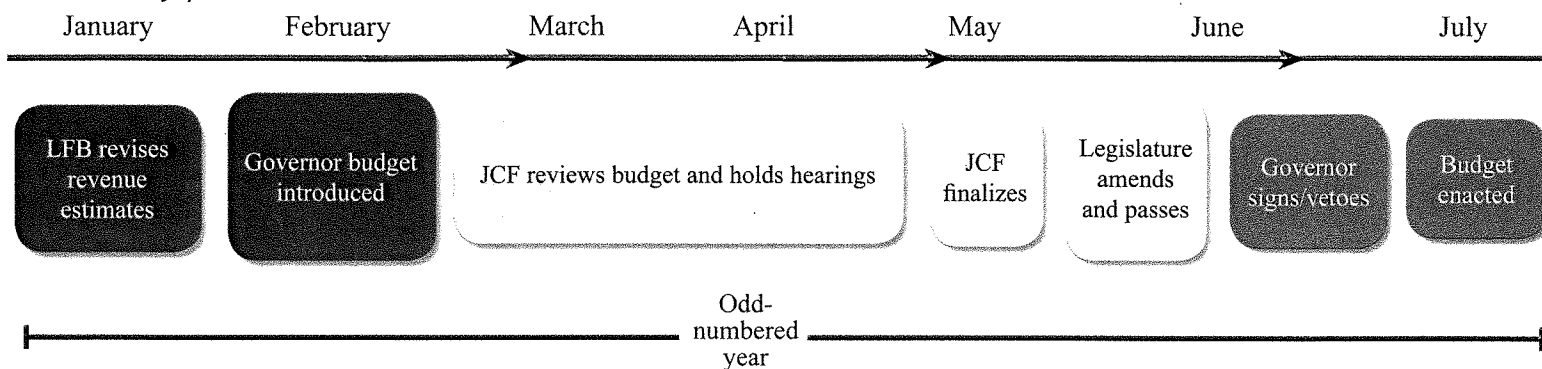
Briefings and Hearings. As part of its initial review process, the JCF gathers input from the LFB, state agencies, and the public. Briefings on the document begin in mid-March. Hearings generally begin in April.

The committee holds hearings where agency representatives brief it on how the governor's budget would affect the agency and its programs. At later hearings, the general public can testify before the committee. Hearings occur at multiple locations across the state, often in districts of the JCF members.

Removal of Non-Fiscal Items. The size and omnibus nature of the state budget make it tempting to use it as a vehicle to enact policy unrelated to state finance. Thus, the governor's budget often includes policy items that may not belong in a budget bill. In recent years, based on an LFB inventory, the JCF has removed many of them prior to committee deliberation. Typically, the policy proposals are then drafted as separate bills to be considered by the legislature.

the Budget Process

Even-numbered Years to July of Odd-Numbered Years



The JCF does not have to remove all nonfiscal items identified by the LFB. Whether they are removed is often a source of controversy. In the most recent budget, 58 nonfiscal items were identified, but only 12 were removed. For example, an item easing regulations for the rent-to-own industry was deemed “non-fiscal” by the LFB but remained in the budget.

Earmark Transparency. As the budget moves through the legislature, lawmakers often add items that fund specific projects in their respective districts, often called earmarks. For example, the 2013-15 state budget set aside \$80,000 for the operation of Camp American Legion in Lake Tomahawk, Wisconsin.

To foster earmark transparency, the LFB produces a report that lists all proposed earmarks in a budget, their cost, beneficiary, and (if the report relates to an amendment) the name of the lawmaker making the proposal. The report is distributed to the legislature and posted on the LFB website before the JCF can vote to pass the budget or any amendment to the budget.

Executive Sessions. Usually in April or May, the decision-making portion of the JCF process begins. In a series of executive sessions, the committee discusses items in the budget and considers options for amendment or removal. The JCF members and staff, the LFB analysts, and the state budget office participate in these sessions, although they are open to the public.

LFB issue papers prepared in advance of each executive session are used to discuss and review budget items or issues. These present background information and analyze options for committee consideration. During the 2013-15 budget process, the LFB prepared 300 issue papers.

Any changes to the governor’s budget are accomplished through JCF motions. Any committee member can ask staff to draft a motion to amend the budget.

These are then voted on by the JCF. Should any pass, they are incorporated into the JCF’s amended version of the budget.

Executive sessions typically occur over the course of eight weeks, at the end of which the JCF adopts a budget that can vary significantly from gubernatorial recommendations.

Assembly and Senate

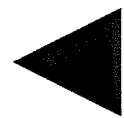
Following JCF action, one or both houses of the legislature schedule briefings to become familiar with the revised budget. All members of the respective house may convene for a briefing, or separate briefings may be conducted for party caucuses.

In contrast to budget changes considered by the JCF, which occur in a series of motions ultimately folded into the budget, any changes proposed for consideration by the full assembly or senate must be offered and adopted in the form of formal bill amendments.

Because either house can amend the budget, the two do not always pass the same version of a budget. But, as with any other bill, if it is to become law, the budget must be agreed to in identical form by each house. Differences between the houses can be resolved in several ways.

What can YOU do? Voters should contact members of the legislature via letter, email, or in person to influence the assembly and senate before or during budget deliberations.

Resolution Process. When both houses are controlled by the same party, differences can be resolved informally before passage. When the legislature is split and interparty differences are significant, resolution follows one of several formal processes.



By one method, a conference committee is formed in which members of each house meet to reconcile differences. The conference report is then submitted to each house as an unamendable document to be voted “up or down.”

Differences between the houses can also be resolved by passing amendments that address specific disagreements between the houses. These “narrowing amendments” are passed until all differences are resolved.

Regardless of approach, once differences between the houses are resolved, a final budget bill is passed for the governor’s consideration.

BACK TO THE GOVERNOR **(JUNE-JULY)**

The governor’s signature is required for a budget bill to become law. However, he or she has the power to remove or modify items from the bill before signing it. The entire budget may also be vetoed.

Enactment and Publication. Once the governor signs the bill, it is delivered to the Office of the Secretary of State and published. Barring a legislative override of vetoes, it becomes the state’s fiscal policy for the next two years.

ISSUES

Wisconsin’s budget process is inherently political and the product of history. As a result, it is often controversial. Indeed, many aspects of Wisconsin’s process differ from those in other states. These differences raise important issues.

Balanced Budgets

The state constitution requires that the state maintain a balanced budget. The “balanced budget” requirement is widely recognized as a key element of state fiscal policy, and a major difference between federal and state governments. Most but not all states require a balanced budget, but requirements vary across states that do.

A 2008 survey conducted by the National Conference of State Legislatures found that 43 states

constitutionally or statutorily require the governor to submit a balanced budget. However, only 41 require that the legislature must pass a balanced budget. In just 38 states is it illegal for a budget to carry a deficit from one year to the next.

Some states, like Oklahoma, explicitly require that expenditures in a fiscal year be less than or equal to the cash available for that year. To ensure this, the Oklahoma constitution requires that the periodic allotments of appropriations to various state agencies be reduced if state revenues fall below the forecasted levels. Other states, like Virginia, have constitutional provisions regarding indebtedness and other budgetary issues, but lack enforcement mechanisms. Still others, including Wisconsin, require that, should a deficit occur, it must be resolved within a certain time period.

While the Wisconsin Constitution requires that the governor and legislature pass balanced budgets, it does not prohibit expenditures from exceeding revenues in the first year of a biennium. Instead, it requires that, should a deficit occur in the first year, sufficient taxes be collected in the year following to make up the difference.

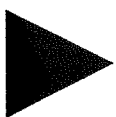
Budget Timing

Late Budgets. In recent decades, delayed budget enactment has been relatively common in Wisconsin. Of the past 11 budgets, eight were enacted after July 1 (see Table 1 on page 3).

Historically, budgets tend to be later during times of partisan division in state government, particularly in the legislature. In each of the five times since 1993 when partisan control of the legislature was split, the budget was enacted over a month late, including three that were not enacted until October.

Delays occur, but tend to be shorter, when the legislature is controlled by one party and the executive branch by the other. With a Democratic governor and Republican legislature, the 2003-05 and 2005-07 budgets were both published in July. By contrast, the legislature and governor were of the same party during the 2009-11 (D), 2011-13 (R), and 2013-15 (R) biennia, and each budget was enacted on time.

Possible Cause? The frequency with which late budgets occur may be due in part to how Wisconsin handles them. Like many states, Wisconsin allows for continued funding of agencies and services without a new budget. Agencies continue operating at previous



What can YOU do? Governors typically make vetoes based on recommendations from lawmakers and affected state agencies. Reaching out to legislators and state agencies can influence veto recommendations.

year funding levels until a new budget is signed into law. Thus, the damage caused by delay is minimal, as state agencies remain funded and continue to operate.

Other states differ in approach. More than 20 states require a government shut-down in the absence of a budget. In 11 states, the legislature passes a temporary appropriation bill, also known as a “continuing resolution” or “stopgap measure,” to continue government operation until a new budget is finalized.

Biennial or Annual?

In Wisconsin, the state budgets on a two-year basis. While the practice is still fairly common among other states, it has become significantly less so over the years. Of the 44 states that budgeted biennially in 1940, 25 have abandoned the practice and now budget annually. Additionally, most that budget for two years still have legislatures that meet every year.

Currently, 31 states have annual sessions and an annual budget. Another 15, including Wisconsin, have annual sessions but budget biennially. Just four state legislatures both meet and budget every other year.

One argument against biennial budgeting is the difficulty of forecasting revenues caused by the volatility of the economy. Forecasting is always difficult, and often flawed, but it is easier to forecast one year ahead than two years.

Budget Reserves

One common state budgeting practice that is rarely followed in Wisconsin is to maintain adequate reserves or balances as a hedge against future economic downturns. Budgeting higher balances offers lawmakers greater flexibility should the economy and tax revenues falter. During the 2008-09 recession, the typical state had balances equal to 5% to 10% of annual expenditures. Wisconsin’s was at or below 1%.

State law acknowledges the wisdom of this practice. A 1983 state law required the Wisconsin legislature to maintain reserves equal to 1% of appropriations. The requirement increased to 1.2% of appropriations in 2000-01 and to 2.0% in 2005-06.

However, Wisconsin has ignored this requirement. Since the 2003-05 budget, governors and lawmakers have postponed implementing the requirement. The 2009-11 budget delayed the 2% requirement to 2015-16, and the current budget delays it to 2017-18. Of the past 14 years, enacted budgets left gross reserves

of less than \$100 million in seven, leaving the state little fiscal room to maneuver should the economy reverse course.

Veto Power

A 1930 constitutional amendment gave Wisconsin’s governor the power to approve appropriation bills “in whole or in part.” Rather than having to accept or reject the budget in its entirety, this partial (line-item) veto allows governors to “delete” words, sentences, paragraphs, and numbers from the bill before it is enacted. The legislature can with a two-thirds vote in both houses override any veto. However, this rarely occurs.

Veto History. The partial veto power has a long and controversial history in Wisconsin. The power to accept appropriation bills “in part” has been used with increasing frequency and creativity since its creation. The power to delete digits, words, and letters was used to reduce appropriations, and even to reverse the intent of bills. For example, in 1975, Governor Patrick Lucey (D) vetoed the word “not” in a phrase that read “not less than 50%,” thus changing a 50% “floor” to a 50% “ceiling.”

Two constitutional amendments limiting the item veto have been ratified. In 1990, voters approved an amendment prohibiting the governor from creating “a new word by striking individual letters in the words of the enrolled bill.”

A similar amendment was approved in 2008, after a 752-word section of the 2005-07 budget dealing with a variety of transportation issues was reduced to 20 words that authorized a \$427 million transfer from the transportation fund to the general fund. The governor said the veto was necessary to fund schools and limit property tax increases. Critics argued the transfer did not exist in the budget as passed by the legislature.

The 2008 amendment prevents the governor from using his veto power to “create a new sentence by combining parts of two or more sentences of the enrolled bill.”

Despite these amendments, Wisconsin’s veto power remains one of the most extensive in the country. While most governors can veto entire “items of appropriation,” few can selectively delete words and digits within individual items. □

DATA SOURCES:

National Conference of State Legislatures; Wisconsin Legislative Fiscal Bureau; Wisconsin Legislative Reference Bureau.



Wisconsin Taxpayers Alliance

401 North Lawn Avenue • Madison, WI 53704-5033
608.241.9789 • www.wistax.org

PERIODICALS
USPS 688-800

16410 5/31/2015
REED WELSH
ABBOTSFORD SCHOOL DISTRICT
PO BOX A
ABBOTSFORD WI 54405-0901



WISTAX NOTES

■ **Veto Powers Across States.** Veto powers vary widely across states. Some state governors possess only the power to veto entire bills. Many can veto bills in part, some to a much greater extent than others. The table below assesses specific veto powers across states. While 49 state governors have the power to veto an entire bill, only 42 can strike funding for a particular item, and only 33 can veto funding for an entire program or agency. Wisconsin is one of only 13 states, including Illinois, in which governors have the power to reduce or substitute funding amounts.

■ **Moving In and Out of Poverty.** More than 26% of the 35.3 million U.S. residents who were in poverty in 2009, escaped it by 2010. By 2012, 42% had moved out, according to a new study from the U.S. Census Bureau.

Higher education was a key to climbing out of poverty. Only 39% of those in poverty in 2009 and without a high

school degree moved out by 2012. However, nearly 54% of those with at least some college did so.

At the same time, though, some individuals not in poverty in 2009 subsequently fell below the poverty line. While 14.8 million people left the ranks of the impoverished during 2009-12, 15.7 million joined them during those years. Again, education was a driving factor. More than 14% of individuals with less than a high school degree fell into poverty during that time period, compared to less than 4% of those with some college education.

According to the Census study, more than half of poverty spells lasted six months or less; nearly three-quarters lasted less than a year.

■ **Gas Tax Collections Climb.** Wisconsin collected \$999.4 million in gas taxes in fiscal 2014, or 3.4% more than in 2013. It was the first increase since a 1.7% rise in 2011, and the largest increase since a 3.6% jump in 2004. Wisconsin's gas tax is 30.9¢ per gallon. □

Table 3: Gubernatorial Veto Powers
Midwestern States vs. Wisconsin, U.S. Total

State	Entire Bill	Funding for a Particular Line Item	Funding for an Entire Program or Agency	Language Accompanying Appropriation	Language in Footnote or Following Appropriation	Contingency Language on Expenditure of Appropriation	Reduce (R) Amounts or Substitute (S) Amounts for Legislature to Consider
Illinois	✓	✓	✓	-	-	-	R
Iowa	✓	✓	✓	✓	✓	✓	-
Michigan	✓	✓	✓	✓	✓	-	-
Minnesota	✓	✓	-	-	-	-	-
Wisconsin	✓	✓	✓	✓	-	✓	R, S
Total	49	42	33	23	20	24	13

James R. Scott
Chairman
Rodney G. Pasch
Commissioner



5A

Mailing Address
4868 High Crossing Blvd.
Madison, WI 53704-7403
Telephone: (608) 243-2421
Fax: (608) 243-2433
Email: PeterG.Davis@wisconsin.gov

**State of Wisconsin
Employment Relations Commission**

SENT VIA EMAIL

December 2, 2014

Reed Welsh
Abbotsford School District

Sandra Fults
Abbotsford Education Association

Re: Abbotsford School District (teacher)
Case ID: 135.0000 / Case Type: REC_ME

Dear Parties:

Enclosed is a tally of the election results. If there are no objections to the conduct of the election received by the Wisconsin Employment Relations Commission within eight (8) calendar days of your receipt of the election tally, the Commission will proceed to certify the election results.

If you have any questions, please feel free to contact me.

Very truly yours,

WISCONSIN EMPLOYMENT RELATIONS COMMISSION

A handwritten signature in black ink, appearing to read "Peter G. Davis", written over the typed name.

Peter G. Davis
Chief Legal Counsel

PGD/dmc
Enclosure



**State of Wisconsin
Employment Relations Commission**

4868 High Crossing Boulevard
Madison, Wisconsin 53704-7403

Telephone: 608-243-2424

Facsimile: 608-243-2433

Email: werc@werc.state.wi.us

UNIT SUMMARY

Abbotsford Education Association

	Eligible Unit Population	Eligible Unit Population Votes	Votes Cast for LO	Votes Cast for No Rep	Challenged Unit Population	Challenged Unit Population Votes
Abbotsford School District (teacher)	51	38	38	0	0	0

James R. Scott
Chairman
Rodney G. Pasch
Commissioner



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Madison, WI 53704-7403
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Fax: (608) 243-2433
Email: PeterG.Davis@wisconsin.gov

**State of Wisconsin
Employment Relations Commission**

SENT VIA EMAIL

December 2, 2014

Reed Welsh
Abbotsford School District

Sandra Fults
Abbotsford Education Association Education Support Personnel

Re: Abbotsford School District (support staff)
Case ID: 135.0001 / Case Type: REC_ME

Dear Parties:

Enclosed is a tally of the election results. If there are no objections to the conduct of the election received by the Wisconsin Employment Relations Commission within eight (8) calendar days of your receipt of the election tally, the Commission will proceed to certify the election results.

