

**SCHOOL DISTRICT OF ABBOTSFORD
REGULAR BOARD OF EDUCATION MEETING
Community Room
June 16, 2014
*6:30 P.M.***

1. Call to Order
2. Roll Call
3. Notice of Proper Posting
4. Public Participation
5. Administrative Reports/Updates-Welsh
 - WECAN•Other
 - A. Principals -Barth/Gunderson
 - B. Summer School Update-Gunderson
 - C. Maintenance Update – Hill
 - D. School Counseling Department Report-Lori Huther, School Counselor
 - E. District Assessment Coordinator (DAC)-Lori Huther
 - F. Reading Specialist Report-Tina Boneske, District Reading Coordinator
 - G. Title 1 Report-Tina Boneske, District Title Coordinator
 - H. CESA 10
 - Board of Control Meeting Minutes-April 10, 2014
 - I. Marathon County Children with Disabilities
 - Board Highlights-May 15, 2014
 - 2014-2015 Benchmark
 - J. Rural Virtual Academy
 - Board of Governance Minutes-May 21, 2014
 - K. Student Achievement
 - L. Athletic Director Report

6. CONSENT AGENDA

- A. Approve Minutes of Meetings –
 - May 19, 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. 2013-2014 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. Proclamations/Resolutions/Recognition
 - All-Conference Baseball
 - All-Conference Softball
 - All-Conference Track

OLD BUSINESS

7. Policies-None
8. Budget, Contracts, Bids, and Proposals
 - A. 2013-2014 Budget
 - (1). Utility Report (Expenditures by Function)
 - (2). NTC Marketing Academy Reconciliation
 - (3). NTC Health Academy Reconciliation
 - (4). Falcon Enterprises Alternative High School (FEAHS) Reconciliation
 - B. 2014-2015 Budget
 - (1). 2014-2015 Debt Service Levy Update
 - (2). Revenue Limit Worksheet Update

NEW BUSINESS

9. Personnel
 - A. Math Interventionist Recommendation Discussion/Approval
 - B. Head Varsity Volleyball Recommendation Discussion/Approval
 - C. Resignation Elementary Discussion/Approval
 - D. Resignation-Middle/Senior High Principal Discussion/Approval
 - E. Reading Interventionist Position Update
10. Elementary Staffing Assignments Discussion/Approval
11. Foreign Exchange Student Application Discussion/Approval
12. Convene into executive session pursuant to WI. Stat. 19.85 (1) (c) "Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the government body has jurisdiction or exercises responsibility."
 - A. Personnel
 - (1). Middle/Senior High Candidate Consideration
 - (2). District Technology Support Consideration
13. Reconvene In To Open Session and Take Action on Items Discussed in Executive Session, If Any
14. Adjourn

Reminder

July 21 , 2014

Regular Monthly Board Meeting

6:30 P.M.

Community Room

Date: **June 16, 2014**
To: **Board of Education**
From: **R. Welsh**

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

RE: Update-June 16, 2014 Board of Education Meeting-6:30 P.M.

- 1. Call to Order**
- 2. Roll Call**
- 3. Notice of Proper Posting**
- 4. Public Participation**
- 5. Administrative Reports/Updates-Welsh**
 - **WECAN•Youth Risk Behavior Surveillance System•Other**
 - **WECAN**
 - The district has employed the services of WECAN for advertising job vacancies. It is an on-line application submission. Interested parties are able to view vacancies then easily submit applications and all requested information. The board will be given a short demonstration of the site and the process.
 - **Youth Risk Behavior Surveillance System**
 - District Administrators of the Clark County Schools met on May 28th at the request of the Clark County Health Department to discuss Clark County schools participating in the Youth Risk Behavior Surveillance System. The YRBS is a national survey supported by the Wisconsin Department of Public Instruction.
 - The districts of Neillsville, Colby, and Owen-Withee have participated in the survey in the past. The Clark County Health Department is asking all schools to participate in their quest to obtain aggregate data from the entire county. This will be helpful in maintain and obtaining funding county-wide to combat the issues facing our youth today.
 - All information from the survey is anonymous. Data may be extracted from the survey by school and/or class to better address specific community and/or age level issues for internal use by districts. Prior to the survey, which is administered on-line in September or October, parents will be sent an informational brochure and a parental permission form. Parents will have the opportunity to have their son or daughter opt out of the on-line survey.
 - The packet includes the agenda for the Clark County meeting, the informational brochure that will be sent to parents, and the parental permission form for your review.
- 5A. Principals' Reports-Barth/Gunderson**
- 5B. Summer School Update-Gunderson**
 - Summer School began on June 9. Almost 200 students had breakfast the first day. Usually numbers go up as we go along. I will have an updated enrollment for the meeting.
 - There are more technology based courses this summer, which makes sense as students are very interested in this area. Instructors of non-technology based courses are also incorporating technology into their lessons.
 - Prairie Fire Theatre began on the 9th. The production was on the 13th.
- 5C. Maintenance Update-Hill/Nelson**
- 5D. School Counseling Department Report-Lori Huther, School Counselor**
 - Ms. Huther has completed the 2013-2014 School Counselor Report for the board. A summary is included in your packet. Include in her report is a summary of activities for the 2012-2013 school year from the counselor department.
 - Ms. Huther will share with the board the upcoming testing suite, which includes all juniors taking the ACT test beginning with the 2014-2015 school year.
- 5E. District Assessment Coordinator (DAC) Report-Lori Huther**

- Ms. Huther has prepared information from the 2013-2014 WKCE testing. Students are identified based on the WKCE test scores as Advanced, Proficient, Basic, or Minimal.
- You can review the 2013-2014 WKCE results for Abbotsford at this website: <http://www.dpi.state.wi.us/sig/index.html>. This will take you to the DPI WINNS site. Once there, click on the red data analysis bar. Directions will guide you through the mounds of information available for your viewing. The WKCE and WAA assessment includes summaries for 3rd-8th, and 10th grade in the subject areas of reading and math. In addition, the 4th, 8th, and 10th grades summaries in language arts, science, and social studies are included. These reports are available to the public.
- Ms. Huther has provided a comprehensive summary for the board. All of the information in more detail is available at the site listed above. She has broken the information down in the attachments, A-H (Sorry, no B). Results are shared using two different comparisons based on academic subjects. The first is the 2013-2014 results compared to the prior two years per grade level. The second comparison looks at the prior two years across cohort groups. Each of the charts shows the percent of students earning proficient or advanced scores in that category. Her cover letter details what each of the attachments covers. Ms. Huther will be available Monday evening to clarify or answer questions you may have.

• *I hope you have the opportunity to review the data in your packet. Often, this kind of data can be overwhelming. If you have any questions, please don't hesitate to ask.*

5F. Reading Specialist Report-Tina Boneske, District Reading Coordinator

- Mrs. Boneske also plans on giving the board updates on DIBELS, MAPS, Level Literacy

5G. Title 1 Report-Tina Boneske, District Title Coordinator

- Mrs. Boneske and Mrs. Dallmann have submitted the Title1 13-14 report. This is part of the ESEA requirement for our Title funding and is submitted to CESA 10. Included are a class-by-class summary and a needs summary by building for the upcoming school year.
- The middle/senior high is a targeted assisted Title program. Students become eligible for the services through a combination of needs assessment and teacher referral, specific to those students that need remedial intervention in the core areas. By program definition, students must receive parental approval to participate in the program.
- The elementary school is considered a "School Wide Title Elementary." This allows the Title program to work with any student, not dependent on a needs assessment and parental approval. The Title program at the elementary can work with students at any level, including those identified within the gifted and talented program.

5H. CESA 10

- **Board of Control Meeting Minutes-April 10, 2014**

5I. Marathon County Children with Disabilities Education

- **Administrator Highlights-May 13, 2014**
- **Board Highlights-May 15, 2014**
- **2014-2015 Benchmark**
- At the June 12th administrator's meeting, Dr. Hartwig shared the 2014-15 benchmark projections. The benchmark represents an increase of \$22,619.00 (3.88%) over the 2013-2014 benchmark. Total benchmark for 14-15 is \$606,296.00.
- This year's EOY (end of year) costs were \$544,789.00, a difference of \$20,423.00 over the projected benchmark of \$583,677.00. Historically, EOY costs have been below anticipated benchmark costs. In addition, the district puts additional funds into Fund 27 for unanticipated costs associated with special education.

5J. Rural Virtual Academy

- **Board of Governance Minutes-May 21, 2014**

5K. Student Achievement

- **Elementary**
- The elementary concluded the school year with a PBIS all-school assembly. Awards were presented to deserving students.

- The elementary had its end of the year academic assembly on June 6th. Top reading awards and presidential academic awards were the highlights of the assembly.
- Planning has begun for the 2014-15 PLC's at the elementary to guide intervention and enrichment. As always, there will be some tweaks as we look to provide the best possible instruction to the students.
- The 2014-15 year will be busy as it will be year two of PBIS Tier 2, the first non-pilot year of Educator Effectiveness, the continuation of the new RTI Guidelines, and the staff working on BYOC with Lynne Maslowski to implement updated curriculum to our district.
- Mr. Barth, Mr. Powers, and Mr. Gunderson have completed calibration in Educator Effectiveness with instruction from Lynne Maslowski.
- **Middle/Senior High**
- The CPM curriculum for middle school has arrived and staff is beginning to map out a plan. This summer there are CPM workshops around the state that our math department is encouraged to attend.
- RtI- All of our RtI will be under our PLC model to answer the 4 essential questions. Our model is on the right track and the committee feels very good on where we are. Development of the RtI model will continue.
- F.I.T.- We needed to limit the number of meetings, passes, and students transitioning from F.I.T's so we restructured expectations. The goal is to structure F.I.T. even more to support students. According to available data, the expectations of F.I.T. were a success.
- PBIS- Data continues to show a downward cycle in all behavioral areas. Incentive day was held on our last day which was June 6th. We had buckets next to prizes and students were able to choose what bucket to put their name into. Prizes included: Kalahari pass, Brewers tickets, movies, iTunes card, County Market card, and much more.
- Math, Science and English Enrichment continues to be a success. Staff feels the enrichment opportunities and support provided to students has increased student success and reduced our D and F list significantly.

5L. Athletic Director's Report.

- The Booster Club Golf Fundraiser was a success. Over fifty golfers participated. Minor weather inconveniences occurred but not enough to spoil the event. Thanks to all who participated, sponsored, or helped out.
- Summer events have begun for all sports already. Camps and summer leagues are underway. The student/athletes have multiple opportunities to improve their skills and athleticism throughout the summer.
- The fall athlete/parent code meeting will be on August 4 at 6:00.
- Football begins on August 5th, swimming on August 12th, and volleyball and cross country on August 18th.
- Summer concussion forms were handed out to students who are going to participate in summer camps, sports, etc. during a short coach/athlete meeting.
- Code/Eligibility Update- Quarter 4 D & F list is out and academic violations will be sent this summer.

6. Consent Agenda

6A. Approve Minutes of Meetings-

- **May 19, 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. 2013-2014 Substitute List (Approve Update List)

6G. Grant Applications and Approval-None

6H. Out of State Travel-None

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

6J. Proclamations/Resolutions/Recognition

- **All-Conference Baseball**
- Michael English-1st Team
- Eric English-2nd Team
- **All-Conference Softball**
- Brooklyn Gunderson-1st Team
- Sabrina Branstiter-Honorable Mention
- **All-Conference Track**
- Heloise Ginier-Honorable Mention 4x800, 400 M, 4x400
- Morgan Wogernese-Honorable Mention 4x800, 800 M, 4x400, Sectional Qualifier 800
- Paige Kocian-Honorable Mention 4x800, 800 M, 4x400
- Grace Hughes-Honorable Mention 4x800
- Makenzie Klieforth-Honorable Mention Shot, 4x200, Sectional Qualifier 4x200
- Zoe Kremsreiter-1st 300 Hurdles, 2nd 4x100, Honorable Mention 100 Hurdles, Sectional Qualifier 4x100 and 300 Hurdles
- Jonathon Busse-Honorable Mention Triple Jump
- Jaelyn Friedenfels- 2nd 4x100, Honorable Mention 100 M, 200 M, Sectional Qualifier 100, 200, 4x100
- Dylan Bloch-Honorable Mention Shot, Discus
- Dakota Rau-Honorable Mention 1600 M, 800 M, 4x400, Sectional Qualifier 800, 1600
- Jacob Lavin-2nd Place Discus, Honorable Mention HJ, 4x100, Sectional Qualifier High Jump, 4x100
- Jennifer Maki-2nd 4x100, Honorable Mention 4x200, Sectional Qualifier 4x100, 4x200
- Cheyenne Riemer-Honorable Mention 4x200, 4x400, Sectional Qualifier 4x200
- Sam Fuentes-Honorable Mention 4x200, Sectional Qualifier 4x200
- Ellie Carpenter-2nd 4x100, Sectional Qualifier 4x100
- Colten Voss-Honorable Mention Shot
- Nikolas Streveler-Honorable Mention 4x100, 4x400, Sectional Qualifier 4x100
- Kasey Kollmansberger-2nd Shot, Honorable Mention 4x100, Sectional Qualifier Shot Put, 4x100
- Aaron Leiby-2nd 2x200, Honorable Mention 4x100, 4x400, Sectional Qualifier 4x100
- Kelsea Kollmansberger-Honorable Mention Discus
- Brock Halopka-2nd 2x200, Honorable Mention 200 M, 4x400
- Kaitlyn Belanger-2nd 1600 M, Honorable Mention 3200 M, Sectional Qualifier 1600. 3200
- Emma Seefluth-Honorable Mention 4x200
- Edgar Cruz-2nd 4x200
- Jake Thompson-2nd 4x200
- Josie Jakel-Honorable Mention 3200 M
- Dillon Novak-2nd 3200 M, Honorable Mention 1600, Sectional Qualifier 3200
- Nate Kunze-Honorable Mention
- Trevor Gorst-Honorable Mention
- Autumn Schreiner-2nd Team
- Alyssa Waller-Honorable Mention

7. Old Business

7A. Policies-None

8. Budget, Contracts, Bids, and Proposals

8A. 2013-2014 Budget

8A(1). Utility Report (Expenditures by Function)

8A(2). NTC Marketing Academy Reconciliation

- JoAnn has prepared the final reconciliation for the NTC Marketing Academy hosted by Abbotsford.
- A reminder to the board that the funding model for the academy programs is similar to the funding model implemented for FEAHS and the Rural Virtual Academy. Each of the , five

participating consortium schools pay a \$2,000.00 participation fee, with the remainder of the expenses pro-rated by participation in the form of enrollees.