If you have any questions, please feel free to contact me.

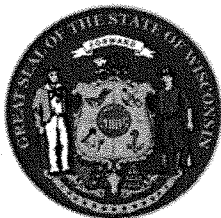
Very truly yours,

WISCONSIN EMPLOYMENT RELATIONS COMMISSION

A handwritten signature in black ink, appearing to read "Peter G. Davis", written over the typed name and title.

Peter G. Davis
Chief Legal Counsel

PGD/dmc
Enclosure



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Telephone: 608-243-2424
Facsimile: 608-243-2433
Email: werc@werc.state.wi.us

UNIT SUMMARY

Abbotsford Education Association Education Support Personnel

	Eligible Unit Population	Eligible Unit Population Votes	Votes Cast for LO	Votes Cast for No Rep	Challenged Unit Population	Challenged Unit Population Votes
Abbotsford School District (<i>support staff</i>)	22	19	19	0	0	0

Votes Cast as of noon 11/25/14 in Recertification Elections being conducted Nov.5-25

Note: Once the parties receive their individual election tallies, they will have eight calendar days in which to file challenges or objections with the WERC.									
Voting Unit Code	Employer	Union	Unit	Eligible Unit Population	Eligible Unit Population Votes	Votes Cast for Labor Organization	Votes Cast for No Representation	Challenged Unit Population	Challenged Unit Population Votes
001	ABBOTSFORD SCHOOL DISTRICT	ABBOTSFORD EDUCATION ASSOCIATION	TEACHER	51	38	38	0	0	0
002	ABBOTSFORD SCHOOL DISTRICT	ABBOTSFORD EDUCATION ASSOCIATION EDUCATIONAL SUPPORT PERSONNEL	SUPPORT STAFF	22	19	19	0	0	0
003	ADAMS-FRIENDSHIP AREA SCHOOL DISTRICT	ADAMS-FRIENDSHIP AREA EDUCATION ASSOCIATION	TEACHER	143	84	84	0	0	0
021	ALBANY SCHOOL DISTRICT	ALBANY EDUCATION ASSOCIATION	TEACHER	43	37	36	1	0	0
254	ALMA SCHOOL DISTRICT	THE ALMA EDUCATION ASSOCIATION	TEACHER	27	17	17	0	0	0
022	ALMOND-BANCROFT SCHOOL DISTRICT	ALMOND-BANCROFT EDUCATION ASSOCIATION	TEACHER	44	31	31	0	0	0
023	ALMOND-BANCROFT SCHOOL DISTRICT	ALMOND-BANCROFT EDUCATIONAL SUPPORT PERSONNEL ASSOCIATION	SUPPORT STAFF	15	9	9	0	0	0
024	AMERY SCHOOL DISTRICT	AMERY EDUCATION ASSOCIATION	TEACHER	122	110	102	8	0	0
027	APPLETON AREA SCHOOL DISTRICT	APPLETON EDUCATION ASSOCIATION	TEACHER	1177	912	897	15	0	0
025	APPLETON AREA SCHOOL DISTRICT	APPLETON AREA SUBSTITUTE TEACHERS ASSOCIATION	SUBSTITUTE TEACHER	270	123	122	1	0	0
026	APPLETON AREA SCHOOL DISTRICT	APPLETON EDUCATION ASSOCIATION	PARAPROFESSIONAL	295	204	196	8	0	0
028	ARBOR VITAE-WOODRUFF SCHOOL DISTRICT	ARBOR VITAE-WOODRUFF EDUCATION ASSOCIATION	TEACHER	39	30	30	0	0	0
029	ARCADIA SCHOOL DISTRICT	ARCADIA EDUCATION ASSOCIATION	TEACHER	102	87	86	1	1	0
030	ARGYLE SCHOOL DISTRICT	ARGYLE EDUCATION ASSOCIATION	TEACHER	30	23	22	1	0	0
031	ARROWHEAD UNION HIGH SCHOOL	ARROWHEAD UNITED TEACHERS' ORGANIZATION - ARROWHEAD	TEACHER	126	94	94	0	0	0
010	ASHLAND SCHOOL DISTRICT	AFSCME LOCAL 216	CUSTODIAL	18	16	16	0	0	0
011	ASHLAND SCHOOL DISTRICT	AFSCME LOCAL 216	FOOD SERVICE	16	11	11	0	0	0
039	ASHLAND SCHOOL DISTRICT	ASHLAND TEACHERS' FEDERATION, AFT LOCAL 1275	TEACHER	170	149	148	1	0	0
038	ASHLAND SCHOOL DISTRICT	ASHLAND FEDERATION OF PARAPROFESSIONALS, AFT LOCAL 4232	PARAPROFESSIONALS	54	46	46	0	3	0
040	AUBURNDALE SCHOOL DISTRICT	AUBURNDALE EDUCATION ASSOCIATION	TEACHER	65	50	50	0	0	0
041	BANGOR SCHOOL DISTRICT	BANGOR EDUCATION ASSOCIATION	TEACHER	54	42	42	0	0	0
042	BARABOO SCHOOL DISTRICT	BARABOO EDUCATION ASSOCIATION	TEACHER	249	150	145	5	0	0
043	BARABOO SCHOOL DISTRICT	BARABOO SECRETARIAL-CLERICAL ORGANIZATION	CLERICAL	19	13	11	2	0	0
044	BARNEVELD SCHOOL DISTRICT	BARNEVELD EDUCATION ASSOCIATION	TEACHER	39	24	24	0	0	0
045	BEAVER DAM UNIFIED SCHOOL DISTRICT	BEAVER DAM EDUCATION ASSOCIATION	TEACHER	280	222	215	7	0	0
194	BEECHER-DUNBAR-PEMBINE SCHOOL DISTRICT	PEMBINE EDUCATION ASSOCIATION	TEACHER	26	26	26	0	0	0
046	BELLEVILLE SCHOOL DISTRICT	BELLEVILLE EDUCATION ASSOCIATION	TEACHER	76	66	66	0	0	0
047	BELLEVILLE SCHOOL DISTRICT	BELLEVILLE EDUCATION SUPPORT TEAM	SUPPORT STAFF	31	23	23	0	0	0
049	BELOIT SCHOOL DISTRICT	BELOIT SECRETARIES UNION	SUPPORT STAFF	36	28	26	2	0	0
048	BELOIT SCHOOL DISTRICT	BELOIT EDUCATION ASSOCIATION	TEACHER	546	432	426	6	0	0
260	BELOIT TURNER SCHOOL DISTRICT	TURNER EDUCATION ASSOCIATION	TEACHER	98	97	96	1	0	0
050	BIG FOOT UNION HIGH SCHOOL DISTRICT	BIG FOOT EDUCATORS	TEACHER	47	38	38	0	0	0
051	BLAIR-TAYLOR SCHOOL DISTRICT	BLAIR-TAYLOR UNITED EDUCATION ASSOCIATION	TEACHER	54	36	36	0	0	0
052	BONDUEL SCHOOL DISTRICT	BONDUEL EDUCATION ASSOCIATION	TEACHER	69	55	54	1	0	0
053	BRILLION PUBLIC SCHOOLS	BRILLION FEDERATION OF TEACHERS, AFT LOCAL 3310	TEACHER	70	55	53	2	1	0
054	BRODHEAD SCHOOL DISTRICT	BRODHEAD EDUCATION ASSOCIATION	TEACHER	81	75	75	0	0	0
055	BROWN DEER SCHOOL DISTRICT	BROWN DEER EDUCATION ASSOCIATION	TEACHER	129	90	90	0	0	0
058	BURLINGTON AREA SCHOOL DISTRICT	BURLINGTON EDUCATION ASSOCIATION	TEACHER	248	216	216	0	0	0
059	BURLINGTON AREA SCHOOL DISTRICT	BURLINGTON EDUCATIONAL STAFF ASSOCIATION - CUSTODIAL UNIT	CUSTODIAL	28	18	17	1	0	0
020	BUTTERNUT SCHOOL DISTRICT	AFT LOCAL 3371	TEACHER	24	20	19	1	0	0
060	CAMBRIDGE SCHOOL DISTRICT	CAMBRIDGE EDUCATION ASSOCIATION	TEACHER	78	50	48	2	0	0
061	CAMPBELLSPORT SCHOOL DISTRICT	CAMPBELLSPORT EDUCATION ASSOCIATION	TEACHER	105	59	59	0	0	0
062	CASHTON SCHOOL DISTRICT	CASHTON EDUCATION ASSOCIATION	TEACHER	52	38	38	0	0	0
063	CEDAR GROVE-BELGIUM SCHOOL DISTRICT	CEDAR GROVE-BELGIUM EDUCATION ASSOCIATION	TEACHER	87	77	77	0	0	0
064	CEDARBURG SCHOOL DISTRICT	CEDARBURG EDUCATION ASSOCIATION	TEACHER	207	152	151	1	0	0
292	CENTRAL HIGH SCHOOL DISTRICT OF WESTOSHA	WESTOSHA CENTRAL EDUCATION ASSOCIATION	TEACHER	78	52	51	1	0	0
065	CENTRAL HIGH SCHOOL DISTRICT OF WESTOSHA	CENTRAL EDUCATION SUPPORT PROFESSIONALS	SUPPORT STAFF	43	22	21	1	0	0

Elementary Principal's Report-December-2014

The 4th grade students received a presentation on electrical safety from Excel Energy.

The 3rd grade conducted its annual egg drop.

I have been in discussions with the Boy/Girl Scouts to run a program through our After School Program. I will bring more information as I get it. We are looking at the possibility that once or twice a month the Boy/Girl Scouts would provide lessons to the students. It would be voluntary (with parent consent) and would fit nicely with our Intervention/Enrichment programs.

The elementary will be hosting two student-teachers from UW-Eau Claire second semester. Information is in your packet. Mrs. Salisbury and Mrs. Eisch will each have a student teacher for one quarter. Both Mrs. Eisch and Mrs. Salisbury have completed the student-teacher supervision course.

The Christmas Concert on Monday, December 8 went very well. Again we had a very large crowd. Thanks Mrs. Schoenborn for a wonderful concert.

At this time, for Educator Effectiveness, I have completed 49 classroom observations or walk-throughs. I have 42 left to complete this year.

December Middle/Senior High Principal Board Report

- MS/HS Students will be “ringing the bell” for the Salvation Army at Kramer’s County Market and Shopko during the Holiday Season
- Nine Technology Education students attended the Wood Technology Days at NTC in Antigo with Mr. Pempek on December 3rd
- High School Choir went caroling at Rotary Winter Wonderland in Marshfield on December 4th
- We hosted 8th grade Parent’s Night December 4th to inform 8th grade parents about high school scheduling. 21 of 55 families were in attendance
- Rotation Day was December 5th. Students went in groups around to classrooms to hear from teachers about the classes they can take next year
- Abbotsford Band performed in the Abbotsford Christmas Parade December 6th
- December 8-12th students registered for classes for 2015-16
- MS/HS Christmas Concert is December 15th at 7pm
- FBLA will be hosting a Blood Drive January 7th from 9:15-2:15pm in the North Gym
- 8th graders will be attending a program at Colby School District December 16th to discuss teen related issues, primarily suicide prevention. The program is sponsored by the Casey Blume Memorial Foundation annually. Students from Colby, St. Mary’s, and Owen-Withee will also be in attendance. This year’s speaker is from Unite 4 Life.

Abbotsford School District December 2014 Custodial / Maintenance Report

Personnel Information

During the last month we have used a cumulative of 14.5 days for personal, sick, or vacation days. In addition Dashir gave all staff November 27 and 28 off for Thanksgiving. It was a nice extended weekend.

Training Conducted

Our monthly safety meeting from November will be combined with December in the district office conference room. We will cover MSDS/SDS info and the Hazardous Communication – Right To Know.

Inspections

Two inspections were conducted in the last month.

Projects Progress

- Completed set-up and tear down for the Christmas concerts December 8 and 15. Mike Rau is quite efficient in setting up the ramp.
- Continued work on clearing spaces in the shed for vehicles and equipment.
- Scrapped electronics should be picked up in the next week or so.

Comments

Merry Christmas and a Happy New Year. 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

SE

REGULAR MEETING MINUTES

CESA 10 Board of Control
725 W Park Avenue, Chippewa Falls, WI
Thursday, October 9, 2014



Where service and leadership unite.

► CALL TO ORDER

The meeting was called to order by Marty Hallock at 7:01 p.m.

► ROLL CALL AND MILEAGE

<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>A</u> Valorie Kulesa	<u>P</u> Rozanne Traczek
<u>A</u> Corey Grape		

► FINANCIAL REPORTS

Motion by Deanna Heiman and seconded by Rozanne Traczek to approve the treasurer's recommendation of issuing CESA checks numbered 67631 through 67695 (voided check 510005-18); and, the September 2014 Reconciliation Statements. Motion carried by a unanimous roll call vote.

► CONSENT AGENDA

A. Minutes: Board of Control Meeting – September 11, 2014

B. Employment

B.1 Anna Willkom, Speech and Language Pathologist, Start Date 10/13/14

C. Out of State Travel

C.1 Stephanie Macomber, November 11-12, ODD, ASD, ADHD and Mood Disorders, Bloomington, MN

Motion by Rick Eloranta and seconded by Mark Shain to approve the consent agenda. Motion carried by a unanimous roll call vote.

► REPORTS AND DISCUSSION ITEMS

1. Facilities Management Department Report

Charlie Schneider provided an update relative to Facilities Management, specifically focusing on the potential staffing changes that will need to be made if CESA 10 is chosen for the Focus on Energy contract. Charlie presented a hiring plan. Charlie also answered questions from the board.

2. Discussion Regarding Location for Upcoming Meetings

The November, 2014 Board of Control meeting will be at the Wildlands School in Augusta. The March, 2015 Board of Control meeting will be at the Off-Campus School at Chippewa Valley Technical College. There was discussion regarding how the board would like to

handle the December meeting and the June meeting. The December meeting will be held at a restaurant and spouses will be invited. The June meeting will be a potluck and used to recognize retirements. Leigh will set up the December meeting.

► **ACTION ITEMS**

1. Consider Approval of Second Reading of Agency Vehicle Policy

The second reading of the Agency Vehicle Policy was presented.

Motion by Rick Eloranta and seconded by Cheryl Ploeckelman to approve the second reading of the Agency Vehicle Policy. Motion Carried.

2. Consider Approval of Potential Facilities Management Department Staffing Changes

Motion by Doug Dicus and seconded by Rozanne Traczek to authorize administration hiring and filling necessary positions given potential contracts prior to the next Board of Control meeting.

The Board agreed to review this on a month to month basis as needed.
Motion carried.

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

Board discussed the recent WASB Regional meeting and expressed interest in ways CESA 10 could support or facilitate board growth opportunities.

► **ADJOURN**

Motion by Cheryl Ploeckelman and seconded by Mark Shain to adjourn the meeting at 8:41 p.m. Motion carried.



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

MARATHON COUNTY CHILDREN WITH DISABILITIES EDUCATION BOARD

November 20, 2014 - Highlights

- Board members present: Scott Johnson, Gary Lewis, Carol Schulz, Sharon Seubert, John Resech and Lori Haines.
- Also present at the meeting: Kelly Kapitz, Assistant Administrator, Kathy Matthaides, Finance Manager and Shelby Wasniewski, Board Recorder.
- The meeting was called to order by Vice Chair Johnson at 12:33 p.m.
- The minutes of October 23, 2014 meeting were approved.
- Shared upcoming Board Events.
- Approved finance packet as presented.
- The Board reviewed and discussed the 2013-2014 Audit Report and Financial Statements.
- Reviewed the 2014-2015 Condensed Budget that was approved at the October meeting.
- Dr. Hartwig provided the Board with an update on the health insurance pool. Dr. Hartwig will discuss with the administrators and present a policy to the Board. In the interim, we will continue with past practice and share with WEA.
- In communications, the Board was provided with a summary of students who received an iPad Air 2, case and applications via the grant from the Kiwanis Club of Greater Wausau.
- Dr. Hartwig reviewed the Administrator highlights from November 18, 2014.
- The Board was updated on the Lake View Professional Plaza office expansion.
- Approved the Electronic Tablet Use Policy/Agreement. Copies will be provided at the December meeting for Board member signatures.
- Approves the administrator contract as presented.

- Approved to proceed with the 2014 end-of-year reconciliation of the administrator's contract.
- In personnel, Dr. Hartwig informed the Board that agreements and handbooks would be presented for review and updates at the December meeting.
- The meeting adjourned at 2:11 p.m.

email: MCCDEB

Fax: District Administrators

e-mail: Principals and Psychologists

**Rural Virtual Academy
Regular Board Meeting
Wednesday, November 19, 2014**

The regular meeting of the Rural Virtual Academy was called to order by Administrator, Charlie Heckel, on Wednesday, November 19, 2014 at 1:05 p.m. at the Taylor County Education Center.

Roll Call

Roll call indicated that Gary Gunderson, Kelly Klawitter, Keith Wrage, Annaleas Sheahan, Greg Krause, Rebecca Hopkins, Laura Anderson, Sarah Marcis, and Sara Holewinski were present. Jennifer Krauss arrived at 1:06 p.m. Jana Beaber and Lisa Beels were absent.

Administrators present included: Reed Welsh, Andy Scharenbroch, Charlie Heckel, Pat Sullivan, Randy Bergman, Jon Dallman, and Mike Endreas. Scott Winch arrived at 1:07 p.m. Tim Homp, Jim Hagen, and Dick Lind were absent.

Open Meeting Law Compliance

Charlie Heckel stated that a copy of the agenda was sent to the Medford Area Public Schools, Star News, WKEB/WIGM Radio, and was posted at the District Office.

Period of Public Comment

None.

Correspondence

1. Good News / Updates
 - a. Office

Sandy Pope reported that the staff has settled into their new location.
 - b. Activities

Rebecca Hopkins reported that field trips have been expanded to Green Bay and Eau Claire.
 - c. PAC

Rebecca Hopkins reported for Lisa Beels that the next PAC meeting will be on Saturday, December 13th at Bigbee Coffee in Wausau.
2. Shared Services Agreement with Algoma shared with the Board.
3. High School CWCS Codes Sheet was shared with the Board.
4. DPI Guidance on Special Testing Situations was shared with the Board.

Consent Agenda

Consideration of:

1. Approval of Agenda
2. Secretary's Report
 - a. Approval of Regular Meeting Minutes of Wednesday, September 17, 2014 (open).

Motion (Sullivan/Hopkins) to approve the consent agenda, including: approval of Agenda and approval of Regular Meeting Minutes of Wednesday, September 17, 2014 (open). Motion carried.

Organizational Business

1. Organization Meeting
 - a. Election of President

Motion (Sullivan/Gunderson) to elect Rebecca Hopkins as President of the Rural Virtual Academy Governing Board. Motion carried.

Regular Business

1. Update on Enrollment
Charlie Heckel updated the Board on current enrollment.
2. Update on State Testings and Screenings
Charlie Heckel reported that all state tests and screenings have been completed.
3. Presentation of the 2014 "Welcome to RVA" Survey
Charlie Heckel shared results of the 2014 "Welcome to RVA" Survey.
4. Presentation of Annual Commitment Renewals
The Annual Commitment Renewals were presented to districts attending the meeting.
5. Discussion of RVA Summer School Option
Charlie Heckel presented the possibility of offering Summer School for RVA students.
6. Consideration of Amendment of Policy RVA-DB
Motion (Wrage/Sheahan) to amend Plicty RVA-DB as presented. Motion carried.
7. Review of Fall Invoices
Charlie Heckel reviewed the Fall Invoices that were recently mailed to districts.
8. Update on Costing
Charlie Heckel updated the board on the budget and expenditures to date.

Adjourn

Motion (Hopkins/Sullivan) to adjourn the meeting. Motion carried. The meeting was adjourned at 1:56 p.m.

Nikki Clements, Recording Secretary

minutes1119.14.wpd



Student Services Newsletter

Volume 3, Issue 2

Winter 2014

Mission Statement

It is the mission of the Rural Virtual Academy to provide student access to a challenging, high-quality, standards driven curriculum, in a flexible home environment.

Inside this issue:

EF Strategies	1
Cold Safety Tips	4
Teaching Gratitude	4
Inspiration	5
Resources & Kid Zone	6

Dear RVA Parents/Guardians,

Now that we are in full swing this school year, please do not hesitate to reach out to your RVA teachers or myself if you have any struggles, concerns, or questions. Also, let us know what IS working for you and of your child's successes. We want to be right with you celebrating the great things happening in your family.

Just as each snowflake that falls this winter is unique, there is no other child just the same as yours. We are so happy to be able to help you

teach your child and provide a learning setting and format that works for you. Thank you for all that you do!!



Sincerely,
Jessica Martin,
Ed.S., NCSP
jessica.martin@
ruralvirtual.org

Executive Functioning Strategies

In the last newsletter, the link was made between executive functioning skills and academic successes and struggles. As a continuation, this article will provide strategies to support study skills, increase working memory skills, and support emotional and behavioral regulation.

Study Skill Strategies

Study skills encompass many executive functioning skills such as organization, time management, the ability to prioritize and plan, task initiation, sustained attention, metacognition, and goal-directed persistence. In order to support positive study skills, students need a supportive environment that includes adult assistance in following a reliable routine as well as physical tools. A daily schedule for independent study times at home helps your child create a habit of studying and over time, your child will learn to follow this routine independently. Help your child choose a time and place that he will be able to focus best. Help your child create a list of work that needs to be accomplished. If your child uses an assignment notebook (which is strongly recommended for grades 5 and up), help your child to think through how to prioritize what needs to be accomplished first. To assist with sustained attention during study time, you may need to sit with your child to provide visual or verbal reminders to stay on track. Providing encouragement and praise can also help your child maintain focus and motivation toward the task. Alarms and timers can be helpful for some children who need a concrete example of time. As your child practices this strategy, you will be able to provide less and less supervision.

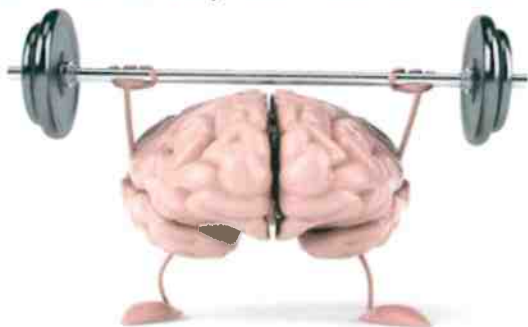
PROJECTS! Tasks that are long-term or open-ended are the most difficult for people with executive functioning weaknesses. These types of tasks require extra planning and can be easily overwhelming to your child. The first thing you can do in this situation is to make sure your child understands the expectations of the task. It may also be helpful to provide some ideas or a sample of what the project might ultimately look like. Help your child structure the task by offering choices and creating a template that he can follow and expand open. This is not to suggest that you take over or do the project for your child (and for some type-A parents, this may be hard to resist!!), but guiding your child through the completion may be necessary to systematically teach the executive functioning skills required to be successful with such a task. To encourage metacognition (which is the ability to reflect on your own thinking), model and teach how to problem-solve the task by brainstorming, organizing, and constructively evaluating the pros and cons of one's own ideas. You can use a calendar to plan out the parts and completion dates of long-term projects and provide reminders as your child needs them for when these dates come due. Keep in mind that these skills are not natural for the individual that struggles with executive functioning skills, so as frustrating as it is to you to sound like a broken record, your child needs to hear that message until it is automatic in his own brain.



Children with executive functioning weaknesses are often unable to use future goals as motivation and struggle with the concept of time, so your child will likely need more positive reinforcement and more monitoring with smaller rewards for completion of steps of the project rather than just focusing on the end goal and its rewards. Utilize small "rewards" for completion of parts of the project such as an activity your child enjoys (getting to pick the game the family plays at game night that week, going out to eat at his favorite place, etc.) and have a larger "reward" for the ultimate completion of the project (going to the zoo, gaining a coveted privilege, etc.).

Increasing Working Memory Skills

Working memory is an executive functioning skill that involves your child's ability to focus, absorb information, and sustain attention through distractions, and then using the information to carry out a task. Skills such as note-taking, completing multi-step projects, reading comprehension, learning and recalling information in short-term memory, and keeping track of materials all require working memory. The first step is to increase your child's attention to the information that must be remembered. This might require you to modify the way the information is presented (think added visuals, explanations, providing information that helps your child connect the content to something they already know about, etc.). Work to limit external distractors (noises, large amounts of activity in his area, etc.)



and consider internal distractors (emotional concerns, worries, lack of sleep, poor nutrition etc.) that may impact your child's ability to focus. Using mnemonic strategies is one way to help your child remember things. Other strategies include rhymes, visualizations, songs, and stories. Utilizing tools such as charts and timelines can be helpful to attach meaning to new information. For reading comprehension specifically, teach your child how to take notes about what he is reading to create a structure that facilitates reflection. To support long-term retention, utilize strategies such as reviewing and rehearsing

information and do so in multiple modalities so that all the senses are involved (sight, sound, smell, tactile (movement)). Some examples for reinforcing the letter recognition of "Z" for a pre-schooler are to have your child draw pictures of the letter Z, make up stories about the letter, sing songs about it, try to form your body in the shape of the letter, etc.

Cont'd

An example for an older child who is learning about the constitution would be to read through some text about the constitution, watch and listen to an online video about it, find something unknown or interesting that is compelling about the writers of the constitution, listen to a song that connects some of the content to your child's everyday life, etc. If you don't have time or are unsure of how to obtain this information, brainstorm with your child. The very process of trying to find more information is helping your child engage in the material. The more senses that are incorporated in the learning, the better!

Strategies to Support Emotional and Behavioral Regulation

Although executive functioning skills are known to impact academic achievement, they are also an important part of social and behavioral functioning. Children that have weak executive functioning skills also often struggle with emotional regulation/control, flexibility in thinking, impulsivity, and monitoring one's own behaviors. To assist with emotional control, help your child identify the behaviors that are difficult for him using his own words (Example: "I get really angry and want to run away from things.") and help your child identify potential triggers for the behavior (Example: "When someone says something mean or doesn't listen to me."). Teach your child a rule that can be followed when the trigger is experienced, such as using self-talk or another self-calming strategy (Examples: Count to ten, do some deep breathing, tell your self that what the other person is saying doesn't carry the meaning you think it does, etc.). Do some role-playing with your child to help this to feel more natural and automatic. You can also create social stories tailored to a specific situation to describe how it can be handled best. If you are around when a trigger occurs, use a visual, verbal or physical cue to help your child recall the rule you came up with. To help your child be more sensitive to others' reactions to his behaviors, teach him how to monitor others' facial expressions and body language. This may ultimately become the cue to remind your child to follow the rule (Example: When my hands get sweaty, I know that I am starting to get angry and need to walk away and count to ten). To help your child see another individual's point of view, role-play the situation from another perspective. Over time, you should see improvement in your child's ability to control his behavior, which will have positive impacts on his social relationships and overall functioning.

Derived from the WSPA Sentinel 2012.

Is Your Child on Track? See if your child is already doing some of the things that exhibit good executive functioning skills. - Dr. Walter Gilliam

1 to 2 Years	Plays simple interaction games (peekaboo, pat-a-cake); engages in goal directed behavior (looking for a hidden object, crawling to obtain a toy); communicates desires with gestures (pointing to an object); follows basic directions.
3 to 4 Years	Pays attention to a storybook for up to three minutes; assigns roles to others in pretend play; labels feelings in herself and others.
4 to 5 Years	Asks about future events; takes turns and follows simple rules in games; shows the ability to decide between two or three similarly desirable options, can delay gratification and wait for small periods of time.
5 to 6 Years	Will make a card or give a compliment just to make someone else happy; respects simple rules in games ("It's not your turn"); begins to distinguish between fantasy and reality; can calm on her own; can follow simple multi-step instructions.
6 to 7 Years	Uses language rather than behaviors alone to express strong feelings; plans how to spend time on his own; enjoys engaging in cooperative play, such as building a fort of blocks with a friend.

Cold Weather Safety Tips!

It is great to get the family outside to play in the snow and cold but make sure you are keeping your little one safe with these simple tips:

Children are often not good barometers for when it is time to go inside. They may report they are not cold because they are having so much fun. Check their hat and mittens occasionally for wetness and feel their ears, nose, and fingers for coldness to determine when outside play is over.

Keep the work in adult's hands. Your child may be eager to help do some of the winter chores but be careful that they are not lifting too much snow on that shovel as children can easily strain muscles doing such activities.

When dressing young children for winter fun, do so in layers. Little ones are very active and may get sweaty playing outside. Layering leaves the option to remove some clothing if she is doing something that heats up her body. Stick to wool or synthetic materials as they tend to wick away moisture more than cotton.

Winter sports can be great fun but can also facilitate injuries. When your child plans to play on ice or be on or behind a motorized vehicle (in a sled or toboggan), make sure she has a helmet on with eye protection included.

Watch out for frostbite; children are at greater risk than adults. Look for frostnip (a pre-cursor to frostbite), which is the cold and tingly/numb sensation that accompanies red skin. Frostbite occurs most often on fingers, ears, nose, and cheeks. Skin will appear white or yellowish gray in color. If you see this, seek medical care immediately. The best way to prevent frostbite is to keep your child well clothed, dry, and avoid prolonged exposure to extremely cold temperatures.

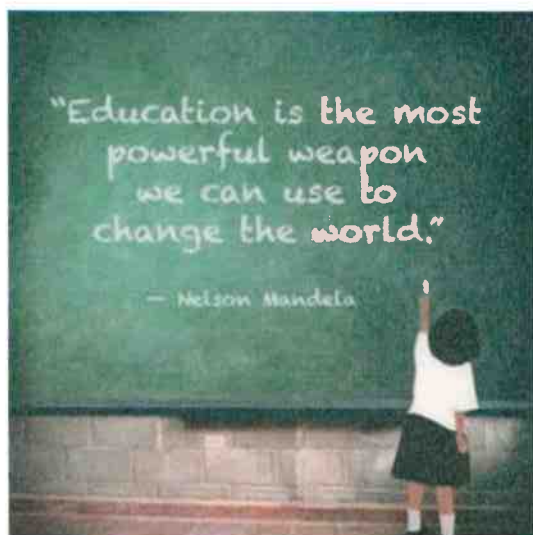


'Tis the Season to Show Gratitude – Help Your Child Understand Thankfulness

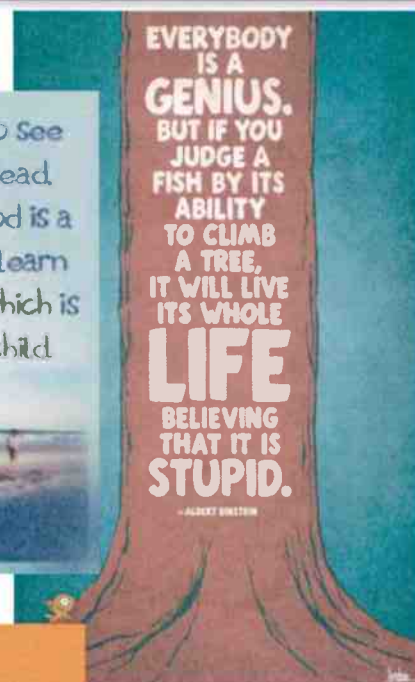
What are you teaching your child about gratitude through your words and example? We often make our children say, "Thank you" after receiving a gift but teaching them to experience gratitude is a process that continues throughout their life. Here are some ideas for how to teach your child gratitude that last beyond this season:

1. **Catalog Gratefulness:** Have your child keep a grateful journal or post things on your fridge that you are thankful for. Go around the dinner table or discuss at bedtime what each person in your family is grateful for that day.
2. **Appreciate the big and the small:** Notice things all around you and talk to your child about those things that make you grateful. Ask your child to help you identify these things.
3. **Write gratitude letters:** Help your child send a short note to those who have shown her kindness in some way, no matter how small.
4. **Model gratitude and appreciation:** Be careful to keep adult conversations positive, even those you may not think your child is listening to.
5. **Practice gratitude daily or weekly:** Doing these simple exercises helps to remind you and your child to think about being thankful and having a positive perspective.

Inspiration: For When the Days are Short But the Workload Seems Long



Childhood is not a race to see how quickly a child can read, write, and count. Childhood is a small window of time to learn and develop at the pace which is right for each individual child.



"Always do your best. What you plant now, you will harvest later."

~ Og Mandino

The way we talk to our children becomes their inner voice.