8A(3). NTC Health Academy Reconciliation

- JoAnn has prepared the final reconciliation for the NTC Health Academy hosted by Abbotsford.

8A(4). Falcon Enterprises Alternative High School (FEAHS) Reconciliation

- JoAnn has prepared the final reconciliation for 2013-2014 FEAHS fiscal year. Each school is charged a \$5000.00 commitment/participation fee. The remaining costs were pro-rated based on the number of .5 credits attempted. Costs are broken down on the reconciliation report.

8B. 2014-2015 Budget

8B(1). 2014-2015 Debt Service Levy Update

- In the packet is an updated payment schedule for the Series 2008 General Obligation Bonds. The updated schedule shows the effects of the defeasance payments over the last two years and its impact on the total levy and total payments through 2028.
- The original scheduled payment for 2015 was \$767,075.00. (A reminder that the levy approved by the board in October of 2014 is for the payments due in March and September of 2015.) The revised payment as a result of the 2013 and 2014 defeasance is \$736,875.00, a reduction of \$30,200.00.
- The total defeased investment of \$853,200.00 the past two years has the net effect of a \$332,200.00 savings over the course of the bond issue. This is indicated by difference of the total annual payments on the bottom of the page. The revised schedule indicates total payments equaling \$10,738,366.25. The original total payment was scheduled to be \$11,923,766.25, a difference of \$1,185,400.00. Subtracting the investment of the defeasance by the district in the amount of \$853,200.00 from the difference in the total scheduled payments, results in the \$332,200.00 savings.
- **8B** I have included an updated Revenue Limit worksheet in your packet that includes the proposed \$75 increase in per pupil spending for 2013-2014. The unknowns remain as usual for this time of year in making predictions. Those include the equalization (general aid) estimated due to districts on July 1, the third Friday in September enrollment count, and the October certification of both property values and final equalization aid amounts.
- Those districts that qualified were given estimates of the 2013-14 and 2014-15 State Aid to High Poverty Districts. This is a state allocated in the amount of \$16,830,000. To qualify, districts must have a free and reduced population of 50% or greater (Abbotsford is 70%). Statewide, there are 110 eligible districts. The amount is then divided by the number of students statewide and proportionately distributed to the districts. The estimated allocation for Abbotsford is the next fiscal biennial budget is \$41,620. In the 2011-2013 budget, Abbotsford's allocated amount was \$46,558, a negative difference of \$4,938.00.
- Line 15A represents the referendum approved debt. The board has had the ability to mitigate the debt payment to lower the levy and the impact on the mill rate. I would anticipate the opportunity to do the same in the upcoming budget year.

(2). Revenue Limit Worksheet Update

- I have included an updated Revenue Limit worksheet in your packet that includes the proposed \$75 increase in per pupil spending for 2014-2015. The 2014-2015 allowable per pupil spending is \$9,680.80. The unknowns remain as usual for this time of year in making predictions. Those include the equalization (general aid) estimated due to districts on July 1, the third Friday in September enrollment count, and the October certification of both property values and final equalization aid amounts. The revenue limit worksheet reflects a student enrollment increase of eight, which is our current enrollment projection for the upcoming school year. For estimating purposes, the district valuation represents a 0% increase a minimal increase of \$40,000 in state aid, and an average figure of \$25,000.00 of Transfer of Service allowable expenditures.
- The 2014-15 State Aid to High Poverty Districts remains the same as 2013-14, \$41,620.00. To qualify, districts must have a free and reduced population of 50% or

greater (Abbotsford is 70%). Statewide, there are 110 eligible districts. The amount is then divided by the number of students statewide and proportionately distributed to the districts.

- Line 15A represents the referendum approved debt, which, explained above, is less than originally scheduled. The board has had the ability to mitigate the debt payment to lower the levy and the impact on the mill rate. I would anticipate the opportunity to do the same in the upcoming budget year.
- The total levy at this time is estimated to be a \$57,409.00 increase (3.02%).
- 2013-14 Levy: \$1,897,048.00 Mill Rate: .01022260
- Estimated 14-15 Levy: \$1,954,507.00 Mill Rate: .01110765

New Business

9. Personnel

9A. Math Interventionist Position Recommendation

Discussion/Approval

- Recommending Sara Nelson for the position.

9B. Head Varsity Volleyball Recommendation

Discussion/Approval

- The district received two applications for the position. Mr. Gunderson and I interviewed Lee Schreiber. During the interview we were made aware of Mr. Schreiber's work schedule, leaving him unavailable until 4:30 most afternoons for practice. A concern of the administrative team was girls left unsupervised between the end of the school day until practice started. Options were considered concerning practice times, schedules, and personnel. At that time, we discussed with Mr. Schreiber the possibility of co-coaches and the options that would provide.
- The administrative team is recommending Lee Schreiber and Chris Rau as Coach/Co-Coach for the Varsity Volleyball position. Mr. Schreiber and Mrs. Rau had the opportunity to discuss this and formulate a plan that works for practice schedules and division of duties and responsibilities.
- The packet includes a calendar of all practices through the season that accommodates most of the concerns. The C-team, which would be comprised mostly of freshmen and sophomores start their practices after school at 3:30. With the JV and Varsity teams beginning practice at 4:30, there would be enough time and opportunity for those student/athletes to go home if needed. In addition, the older team members usually have the means to get home and return because of their ability to drive.
- Also included in the packet is a delineation of duties list between the Coach and Co-Coach. Mr. Schreiber and Mrs. Rau have identified the responsibilities and are in agreement that the responsibilities can be shared as listed.

9C. Resignation Elementary

Discussion/Approval

- Cassie Lewan, 1st grade teacher, has accepted a position in Colorado. The 2013-2014 school year was her first year teaching.

9D. Resignation-Middle/Senior High Principal

Discussion/Approval

- Mr. Barth has accepted a position as Middle School Principal in Bloomer, Wisconsin. Mr. Barth has been with the district for two years.

9E. Reading Interventionist Position Update

- The packet includes the job posting for the Reading Interventionist position. To date, the district has not received any applications.

10. Elementary Staffing Assignments

Discussion/Approval

- Due to shifting SAGE numbers, the most recent resignation, and requests for re-assignments, the administrative team is recommending the 2014-2015 Elementary teaching staff grade assignments. Mr. Gunderson has been in contact with all involved.
- To date, the numbers in the incoming Kindergarten class do not require a fourth SAGE teacher. With 54 students currently enrolled, the district meets the 18:1 SAGE ratio. One student is identified as special needs that will be assigned to Sarah Hauge, giving the district minimal flexibility with the possible addition of one student. At this time, the district will not be replacing the open position as a result of the recent resignation. That

position has been posted creating a list of potential candidates, should the district need to fill that position because of new enrollees in Kindergarten.

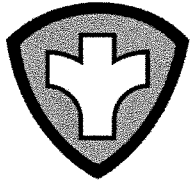
11. Foreign Exchange Student Application

Discussion/Approval

- Policy 354, International Exchanges states "Foreign exchange students register through the guidance office and are presented to the Board of Education for acceptance prior to enrollment." Todd and Jessica Weich have agreed to host a female student from Germany through the Youth for Understanding USA exchange program. The district has successfully worked with this organization in the past.
- The timing of the requests meets the board policy requirements that are outlined in Policy 422.1, Admission of Foreign Exchange Students. The district has accepted exchange students that have not met the deadlines established by policy in the past, but not without consultation with both the host family and the exchange agency. This year, the district had two foreign exchange students spend the year with host families. It would not be unusual to have more requests come to the attention of the high school guidance/principal's offices prior to the start of the school year. Each of these requests is reviewed extensively before any exceptions to the policy are made.
- Recommending approval.

Reminders

July 21, 2014 Regular Monthly Board Meeting 6:30 P.M. Community Room



Public Health
Prevent. Promote. Protect.

Clark County Online Youth Risk Behavior Survey Meeting (OYRBS)

Loyal City Hall
301 N Main Street
Loyal

Wednesday, May 28, 2014
09:00AM

- Introductions/Welcome
- Online Youth Risk Behavior Survey Assessment
- Overview of a Clark County Wide OYRBS
- Partnerships
- Benefits of Participating in a County Wide OYRBS
- Discussion/Questions
- Next Steps



Youth Risk Behavior Surveillance System: System Overview

What is the Youth Risk Behavior Surveillance System (YRBSS)?

The YRBSS was developed in 1990 to monitor priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States. These behaviors, often established during childhood and early adolescence, include

- Behaviors that contribute to unintentional injuries and violence.
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection.
- Alcohol and other drug use.
- Tobacco use.
- Unhealthy dietary behaviors.
- Inadequate physical activity.
- In addition the YRBSS monitors the prevalence of obesity and asthma.

From 1990 through 2011, the YRBSS has collected data from more than 1.7 million high school students in more than 800 separate surveys.

What are the purposes of the YRBSS?

The YRBSS was designed to

- Determine the prevalence of health risk behaviors.
- Assess whether health risk behaviors increase, decrease, or stay the same over time.
- Examine the co-occurrence of health risk behaviors.
- Provide comparable national, state, territorial, tribal, and local data.
- Provide comparable data among subpopulations of youth.
- Monitor progress toward achieving the Healthy People objectives and other program indicators.

What are the components of the YRBSS?

The YRBSS includes national, state, territorial, tribal government, and local school-based surveys of representative samples of 9th through 12th grade students. These surveys are conducted every two years, usually during the spring semester. The national survey, conducted by CDC, provides data representative of 9th through 12th grade students in public and private schools in the United States. The state, territorial, tribal government, and local surveys, conducted by departments of health and education, provide data representative of mostly public high school students in each jurisdiction.

The YRBSS also includes additional surveys conducted by CDC:

- A 2010 study to measure physical activity and nutrition-related behaviors and determinants of these behaviors among a nationally representative sample of high school students.
- A series of methods studies conducted in 1992, 2000, 2002, 2004, and 2008 to improve the quality and interpretation of the YRBSS data.
- The National Alternative High School Youth Risk Behavior Survey conducted in 1998 among a representative sample of almost 9,000 students in alternative high schools.
- The National College Health Risk Behavior Survey conducted in 1995 among a representative sample of about 5,000 undergraduate students.

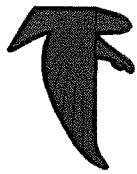
Where can I get more information? Visit www.cdc.gov/yrbss or call 800–CDC–INFO (800–232–4636).



National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health



A TRADITION OF EXCELLENCE

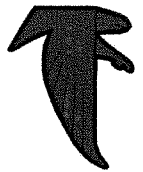


SCHOOL DISTRICT OF ABBOTSFORD

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

OUR CHILDREN, OUR FUTURE

510 WEST HEMLOCK STREET
ABBOTSFORD WI 54405



LUCAS BARTH

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

REED WELSH

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

GARY GUNDERSON

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

PARENTAL PERMISSION FORM

The School District of Abbotsford is taking part in the Wisconsin Online Youth Risk Behavior Survey sponsored by Clark County Health Department. The survey will ask about the health behaviors of 9th and 11th grade students throughout the county. The survey will ask about behaviors that result in unintentional and intentional injuries, tobacco use, and alcohol and other drug use. It will also ask about sexual behaviors that may result in HIV infection, other sexually transmitted diseases, and, unwanted pregnancies and dietary behavior and physical activity.

Students will be asked to fill out a computer-based questionnaire that takes about 25 minutes to complete. They will take the survey during regular class time.

Completing this anonymous survey will cause little or no risk to your child. The only potential risk is that some students might find certain questions to be sensitive. The survey has been designed to protect your child's privacy. Students will not put their names on the survey. Also, no class or student will ever be mentioned by name in a report of the results. Your child will get no benefit right away from taking part in the survey. However, the results of this survey will help children in the future by influencing health and safety programs.

We would like all selected students to take part in the survey, **but the survey is voluntary**. No action will be taken against you, or your child, if your child does not take part. Students can skip any question that they do not wish to answer. In addition, students may stop participating in the survey at any point without penalty.

Please see the enclosed overview with more facts about the survey. If your child's teacher or principal cannot answer your questions about the survey, the high school office at 715-223-2386 to speak to the principal.

Please read the section below. **If you do not want your child to take part in the survey, check the box, sign and date the form and return the form to the school no later than _____**. Signing and returning this form will dismiss your child from taking the survey. If you have no objection to your child taking part in the survey, you should do nothing with this form.

Thank you.

Child's name: _____ Grade: _____

I have read this form and know what the survey is about.

☐ My child **may not** take part in this survey.

Parent's signature: _____ Date: _____

Phone number: _____

Meeting Date: June 16th

Principal Update-

Finals were conducted on Wednesday, June 4th and Thursday, June 5th. Students and staff were very flexible with the schedule and time changes. Friday was a ½ day with students which involved end of the year clean-up and PBIS award presentations. Staff and students should be commended for the minimal disruptions in student learning and achievement through the last few weeks of school.