BE THE person YOU WANT YOUR children TO BE.

heart mama

Don't let yourself become so concerned with raising a good kid that you forget you already have one.

Glennon Melton • momastery.com

"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives."

—CLAY P. BEDFORD
Noted American Industrialist

RESOURCES

RVA Special Education and Student Services
Website:

<https://sites.google.com/a/ruralvirtual.org/special-education/home>

Medford Area Public School District Special
Education Website:

<https://sites.google.com/a/medford.k12.wi.us/special-ed/>

Check out RVA and the Medford Area Public
School District Special Education and Student
Services on FACEBOOK

facebook

Taylor County Autism Support Group

When: 3rd Monday of the month

Time: 6:00pm-7:00pm

Where: Medford School District Office

If you are interested but can only attend
virtually, please contact
jessica.martin@ruralvirtual.org

Kid Zone

WINTER

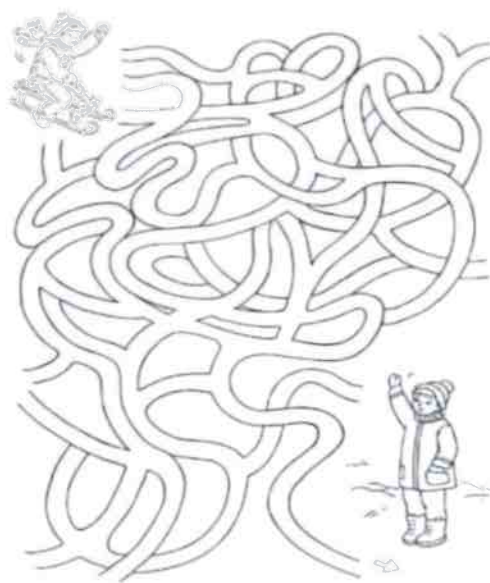


Word Search

D X U W L N G S B W Y F U P I
E L E D I O T D O P T X H N C
I K O U D N A S Z V F F I M I
C D A C B C T L G A O C O C Q
I T R L E D Q E S A W R G U X
C B D Z F N E E R G R E V E L
L I E H F W U E L E F Z J L N
E G L X D J O O O Y U T A M D
M N S S O U V N L G A B N G E
Z I T H V E Q G S H W U O C H
V D O Z S B I S D O D S A R I
E D W X Q O Z X N W G Z D V Q
B E F Q J A G S N O W M A N D
L L J Z Z U T S O C T X J T X
O S O C Q M T Y Z X E L D O A

COCOA
COLD
EVERGREEN
GLOVES
HAT
ICICLE

SLED
SLEDDING
SNOWBALL
SNOWFLAKE
SNOWMAN
WINTER



RVA Sudoku

		8		3		5	4	
3				4	7	9		
4	1				8			2
	4	3	5		2		6	
5								8
	6		3		9	4	1	
1			8				2	7
		5	6		3			4
	2	9		7		8		

*The only place success comes before
work is the dictionary. Keep working
hard with the RVA!*

FEAHS BOARD MEETING MINUTES THURSDAY OCTOBER 30, 2014

The meeting was called to order at 2:03 pm. Members present were: Kate Hallstrand, Reed Welsh, Ryan Bargander, Lori Huther, Jen Krauss, Jerry Zanolelli, Marcia Diedrich, and Christina Bores.

Minutes from the February meeting were read and approved. Jerry/Lori

OLD BUSINESS

Current school participation: Abbotsford, Colby, Spencer. No new interest reported.

NEW BUSINESS

Current enrollment is 21 students. Enrollment status includes 12 Abbotsford students, 6 Colby students, and 3 Spencer students. 19 students attend full time and 2 part time/credit recovery. 2 students are working toward a GEDO2. When every student is in attendance there are not enough NovaNet ports for everyone to work on a computer, students are rotated between computer and bookwork so everyone has an opportunity to finish coursework.

Abbotsford student, Vanessa, is removed from the roster because of attendance issues and will be listed as a drop out for the 2013-14 school year.

Abbotsford Education Foundation granted Falcon Enterprises Alternative High School \$300.00 for PBIS gift certificates and prizes.

Nova Net will remain the educational tool at Falcon Enterprises Alternative High School despite marketing calls from Odysseyware recently. It is agreed there are pros and cons with all programs on the market but for our purposes Nova Net is the best choice and it is different from Odysseyware that Spencer and Colby offer to students.

GED tests will be paid for with a pre-paid debit card at Abbotsford. Student's charges from other districts will be billed from Abbotsford for tests paid for from the debit card.

A reminder was made to be careful about placement of students at FEAHS because of some inquiries received by staff and the perception that education is easier at the Alternative level and students only have to attend half days. Spencer requires that before a student is referred to FEAHS they have regular attendance and passing grades at Spencer high school for 1 semester.

Kate attended a GEDO2 conference and brought some information to share. Per Dpi, when sending students for GEDO2, the referring school is required to apply for accommodations before sending them to FEAHS, ie special ed, iep, etc.

Students must have civics, health and at least a 9th grade reading level. The GED math test is very difficult. It is acceptable to use high school math class credits in lieu of the GEDO2 math test. If a student is short credits in social studies or science, it makes sense to take the class and districts pay the credit fee rather than GED prep.

Transportation to GEDO2 test centers was discussed. By having the support of school staff that they know, students would have less anxiety, vehicle issues, and incident of getting lost or being late than traveling alone. Discussion was tabled but will be considered at the next meeting.

Students with mental health issues in need of counseling and or psychiatric attention pose a real challenge at the Alternative school without services available. FEAHS is a one room school setting leaving nowhere to go with a student having an outburst or situation that warrants removal from others.

The lunch menu is very ridged this year with no choices and specific items each day. The menu includes a small side salad, a piece of fruit, a carton of milk and the following 'entrée' each day: Monday ham sandwich, Tuesday taco salad, Wednesday ham sandwich, and Thursday tuna sandwich or salad. Or most popular day for students to order is Tuesday as they all like the taco salad. Very few students order on Thursdays and much food is wasted by throwing it in the trash.

FEAHS hours of operation this year are Monday & Tuesday 8:00 to 8:00 and Wednesday & Thursday 8:00 to 4:00. The change in late hours was made because students were not taking advantage of extended hours at the end of the week. So far, the change has been successful and utilized.

Mid-term progress reports were mailed on October 7

Door handles and locks were changed on the outside doors of the mall. FEAHS staff enters the building in the morning with a key to the Dollar General doors and then open front doors with a hex key from the inside. The indoor, FEAHS door is also unlocked by staff and remains difficult to operate because of its size and weight.

FEAHS will have a new business neighbor soon. Aspirus is opening a walk in clinic in the Mall next door. The date is unknown; staff understood 'Fall' was the target open time.

FEAHS Celebration of Achievement is scheduled for May 14 at 5pm.

The meeting was adjourned at 2:53.

cb

PTO TREASURER'S REPORT

All transactions since October. 7, 2014

November 4, 2014

Funds Accessible \$14,563.86

Account Total \$21,202.75

51

Designated Funds

Book Fair	\$ 1,016.94
Box Tops/Labels	\$ 1,687.98
PBIS	\$ 259.88
Allegro	\$ 1,439.31
TOTAL	\$ 4,404.11

Checks/Debits

Lori Eisch (PBIS/T-request)	\$ 202.20
Ken Martine (T-request)	\$ 123.06
Barb Salisbury (T-request)	\$ 150.00
Trisha Colby-Schwantes	\$ 150.00
Nancy Abel (T-request)	\$ 150.00
Julie Weideman (T-request)	\$ 150.00
Jena Elmhurst (T-request)	\$ 150.00
Patti Schoenborn (T-request)	\$ 146.17
Teresa Bowers (T-request)	\$ 150.00
Mandy Kauer (T-request)	\$ 150.00
Sarah Hauge (T-request)	\$ 150.00
Alyssa Shedivy (T-request)	\$ 110.74
Jennifer Booth (T-request)	\$ 150.00
Cassie Meyer (T-request)	\$ 150.00
Kayla Lahr (T-request)	\$ 150.00
Rebeka Dorwald (T-request)	\$ 148.31
Tonya Klabon (T-request)	\$ 150.00
Jessica Bohl (T-request)	\$ 106.10
Alicia Williamson (T-request)	\$ 149.06
Deb Englebretson (T-request)	\$ 150.00
Monica Dukelow (movie night treats)	\$ 39.88
Deb Englebretson (box tops \$)	\$ 78.06
Tina Boneske (T-request)	\$ 148.99
Hawkeye Dairy (bday cones)	\$ 295.45
Booster Club (apparel)	\$ 482.00
Wilke's Pumpkin Patch (Allegro)	\$ 226.00
LuCille Tack Center (Allegro)	\$ 30.00
Designer Advertising (apparel)	\$ 422.50
Mad Science of Milwaukee (show/program)	\$ 794.00
Abbotsford School (Firemen's lunches)	\$ 16.50
Designer Advertising (preK-K t-shirts)	\$ 479.50
TOTAL	\$ 5,948.52

Deposits/Credits

Allegro	\$ 817.58
Allegro	\$ 223.00
Fall fundraiser	\$ 2,633.00
NSF payment	\$ 20.00
Candy machine	\$ 128.55
Tshirts/Booster Club	\$ 1,009.00
TOTAL	\$ 4,831.13

Respectfully submitted by,
Jenny Kocian, Treasurer

5K



WISCONSIN INTERSCHOLASTIC ATHLETIC ASSOCIATION

5516 Vern Holmes Drive • Stevens Point, WI • 54482-8833
Phone 715-344-8580 • FAX 715-344-4241 • email info@wiaawi.org • Web site www.wiaawi.org

December 4, 2014 (via email)

Gary Gunderson, Athletic Director
Abbotsford High School
PO Box A
Abbotsford, WI 54405-0070

Gary:

We are approving your request to allow your junior varsity boys to play in five quarters of basketball on the same day during the 2014-15 season as outlined below.

We base our decision on documentation you provided showing (a) insufficient number of players to follow the four-quarter requirement and (b) conference support for your request.

Approval has been granted with the understanding that ---

1. All junior varsity players will have a reasonable opportunity to play four quarters.
2. The least talented players will be used in junior varsity competition with substitutes being the least talented from the remaining players.
3. The most talented varsity players, including varsity starters and, insofar as possible, top reserves, will not participate at the junior varsity level.
4. You will inform schools on your nonconference schedule in advance that you have received this waiver from the WIAA.
5. This waiver is null and void at any time your number of available players rises above 15 athletes between two levels, or 23 athletes among three levels of play.
6. **Under no circumstances does this waiver allow any player who participates at multiple levels to exceed five quarters of play on one day during the regular season, unless multiple games are played on one day.**
7. At season's end, please let me know the number of games played by your "C" team, in case you were able to add a few more.

The Board of Control will make this matter part of the formal record at their next scheduled meeting.

Sincerely,

Tom Shafranski, CAA
Assistant Director

cc Mark Lacke, Commissioner, Marawood Conference (via email)

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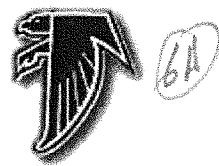
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SCHOOL DISTRICT OF ABBOTSFORD

ABBOTSFORD, WISCONSIN 54405



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**School District of Abbotsford
Board of Education Meeting**
Monday, November 17, 2014
High School Community Room at 6:30 p.m.

Board Members Present: Donald Medenwaldt, Dave Otten, Gary Schraufnagel, Andrew Baldus, Shanna Hackel, Natalyn Jannene, and Eric Reis

Absent: None

Administration: Reed Welsh, Ryan Bargender, and Gary Gunderson

Others: Randy Hill, Brian Weikner, and Jackie Schreiber.

Donald Medenwaldt called the meeting to order at 6:35 PM.

Reed Welsh verified the proper posting of the meeting.

Reed Welsh then presented an update on the WASB/WASDA Convention- January 20-23, Wisconsin Taxpayer Alliance Focus Publication, and the NTC K-16 Annual report.

Elementary principal Gary Gunderson reported on bus safety lesson (October 29), PTO Mad Science assembly (Nov 7), PTO Bing (Nov 6), Student Credit Union, WKCE testing completion, picture re-take (Nov 10), and the early release agenda (Nov 21).

Summer School Coordinator Gary Gunderson indicated that Prairie Fire will be performing "Snow White". Summer school is planned to run from June 10 to July 2nd.

Middle/High school principal Ryan Bargender reported on finalization of educational planner, picture re-take (Nov 10), School of Recognition celebration (Oct 27), fall band/choir concert (Oct 27), FFA National Convention (Oct 29-Nov 1), Honors Choir/Band (Nov 4), Veteran's Day program (Nov 11), Central Wi Math League competition (Nov 4th), FBLA National Leadership Conference (Nov 14th), end of quarter (Nov 5), Clark County High School Online Youth Risk Behavior Survey (Nov 19th), Abbotsford Lions Club diabetes information (Nov 12), 8th grade parent meeting (Dec 4), class rotation for scheduling (Dec 5), and junior/senior student/parent meetings (Nov 5-12).

Lori Huther updated the board on the District Wide 2014-2015 testing schedule.

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

Reed Welsh then presented the CESA 10 Board of Control Meeting Minutes from September 11, 2014.

Reed Welsh then presented the Marathon County Children with Disabilities board highlights held on October 21, 2014 and the administrator highlights held on October 23rd, 2014.

Reed Welsh also presented the PTO Treasurer's report dated November 4th, 2014.

Each building principal presented an update on student achievement.

Gary Gunderson, Ryan Bargender, and Reed Welsh presented the Athletic Directors report. They reported on Boys' cross country team winning second consecutive cloverbelt championship, WIAA Financial statements, winter code meeting held on November 3rd, middle school boys basketball, co-curricular pep assembly (Oct 31), and the start of the winter sports.

A motion was made by Hackel, second by Otten to accept the consent agenda items as presented:
Approve minutes of meeting—(Oct 20-Regular Board, Oct 23—Finance & Oct 27 special board)
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 (None)
Approve parent transportation contract
Approve awards, donations, and gifts (None)
Approve Proclamations/Resolutions/Recognitions: (All-Conference Cross-Country, All-Conference Volleyball, All-Conference Football, Honors Band, and Honors Choir)
Motion carried on roll call vote with all ayes.

Motion by Baldus, second by Jannene to approve Policy 422: Public School Open Enrollment as presented. Motion carried on a roll call vote with all ayes.

Motion by Hackel, second by Reis to approve 422 Rule: Public School Open Enrollment as presented. Motion carried on a roll call vote with all ayes.

Reed then presented policy 461.2: Higher Educational Technical Excellence Scholarship as a first reading.

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

Motion by Reis, second by Otten to approve hiring Jay Hoffman as the 7th grade Girls Basketball coach as presented. Motion carried on a roll call vote with all ayes.

Reed Welsh then presented the 2015-16 educational Planning Guide as presented.

Motion by Otten, second by Hackel to adjourn at 7:52 PM. Motion carried on a roll call vote with all ayes.

The board was reminded of the following upcoming events: December 8 – Elementary Christmas Concert at 7:00 PM in the north gym; December 15 – Regular Monthly Board Meeting at 5:30 PM; December 15 – Middle/Senior High Christmas Concert at 7:00 PM in the north gym; and January 20-23 – WASDA/WASB Annual Convention in Milwaukee WI.

The meeting adjourned at 7:52 p.m.