PBIS Incentives- During our final day of school we held a “Falcon Ball” tournament. Teams were registered to participate in a dodgeball tournament, including a faculty team. The entire student body and staff enjoyed watching and participating. It was a fun way to celebrate a successful year on many different levels.

The D & F List continues to be reduced because of the interventions in place. Moving forward to next year, the D & F list goal is to have “0” students on the list. High school “F” list included 4 students and middle school 3 students.

Elementary Principal's Report-June 2014

The end of the year events all ran very smoothly. The last week was very busy but very successful as well.

Yearly reports are being finished and will be sent to the DPI soon. One is the yearly SAGE expenditure report. Another is the School Performance Report.

Scheduling for next year has begun as we are setting up dates for Picture Day, Vision and Hearing Screening, among others.

Abbotsford School District June 2014 Custodial / Maintenance Report

Personnel Information

In the last month we have used a total of six personal or vacation days.

Training Conducted

Our monthly safety meeting on Lockout/Tagout was held on Monday, May 19, in the district conference room. The meeting was held at 5:10pm. We viewed the SafeSchools video and completed the short quiz afterwards. We then briefly discussed our own areas, and as with the electrical video, we have some work to do.

Inspections

Four inspections were conducted in the last month.

Projects Progress

- Beginning the track and asphalt sealing projects the week of June 6. The door and roof projects will begin later.
- Began our summer work on June 9, along with the start of summer school.

Comments

Thanks again for your continued support.

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

Randy Hill
Building & Grounds Manager

To: School Board
From: Lori Huther
Date: June 16, 2014

SD

School Counselor Report

Classroom Guidance Lessons

With the implementation of English 11 and English 12 classes, I now have the opportunity to go into classes. I was already going into the English 9 and English 10 classes.

At the beginning of school:

English 9- welcome students and go over a transcript of a graduated student to explain the importance of all classes taken in high school.

English 10- welcome students, go over their personal transcripts to review how their freshman year went, what their GPA is and their class rank, along with sophomore classes.

English 11- Day 1 welcome students, "Counselor to Juniors", Wisconsin Education Fair (WEF) permission slip, and their personal transcripts. In the computer lab we registered for the WEF and begin registration for the ACT.

September Day 2 we finished ACT registration and did free test prep on the website.

March & May ACT Prep Class

English 12- Day 1 & 2 "Counselor to Seniors" and their personal transcripts. College Applications-In the computer lab students worked on one University of Wisconsin Application and one Wisconsin Technical School Application-students turned in applications for English grade.

Scholarships

Scholarship information was available through the school website. Students were able to come to the counseling office and pick up a paper copy or go online and get the applications. Students could also sign up through Remind 101 to get text messages about upcoming deadlines.

Classroom Guidance Lessons

October Day 1 Scholarships-UW Help-Journey through Financial Aid; Kohl Scholarship

October Day 2 Lions Student of the Quarter; Two other scholarships

October Day 3 Effectiveness survey; General Scholarship form-Students had to complete Kohl and General Scholarship forms along with 2 other scholarships (from a variety provided) for English grade-students could also turn in Kohl and Lions scholarship as they were due that month.

March -Work on scholarships again- Local scholarships are available that month

Elementary Developmental Guidance

This is my 3rd year of Elementary Developmental Guidance. I go into each classroom once a month. Our district purchased the *Second Step* program to work with Kindergarten – Grade 5. The *Second Step* program for Kindergarten – Grade 5 is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social emotional competence and self-regulation. It teaches skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. The program targets key risk and protective factors linked to a range of problem behaviors. Equipping students with *Second Step* skills creates a safer, more respectful learning environment that promotes school success for all.

Family letters were sent home describing the program in English and Spanish. Parents were given information to go online and get more information. This website can be accessed in English or Spanish. Lessons took about 30 minutes. After each lesson, classroom teachers were given "Follow Through" activities to reinforce the lessons learned in guidance. Each lesson also has a "Home Link" that was sent home with the students' Friday folders.

Testing 2014-15 (attachment)

Parchment

"eTranscripts are here! School District of Abbotsford is making the college application process easier. Parchment sends your transcript securely, accurately and confidentially to any college or university. The best part is you can request your transcript anytime from anywhere. All you need is an internet connection and to visit Parchment.com.

Just follow these 3 easy steps to get started:

1. Register for a free account at parchment.com/register
2. Request your transcript
3. Track your transcript

Current Abbotsford High School students will be able to order and send transcripts to the colleges and universities at no cost. Abbotsford Alumni will be able to order and send transcripts to colleges and universities for \$5. A graduating senior becomes an alumni officially on August 1st following their graduation.

Financial Aid Night for Abbotsford/Colby Senior Parents & Students

On Tuesday, February 11, 2014 we had our Financial Aid Night at the Colby High School cafeteria. This is the night where we go over FAFSA (Free Application for Financial Student Aid), different kinds of loan options, scholarship information, and college costs. Representatives from the University of Wisconsin, Marshfield/Wood County, presented to parents and students from both school districts.

Post-Secondary Planning Night for Abbotsford/Colby Junior Parents & Students

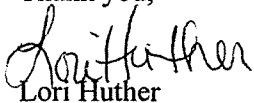
The Abbotsford counseling department hosted the Post-Secondary Planning Night for Abbotsford/Colby Junior parents and students on March 19, 2014 at 6 P.M. We had 16 students and 16 parents attend. The senior year of high school will bring many challenges, one of which will be planning for life after high school. Understanding application procedures, financial aid, scholarships and all of the other information necessary to meet the goal of a post-secondary education can be overwhelming for students and parents. Representatives from UW, Private Colleges, Technical School and Military presented.

In 2014-15, in the English 12 classroom Day 1 we will read and evaluate college essays (provided by UW Madison) to understand what are the qualities of a good versus great entrance essay. Day 2 representative will be present from UW Marshfield and NTC to help students with applying. Day 3 & 4 we will work on applications in the computer lab.

In the English 11 classroom we will talk about the changes in ACT and ACT Workkeys.

If you have any questions or concerns, please feel free to contact me at 223-2386 x 4030.

Thank you,


Lori Huther

2014-2015 Testing

Fall 2014

- 4K-2 PALS September-October
- K-2 Easy CBM Math-September
- 3-8 Maps testing September-October
- 3-12 Dynamic Learning Maps October 27-7
- 4, 8 & 10 WKCE & WAASWD Science and Social Studies October 27 –November 7
- 9 ACT-Aspire October 6-24
- 11 PSAT October 15
- 11 ASVAB Nov 17

Winter 2014/2015

- K-2 Easy CBM Math January-February
- K-12 Access testing December 1-February 6
- 3-8 Maps testing January

Spring 2015

- 4K-2 PALS April-May
- K-2 Easy CBM Math- April
- 3-8 Maps testing April-May
- 3-12 Dynamic Learning Maps during last 12 weeks of the school year March 30-May 22
- 6-8 Smarter Balance Testing Summative assessment during the last 12 weeks of the school year March 30-May 22
- 9 & 10 ACT-Aspire April 27-May 22
- 11 ACT w Writing/WorkKeys- March 3 & 4, accommodations, Make up 17 & 18

Post-Secondary Planning Night for Abbotsford/Colby Junior Parents and Students

The Abbotsford counseling department hosted the Post-Secondary Planning Night for Abbotsford/Colby Junior Parents and Students on March 19, 2014 at 6 P.M. The senior year of high school will bring many challenges, one of which will be planning for life after high school. Understanding application procedures, financial aid, scholarships and all of the other information necessary to meet the goal of a post secondary education can be overwhelming for students and parents.

Admission representatives from the UW system, the Technical School, Wisconsin Private Schools and the Military were here to present information. They were available to answer questions. School counselors from Abbotsford and Colby were also available for questions.

Renae Guldan was the representative from UW Marshfield/Wood County. She discussed the 26 UW schools, including the 13 UW Colleges and the 13 UW Universities. It was also discussed that students can start at a 2 year UW campus or a technical college and transfer to programs at the 4 year campuses or private colleges, while saving money in the process.

Karen Akey, an Admissions Specialist from Northcentral Technical College, discussed the opportunities of attending a technical college. She stated that technical colleges have a variety of degrees available from a certificate (less than one year), diploma (1-2 years), and associate degree (2 years) and the benefit of each. She also discussed how students can transfer credits from the technical college to both UW's and Private Colleges.

The private school representative was Mark Navarro and he shared a few words about the opportunities at those institutions. He addressed the concern that private colleges are expensive. Through FAFSA (Free Application of Financial Student Aid), grants, scholarships, and loans the private school is actually comparably priced to the UW system.

Sergeant Nick Marquard, from the Wisconsin Army National Guard spoke about opportunities available through the different branches of the military.

Leading Chief Petty Officer, Jeremy Hanke, from the United States Navy discussed the GI Bill and the educational options available through the US military.

Lori Huther and Jennifer Krauss (counselors from Abbotsford and Colby) then discussed the ACT prep options available to our students. We also thanked everyone for coming and opened the floor for questions.

All the speakers stayed and answered individual questions from parents and juniors.

We had approximately 16 juniors and their parents in attendance (total of 32 people).

ACT Prep

The ACT test is a college entrance exam, and is not required for admission into technical colleges. It is a good idea for students to take the ACT test at the end of the junior year, either in April or June, if the student is planning to attend a college or university after graduation. The Abbotsford High School will be a testing site for both the April and June dates. Applications for the ACT test are available in the counselor's office. The cost is \$36.50 for ACT Only (No Writing) or \$52.50 ACT Plus Writing; however, free/reduced lunch students may be eligible for a fee waiver. If a student is unhappy with their score, the ACT can be retaken during the fall of senior year.

In the fall, during English 11 class time, all students worked on their ACT registration. Students completed the application online and printed off a copy for an English grade. I was in the computer lab with them for 3 days while they worked on the application, answering questions. Upon completing their English 11 assignments, all students needed to do was pay for the test and upload a picture if they decided to take the test.

The deadline for the April ACT was March 7, 2014. The deadline for the June ACT is May 9, 2014. Students can also apply at www.actstudent.org.

In the spring, during English 11 class time, I spent another day in the computer lab with those students who needed to finish their applications, change test dates, and work on practice ACT problems.

Abbotsford High School is committed to helping our students achieve exceptional scores on the ACT test. How well students do on standardized tests can have a great impact on their future. We have always believed that the best way for students to prepare for the ACT is to take a college-prep curriculum that includes classes in English, math, science, and social studies. In addition to taking the right classes, we are offering a variety of ways for students to prepare for the ACT.

- I. There was an ACT practice test on March 27, 2014 in the community room. Students showed at 7:45 AM just like a real test date and sat through a retired ACT test in preparation for the ACT. Students interested in doing this needed to sign up in advance in the counselor's office and have an admission ticket, drivers license, pencils and calculators just as they would on the actual test date. There were 27 kids who took the practice test.
- II. We offered ACT practice lessons during FEE. Students spent approx. 10 minutes doing practice test questions. The teacher in the core area, Mrs. Schunk for English and Mr. Brehm for Math/Science, would go over why the answer was what it should be. We had Reading ACT practice on March 4, English ACT practice on March 6, Science ACT on March 11, and Math ACT on March 12. We also went over test taking strategies specific to each test section.
- III. Students were encouraged to go to www.actstudent.org to do practice questions. We worked on these practice questions during English 11 class time. The nice thing about ACT's website is it explains why answers are correct or incorrect.
- IV. Students may also pick up paper ACT booklets for preparing for the ACT-which includes full-length tests, writing sections, information about the optional writing test, strategies to prepare for the test, and ideas on what to expect on test day. These are available in the counselor office.
- V. Students can go to the Falcon Enterprise Alternative High School on Tuesdays and Thursdays from 4-8 pm. They will be assessed using the BASI test. After finding areas in need of remediation, the student will use Nova Net prep classes to work on low skill areas. Career Exploration is also available on those evenings. If interested, please call Kate Hallstrand at 715-223-0118.
- VI. UW Marshfield also offered a prep course.

Graduation Week

Day of Week	Daytime Activity	Nighttime Activity
Monday, May 12 th	Normal School Day	Band/Choir Concert (7pm)
Tuesday, May 13 th	Senior Finals – Even Class Periods (normal 43-minute class periods)	
Wednesday, May 14 th	Senior Finals – Odd Class Periods (normal 43-minute class periods)	Senior Banquet (6pm)
Thursday, May 15 th	8:10 – Meet in gym to decorate 9:10 – Write Thank You's for scholarships 9:30 – Hand out yearbooks 9:45 – Practice senior song with Mrs. Schindler 10:45 – Clean out all locker 11:05 – Talk with Mr. Barth 11:15 – Senior Picnic at Red Arrow Park (all middle/high school staff welcome during your lunch hour)	Alternative School Open House (5-6pm)
Friday, May 16 th	8:10 – Decorate the gym 9:15 – Checkout list Hand out tumblers, coupons, & English portfolios, lunch balance reimbursement Collect vehicle tags 9:30 – Line up/run-through practice 9:45 – Practice senior song with Choir teacher 10:00 – Band shows up for practice 10:30 – Police show up to talk about rules 10:40 – Run through halls and police lead parade Afternoon – decorate	
Saturday, May 17 th	12:00 – Flowers delivered 1:30 – Students report to Community Room 1:45 – Students line up for graduation Seats reserved for staff along east side of gym 2:00 – Graduation ceremony begins	

SE

To: School Board
From: Lori Huther
RE: DAC Report

Date: June 16, 2014

District Assessment Coordinator Report

You have copies of the Wisconsin Student Assessment Scale (WSAS) Results based on Wisconsin Knowledge and Concepts Exam (WKCE). All Reading and Mathematics performance levels have been retroactively adjusted for all years.