Respectfully submitted:

Transcribed by:

Natalyn Jannene
Board Clerk

Jackie Schreiber
District Bookkeeper

SCHOOL DISTRICT OF ABBOTSFORD

ABBOTSFORD, WISCONSIN 54405

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Check Approval December 15, 2014

The Abbotsford School Board of Education, at its Regular Meeting on December 15, 2014 approved the following checks:

RECEIPTS

Receipts – General (November)	# 19326 - 19404	\$ 502,963.88
Receipts – Student (November)	# 60202173 - 60202194	\$ 6,834.05

VENDOR CHECKS

Vendor Checks (Nov 15 – Dec 12)	# 54810 - 54912	\$ 233,353.47
Vendor EFT (Nov 15 – Dec 12)	# 141500139 - 141500171	\$ 163,309.37
Payroll Wire (Nov 15 – Dec 12)	# 201400047 - 201400058	\$ 122,186.66
Student Activity (Nov 15 – Dec 12)	# 6596 - 6606	\$ 2,318.84

PAYROLL CHECKS

Payroll Checks (November)	# 26573 - 26576	\$ 910.95
Direct Deposits (November)	# 14633 - 14846	\$ 312,707.61
Payroll Payables (November)		\$ 0.00

JOURNAL ENTRIES

Journal Entries (November)	14-00045 – 14-00053
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BUDGET REVISIONS

Budget Revisions (November)	14-00011 – 14-00015
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BUDGET TRANSFERS

Budget Transfers (November)	14-00014 – 14-00022
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ABBOTSFORD SCHOOL BOARD OF EDUCATION

President

Vice President

Clerk

Treasurer

66B

CHECK NUMBER	CHECK VENDOR	CHECK DATE	AMOUNT
11	EMPLOYEE BENEFITS CO	11/30/2014	1,922.14
6596	ANDERSON, KELSEY	12/01/2014	350.31
6597	CIHLAR, MATTHEW	12/01/2014	132.25
6598	DESIGNER ADV/SCOREBO	12/01/2014	18.50
6599	DUKESTEAD ACRES INC	12/01/2014	280.00
6600	FCCLA	12/01/2014	211.00
6601	KNAPMILLER, JANALEE	12/01/2014	211.99
6602	KRAMERS COUNTY MARKE	12/01/2014	38.93
6603	NORTHERN MUSIC SERVI	12/01/2014	166.84
6604	QUILL CORPORATION	12/01/2014	77.68
6605	SLIPEK, JOHN	12/01/2014	193.84
6606	WI ASSOCIATION OF FF	12/01/2014	637.50
54810	BROESKE, MARVIN	11/20/2014	60.00
54811	KNEIFL, LAURA	11/20/2014	60.00
54812	PRAIRIE FIRE THEATRE	11/20/2014	400.00
54813	SUTTON, JASON	11/20/2014	136.32
54814	GREAT- WEST	11/24/2014	1,820.00
54815	MIDAMERICA - TSA	11/24/2014	1,502.50
54816	AUDIO ARCHITECTS	11/24/2014	185.00
54817	BROESKE, MARVIN	11/24/2014	38.00
54818	BUCHBERGER, LARRY	11/24/2014	65.00
54819	CONSTELLATION NEWENE	11/24/2014	1,707.95
54820	KNAPMILLER, JACOB	11/24/2014	38.00
54821	KRAUTKRAMER, ANDY	11/24/2014	79.40
54822	LINK, JASON	11/24/2014	25.60
54823	NATIONAL INSURANCE C	11/24/2014	1,110.65
54824	PER MAR SECURITY SER	11/24/2014	467.28
54825	WE ENERGIES	11/24/2014	56.55
54826	WHITE, CATHERINE	11/24/2014	59.44
54827	ABBOTSFORD POST OFFI	11/25/2014	157.46
54828	ABBOTSFORD ED FOUNDA	12/02/2014	390.00
54829	ACALEY, DAVE	12/02/2014	50.93
54830	AFLAC	12/02/2014	240.66
54831	ELMHORST, ERIC	12/02/2014	38.00
54832	FRONTIER	12/02/2014	734.11
54833	KNAPMILLER, JACOB	12/02/2014	-38.00
54833	KNAPMILLER, JACOB	12/02/2014	38.00
54834	KNAPMILLER, JACOB	12/02/2014	60.00
54835	KNAPMILLER, JANALEE	12/02/2014	38.00
54836	KOY, GARY	12/02/2014	50.93
54837	MILLIREN, CHARLIE	12/02/2014	67.20
54838	STEINKE, CLINT	12/02/2014	38.00
54839	STEINKE, CLINT	12/02/2014	38.00
54840	STURTZ, JERRY	12/02/2014	50.93
54841	SUTTON, JASON	12/02/2014	170.40
54842	XCEL ENERGY	12/02/2014	191.33
54843	ZIER, SAM	12/02/2014	60.00
54844	KNAPMILLER, JANALEE	12/02/2014	38.00
54845	FRONTIER	12/08/2014	47.60
54846	XCEL ENERGY	12/08/2014	9,819.77
54847	ALFONSO, JIM	12/09/2014	110.00
54848	BROESKE, MARVIN	12/09/2014	38.00
54849	BROESKE, MARVIN	12/09/2014	38.00
54850	CLAUSNITZER, JOHN	12/09/2014	84.40
54851	DERFUS, MARK	12/09/2014	78.20
54852	KNAPMILLER, JACOB	12/09/2014	60.00

CHECK NUMBER	CHECK VENDOR	CHECK DATE	AMOUNT
54853	KNAPMILLER, JACOB	12/09/2014	38.00
54854	KNEIFL, LAURA	12/09/2014	38.00
54855	KROENIG, MARK	12/09/2014	65.00
54856	PAYNE, JON	12/09/2014	65.00
54857	STEINKE, CLINT	12/09/2014	60.00
54858	VAARA, DAVE	12/09/2014	65.00
54859	WHITE, CATHERINE	12/09/2014	89.16
54860	ZIER, SAM	12/09/2014	38.00
54861	ZIER, SAM	12/09/2014	38.00
54862	GREAT- WEST	12/10/2014	1,820.00
54863	MIDAMERICA - TSA	12/10/2014	1,502.50
54864	A TO Z TOWN AND COUN	12/16/2014	109.74
54865	ABBOTSFORD TRAVEL ST	12/16/2014	266.00
54866	ABBOTSFORD HIGH SCHO	12/16/2014	39.00
54867	ADVANCED DISPOSAL SE	12/16/2014	815.92
54868	ASSOCIATED BANK	12/16/2014	21,236.00
54869	AUDIO ARCHITECTS	12/16/2014	2,155.04
54870	BATTERIES PLUS	12/16/2014	28.00
54871	BB COMMUNITY LEASING	12/16/2014	2,049.00
54872	BENZ SAW MILL	12/16/2014	56.00
54873	BLUE RIBBON MAINTENA	12/16/2014	1,275.80
54874	BRUBAKER'S SEWING CE	12/16/2014	249.00
54875	BUSHMAN DAIRY DIST	12/16/2014	1,548.18
54876	CARQUEST AUTO PARTS	12/16/2014	100.83
54877	CENTRAL WI GLASS CO	12/16/2014	130.33
54878	CESA 10	12/16/2014	16,004.07
54879	CITIZENS STATE BANK	12/16/2014	21,236.00
54880	CONSTELLATION NEWENE	12/16/2014	3,625.38
54881	CTL COMPANY INC	12/16/2014	77.34
54882	DEPARTMENT OF PUBLIC	12/16/2014	200.00
54883	DRAMATIC PUBLISHING	12/16/2014	38.85
54884	FEDDICK FORD, INC	12/16/2014	479.24
54885	FOLLETT SCHOOL SOLUT	12/16/2014	845.63
54886	G & K SERIVCES INC	12/16/2014	101.54
54887	GOV CONNECTION INC	12/16/2014	245.86
54888	HAWKEYE DAIRY	12/16/2014	32.73
54889	HEWLETT-PACKARD	12/16/2014	30,972.72
54890	HILTON MILWAUKEE CIT	12/16/2014	507.00
54891	INSIGHT SYSTEMS EXCH	12/16/2014	2,794.00
54892	J H LARSON COMPANY	12/16/2014	196.71
54893	JAKEL PLUMBING HEATI	12/16/2014	202.00
54894	KURT KALEPP EXCAVATI	12/16/2014	1,059.00
54895	MARAWOOD CONFERENCE	12/16/2014	58.50
54896	MCGRAW-HILL	12/16/2014	440.73
54897	MEDFORD AREA PUBLIC	12/16/2014	129.41
54898	MID WISCONSIN BANK	12/16/2014	21,236.00
54899	NORTHERN MUSIC SERVI	12/16/2014	100.00
54900	OFFICE ENTERPRISES I	12/16/2014	55.72
54901	PROGRESSIVE TRAVEL I	12/16/2014	1,116.00
54902	REALITYWORKS	12/16/2014	1,167.70
54903	REALLY GOOD STUFF	12/16/2014	96.96
54904	SCHOOL SPECIALTY INC	12/16/2014	199.57
54905	SECURITY HEALTH PLAN	12/16/2014	69,239.85
54906	STARFALL EDUCATION	12/16/2014	270.00
54907	TEAM SPORTING GOODS	12/16/2014	1,302.10
54908	THE JULIEN SHADE SHO	12/16/2014	300.00

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
54909	TUMARX INC	12/16/2014	945.00
54910	US POSTAL SERVICE	12/16/2014	3,000.00
54911	VOCABULARYSPELLINGCI	12/16/2014	568.75
54912	WSCA	12/16/2014	130.00
141500139	ABBOTSFORD CITY	12/16/2014	3,937.37
141500140	AWSA/WFEA	12/16/2014	185.00
141500141	BOHL, JESSICA	12/16/2014	250.00
141500142	BURNETT TRANSIT INC	12/16/2014	29,516.48
141500143	DALCO	12/16/2014	535.17
141500144	DASHIR MANAGEMENT SE	12/16/2014	15,890.52
141500145	DEAN FOODS OF WISCON	12/16/2014	3,755.27
141500146	DECKER, JULIE	12/16/2014	194.49
141500147	DEMCO INC	12/16/2014	157.75
141500148	DICK BLICK	12/16/2014	12.96
141500149	ED RINDT'S SERVICE L	12/16/2014	1,420.00
141500150	ENDREAS, BEVERLY	12/16/2014	82.28
141500151	HUTMAN HEATING	12/16/2014	160.00
141500152	INDIANHEAD FOODSERVI	12/16/2014	18,448.31
141500153	J W PEPPER & SON INC	12/16/2014	744.96
141500154	KRAMERS COUNTY MARKE	12/16/2014	462.04
141500155	MARATHON COUNTY SPEC	12/16/2014	78,549.23
141500156	PAN-O-GOLD	12/16/2014	208.00
141500157	PCNATION	12/16/2014	326.00
141500158	PRAXAIR DISTRIBUTION	12/16/2014	1,047.14
141500159	QUILL CORPORATION	12/16/2014	254.39
141500160	RANKER, CHRISTINE	12/16/2014	389.71
141500161	SALISBURY, BARBARA	12/16/2014	203.51
141500162	SKYWARD	12/16/2014	3,380.00
141500163	STRATFORD SIGN CO LL	12/16/2014	266.00
141500164	T & C WATER SYSTEMS	12/16/2014	259.70
141500165	THOMPSON, LISA	12/16/2014	79.89
141500166	TP PRINTING CO INC	12/16/2014	175.32
141500167	VALLEY SCALE SERVICE	12/16/2014	83.00
141500168	WE ENERGIES	12/16/2014	739.41
141500169	WEIDEMAN, JULIE	12/16/2014	252.94
141500170	WELSH, REED	12/16/2014	1,257.36
141500171	WILLIAMSON, ALICIA	12/16/2014	85.17
201400043	WI RETIREMENT SYSTEM	11/14/2014	20,284.30
201400047	ABBY BANK	11/20/2014	22.50
201400048	DELTA DENTAL	12/01/2014	6,501.59
201400049	INTERNAL REVENUE SER	11/28/2014	33,410.52
201400050	WI DEPT OF REVENUE	11/28/2014	5,644.30
201400051	WI RETIREMENT SYSTEM	11/28/2014	19,504.20
201400052	INTERNAL REVENUE SER	12/15/2014	31,124.99
201400053	WI DEPT OF REVENUE	12/15/2014	5,402.49
201400055	BMO HARRIS MASTERCAR	12/11/2014	110.80
201400056	BMO HARRIS MASTERCAR	12/11/2014	34.39
201400057	BMO HARRIS MASTERCAR	12/11/2014	16.70
201400058	BMO HARRIS MASTERCAR	12/11/2014	129.88
Totals for checks			523,090.48

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	201,502.14	-37,806.00	248,677.25	412,373.39
27	SPECIAL EDUCATION FUND	0.00	0.00	82,703.41	82,703.41
50	FOOD SERVICE FUND	0.00	25.60	25,482.66	25,508.26
60	AGENCY FUND	2,318.84	0.00	0.00	2,318.84
99	OTHER PACKAGE AND COOPERATIVE	0.00	0.00	186.58	186.58
***	Fund Summary Totals ***	203,820.98	-37,780.40	357,049.90	523,090.48

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

Post Date	Receipt	Amount	Comment	Acct Nbr	Description
11/10/2014	19326	-165.81		50 E 800 387 257220 000	COMMODITY HANDLING CHARGES
11/10/2014	19327	9008.80		50 R 800 717 500000 546	FOOD SERVICE AID-BREAKFAST
11/10/2014	19328	897.90		50 R 800 717 500000 547	FOOD SERVICE AID-LUNCH
11/10/2014	19329	26726.80		50 R 800 717 500000 547	FOOD SERVICE AID-LUNCH
11/17/2014	19330	8511.14		51 R 800 390 500000 000	SHARED FOODSERVICE DIRECTOR-35%-LOYAL
11/17/2014	19331	9023.39		51 R 800 390 500000 000	SHARED FOOD SERVICE DIRECTOR-35%-SPENCER
11/17/2014	19332	2391.55		10 R 800 517 500000 365	TITLE II-A
11/17/2014	19335	-5.00		50 R 800 251 257220 000	NSF
11/17/2014	19336	999.00		27 R 800 611 500000 000	SPECIAL EDUCATIN AND SCHOOL AGE PARENTS
11/17/2014	19337	106886.00		10 R 800 650 500000 835	STUDENT ACHIEVE.GUAR.IN EDUCATION (SAGE)
11/17/2014	19338	496.07		27 R 800 730 500000 347	IDEA PRESCHOOL ENTITLEMENT
11/17/2014	19339	791.40		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19340	720.30		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19341	235.00		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19342	240.00		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19343	507.00		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19344	555.00		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19345	266.00		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19346	393.00		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19347	335.05		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19348	210.50		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19349	718.70		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19350	371.05		50 R 800 251 500000 000	STUDENT MEALS
11/17/2014	19351	1676.06		10 R 800 517 500000 391	TITLE III-A
11/20/2014	19352	0.01		10 R 800 990 500000 000	Zero out batch
11/20/2014	19352	-0.01		10 R 800 990 500000 000	Zero out batch
11/24/2014	19353	8080.02		50 R 800 717 500000 546	FOOD SERVICE AID-BREAKFAST
11/24/2014	19354	15074.76		27 R 800 730 500000 341	IDEA FLOW THROUGH (EIS)
11/24/2014	19355	11055.34		10 R 800 751 500000 141	ESEA TITLE I-A BASIC GRANT (LEA)
11/26/2014	19356	372.25		50 R 800 251 500000 000	STUDENT MEALS
11/26/2014	19357	560.30		50 R 800 251 500000 000	STUDENT MEALS
11/26/2014	19358	467.00		50 R 800 251 500000 000	STUDENT MEALS
11/26/2014	19359	1302.00		50 R 800 251 500000 000	STUDENT MEALS
11/26/2014	19360	745.00		50 R 800 251 500000 000	STUDENT MEALS
11/26/2014	19361	187.75		50 R 800 251 500000 000	STUDENT MEALS
11/26/2014	19362	101.15		50 R 800 262 500000 000	FOOD RESALE
11/26/2014	19363	0.52		50 R 800 262 500000 000	SUPPLY RESALE-LIDS
11/26/2014	19364	23.00		50 R 800 262 500000 000	FOOD RESALE
11/26/2014	19365	25.00		80 R 800 272 500000 000	COMMUNITY ED-ADULT SWIM
11/26/2014	19366	25.00		80 R 800 272 500000 000	COMMUNITY ED-ADULT SWIM
11/26/2014	19367	75.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19368	75.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19369	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19370	150.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19371	50.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19372	75.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19373	50.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19374	75.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19375	150.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19376	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19377	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
11/26/2014	19378	470.50		10 R 800 293 500000 000	FACILITY USE RENTAL FEE
11/26/2014	19379	8461.95		51 R 800 390 500000 000	SHARED FOOD SERVICE DIRECTOR-OWEN WITHEE