- The Student Achievement Results (Attachment A-12000_R-M) show each grade level, split up in reading and mathematics achievement. In each column, it shows kids performance level (advanced, proficient, basic and minimal) for the past three years in that grade level.
- Taking the data from the Student Achievement Results (Attachment A) the WSAS Reading and Mathematics Assessment Results (Attachment C) show the number of students who scored proficient or advanced over the past three years per grade level.
 - In Reading, grade 6 and 10 are at or above state average. Grade 7 and 8 are very close to the state average.
 - In Mathematics, grade 10 is well above state average. Grade 4 and 8 are very close to the state average.
- The Cohort Data-track a graduating class (Attachment D) follows the same students for the past three years. For example the students in 4th grade in 2011-12, were 5th graders in 2012-13, and this year are 6th graders. In reading these students increased their scores above the state average.
 - In Reading, 6th grade made improvements.
 - In Mathematics, 6th and 10th grade made improvements.
- The WSAS Language Arts Assessment Results (Attachment E) show the last three years of each grade level. 4th grade had 77.8 % of their students score proficient or advanced. 10th grade had 78.4 % of their students score proficient or advanced.
- The WSAS Social Studies Assessment Results (Attachment F) show the last three years of each grade level. 4th grade had 93.3 % of their students score proficient or advanced. 8th grade 82.6 % 10th grade 83.8 %
- The WSAS Science Assessment Results (Attachment G 13050_SC) show the last three years of each grade level. 4th grade had 75.6 % of their students score proficient or advanced. 8th grade 80.4 % 10th grade 83.8%
- Growth points and declining points reports show individual students who either increased or decreased their scores. If a student went from proficient to advanced, they would gain a point. If they went from proficient to basic, they would be -1.

Reading (Attachment H)

Grade	# of students with growth points	# of students with declining points
4	15	4
5	4	5
6	14	1
7	11	5
8	4	3

Mathematics (Attachment I)

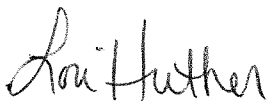
Grade	# of students with growth points	# of students with declining points
4	11	1
5	4	8
6	2	1
7	2	6
8	4	3

Throughout the district we are using intervention time to help students succeed. Teachers are regularly going over each student's progress in Skyward, documenting the intervention used with each student, and documenting how it helps the student succeed. Along with meeting the state standards in classes, our abilities and performance on standardized testing should increase.

Next year we have hired a Mathematics K-12 Interventionist. We are currently looking to hire a Reading K-12 Interventionist as well. The interventionists will work with the students in small groups and one on one. They will also team teach with the teachers. Being fluent in Spanish will allow them to work well with our English Learners population. They will also be in charge of data gathering and analysis. We believe this will help our students make great improvements.

If you have any questions or concerns, please feel free to give me a call at 715-223-2386 ext 4030.

Thank you,

A handwritten signature in black ink that reads "Lori Huther". The signature is written in a cursive, flowing style.

Lori Huther
District Assessment Coordinator

The District Assessment Coordinator Report takes a look at the WKCE results from 2013-14. These results are compared versus the prior two years per grade level and the prior two years across cohort groups. They are also split up based on academic subjects. All charts show the percent of students earning proficient or advanced scores in that category. As you can see from the end of the report, we have more students earning growth points than students earning declining points.

Student Achievement - Grade: 3

Reading Achievement

Performance Level	2013-2014 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.0%	1.5	1.5
Proficient	4	8.0%	1.0	4.0
Basic	24	48.0%	0.5	12.0
Minimal Performance	21	42.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	50	100.0%	-	17.5

Mathematics Achievement

Performance Level	2013-2014 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	0	0.0%	1.5	0.0
Proficient	12	24.0%	1.0	12.0
Basic	27	54.0%	0.5	13.5
Minimal Performance	11	22.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	50	100.0%	-	25.5

2012-2013 Reading

Performance Level	2012-2013 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	4.7%	1.5	3.0
Proficient	15	34.9%	1.0	15.0
Basic	12	27.9%	0.5	6.0
Minimal Performance	14	32.6%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	43	100.0%	-	24

2012-2013 Mathematics

Performance Level	2012-2013 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	4	9.3%	1.5	6.0
Proficient	13	30.2%	1.0	13.0
Basic	17	39.5%	0.5	8.5
Minimal Performance	9	20.9%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	43	100.0%	-	27.5

2011-2012 Reading

Performance Level	2011-2012 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.0%	1.5	1.5
Proficient	9	18.4%	1.0	9.0
Basic	14	28.6%	0.5	7.0
Minimal Performance	25	51.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	49	100.0%	-	17.5

2011-2012 Mathematics

Performance Level	2011-2012 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.0%	1.5	1.5
Proficient	13	26.5%	1.0	13.0
Basic	24	49.0%	0.5	12.0
Minimal Performance	11	22.4%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	49	100.0%	-	26.5

WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

Performance levels have been retroactively adjusted to align WKCE results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted.

Points are assigned to performance levels and a weighted average calculation is used to determine a school's achievement score.

* Why are data for some students not reported?

Students in a group of five or less are not disclosed to protect the privacy of the students. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

20 ABBOTSFORD EL | # 7 Abbotsford School District
WSAS Assessment Results - All Students (FAY) - Grade: 4

Student Achievement - Grade: 4

Reading Achievement

Performance Level	2013-2014 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	6	13.3%	1.5	9.0
Proficient	9	20.0%	1.0	9.0
Basic	16	35.6%	0.5	8.0
Minimal Performance	14	31.1%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	45	100.0%	-	26

Mathematics Achievement

Performance Level	2013-2014 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	5	11.1%	1.5	7.5
Proficient	16	35.6%	1.0	16.0
Basic	15	33.3%	0.5	7.5
Minimal Performance	9	20.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	45	100.0%	-	31

2012-2013 Reading

Performance Level	2012-2013 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	4.0%	1.5	3.0
Proficient	13	26.0%	1.0	13.0
Basic	21	42.0%	0.5	10.5
Minimal Performance	14	28.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	50	100.0%	-	26.5

2012-2013 Mathematics

Performance Level	2012-2013 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.0%	1.5	1.5
Proficient	20	40.0%	1.0	20.0
Basic	21	42.0%	0.5	10.5
Minimal Performance	8	16.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	50	100.0%	-	32

2011-2012 Reading

Performance Level	2011-2012 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	5.1%	1.5	3.0
Proficient	14	35.9%	1.0	14.0
Basic	5	12.8%	0.5	2.5
Minimal Performance	18	46.2%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	39	100.0%	-	19.5

2011-2012 Mathematics

Performance Level	2011-2012 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.6%	1.5	1.5
Proficient	15	38.5%	1.0	15.0
Basic	15	38.5%	0.5	7.5
Minimal Performance	8	20.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	39	100.0%	-	24

WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

Performance levels have been retroactively adjusted to align WKCE results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted.

Points are assigned to performance levels and a weighted average calculation is used to determine a school's achievement score.

*** Why are data for some students not reported?**

Students in a group of five or less are not disclosed to protect the privacy of the students. Data about groups larger than five are sometimes not reported to avoid possible indirect disclosure of confidential information about the smaller group.

20 ABBOTSFORD EL | # 7 Abbotsford School District
WSAS Assessment Results - All Students (FAY) - Grade: 5

Student Achievement - Grade: 5

Reading Achievement

Performance Level	2013-2014 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	1.9%	1.5	1.5
Proficient	10	18.5%	1.0	10.0
Basic	23	42.6%	0.5	11.5
Minimal Performance	20	37.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	54	100.0%	-	23

Mathematics Achievement

Performance Level	2013-2014 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	1.9%	1.5	1.5
Proficient	14	25.9%	1.0	14.0
Basic	29	53.7%	0.5	14.5
Minimal Performance	10	18.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	54	100.0%	-	30

2012-2013 Reading

Performance Level	2012-2013 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	3	7.3%	1.5	4.5
Proficient	11	26.8%	1.0	11.0
Basic	13	31.7%	0.5	6.5
Minimal Performance	14	34.1%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	41	100.0%	-	22

2012-2013 Mathematics

Performance Level	2012-2013 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	4.9%	1.5	3.0
Proficient	13	31.7%	1.0	13.0
Basic	17	41.5%	0.5	8.5
Minimal Performance	9	22.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	41	100.0%	-	24.5

2011-2012 Reading

Performance Level	2011-2012 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.1%	1.5	1.5
Proficient	8	17.0%	1.0	8.0
Basic	19	40.4%	0.5	9.5
Minimal Performance	19	40.4%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	47	100.0%	-	19

2011-2012 Mathematics

Performance Level	2011-2012 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.1%	1.5	1.5
Proficient	19	40.4%	1.0	19.0
Basic	20	42.6%	0.5	10.0
Minimal Performance	7	14.9%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	47	100.0%	-	30.5

WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

Performance levels have been retroactively adjusted to align WKCE results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted.

Points are assigned to performance levels and a weighted average calculation is used to determine a school's achievement score.

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District

WSAS Assessment Results - All Students (FAY) - Grade: 6

Student Achievement - Grade: 6

Reading Achievement

Performance Level	2013-2014 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	5.1%	1.5	3.0
Proficient	16	41.0%	1.0	16.0
Basic	13	33.3%	0.5	6.5
Minimal Performance	8	20.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	39	100.0%	-	25.5

Mathematics Achievement

Performance Level	2013-2014 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	5.1%	1.5	3.0
Proficient	13	33.3%	1.0	13.0
Basic	15	38.5%	0.5	7.5
Minimal Performance	9	23.1%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	39	100.0%	-	23.5

2012-2013 Reading

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	0	0.0%	1.5	0.0
Proficient	20	39.2%	1.0	20.0
Basic	16	31.4%	0.5	8.0
Minimal Performance	15	29.4%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	51	100.0%	-	28

2012-2013 Mathematics

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	3	5.9%	1.5	4.5
Proficient	21	41.2%	1.0	21.0
Basic	16	31.4%	0.5	8.0
Minimal Performance	11	21.6%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	51	100.0%	-	33.5

2011-2012 Reading

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.1%	1.5	1.5
Proficient	12	25.5%	1.0	12.0
Basic	22	46.8%	0.5	11.0
Minimal Performance	12	25.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	47	100.0%	-	24.5

2011-2012 Mathematics

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	4.3%	1.5	3.0
Proficient	16	34.0%	1.0	16.0
Basic	22	46.8%	0.5	11.0
Minimal Performance	7	14.9%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	47	100.0%	-	30

WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District

WSAS Assessment Results - All Students (FAY) - Grade: 7

Student Achievement - Grade: 7

Reading Achievement

Performance Level	2013-2014 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	0	0.0%	1.5	0.0
Proficient	19	35.8%	1.0	19.0
Basic	24	45.3%	0.5	12.0
Minimal Performance	10	18.9%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	53	100.0%	-	31

Mathematics Achievement

Performance Level	2013-2014 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	1.9%	1.5	1.5
Proficient	17	32.1%	1.0	17.0
Basic	22	41.5%	0.5	11.0
Minimal Performance	13	24.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	53	100.0%	-	29.5

2012-2013 Reading

Performance Level	2012-2013 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	4.3%	1.5	3.0
Proficient	15	32.6%	1.0	15.0
Basic	19	41.3%	0.5	9.5
Minimal Performance	10	21.7%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	46	100.0%	-	27.5

2012-2013 Mathematics

Performance Level	2012-2013 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	5	10.9%	1.5	7.5
Proficient	16	34.8%	1.0	16.0
Basic	16	34.8%	0.5	8.0
Minimal Performance	9	19.6%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	46	100.0%	-	31.5

2011-2012 Reading

Performance Level	2011-2012 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	3	7.7%	1.5	4.5
Proficient	11	28.2%	1.0	11.0
Basic	14	35.9%	0.5	7.0
Minimal Performance	11	28.2%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	39	100.0%	-	22.5

2011-2012 Mathematics

Performance Level	2011-2012 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	5.1%	1.5	3.0
Proficient	12	30.8%	1.0	12.0
Basic	17	43.6%	0.5	8.5
Minimal Performance	8	20.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	39	100.0%	-	23.5

WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

Performance levels have been retroactively adjusted to align WKCE results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted.

Points are assigned to performance levels and a weighted average calculation is used to determine a school's achievement score.

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District

WSAS Assessment Results - All Students (FAY) - Grade: 8

Student Achievement - Grade: 8

Reading Achievement

Performance Level	2013-2014 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	4	8.7%	1.5	6.0
Proficient	11	23.9%	1.0	11.0
Basic	19	41.3%	0.5	9.5
Minimal Performance	12	26.1%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	46	100.0%	-	26.5

Mathematics Achievement

Performance Level	2013-2014 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	7	15.2%	1.5	10.5
Proficient	13	28.3%	1.0	13.0
Basic	17	37.0%	0.5	8.5
Minimal Performance	9	19.6%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	46	100.0%	-	32

2012-2013 Reading

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.6%	1.5	1.5
Proficient	12	31.6%	1.0	12.0
Basic	15	39.5%	0.5	7.5
Minimal Performance	10	26.3%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	38	100.0%	-	21

2012-2013 Mathematics

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	2	5.3%	1.5	3.0
Proficient	15	39.5%	1.0	15.0
Basic	8	21.1%	0.5	4.0
Minimal Performance	13	34.2%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	38	100.0%	-	22

2011-2012 Reading

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	3	8.8%	1.5	4.5
Proficient	14	41.2%	1.0	14.0
Basic	12	35.3%	0.5	6.0
Minimal Performance	5	14.7%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	34	100.0%	-	24.5

2011-2012 Mathematics

Performance Level	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	4	11.8%	1.5	6.0
Proficient	13	38.2%	1.0	13.0
Basic	14	41.2%	0.5	7.0
Minimal Performance	3	8.8%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	34	100.0%	-	26

WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

Performance levels have been retroactively adjusted to align WKCE results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted.

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District
WSAS Assessment Results - All Students (FAY) - Grade: 10

Student Achievement - Grade: 10

Reading Achievement

Performance Level	2013-2014 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	4	10.8%	1.5	6.0
Proficient	12	32.4%	1.0	12.0
Basic	15	40.5%	0.5	7.5
Minimal Performance	6	16.2%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	37	100.0%	-	25.5

Mathematics Achievement

Performance Level	2013-2014 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	4	10.8%	1.5	6.0
Proficient	20	54.1%	1.0	20.0
Basic	8	21.6%	0.5	4.0
Minimal Performance	5	13.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	37	100.0%	-	30

2012-2013 Reading

Performance Level	2012-2013 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.0%	1.5	1.5
Proficient	15	29.4%	1.0	15.0
Basic	23	45.1%	0.5	11.5
Minimal Performance	12	23.5%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	51	100.0%	-	28

2012-2013 Mathematics

Performance Level	2012-2013 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	3	5.9%	1.5	4.5
Proficient	17	33.3%	1.0	17.0
Basic	24	47.1%	0.5	12.0
Minimal Performance	7	13.7%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	51	100.0%	-	33.5

2011-2012 Reading

Performance Level	2011-2012 Reading			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.3%	1.5	1.5
Proficient	14	31.8%	1.0	14.0
Basic	18	40.9%	0.5	9.0
Minimal Performance	11	25.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	44	100.0%	-	24.5

2011-2012 Mathematics

Performance Level	2011-2012 Mathematics			
	Aligned to NAEP Benchmarks		Points Multiplier	Points
	Students			
	Count	Percent		
Advanced	1	2.3%	1.5	1.5
Proficient	14	31.8%	1.0	14.0
Basic	18	40.9%	0.5	9.0
Minimal Performance	11	25.0%	0.0	0.0
Not Tested	0	0.0%	0.0	0.0
Total Enrolled	44	100.0%	-	24.5

WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

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Points are assigned to performance levels and a weighted average calculation is used to determine a school's achievement score.

*** Why are data for some students not reported?**

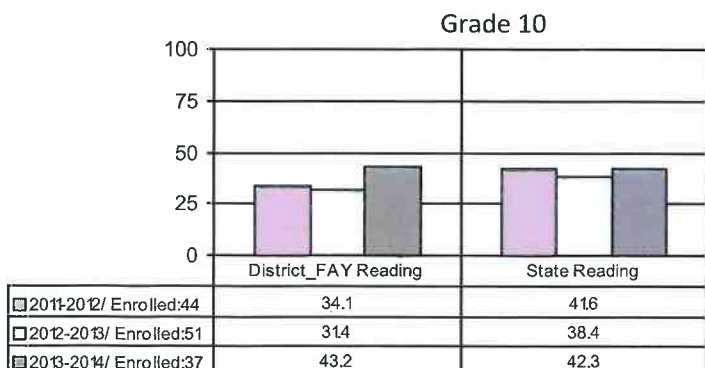
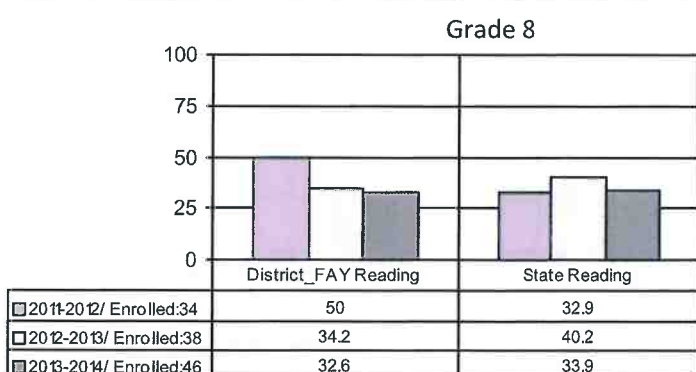
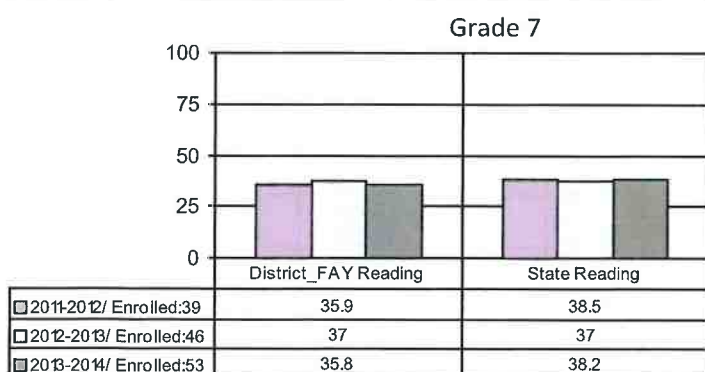
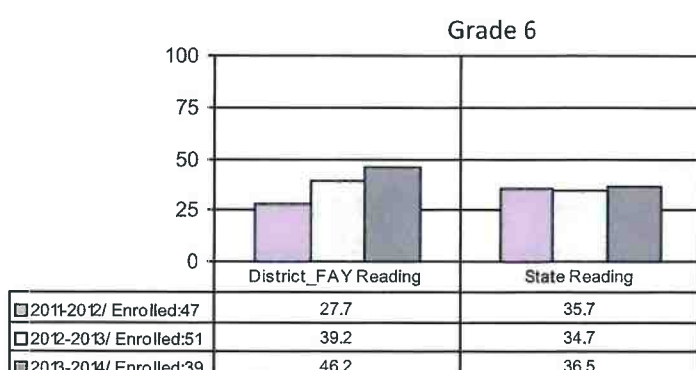
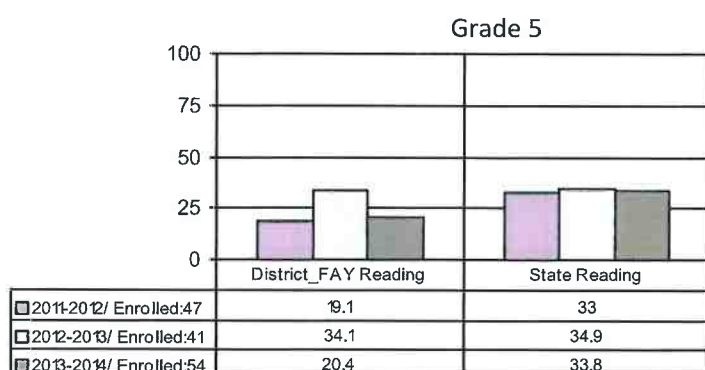
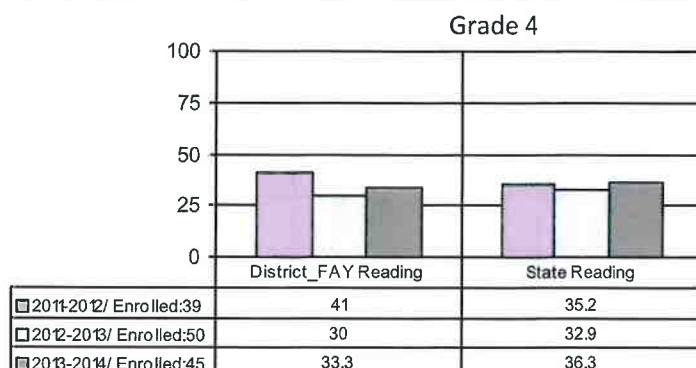
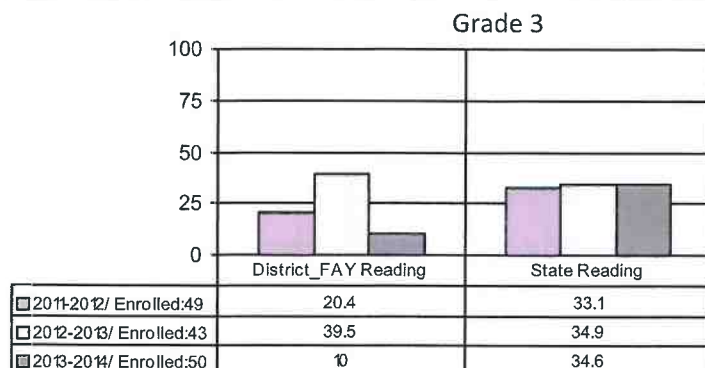
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C

7 Abbotsford School District

State Averages vs District WSAS Reading Scores

WSAS Reading Assessment Results - Percent Proficient or Advanced



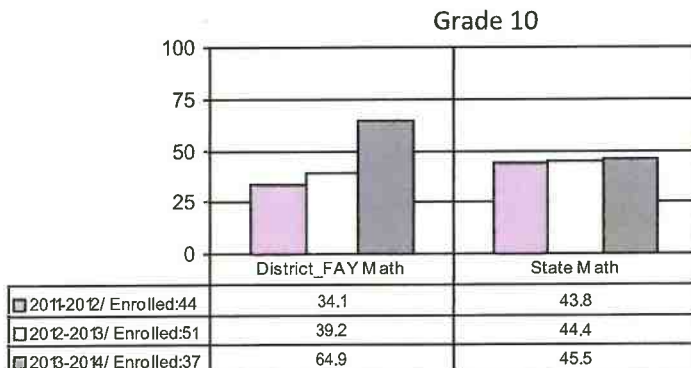
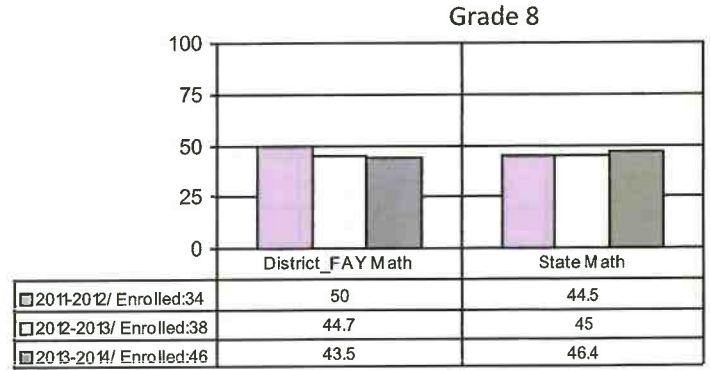
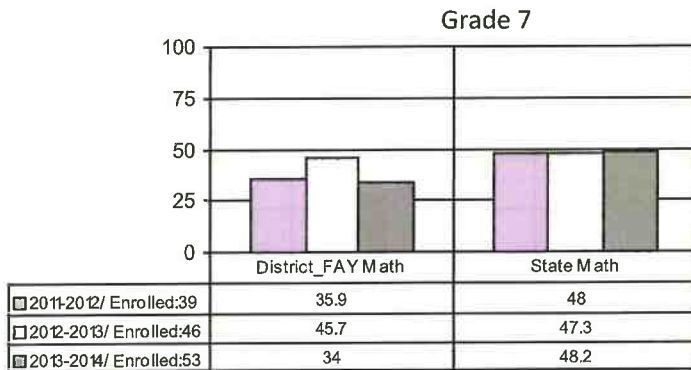
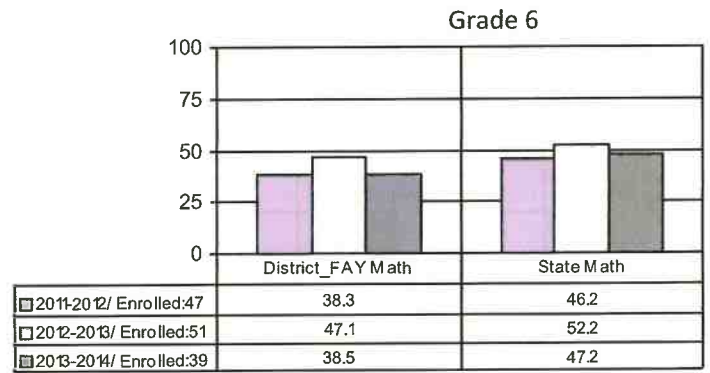
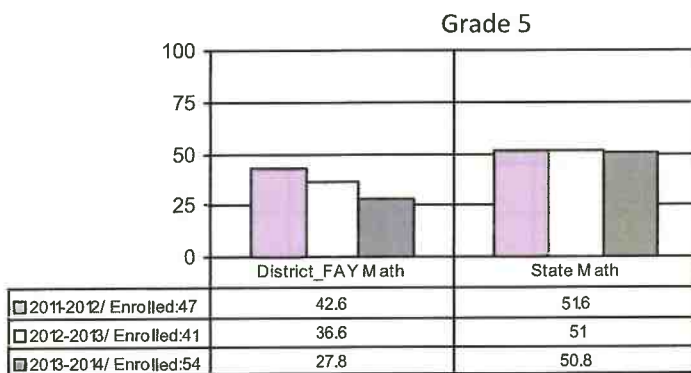
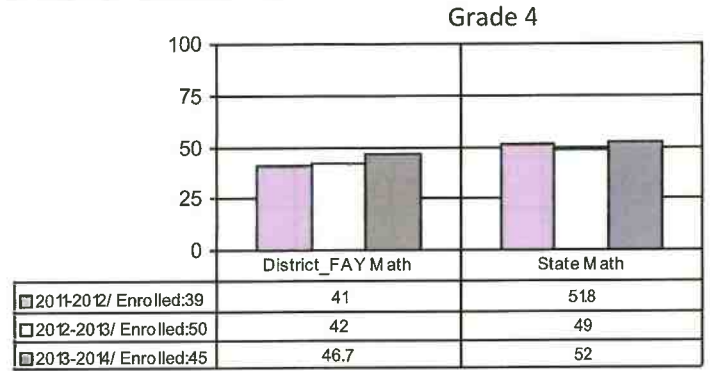
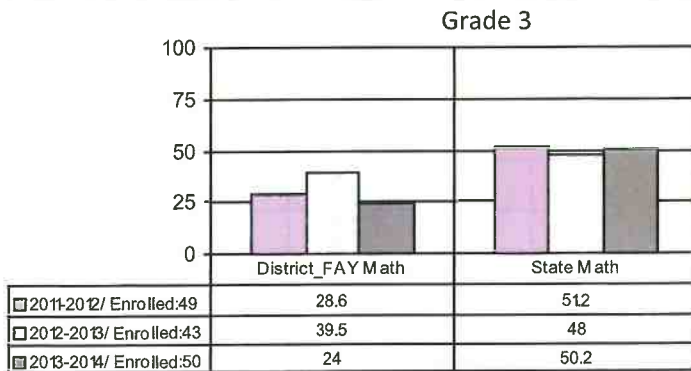
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7 Abbotsford School District

State Averages vs District WSAS Mathematics Scores

WSAS Mathematics Assessment Results - Percent Proficient or Advanced



WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

Performance levels have been retroactively adjusted to align WKCE results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted.