6B

Post Date	Receipt	Amount	Comment	Acct Nbr	Description
11/26/2014	19380	105.00		10 R 800 971 500000 000	REFUND OF FCCLA NLC STAR REGISTRATION FE
11/26/2014	19381	1.00		10 E 800 355 263300 000	PERSONAL FAX
11/26/2014	19382	100.00		10 R 800 292 500000 000	DROPPED DISTANCE LEARNING CLASS
11/26/2014	19383	700.00		10 R 800 971 500000 000	FOCUS ON ENERGY PROGRAM
11/26/2014	19384	65.00		10 R 800 292 500000 210	FOOTBAL JERSEY-AARON LEIBY
11/26/2014	19385	178.50		10 R 800 291 500000 000	MILEAGE REIMBURSEMENT FOR SCHOOL OF RECO
11/26/2014	19386	120.00		10 E 400 341 256791 000	FAN BUS TO FREDERIC-FOOTBALL-STUDENT REC
11/26/2014	19387	130.00		10 E 400 341 256791 000	FAN BUS TO FREDERIC-FOOTBALL-BOOSTER CLU
11/26/2014	19388	36.24		10 R 800 240 500000 000	PAYMENT FOR SERVICE-PHOTO COPYING
11/26/2014	19389	98.00		10 R 800 292 500000 000	PSAT FEES
11/24/2014	19390	280560.00		39 R 800 990 500000 000	MIRON SETTLEMENT
11/30/2014	19391	15.16		72 R 800 280 500000 000	MONTHLY INTEREST REVENUE CREDIT
11/30/2014	19392	0.05		60 L 600 000 814030 000	INTEREST ACCT 4002345-CREDIT
11/30/2014	19393	1.19		10 R 800 280 500000 000	ACCT# 100 331 ABBY BANK CREDIT AMOUNT
11/30/2014	19394	261.30		10 R 800 280 500000 000	ACCT# 702707 ABBY BANK CREDIT AMOUNT
11/28/2014	19396	60.00		50 R 800 251 500000 000	STUDENT MEALS
11/28/2014	19397	60.00		50 R 800 251 500000 000	STUDENT MEALS
11/28/2014	19398	60.00		50 R 800 251 500000 000	STUDENT MEALS
11/28/2014	19399	25.00		50 R 800 251 500000 000	STUDENT MEALS
11/28/2014	19400	25.00		50 R 800 251 500000 000	STUDENT MEALS
11/28/2014	19401	200.00		50 R 800 251 500000 000	STUDENT MEALS
11/28/2014	19402	200.00		50 R 800 251 500000 000	STUDENT MEALS
11/28/2014	19403	20.00		50 R 800 251 500000 000	STUDENT MEALS
11/26/2014	19404	352.00		10 R 800 271 500000 205	TICKETS-BBB 11/25/2014 VS GREENWOOD
11/11/2014	60202173	111.00		60 L 600 000 814330 000	MONEY FROM STUDENTS FOR DRUMSTICKS, LESS
11/11/2014	60202174	100.00		60 L 600 000 814950 000	STUDENT OF THE MONTH #950 DONATION DEPOS
11/11/2014	60202175	19.35		60 L 600 000 814600 000	HS STUDENT SENATE #600 PEPSI DEPOSIT
11/11/2014	60202176	10.00		60 L 600 000 814520 000	FBLA #520 DUES DEPOSIT
11/11/2014	60202177	70.00		60 L 600 000 814520 000	FBLA #520 NLC REGISTRATOIN DEPOSIT
11/11/2014	60202178	23.00		60 L 600 000 814520 000	FBLA #520 BEAD FUNDRAISER DEPOSIT
11/11/2014	60202179	20.00		60 L 600 000 814218 000	CLASS OF 2018 #218 DUES DEPOSIT
11/11/2014	60202180	100.00		60 L 600 000 814860 000	FOOTBALL #860 CASH BOX ONES DEPOSIT
11/11/2014	60202181	80.00		60 L 600 000 814050 000	2014 OCTOBER WORK PERMITS DEPOSIT
11/11/2014	60202182	140.00		60 L 600 000 814540 000	FCCLA #540 DUES DEPOSIT
11/11/2014	60202183	340.00		60 L 600 000 814610 000	MS STUDENT SENATE #610 LOCK IN DEPOSIT
11/11/2014	60202184	504.00		60 L 600 000 814560 000	SPANISH CLUB #560 DUES & T-SHIRT DEPOSIT
11/11/2014	60202185	110.00		60 L 600 000 814215 000	CLASS OF 2015 #215 DUES & T-SHIRT DEPOSI
11/11/2014	60202186	10.00		60 L 600 000 814215 000	CLASS OF 2015 #215 T-SHIRT DEPOSIT
11/20/2014	60202187	150.00		60 L 600 000 814540 000	FCCLA #540 CONCESSION WORK DEPOSIT
11/20/2014	60202188	105.00		60 L 600 000 814217 000	CLASS OF 2017 #217DUES DEPOSIT
11/20/2014	60202189	375.00		60 L 600 000 814560 000	SPANISH CLUB #560 CONCESSION WORK DEPOSI
11/20/2014	60202190	240.00		60 L 600 000 814216 000	CLASS OF 2016 #216 CLASS DUES DEPOSIT
11/20/2014	60202191	2891.70		60 L 600 000 814530 000	FFA #530 SOYBEAN TEST PLOT DEPOSIT
11/20/2014	60202192	726.00		60 L 600 000 814530 000	FFA #530 FRUIT SALES DEPOSIT
11/20/2014	60202193	120.00		60 L 600 000 814530 000	FFA #530 DUES DEPOSIT
11/20/2014	60202194	589.00		60 L 600 000 814530 000	FFA #530 FRUIT SALES DEPOSIT

509797.93 Total for Cash Receipts

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	124,376.68	251.00	124,627.68
27	SPECIAL EDUCATION FUND	0.00	16,569.83	0.00	16,569.83
39	REFERENDUM APPROVED DEBT SERVI	0.00	280,560.00	0.00	280,560.00
50	FOOD SERVICE FUND	0.00	54,460.49	-165.81	54,294.68
51	FOOD SERVICE COOPERATIVE FUND	0.00	25,996.48	0.00	25,996.48
60	AGENCY FUND	6,834.10	0.00	0.00	6,834.10
72	EXPENDABLE TRUST FUND	0.00	15.16	0.00	15.16
80	COMMUNITY SERVICE FUND	0.00	900.00	0.00	900.00
***	Fund Summary Totals ***	6,834.10	502,878.64	85.19	509,797.93

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

Abbotsford WI School District
Student Activity Balance Sheet (Date: 12/2014)

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	23,979.34	21,466.95	8,470.17
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	*TOTAL ASSETS	7-----		57,340.01	23,979.34	21,540.49	54,901.16
60	AGENCY FUND	811210	AP ACCRUAL	-753.45	23,120.89	23,874.34	0.00
60	*TOTAL LIABILITIES	8-----		-753.45	23,120.89	23,874.34	0.00
60	AGENCY FUND	814030	INTEREST	-310.21	76.31	0.00	386.52-
60	AGENCY FUND	814050	MISCELLANEOUS	-431.07	3,993.05	3,990.73	433.39-
60	AGENCY FUND	814215	CLASS OF 2015	-315.78	505.00	339.93	480.85-
60	AGENCY FUND	814216	CLASS OF 2016	-759.50	460.00	0.00	1,219.50-
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	0.00	3,733.05	186.10-
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	0.00	325.16-
60	AGENCY FUND	814420	FORENSICS	-231.52	0.00	0.00	231.52-
60	AGENCY FUND	814520	FBLA	-2,569.03	1,338.00	1,517.79	2,389.24-
60	AGENCY FUND	814530	FFA	-8,147.04	5,646.70	5,081.73	8,712.01-
60	AGENCY FUND	814540	FCCLA	-246.86	300.00	211.00	335.86-
60	AGENCY FUND	814560	FOREIGN LANGUAGE CLUB	-3,615.24	879.00	0.00	4,494.24-
60	AGENCY FUND	814570	COMMUNITY SERVICE PROJECTS	-11.16	0.00	0.00	11.16-
60	AGENCY FUND	814580	NHS	-243.49	0.00	0.00	243.49-
60	AGENCY FUND	814600	HS STUDENT SENATE	-888.47	623.73	757.72	754.48-
60	AGENCY FUND	814610	MIDDLE SCHOOL STUDENT SENATE	-1,611.39	340.00	961.61	989.78-
60	AGENCY FUND	814620	VICA	-951.32	0.00	25.00	926.32-
60	AGENCY FUND	814730	GREENHOUSE	-23,407.40	1,364.00	2,373.48	22,397.92-
60	AGENCY FUND	814740	METALS	-992.93	87.50	46.86	1,033.57-
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	0.00	0.00	174.38-
60	AGENCY FUND	814820	BOYS BASKETBALL	-561.21	0.00	0.00	561.21-
60	AGENCY FUND	814830	GIRLS BASKETBALL	-276.89	528.00	526.00	278.89-
60	AGENCY FUND	814850	TRACK	-410.53	0.00	0.00	410.53-
60	AGENCY FUND	814860	FOOTBALL	-1,299.71	4,956.50	5,115.59	1,140.62-
60	AGENCY FUND	814890	SOFTBALL	-70.71	0.00	0.00	70.71-
60	AGENCY FUND	814930	VOLLEYBALL	-1,130.18	1,270.00	1,430.35	969.83-

Abbotsford WI School District
Student Activity Balance Sheet (Date: 12/2014)

Fd Fd	Func Func	Beginning Balance	2014-15 FYTD Credits	2014-15 FYTD Debits	Ending Balance
60 AGENCY FUND	814940 WRESTLING	-661.94	1,433.30	0.00	2,095.24-
60 AGENCY FUND	814950 Student of the Month	-109.70	315.00	136.26	288.44-
60 AGENCY FUND	814970 PHY ED - CAN RECYCLING	-202.79	54.45	0.00	257.24-
60 AGENCY FUND	814985 FITNESS CHALLENGES	-500.00	247.00	500.00	247.00-
60 AGENCY FUND	814990 Safe Organized Acctable Respon	-25.00	0.00	0.00	25.00-
60 *TOTAL LIABILITIES	8-----	-56,586.56	25,273.54	26,958.94	54,901.16-
60 AGENCY FUND	931100 RESERVED FOR ENCUMBRANCES	-4,772.14	32,704.90	32,194.43	5,282.61-
60 *FUND BALANCE (700000 - 800000	9-----	-4,772.14	32,704.90	32,194.43	5,282.61-
60 *AGENCY FUND	-----	-4,772.14	105,078.67	104,568.20	5,282.61-

Fd Fd		Func	Func	Beginning Balance	2014-15 FYTD Credits	2014-15 FYTD Debits	Ending Balance
Grand Asset Totals				57,340.01	23,979.34	21,540.49	54,901.16
Grand Liability Totals				-57,340.01	48,394.43	50,833.28	54,901.16-
Grand Equity Totals				-4,772.14	32,704.90	32,194.43	5,282.61-
Grand Totals				-4,772.14	105,078.67	104,568.20	5,282.61-

Number of Accounts: 42

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00045	TRANSFERS TO/FROM SAVINGS	2014-2015	11/10/2014	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	11/10/2014	0.00	0.00
			TRANSFER TO SAVINGS			
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000	11/10/2014	0.00	0.00
			TRANSFER TO SAVINGS			
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000	11/10/2014	0.00	9,000.00
			TRANSFER TO CHECKING			
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000	11/10/2014	9,000.00	0.00
			TRANSFER TO CHECKING			
TOTALS					9,000.00	9,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00046	TRANSPORTATION ACCOUNTS	2014-2015	11/11/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TRANSPORTATION-FIELDTRIPS	10 E 400 341 256770 000	11/11/2014	0.00	3,851.61
			JLEW			
2		TRANSPORTATION-ATHLETICS	10 E 400 341 256791 000	11/11/2014	3,851.61	0.00
			JLEW			
3		TRANSPORTATION-ATHLETICS	10 E 400 341 256791 000	11/11/2014	0.00	192.54
			JLEW			
4		TRANSPORTATION-FIELDTRIPS	10 E 400 341 256770 000	11/11/2014	192.54	0.00
			JLEW			
TOTALS					4,044.15	4,044.15

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00047	WELLNESS MEMBERSHIP DUES	2014-2015	11/12/2014	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MEMBERSHIP DUES DEBIT ENTRY	10 L 000 000 811750 000	11/12/2014	100.00	0.00
2		MEMBERSHIP DUES CREDIT ENTRY	80 R 800 272 500000 960	11/12/2014	0.00	100.00
			J. Schreiber			
3		MEMBERSHIP CREDIT ENTRY	10 A 000 000 711000 000	11/12/2014	0.00	100.00
4		MEMBERSHIP DEBIT ENTRY	80 A 000 000 711000 000	11/12/2014	100.00	0.00
TOTALS					200.00	200.00

62

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00048	TRANSFERS TO/FROM SAVINGS	2014-2015	11/12/2014	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	11/12/2014	0.00	0.00
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	11/12/2014	0.00	0.00
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	11/12/2014	0.00	150,300.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	11/12/2014	150,300.00	0.00
TOTALS					150,300.00	150,300.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00049	ART PAPER	2014-2015	11/13/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		WRONG ACCT SELECTED FOR ART PAPER	10 E 100 411 129200 000 JLEW	11/13/2014	0.00	81.00
2		CESA 10 ART PAPER	10 E 100 411 110000 000 JLEW	11/13/2014	81.00	0.00
TOTALS					81.00	81.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00050	Food Service Payments	2014-2015	11/17/2014	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Record F/S payments from Payroll-Debit	10 L 000 000 811692 000	11/17/2014	278.32	0.00
2		Record F/S payments from Payroll-Credit	50 R 800 251 500000 000	11/17/2014	0.00	278.32
3		Record F/S payments from Payroll-Credit	10 A 000 000 711000 000	11/17/2014	0.00	278.32
4		Record F/S payments from Payroll-Debit	50 A 000 000 711000 000	11/17/2014	278.32	0.00
5		Record F/S payments from Payroll-Debit	27 L 000 000 811692 000	11/17/2014	16.68	0.00
6		Record F/S payments from Payroll-Credit	50 R 800 251 500000 000	11/17/2014	0.00	16.68
7		Record F/S payments from Payroll-Credit	27 A 000 000 711000 000	11/17/2014	0.00	16.68

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00050	Food Service Payments	2014-2015	11/17/2014	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED						
8		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	11/17/2014	16.68	0.00
TOTALS					590.00	590.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00051	TRANSFERS TO/FROM SAVINGS	2014-2015	11/17/2014	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	11/17/2014	0.00	0.00
		TRANSFER TO SAVINGS				
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000	11/17/2014	0.00	0.00
		TRANSFER TO SAVINGS				
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000	11/17/2014	0.00	132,000.00
		TRANSFER TO CHECKING				
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000	11/17/2014	132,000.00	0.00
		TRANSFER TO CHECKING				
TOTALS					132,000.00	132,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00052	Food Service Payments	2014-2015	11/24/2014	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	11/24/2014	278.32	0.00
2		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	11/24/2014	0.00	278.32
3		Record F/S payments from Payroll-Credit Credit	10 A 000 000 711000 000	11/24/2014	0.00	278.32
4		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	11/24/2014	278.32	0.00
5		Record F/S payments from Payroll-Debit Debit	27 L 000 000 811692 000	11/24/2014	16.68	0.00
6		Record F/S payments from Payroll-Credit Credit	50 R 800 251 500000 000	11/24/2014	0.00	16.68
7		Record F/S payments from Payroll-Credit Credit	27 A 000 000 711000 000	11/24/2014	0.00	16.68
8		Record F/S payments from Payroll-Debit Debit	50 A 000 000 711000 000	11/24/2014	16.68	0.00
TOTALS					590.00	590.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00053	INTEREST - MONTHLY	2014-2015	11/30/2014	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	11/30/2014	261.30	0.00
			INTEREST - DB			
2		TRANSFER MONTHLY INTEREST - CR	10 A 000 000 711000 000	11/30/2014	0.00	261.30
			INTEREST - CR			
			TOTALS		261.30	261.30

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00014	TITLE II-A	2014-2015	09/01/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		NEEDED FOR TRANSPORTATION	10 E 800 310 221300 365 JLEW	10/22/2014	0.00	150.00
2		TRANSPORTATION FOR STAFF TRAINING	10 E 800 342 221300 365 JLEW	10/22/2014	150.00	0.00
TOTALS					150.00	150.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00015	MCSE-TEXTBOOKS	2014-2015	11/19/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TEXTBOOKS-MCSE WILL REIMBURSE	27 E 100 471 158000 925 SHAUGE	11/19/2014	463.00	0.00
2		TEXTBOOKS-MCSE WILL REIMBURSE	27 E 800 383 436030 019 SHAUGE	11/19/2014	0.00	463.00
TOTALS					463.00	463.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00016	CONFERENCE REGISTRATION	2014-2015	11/19/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CONFERENCE REGISTRATION TO 310	10 E 800 310 232100 000 JLEW	11/19/2014	163.00	0.00
2		CONFERENCE REGISTRATION TO 310	10 E 800 942 232100 000 JLEW	11/19/2014	0.00	163.00
TOTALS					163.00	163.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00017	MCSE REIMBURSEMENT PROJECT	2014-2015	11/19/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		INTERVENTION MATERIALS/APPS	27 E 100 435 222200 925 JWEIDMAN	11/19/2014	5,858.75	0.00
2		INTERVENTION MATERIALS/APPS	27 E 800 383 436030 019 JWEIDMAN	11/19/2014	0.00	5,858.75
TOTALS					5,858.75	5,858.75

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00018	CESA CONTRACT BUDGET	2014-2015	11/21/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CESA CONTRACT-CURRICULUM	10 E 800 386 221220 000 JLEW	11/21/2014	6,312.00	0.00
2		CESA CONTRACT-CURRICULUM	10 E 400 386 263310 000 JLEW	11/21/2014	0.00	6,312.00
TOTALS					6,312.00	6,312.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00019	CESA 10 SERVICE CONTRACT	2014-2015	11/21/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CESA CONTRACT-ADM	10 E 800 386 299000 000 JLEW	11/21/2014	38.00	0.00
2		CESA CONTRACT-ADM	10 E 400 386 263310 000 JLEW	11/21/2014	0.00	38.00
TOTALS					38.00	38.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00020	Final Budget Balancing	2014-2015	11/24/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Final budget balancing	10 E 800 386 263320 000	11/24/2014	0.00	0.01
2			10 E 800 386 263320 000	11/24/2014	0.01	0.00
TOTALS					0.01	0.01

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00021	to purchase a file cart	2014-2015	12/01/2014	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		to purchase a file cart	27 E 800 411 156600 019	11/24/2014	0.00	85.17
2		to purchase a file cart	27 E 800 441 156600 019	11/24/2014	85.17	0.00
TOTALS					85.17	85.17

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00022	Skylert	2014-2015	11/25/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Skylert	50 E 800 480 257220 000	11/25/2014	531.00	0.00
2		Skylert	10 E 400 480 241000 000	11/25/2014	531.00	0.00
3		Skylert	10 E 100 480 241000 000	11/25/2014	531.00	0.00
4			10 E 800 441 253000 000	11/25/2014	0.00	1,062.00
5			50 E 800 441 257220 000	11/25/2014	0.00	531.00
TOTALS					1,593.00	1,593.00

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00011	MJ Care bills	2014-2015	11/11/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MJ Care Billings	27 E 800 310 214000 019	11/11/2014	1,500.00	0.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00012	Finalizing budget	2014-2015	11/17/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Finalizing Budget	10 R 800 621 500000 000	11/17/2014	41,913.00	0.00
2		Finalizing Budget	27 R 800 110 411000 000	11/17/2014	0.00	2,771.00
3		Finalizing Budget	10 E 800 827 411000 000	11/17/2014	2,771.00	0.00
4		Finalizing Budget	10 R 800 211 500000 000	11/17/2014	0.00	84,908.00
5		Finalizing Budget	39 R 800 110 411000 000	11/17/2014	0.00	85,000.00
6		Finalizing Budget	10 E 800 839 411000 000	11/17/2014	85,000.00	0.00
7		Finalizing Budget	39 R 800 211 500000 000	11/17/2014	85,000.00	0.00
TOTALS					214,684.00	172,679.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00013	Finalizing Budget	2014-2015	11/17/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Finalizing Budget	10 E 800 441 253000 000	11/17/2014	0.00	42,256.00
2		Finalizing Budget	10 E 800 678 281100 000	11/17/2014	42,256.00	0.00
TOTALS					42,256.00	42,256.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00014	Clean up Sp Ed Accounts	2014-2015	11/20/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Clean up account.	27 E 100 472 158100 019	11/20/2014	0.00	244.18
2		Clean up account.	27 E 100 472 158000 019	11/20/2014	244.18	0.00
TOTALS					244.18	244.18

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
14-00015	Final Budget Balancing	2014-2015	11/24/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Final Budget Balancing	10 E 800 386 263320 000	11/24/2014	0.00	73,000.00
2		Final Budget Balancing	10 E 800 441 253000 000	11/24/2014	22,119.00	0.00
TOTALS					22,119.00	73,000.00

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

Hire Dates 11/01/2014 to 11/30/2014

6E

----- 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>
AMUNDJEF000	AMUNDSON	JEFFREY	C	11/05/2014	
	1207 WHIPPOORWILL LANE				
	MARATHON	WI 54448			

EMPLOYEE COUNT: 1

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

LAST NAME FIRST NAME		POSITION	APPROVED
Amundson , Jeffrey		Substitute Teacher	10/20/2014
Anderson , Chell		Substitute Teacher	9/17/2012
Barnes-Sperl , Patricia		Substitute Teacher	10/20/2014
Bichanich , Robin		Substitute Teacher	9/15/2014
Blair , Sara		Clerical Sub	2/22/2001
Brodhagen , Eric		Substitute Teacher	9/16/2013
Bunke , Cathy		Substitute Teacher	11/19/2012
Busse , Sandra		Teacher Assistant & Food Service Substitutes	11/19/2007
Gehrke , Dorothy		Substitute Teacher	12/1/1997
Gonnering , Shawn		Clerical Sub	11/1/2004
Heck , Susan		Teacher Assistant, Kitchen Sub & Clerical Sub	4/21/2014
Hiebl , Angie		Food Service Substitute	11/17/2014
Hoffman , Linda		Clerical Sub	
Hoffman , Paul		Substitute Teacher	5/16/2005
Hosler , Russell		Substitute Teacher	9/19/2011
Johnson , Julie		Teacher Assistant	9/19/2011
Karsten , Susan		Substitute Teacher	1/21/2008
Knautz , Paul		Substitute Teacher	9/19/2011
Koehler , Kevin		Substitute Teacher	3/17/2014
Landwehr , Lita		Substitute Teacher	8/1/2002
LaVenture , Vickie		Substitute Teacher	2/17/2014
Maki , Carol		Clerical Sub	12/15/2008
Meyers , Marilyn		Substitute Teacher	8/15/2011
Missling , David		Substitute Teacher	9/9/2003
O'Konski , Renae		Substitute Teacher	11/19/2007
Pierce , Nichole		Substitute Teacher	11/17/2014
Schwaoch , Kathleen		Substitute Teacher	10/20/2014
Soto , Emily		Food Service Substitute	6/16/2014
Soto , Marissa		Food Service Substitute	6/16/2014
Thew , Richard		Substitute Teacher	9/15/2008
Thomas , Justin		Substitute Teacher	11/22/2010
Westberg , Myra		Teacher Assistant Substitute	10/20/2014
Wittlinger , Judith		Clerical Sub	3/18/2013
Wiersma , Terri		Substitute Teacher	12/16/2013
Zassenhaus , Sandra		Clerical Sub	
Zuraski , Angie		Food Service Substitute	4/16/2012

6F

Date Updated: 12/11/2014



© RURAL VIRTUAL ACADEMY

624 E. College St Room 104 • Medford, WI 54451-1771

Telephone: 1-888-201-2666 • Fax: (715) 748-1211

Charlie Heckel, RVA Administrator • charles.heckel@ruralvirtual.org

Rural Virtual Academy

Annual Commitment Renewal

Per the RVA charter and fiscal policy RVA-DB:

"Each consortium district will receive annual notification of this agreement, for commitment financially and in participation through the RVA Administrative Advisory Council and any necessary appointments to the RVA Governance Board. This notification will take place during the regular November/ December RVA Governing Board meeting and be in effect for the proceeding school year. These commitment agreements are to be determined by the consortium district no later than the regular January/ February RVA Governance Board meeting."

In renewal of this commitment, the *School District of Abbotsford* agrees to remain in the Rural Virtual Academy consortium, under commitment both financially and in participation through the RVA Governance Advisory, for the duration of the 2015 – 2016 school year.

Any member consortium school district may apply to terminate membership from the consortium for the succeeding year provided the written request is made prior to the RVA Governance Board's regular May/ June meeting. If the majority of RVA Governance Board members veto the request of termination, the request shall be denied and membership shall continue until June 30th of the succeeding/ following year. After this time, the district requesting termination may withdraw from future membership.

District Administrator

Board President or Clerk

School District

6K

I. CONSORTIUM AGREEMENT

This document serves as a formal agreement among school districts, institutions, and agencies who elect to utilize the CWETN Distance Learning Network in accordance with the policies, procedures, responsibilities and decisions established by the Consortium's governing body.

Philosophy

The CWETN Distance Learning Network is a cooperative endeavor among educational institutions to enhance the education of both youth and adults in their communities. The members intend to respect the unique differences of each institution and support a management style that conducts business through consensus.

Membership

A school district, institution or agency may become a member of this consortium by agreeing to the Policies, Procedures and Responsibilities that have been adopted by the Consortium; by entering into this agreement through signature; by purchasing necessary equipment; and by filing this agreement with the Consortium's fiscal agent.

Governance

Consortium governance structure shall consist of a CWETN Annual Board meeting, an Operating Committee and a User Advisory Committee. The authority and responsibility of these respective groups are detailed within the Consortium Policies and Procedures.

Amendment or Dissolution of the Agreement

Any amendment to, or dissolution of, the agreement must be approved by a majority vote of the Consortium members. Any member wishing to leave the consortium must notify CESA #10, and the Operating Committee in writing one fiscal year in advance. A copy of the school board meeting minutes will be attached to the withdrawal notice.

IN WITNESS WHEREOF, the undersigned party has caused this Agreement to be signed on its behalf.

District Administrator

School Board President

CESA 10 Administrator

Date

**SCHOOL DISTRICT OF ABBOTSFORD
HIGHER EDUCATION TECHNICAL EXCELLENCE SCHOLARSHIP (TES)**

461.2

It is the responsibility of the school board of each school district to name the 12th grade pupil in each high school who has the highest demonstrated level of proficiency in technical education subjects. ACT 60 requires the school board to designate scholars for the program to HEAB by February 25th of each year. Additionally, the student with the highest grade point average must meet all graduation requirements established by the state of Wisconsin and scholarship policies established by the School District of Abbotsford Board of Education. The value of the scholarship is up to \$2,250 per year, to be applied towards tuition. Half of the scholarship is funded by the state, while the other half is matched by the institution. Eligibility of the scholarship does not exceed 6 semesters.

Selection Procedure

1. A student must be enrolled on a full-time basis by September 30th of the academic year following the academic year in which he or she was designated as a scholar, at a participating Wisconsin Technical College in Wisconsin.
2. No student may receive both a TES and an Academic Education Scholarship.
3. In order to be eligible, a student must exhibit interest in and planning for a technical career.
 - *Prior to September 1, 2017, school counselor or principal must affirm this.
 - *After September 2017, a student must have an academic and career plan leading to a career in technical education s.115.28(59)
4. In order to be eligible, a student must complete at least one of the following eight eligibility items.
 - A. Be a CTE Concentrator
 - B. Participated in Youth Apprenticeship Program
 - C. Participated in a Technical High School Diploma program
 - D. Participated in a Career and Technical Training pathway
 - E. Participated in Skills Standards Program
 - F. Completed (or be on tract to complete) and industry recognized certification program
 - G. Participated in a Career and Technical Student Organization (CTSO) in Wisconsin: FBLA, FCCLA, FFA, or SkillsUSA
 - H. Complete a technical training program
5. Act 60 requires that nomination for TES scholarships be made by school districts for the student who has the highest level of proficiency in technical education subjects based on the ranking system prepared by HEAB.
 - *HEAB ranking system consists of ranking eligible students according to a point system reflective of course work and technical education experience.
 - *One point is given to a student for each credit-hour earned in high school in CTE courses.
 - *One point is given to a student for each year of activity in CTSO listed above.
 - *For purpose of assigning a ranking among eligible candidate, credit hours in process at the time of nomination should be counted toward the number of credits earned.

Tie Breaking Method

When students emerge from the point system with tied scores, CTE grades become the tie-breaker. The grades used for this purpose are only those grades earned in CTE courses, not a student's overall grade point.

Alternate Designation

As per the 2015 Wisconsin Act 60, the School District of Abbotsford is required to designate alternate technical excellence scholars. The following criteria for the designation will be used:

1. In the event of a tie with the highest grade point average, the application of the tie breaking procedure indicated above in the "Tie Breaking Method," will be applied to determine the alternate(s).

2. In situations where there is not a tie for the highest level of proficiency in technical education subjects and the tie-breaking procedure is not used, the board will designate any remaining seniors with the next highest level of proficiency in technical education subjects. Alternate scholars will be certified in order of priority.

Student Requirements

1. The student is responsible to complete an academic and career plan leading to a career in technical education.
2. The student is responsible to apply to a Wisconsin Technical School at his or her own expense.

The building principal is responsible for communicating these requirements to all students annually via the student handbook or other appropriate means.

References: Wisconsin Act 60

Adopted: December 15, 2014

The School District of Abbotsford does not discriminate on the basis of age, sex, race, color, religion, national origin (including limited English proficiency) ancestry, creed, pregnancy, marital status, parental status, sexual orientation, physical disability, mental disability, emotional disability, learning disability, or any other reason prohibited by law.

Course Options

Resident Students Attending Individual Courses in Other Educational Institutions

Any student enrolled full-time in a public school in the District may apply to take a course(s) in another educational institution under the “Course Options” program in accordance with state law. A student may attend no more than two courses in any semester in another educational institution under this program.

The District shall deny a resident student's application to attend a course(s) in another educational institution under the “Course Options” program if:

- The student’s application was not submitted in the manner and within the time limits established by state law;
- The course conflicts with the student's individualized education program (IEP); or
- The course does not satisfy a high school graduation requirement.

The High School Principal shall be responsible for reviewing all course applications received from District students and accepting or denying them in accordance with the criteria outlined above and established District procedures.

To the extent required by any state law or by any Department of Public Instruction (DPI) regulation or procedure, the District shall process the “Course Options” application of any nonresident student whose primary school enrollment and attendance is within the public schools of the District as though the student were a resident student seeking to take a course outside the District. In other words, in any situation where the District is required to fulfill the requirements of a resident school district under the “Course Options” program, the District shall do so.

Nonresident Students Attending Individual Courses in the District

Nonresident public school students residing within the State of Wisconsin may apply to take a course(s) in the District under the “Course Options” program in accordance with state law and established procedures. Students may attend no more than two total courses in the District and/or in other educational institutions under the “Course Options” program during any semester. The District will deny any application that is not submitted in the manner and within the time limits established under state law and applicable District procedures.

The High School Principal shall be responsible for reviewing all course applications received from nonresident students under this policy and for accepting or denying them in accordance with the same criteria that is used for making course-related eligibility decisions for students who are District residents (e.g., space availability in the course, meeting course prerequisites, academic requirements, conduct-related requirements, etc.). Preference shall, however, be given for attendance in a course to any otherwise-eligible student whose primary school enrollment and attendance is within the public schools of the District and to residents of the District who are otherwise entitled to apply to take the course under state law or under any Board policy. If the District receives more nonresident student applications to attend a course than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established procedures.

The District shall provide equal opportunities for students with disabilities to attend courses in the District under the “Course Options” program. However, if a question arises as to possible course

accommodations or modifications for a student with a disability, or as to the District's ability to implement the student's IEP, the District shall contact the student's parent or guardian and involve representatives of the school(s) responsible for the student's current IEP to the extent necessary and appropriate.

Nonresident students attending courses in the District will have all of the rights and privileges of similarly-situated resident students and will be subject to the same policies and rules as similarly-situated resident students, except that the District shall not charge to or receive from the student any payment other than the payment that the student's resident school district makes to the District pursuant to state law.

Provisions Applicable to All Students Seeking to Attend Courses under this Policy

Transportation to and from any course(s) taken under this policy shall be the sole responsibility of the student's parent or guardian, unless state or federal law otherwise requires the student's resident school district or the educational institution that is offering the course to provide transportation.

Following the District's initial acceptance of any course application(s) under this policy, the parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under this policy.

Legal References: Sections 118.13; 118.145(4); 118.52; 118.53 and 118.55 of the Wisconsin State Statutes

1st Reading –December 15, 2014

2nd Reading -

Adopted:

The School District of Abbotsford does not discriminate on the basis of age, sex, race, religion, national origin (including limited English proficiency) ancestry, creed, pregnancy, marital status, parental status, sexual orientation, physical disability, mental disability, emotional disability, learning disability, or any other reason prohibited by law.

343.6 - RULE

**PROCEDURES FOR HANDLING COURSE APPLICATIONS
THROUGH COURSE OPTIONS PROGRAM**Definitions

For purposes of these procedures implementing the “Course Options” program within the District, the following definitions apply:

- **District** means the School District of Abbotsford.
- **Educational Institution** includes a public school in a nonresident school district, the University of Wisconsin System, a technical college, a nonprofit institution of higher education, a tribal college, a charter school, and any nonprofit organization that has been approved by the Wisconsin Department of Public Instruction (DPI).
- **Resident School District** means the school district in which the student who is taking a course or making a course application resides for purposes of determining school attendance.
- **District Student** means a student whose primary school enrollment and attendance is within the public schools of the District (including, for example, all full-time students of the District and all students who are attending school in the District under full-time open enrollment).
- **Resident Student** means a public school student for whom the District is required to fulfill the requirements of the resident school district under the “Course Options” program when the student is seeking to take a course outside of the District.
- **Nonresident Student** means a public school student who does not reside in the District and who is permitted by law to apply to take a course in the District under the “Course Options” program.