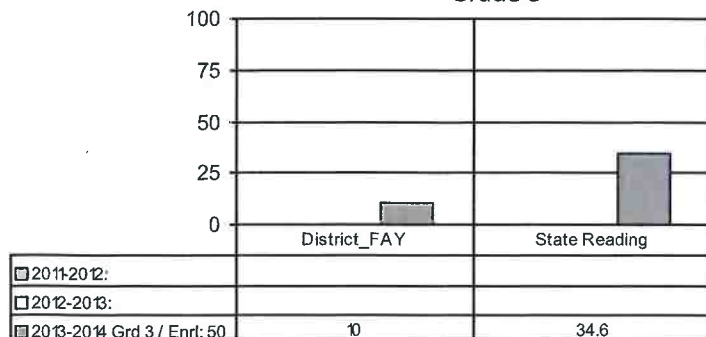
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7 Abbotsford School District

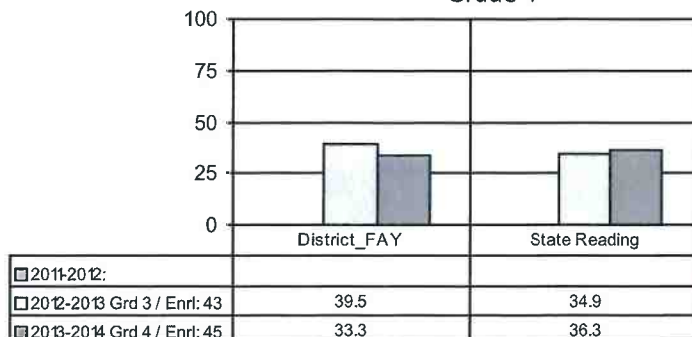
WSAS Reading Assessment Results - Percent Proficient or Advanced

Cohort Data – Track a Graduating Class

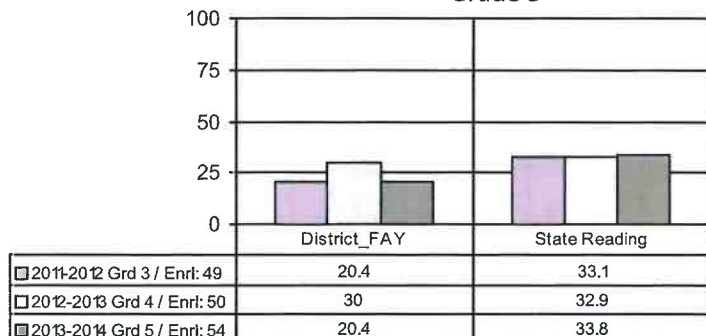
Grade 3



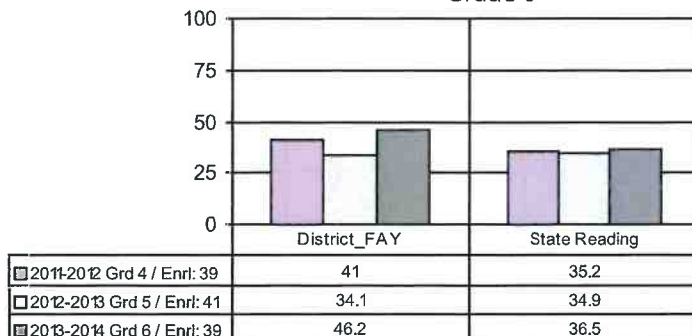
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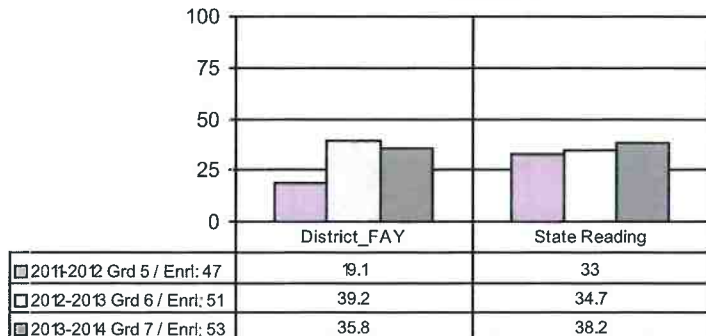
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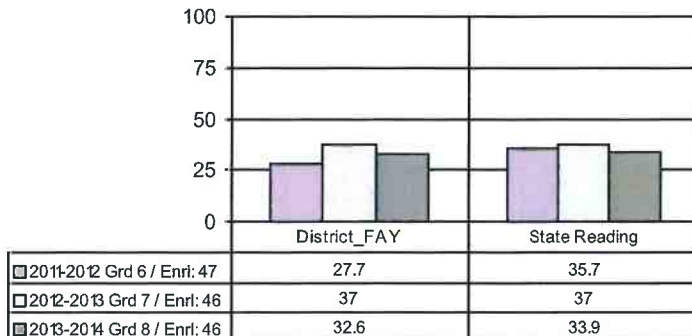
Grade 6



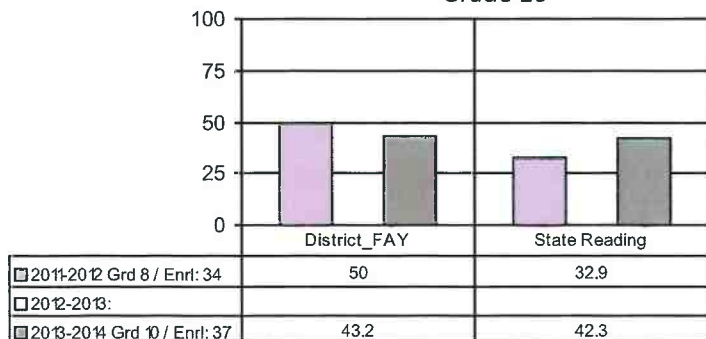
Grade 7



Grade 8



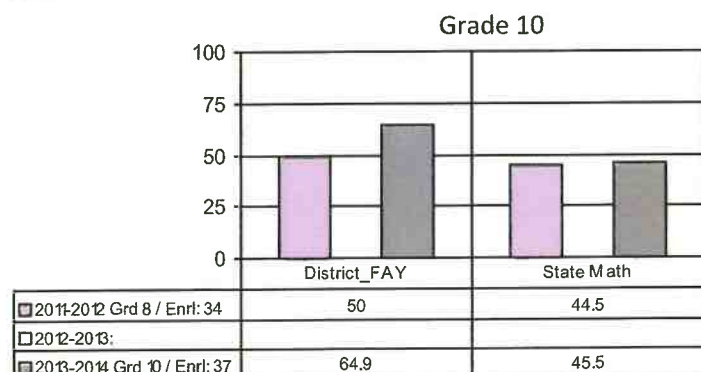
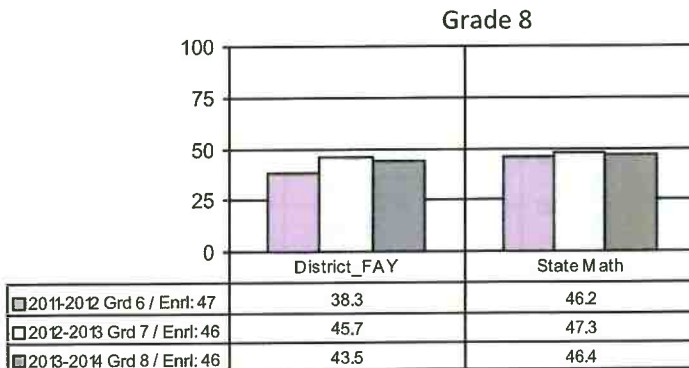
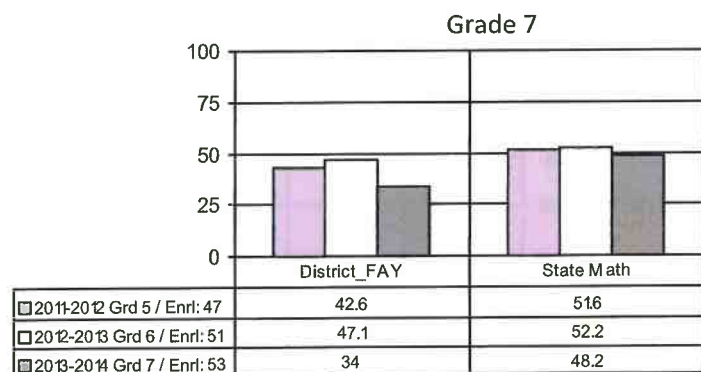
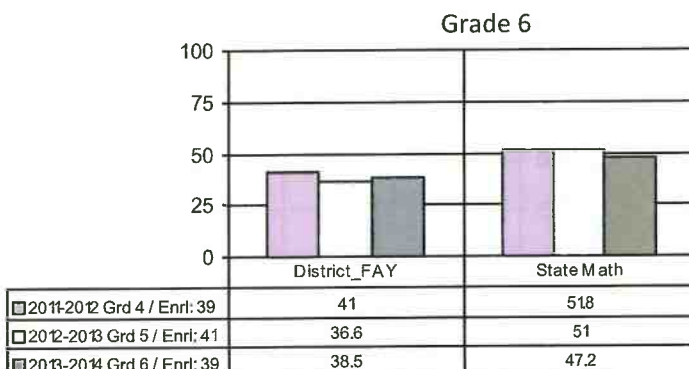
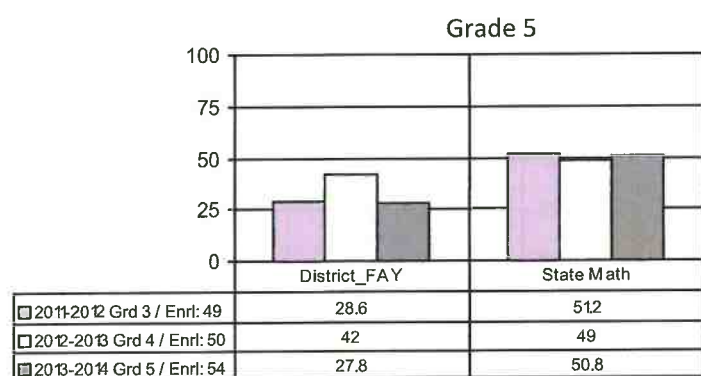
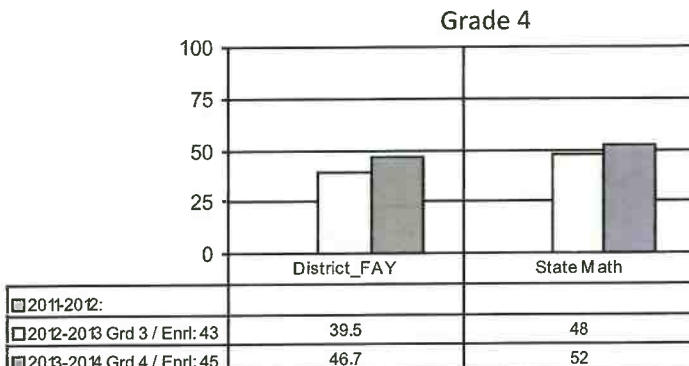
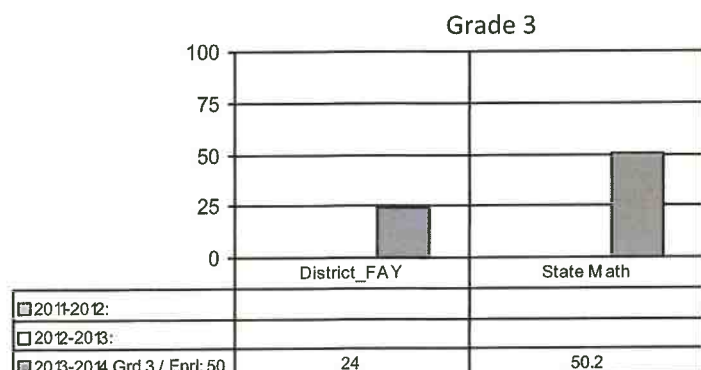
Grade 10



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7 Abbotsford School District WSAS Mathematics Assessment Results - Percent Proficient or Advanced Cohort Data – Track a Graduating Class