Resident Student Applications to take Courses outside the District

Students who are seeking to take a course outside of the District under the “Course Options” program shall use the DPI-approved application form and shall initially submit the application form to the educational institution that is offering the course in the time period required by the institution. The educational institution offering the course is responsible for forwarding a copy of the application to the District, but the District recommends that the applicant contact the District to confirm that the District has, in fact, received a copy of the application.

Upon receipt of a copy of a resident student's application to attend a course(s) in another educational institution under the “Course Options” law, school office staff shall forward the application to the High School Principal for review and action. For students with disabilities who have an individualized education program (IEP), a staff person with sufficient knowledge of the requirements of the student's IEP shall be involved in processing the course application(s).

All applications received shall be reviewed using the criteria outlined in Board policy.

- If the student's application was not submitted in the manner and within the time limits established by state law, it shall be denied.
- If the course application is from a student with a disability who has an IEP, the application shall be reviewed with the IEP to determine whether the student's attendance in the course would result in a denial of a free appropriate public education (FAPE) as defined with reference to the IEP, or

otherwise conflict with the goals, placement, or other material provisions within IEP. The course application shall be denied if it conflicts with the student's IEP.

- If the course does not satisfy a high school graduation requirement, the course application shall be denied.

If the application is denied, the applicant's parent or guardian and the educational institution to which the application was made shall be notified, in writing, that the application has been denied. This notification shall be made no later than one week prior to the date the course is scheduled to commence and shall include the reason(s) for the denial and notify the parent or guardian of the applicant's right to appeal the denial to DPI.

If the District notifies the applicant that his/her application has been accepted, then the applicant's parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under the "Course Options" program.

Nonresident Student Applications to take Courses in the District

The parent or guardian of a nonresident student who wishes to take a course(s) in a public school in the District shall submit the DPI-approved application form to the District. The application shall specify the course that the student wishes to take and may specify the school(s) at which the student wishes to take the course. The District will deny the application if it is submitted more than ten (10) or less than six (6) weeks prior to the date the course is scheduled to commence.

The District shall promptly send a copy of the application to the student's resident school district, along with a request that the resident school district immediately send the District a copy of the student's relevant education records, including applicable disciplinary records.

Upon receipt of the application, it will also be forwarded internally to the High School Principal, who will be responsible for reviewing and acting on the course application. All applications shall be reviewed and acted upon using the criteria outlined in Board policy. If the District receives more registrations/applications for a course from students who are otherwise eligible to attend the course than there are spaces available, the District shall give preference in attending the course to students in the following priority order:

First Priority: District students, who shall be approved to attend the course on a rolling basis pursuant to the District's regular course registration procedures.

Second Priority: Students who, although not District students, are residents of the District and are otherwise entitled to apply to take the course under state law or under any applicable Board policy, including resident private school students and District residents attending home-based private education programs who apply to attend the course under any part-time public school attendance option established by state law, provided that the District has received the student's application or registration request at least thirty (30) days prior to the date the course is scheduled to begin.

Third Priority: If there is still space in the course for additional students, but there are more pending course applications that have been submitted by students who do not reside in the District than there are spaces available, the determination of which remaining students to accept shall be made on a random basis. Student names will be drawn in an unidentifiable fashion to establish a priority list.

Not earlier than after the District processes the “Second Priority” group of District residents, as identified above, and no later than one week prior to the date the course is scheduled to commence, the District shall notify the nonresident applicant and the resident school board, in writing, of whether the application has been accepted or denied. If accepted, the acceptance shall identify the school at which the student may attend the course. The acceptance applies only for the following semester, school year, or other session in which the course is offered. If the application is denied, the notice shall include the reason for the denial and notify the parent or guardian of the applicant’s right to appeal the denial to the DPI.

If the District notifies the applicant that his/her application has been accepted, then the applicant’s parent or guardian must provide timely written notice to the District confirming the student’s intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under the “Course Options” program.

Appeals of Course Denial Decisions

The parent or guardian of any student whose course application was denied by the District may appeal the decision to the DPI within 30 days of notification of denial from the District.

1st Reading – December 15, 2014

2nd Reading –

Adopted:

The School District of Abbotsford does not discriminate on the basis of age, sex, race, religion, national origin (including limited English proficiency) ancestry, creed, pregnancy, marital status, parental status, sexual orientation, physical disability, mental disability, emotional disability, learning disability, or any other reason prohibited by law.

Fd	Obj	Obj	November 2013-14	November 2014-15	2014-15	2014-15	Unencumbered	2014-15 FYTD
			Monthly Activity	Monthly Activity	Revised Budget	FY Activity	Balance	Unencumbered Bal
10	310	PURCHASED PERSONAL SERVICES	0.00	0.00	3,000.00	310.00	2,690.00	2,690.00
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	1,337.27	703.00	8,000.00	703.00	7,297.00	7,297.00
10	353	POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
10	355	TELEPHONE & TELEGRAPH	0.00	0.00	0.00	0.00	0.00	0.00
10	---	ELEMENTARY SCHOOLS	1,337.27	703.00	11,000.00	1,013.00	9,987.00	9,987.00
10	310	PURCHASED PERSONAL SERVICES	992.40	340.40	36,902.00	11,128.39	26,852.20	26,852.20
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	2,666.80	1,965.12	39,844.00	10,605.12	30,259.83	30,259.83
10	353	POSTAGE/CARTAGE	0.00	30.52	9,000.00	6,829.44	5,180.33	5,180.33
10	355	TELEPHONE & TELEGRAPH	0.00	0.00	0.00	0.00	0.00	0.00
10	---	MIDDLE/SENIOR HIGH SCHOOLS	3,659.20	2,336.04	85,746.00	28,562.95	62,292.36	62,292.36
10	310	PURCHASED PERSONAL SERVICES	400.00	400.00	3,500.00	400.00	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	400.00	400.00	17,500.00	400.00	15,150.00	15,150.00
10	310	PURCHASED PERSONAL SERVICES	35,083.45	21,564.19	379,140.00	164,614.06	217,238.75	217,238.75
10	331	GAS FOR HEAT	1,989.67	4,899.44	125,000.00	14,578.65	113,078.19	113,078.19
10	336	ELECTRICITY FOR OTHER THAN HEA	9,757.64	10,364.87	122,000.00	45,510.05	75,811.86	75,811.86
10	337	WATER	1,632.40	1,675.30	24,000.00	7,623.20	17,963.00	17,963.00
10	338	SEWERAGE	1,873.79	1,914.70	23,000.00	9,045.26	15,806.96	15,806.96
10	341	PUPIL TRAVEL	25,554.24	25,928.00	245,352.00	129,640.00	141,640.00	141,640.00
10	348	VEHICLE FUEL	616.02	1,022.51	6,000.00	2,203.10	4,062.90	4,062.90
10	353	POSTAGE/CARTAGE	0.00	157.46	1,023.00	311.23	711.77	711.77
10	355	TELEPHONE & TELEGRAPH	911.02	733.12	11,000.00	4,410.92	6,590.14	6,590.14
10	381	PAYMENT TO MUNICIPALITY	594.30	498.95	6,000.00	2,494.75	4,004.20	4,004.20
10	---	DISTRICT-WIDE	78,012.53	68,758.54	942,515.00	380,431.22	596,907.77	596,907.77
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	382.50	211.50	2,175.00	886.50	1,288.50	1,288.50
27	341	PUPIL TRAVEL	2,625.00	3,470.75	20,387.00	10,286.98	12,477.52	12,477.52
27	---	DISTRICT-WIDE	3,007.50	3,682.25	22,562.00	11,173.48	13,766.02	13,766.02
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	0.00	0.00	0.00	0.00
80	353	POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
80	---	DISTRICT-WIDE	0.00	0.00	0.00	0.00	0.00	0.00

	November 2013-14	November 2014-15	2014-15	2014-15	Unencumbered	2014-15 FYTD
Fd Obj Obj	Monthly Activity	Monthly Activity	Revised Budget	FY Activity	Balance	Unencumbered Bal
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	48.19	55.83	1,200.00	123.20	1,076.80	1,076.80
99 336 ELECTRICITY FOR OTHER THAN HEA	126.86	144.02	1,500.00	481.41	1,007.56	1,007.56
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	45.07	47.80	9,600.00	249.42	9,350.38	9,350.38
99 381 PAYMENT TO MUNICIPALITY	7.83	0.00	0.00	0.00	0.00	0.00
99 --- MIDDLE/SENIOR HIGH SCHOOLS	227.95	247.65	13,300.00	854.03	12,434.74	12,434.74
Grand Expense Totals	86,644.45	76,127.48	1,092,623.00	422,434.68	710,537.89	710,537.89

Number of Accounts: 120

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

**SCHOOL DISTRICT OF ABBOTSFORD
2015-2016 BUDGET TIMELINE**

FORM B

(88)

Each employee is responsible for submitting the following by January 30th, 2015:

- 1) Submit completed Travel Budget Requisition-((Form D) (Objects 341, 342, & 345)) – ONLY IF APPLICABLE
- 2) All other budget requisitions entered into Skyward (Form E).
- 3) Submit completed Budget Request Summary (Form F).

Objects 341, 342, and 345 (Form D), are the only objects that are budgeted using paper forms. All other objects are entered into Skyward.

BUDGET TIMELINE:

January:

January 20th – Budget entry training– Bring your completed budget summary sheet, order details, and your lap top.
AND/OR

January 22nd – Budget entry training – Bring your completed budget summary sheet, order details, and your lap top.

January 30th –All budget requisitions and forms are due! (as described above)

February:

February 9th – Due to the District Office

- All 441, 471, 472, 551 and 561 budget summaries prepared by Building Principals (Mr. Bargender and Mr. Gunderson), Technology Administrator (Mrs. Kolb), Maintenance (Mr. Hill), MCCDEB (Mr. Penry) and Athletics (Mr. Welsh), summarized by function and object number for presentation to board.
- A reminder that all technology requests will be reviewed by the technology committee.

February 16th-Board Meeting

- Preliminary Board approval: 4 4 1 , 471, 472, 551 and 561

March:

March 16th-Board Meeting

- Preliminary budget review for all functions and objects.

March 31st – Final day to approve 2014-2015 purchase orders for all objects, **INCLUDING SUPPLIES.**

April:

April 7th – Purchase preparation – Bring your completed budget summary sheet, order details, and your lap top.
AND/OR

April 9th – Purchase preparation – Bring your completed budget summary sheet, order details, and your lap top.

TIPS:

It is important that all budgetary requests are entered correctly. Please read the definitions of the object numbers (Form C) before submitting. Most common object numbers for staff include the following:

- General Supplies (411) - Again this year, the district is requesting that you submit a zero-percent budget increase for all requests. Specific needs that fall under 411 requests which exceed the allowable zero-percent budget increase will be considered on an individual basis to be reviewed by the principal.
- Computer Software Programs (435) - These requests along with 551 and 561 technology specific requests will be reviewed by the technology committee.
- Non-capital assets (441) - Items that have the characteristics of equipment but with a small unit costs (items less than \$ 5,000.00). Included here are containers, desks, other building furnishings, measuring devices, tools, and equipment.
- Textbooks (471) and Workbooks (472) - These budgets should align with anticipated numbers and adopted curriculums.
- Equipment New (551) and Equipment Replacement (561) – for individual items over \$ 5,000.00 each. When budgeting for 551 and 561 requests, it is important that requests are prioritized. Requests will be considered following a building principal review and presented to the board at the February meeting for consideration.

PRIORITIZE:

Prioritize budget requests with # 1 being essential, # 2 necessary, and # 3 lowest priority. This means that there should be 1's, 2's, and 3's on your budget request description line. If there are only priority #1's identified, your budget may be returned for reworking.

USE APPROVED VENDOR:

These vendors provide reliability as well as the best price, service, and transportation costs. If you need to request a new vendor, please complete the New Vendor Request Form (Form G) and turn into the district office as soon as possible.

Questions should be directed to the following:

- Gary Gunderson (Elementary)
- Ryan Bargender (Middle/High School)
- Jason Penry (MCCDEB)
- Julie Kolb (Technology)
- Reed Welsh (EC-12 Operations and Programs)

Michael Sazama

2072 State Hwy 29
Athens, WI 54411

Phone: (715) 507-0194

Email: mikesazama65@gmail.com

9

November 18, 2014

Mr. Reed Welsh
Abbotsford High School
307 N 4th Ave
Abbotsford, WI 54405

Dear Mr. Welsh:

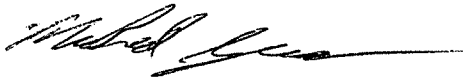
Please consider me for the Abbotsford Freshman Basketball coaching position. I have experience teaching both at the middle and high school levels, and this coupled with my knowledge of basketball and strong verbal communication skills would make me an excellent addition to your team.

I am currently student teaching in the Colby School District, and will be graduating from the University of Wisconsin-Stevens Point in December. Student teaching has given me the opportunity to connect and communicate with students at a level that they respond to. While connecting with students in the classroom, I have also had to motivate them to try harder and excel when, at times, they may not want to. These motivational skills are an important trait to have in coaching high school athletics.

My past experience with athletics also puts me in a position to be a coaching candidate. While in high school I was captain of the football team both my junior and senior year, and was also captain of the basketball team my senior year. Along with participating in high school athletics I have also volunteered with the Abbotsford Football team in the summer which taught me how to conduct practice as well as game management skills.

The above experiences and others listed on my resume qualify me for the freshman coaching position. Please contact me for an interview at (715)507-0194 or at mikesazama65@gmail.com. I look forward to hearing from you.

Sincerely,



Michael Sazama

Michael Sazama

2072 State Hwy 29
Athens, WI 54411

Phone: (715) 507-0194

Email: mikesazama65@gmail.com

Objective:

To obtain the Abbotsford Freshman Basketball coaching job that will utilize my education and communication skills.

Education:

- **University of Wisconsin – Stevens Point** Anticipated: December 2014
Teaching Major: Broadfield Social Science GPA: 3.78/4.0
Teaching Minor: History
Highest Honors: Spring 2014
High Honors: Spring 2013, Fall 2013
Honors: Fall 2012
- **University of Wisconsin – Marshfield/Wood County** May 2012
Associate of Arts and Science
Dean's List: Fall 2010, Spring 2011

Anticipated Wisconsin Licensure:

- EA-A (Ages 10-21) Broadfield Social Science (73-701)

Student Teaching Experience:

- **Colby High School**, Colby, WI- US History, Citizenship, Psychology Fall 2014
 - Create daily lesson plans within US History, Citizenship, and Psychology
 - Handle behavioral issues within the classroom
 - Meet with the Curriculum Council to discuss the curriculum within Colby High School
 - Participate in Student Support Team (SST) Meetings and exchanged ideas with students and parents to create a better learning environment
 - Partook in Parent/Teacher Conferences

Classroom Practicum Experience:

- **Abbotsford Middle School**, Abbotsford WI Fall 2013
Social Studies, Mr. Knapmiller
- **Abbotsford Middle School**, Abbotsford, WI Fall 2013
6th-8th grade/Social Studies, Mr. Knapmiller
- **PJ Jacobs Jr. High**, Stevens Point, WI Fall 2012
7th grade/Social Studies, Mrs. Skarsten

Related Experience:

- **Abbotsford Volunteer Football Coach**, Abbotsford, WI August 2012, 2013, 2014

Michael Sazama

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Awards and Activities:

- Wausau-Stettin Mutual Scholarship 2010
- Ray Mannerter Memorial Scholarship 2010
- Howard Kramer Scholarship 2010
- Abbotsford Lions Student of the Quarter Award 2010
- Abbotsford Education Association Scholarship 2010
- Kurt Sundermeyer Memorial Scholarship 2010

Other Work Experience:

- **Parts Handler** 2010-2014
CARQUEST, Marshfield, WI
- **Laborer** 2007-present
Darnell Sazama Trucking LLC, Athens, WI

References:

- **Mr. Jacob Knapmiller**, Abbotsford Middle School Social Studies Teacher
(715)790-0602
jknapmiller@gmail.com
- **Mrs. Kristy Smazal**, CARQUEST, Supervisor
(715)305-2814
- **Mrs. Stacy Henaman**, High School History Teacher
(651)208-1202
shenaman@colby.k12.wi.us