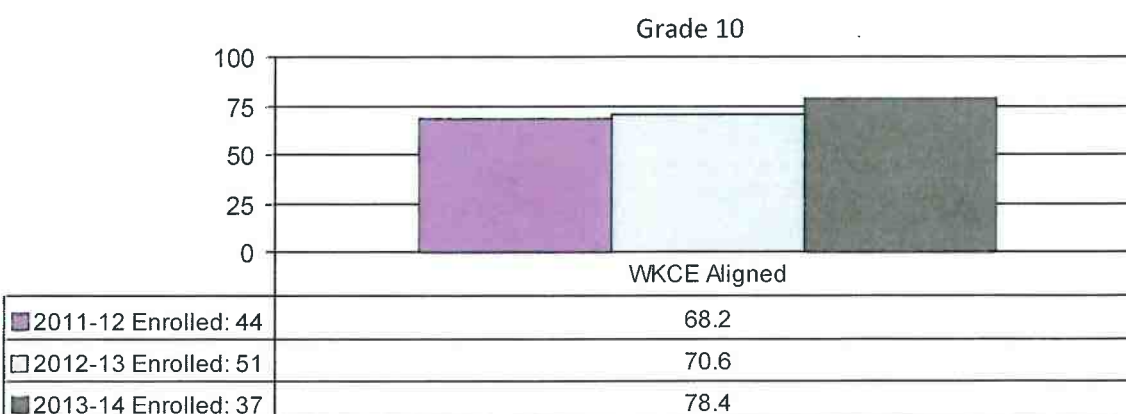
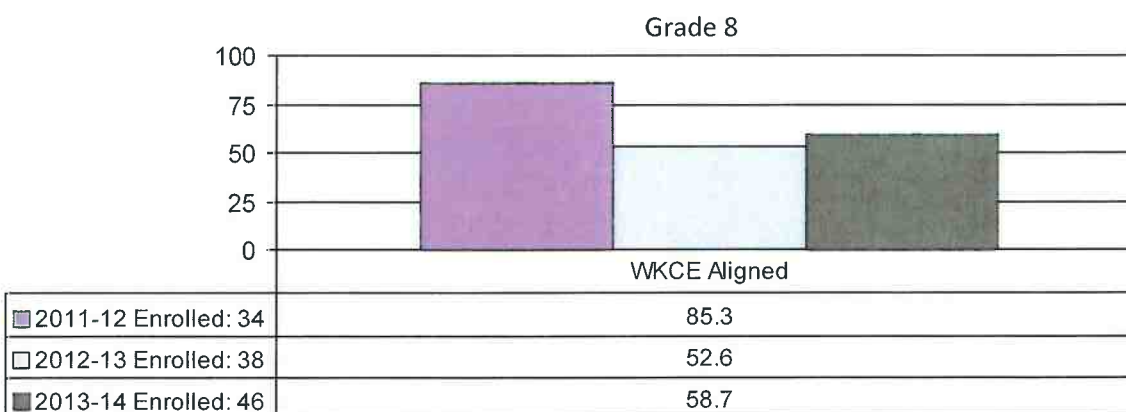
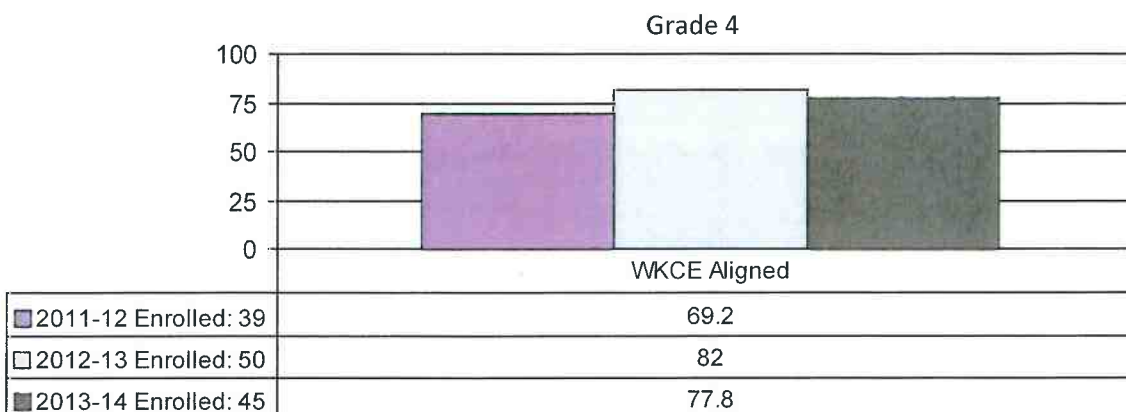


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7 Abbotsford School District

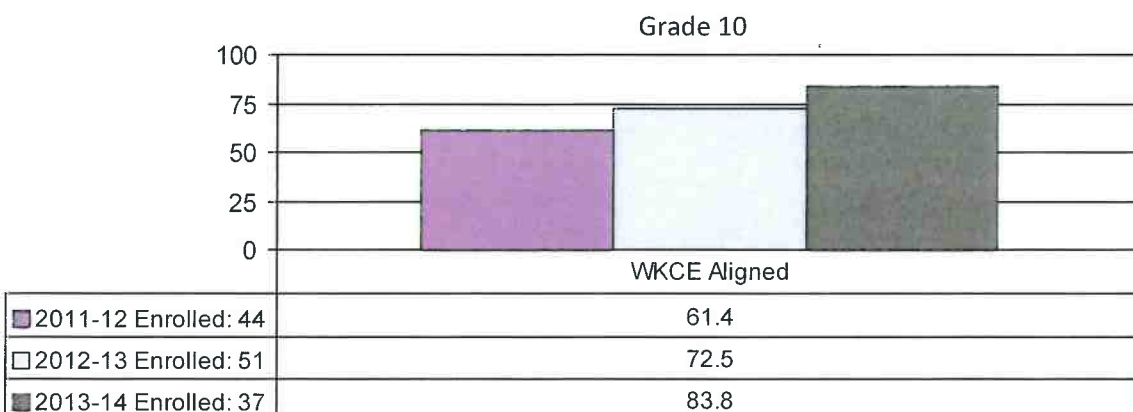
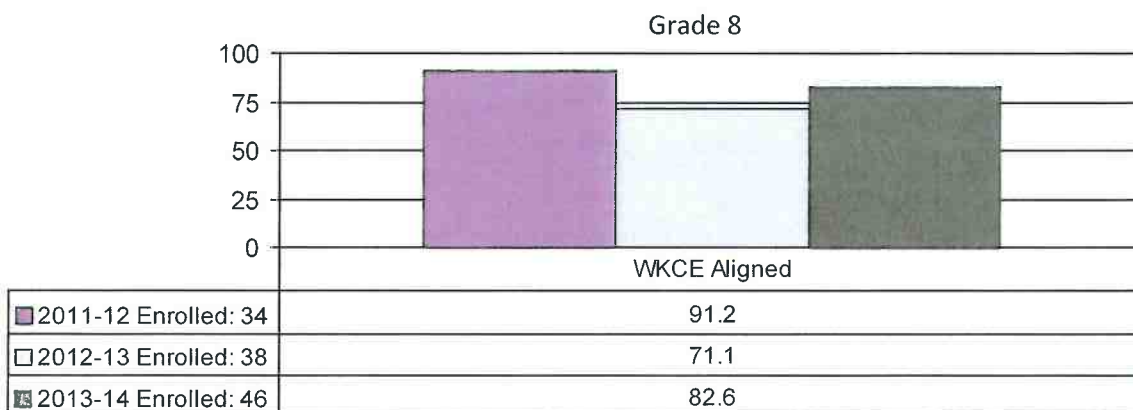
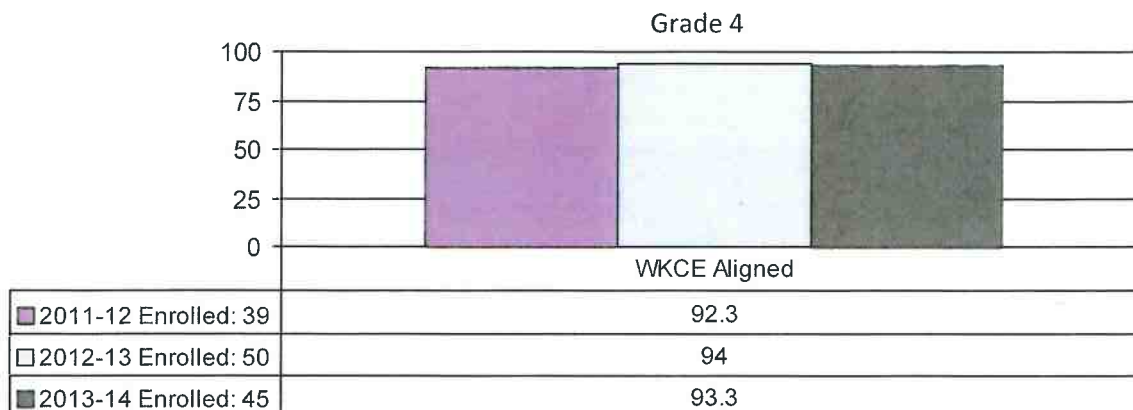
WSAS Language Arts Assessment Results - Percent Proficient or Advanced



* WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) aligned using the WKCE benchmarks and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

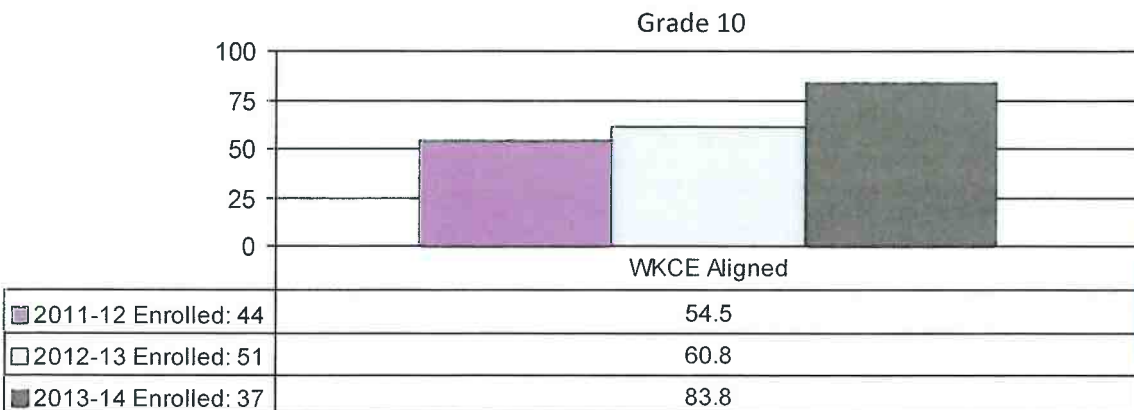
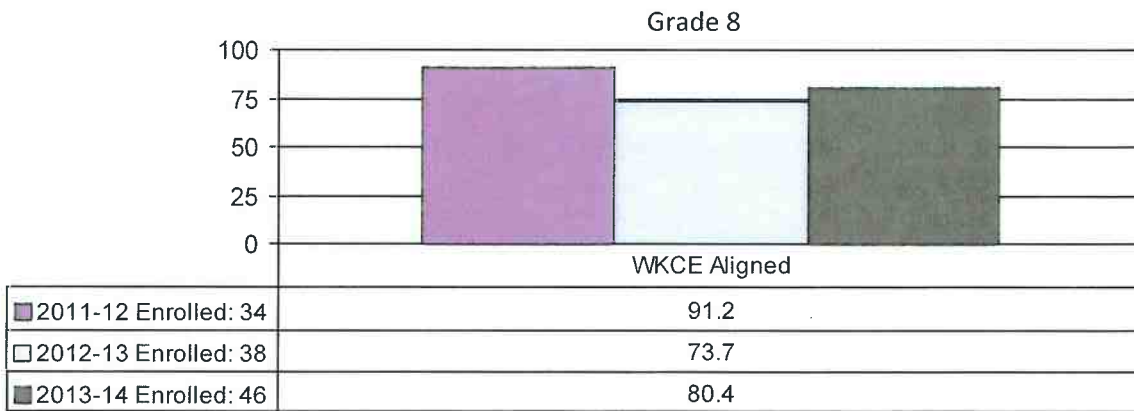
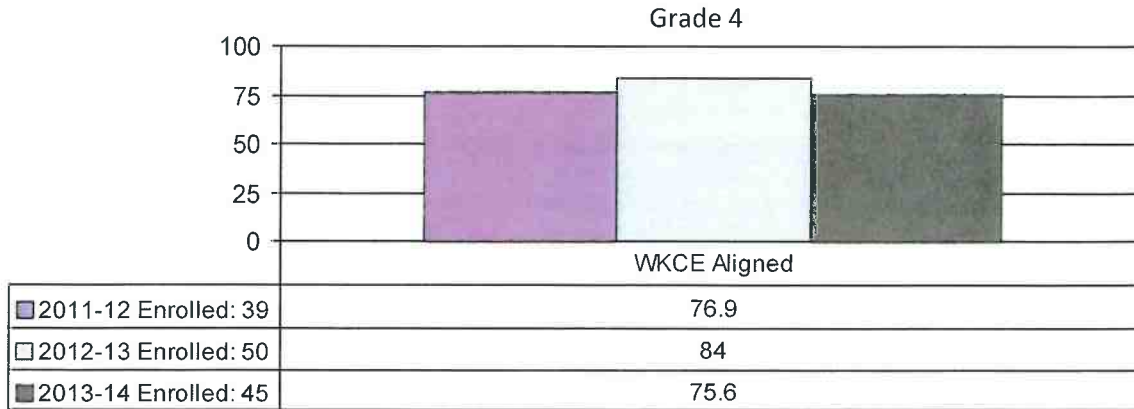
7 Abbotsford School District

WSAS Social Studies Assessment Results - Percent Proficient or Advanced



* WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) aligned using the WKCE benchmarks and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

7 Abbotsford School District WSAS Science Assessment Results - Percent Proficient or Advanced



* WSAS data shown in tables above include Wisconsin Knowledge and Concepts Examinations (WKCE) aligned using the WKCE benchmarks and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) for full academic year students (FAY).

20 ABBOTSFORD EL | # 7 Abbotsford School District

Student Growth - Reading FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

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33 Total Reading Growth Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013

Grade: 3 in 2012-2013 - Grade: 4 in 2013-2014

15 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 3 2012-2013 Prof Level	Grade: 4 2013-2014 Prof Level	Points
	11152003	F	H	N	2	424	490	Minimal Perf	Basic	1
	1292004	F	W	N	7	436	462	Minimal Perf	Basic	1
	7152004	F	W	SL	7	435	464	Minimal Perf	Basic	1
	3252004	M	H	N	7	408	481	Minimal Perf	Basic	1
	6072004	F	H	N	3	443	463	Minimal Perf	Basic	1
	4272004	M	W	N	7	444	479	Minimal Perf	Basic	1
	6012004	F	W	N	7	463	509	Basic	Proficient	1
	8202004	M	H	N	4	472	504	Basic	Proficient	1
	4272004	M	W	N	7	473	518	Basic	Proficient	1
	9242003	F	W	N	7	448	534	Basic	Proficient	1
	2262004	M	W	N	7	448	505	Basic	Proficient	1
	2182004	M	H	N	5	483	548	Proficient	Advanced	1
	2152004	M	W	N	7	492	579	Proficient	Advanced	1
	1302004	F	W	N	7	505	552	Proficient	Advanced	1
	5232004	F	W	N	7	497	581	Proficient	Advanced	1

Grade: 4 in 2012-2013 - Grade: 5 in 2013-2014

4 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 4 2012-2013 Prof Level	Grade: 5 2013-2014 Prof Level	Points
	3122003	M	H	N	4	459	478	Minimal Perf	Basic	1
	4092003	F	H	N	4	427	467	Minimal Perf	Basic	1
	3062003	M	W	N	7	455	484	Minimal Perf	Basic	1
	12262002	M	H	N	6	467	520	Basic	Proficient	1

Note: Some grades may not have growth/decline

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20 ABBOTSFORD EL | # 7 Abbotsford School District

Student Growth - Reading FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

33 Total Reading Growth Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013

Grade: 5 in 2012-2013 - Grade: 6 in 2013-2014

14 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 5 2012-2013 Prof Level	Grade: 6 2013-2014 Prof Level	Points
	2122002	M	W	LD	7	459	488	Minimal Perf	Basic	1
	7292001	M	W	N	7	457	514	Minimal Perf	Basic	1
	4152002	M	W	N	7	452	498	Minimal Perf	Basic	1
	1282002	F	W	N	7	455	499	Minimal Perf	Basic	1
	12202001	F	H	SL	4	461	484	Minimal Perf	Basic	1
	12132001	M	B	N	7	488	525	Basic	Proficient	1
	6282002	F	H	N	6	484	528	Basic	Proficient	1
	7142002	F	H	N	6	483	527	Basic	Proficient	1
	10172001	F	H	N	6	479	532	Basic	Proficient	1
	3012002	M	H	N	7	496	534	Basic	Proficient	1
	1142002	M	W	N	7	501	544	Basic	Proficient	1
	1082002	M	W	N	7	496	552	Basic	Proficient	1
	2122002	F	W	N	7	532	579	Proficient	Advanced	1
	3042002	F	H	N	6	534	580	Proficient	Advanced	1

Note: Some grades may not have growth/decline

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District

Student Growth - Reading FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

15 Total Reading Growth Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013

Grade: 6 in 2012-2013 - Grade: 7 in 2013-2014

11 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 6 2012-2013 Prof Level	Grade: 7 2013-2014 Prof Level	Points
	5202001	M	H	N	7	450	486	Minimal Perf	Basic	1
	8042000	M	H	N	4	457	525	Minimal Perf	Basic	1
	12121999	M	H	N	4	469	487	Minimal Perf	Basic	1
	4132001	F	B	N	7	478	495	Minimal Perf	Basic	1
	1152001	F	H	N	4	467	519	Minimal Perf	Basic	1
	8152001	M	H	N	5	459	498	Minimal Perf	Basic	1
	3202001	M	W	LD	7	300	497	Minimal Perf	Basic	1
	9042000	M	W	N	7	511	546	Basic	Proficient	1
	11082000	F	W	N	7	488	540	Basic	Proficient	1
	11162000	F	W	N	7	524	556	Basic	Proficient	1
	11172000	M	H	N	6	505	536	Basic	Proficient	1

Grade: 7 in 2012-2013 - Grade: 8 in 2013-2014

4 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 7 2012-2013 Prof Level	Grade: 8 2013-2014 Prof Level	Points
	9041999	F	W	N	7	475	542	Minimal Perf	Basic	1
	11131999	M	H	N	5	482	494	Minimal Perf	Basic	1
	12301999	F	W	N	7	571	613	Proficient	Advanced	1
	12161999	F	W	N	7	584	631	Proficient	Advanced	1

Note: Some grades may not have growth/decline

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20 ABBOTSFORD EL | # 7 Abbotsford School District

Student Decline - Reading FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

-10 Total Reading Declining Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013**Grade: 3 in 2012-2013 - Grade: 4 in 2013-2014****-4 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 3 2012-2013 Prof Level	Grade: 4 2013-2014 Prof Level	Points
	12292003	M	W	N	7	476	458	Proficient	Minimal Perf	-1
	10232003	F	W	N	7	476	492	Proficient	Basic	-1
	7202004	F	W	N	7	496	491	Proficient	Basic	-1
	11042003	F	W	N	7	476	493	Proficient	Basic	-1

Grade: 4 in 2012-2013 - Grade: 5 in 2013-2014**-5 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 4 2012-2013 Prof Level	Grade: 5 2013-2014 Prof Level	Points
	12192002	M	W	N	7	531	500	Proficient	Basic	-1
	4232003	F	W	N	7	512	490	Proficient	Basic	-1
	2122003	M	W	N	7	506	502	Proficient	Basic	-1
	8192003	M	W	N	7	527	494	Proficient	Basic	-1
	2202003	F	W	N	7	500	481	Proficient	Basic	-1

Grade: 5 in 2012-2013 - Grade: 6 in 2013-2014**-1 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 5 2012-2013 Prof Level	Grade: 6 2013-2014 Prof Level	Points
	7242001	M	W	N	7	511	518	Proficient	Basic	-1

Note: Some grades may not have growth/decline

Growth data provided in this report is for educational purposes to track student's progression toward a higher achievement level and not used to calculate a school's growth score. Points listed in this report are based on individual proficiency score level changes and will not equal the three-year growth/decline trajectory comparison chart. This report is intended to be a tool to show students that had a suggestive change in proficiency which may have contributed to your schools growth/decline.

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District

Student Decline - Reading FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

-8 Total Reading Declining Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013**Grade: 6 in 2012-2013 - Grade: 7 in 2013-2014****-5 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 6 2012-2013 Prof Level	Grade: 7 2013-2014 Prof Level	Points
	7052001	M	H	N	6	530	513	Proficient	Basic	-1
	8152000	F	W	N	7	531	533	Proficient	Basic	-1
	5202001	M	W	N	7	528	522	Proficient	Basic	-1
	1202001	M	W	N	7	535	534	Proficient	Basic	-1
	9162000	F	H	N	6	531	526	Proficient	Basic	-1

Grade: 7 in 2012-2013 - Grade: 8 in 2013-2014**-3 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 7 2012-2013 Prof Level	Grade: 8 2013-2014 Prof Level	Points
	2242000	M	H	N	6	540	536	Proficient	Basic	-1
	11231999	M	H	N	6	550	525	Proficient	Basic	-1
	12201999	M	H	N	5	557	547	Proficient	Basic	-1

Note: Some grades may not have growth/decline

Growth data provided in this report is for educational purposes to track student's progression toward a higher achievement level and not used to calculate a school's growth score. Points listed in this report are based on individual proficiency score level changes and will not equal the three-year growth/decline trajectory comparison chart. This report is intended to be a tool to show students that had a suggestive change in proficiency which may have contributed to your schools growth/decline.

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20 ABBOTSFORD EL | # 7 Abbotsford School District
 Student Growth - Mathematics FAY Students
 WKCE Performance Levels are based on (NAEP) Benchmarks

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17 Total Mathematic Growth Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013

Grade: 3 in 2012-2013 - Grade: 4 in 2013-2014

11 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 3 2012-2013 Prof Level	Grade: 4 2013-2014 Prof Level	Points
	1132004	M	W	N	7	380	430	Minimal Perf	Basic	1
	2122004	F	H	N	3	346	428	Minimal Perf	Basic	1
	11152003	F	H	N	2	364	455	Minimal Perf	Basic	1
	9052003	F	W	N	7	416	476	Basic	Proficient	1
	6072004	F	H	N	3	431	498	Basic	Proficient	1
	4272004	M	W	N	7	417	475	Basic	Proficient	1
	6292004	F	W	N	7	434	474	Basic	Proficient	1
	7202004	F	W	N	7	428	485	Basic	Proficient	1
	2262004	M	W	N	7	435	489	Basic	Proficient	1
	3082004	M	W	SL	7	491	537	Proficient	Advanced	1
	2182004	M	H	N	5	483	537	Proficient	Advanced	1

Grade: 4 in 2012-2013 - Grade: 5 in 2013-2014

4 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 4 2012-2013 Prof Level	Grade: 5 2013-2014 Prof Level	Points
	4092003	F	H	N	4	418	462	Minimal Perf	Basic	1
	8272002	M	H	N	3	420	466	Minimal Perf	Basic	1
	12262002	M	H	N	6	462	506	Basic	Proficient	1
	2052003	F	W	N	7	495	553	Proficient	Advanced	1

Grade: 5 in 2012-2013 - Grade: 6 in 2013-2014

2 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 5 2012-2013 Prof Level	Grade: 6 2013-2014 Prof Level	Points
	2122002	F	W	N	7	498	543	Basic	Proficient	1
	1082002	M	W	N	7	531	578	Proficient	Advanced	1

Note: Some grades may not have growth/decline

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District

Student Growth - Mathematics FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

6 Total Mathematic Growth Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013**Grade: 6 in 2012-2013 - Grade: 7 in 2013-2014**

2 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 6 2012-2013 Prof Level	Grade: 7 2013-2014 Prof Level	Points
	8152001	M	H	N	5	472	505	Minimal Perf	Basic	1
	5182001	M	W	N	7	552	619	Proficient	Advanced	1

Grade: 7 in 2012-2013 - Grade: 8 in 2013-2014

4 Points Earned

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 7 2012-2013 Prof Level	Grade: 8 2013-2014 Prof Level	Points
	7012000	M	H	LD	4	491	524	Minimal Perf	Basic	1
	7231999	M	W	N	7	533	559	Basic	Proficient	1
	6172000	M	W	N	7	571	625	Proficient	Advanced	1
	12151999	M	W	N	7	587	613	Proficient	Advanced	1

Note: Some grades may not have growth/decline

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20 ABBOTSFORD EL | # 7 Abbotsford School District

Student Decline - Mathematics FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

-10 Total Mathematic Declining Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013**Grade: 3 in 2012-2013 - Grade: 4 in 2013-2014****-1 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 3 2012-2013 Prof Level	Grade: 4 2013-2014 Prof Level	Points
	3252004	M	H	N	7	449	461	Proficient	Basic	-1

Grade: 4 in 2012-2013 - Grade: 5 in 2013-2014**-8 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 4 2012-2013 Prof Level	Grade: 5 2013-2014 Prof Level	Points
	4132003	F	W	N	7	477	464	Proficient	Basic	-1
	12192002	M	W	N	7	485	495	Proficient	Basic	-1
	4232003	F	W	N	7	495	496	Proficient	Basic	-1
	3042003	M	W	N	7	477	495	Proficient	Basic	-1
	8192003	M	W	N	7	497	490	Proficient	Basic	-1
	7042002	M	H	N	6	491	499	Proficient	Basic	-1
	5122003	F	W	N	7	481	495	Proficient	Basic	-1
	3062003	M	W	N	7	490	487	Proficient	Basic	-1

Grade: 5 in 2012-2013 - Grade: 6 in 2013-2014**-1 Points Deducted**

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 5 2012-2013 Prof Level	Grade: 6 2013-2014 Prof Level	Points
	12122001	M	W	N	7	502	505	Proficient	Basic	-1

Note: Some grades may not have growth/decline

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40 ABBOTSFORD MIDD | # 7 Abbotsford School District

Student Decline - Mathematics FAY Students

WKCE Performance Levels are based on (NAEP) Benchmarks

-9 Total Mathematic Declining Points reported in 2013-2014 are attributed to the starting school/grade for 2012-2013

Grade: 6 in 2012-2013 - Grade: 7 in 2013-2014

-6 Points Deducted

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 6 2012-2013 Prof Level	Grade: 7 2013-2014 Prof Level	Points
	9042000	M	W	N	7	534	542	Proficient	Basic	-1
	11162000	F	W	N	7	546	540	Proficient	Basic	-1
	8152000	F	W	N	7	528	540	Proficient	Basic	-1
	5202001	M	W	N	7	536	533	Proficient	Basic	-1
	1062001	F	H	N	6	525	517	Proficient	Basic	-1
	5102001	M	H	N	4	526	528	Proficient	Basic	-1

Grade: 7 in 2012-2013 - Grade: 8 in 2013-2014

-3 Points Deducted

Student	D.O.B.	Gender	Race	Disability	English Proficiency	2012-2013	2013-2014	Grade: 7 2012-2013 Prof Level	Grade: 8 2013-2014 Prof Level	Points
	12301999	F	W	N	7	549	543	Proficient	Basic	-1
	9231999	F	W	N	7	547	544	Proficient	Basic	-1
	4072000	M	W	N	7	561	532	Proficient	Basic	-1

Note: Some grades may not have growth/decline

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**Abbotsford
Middle School
and
Senior High**



**Title I Report
for
Cesa 10**

Table of Contents

1. Copy of committee sign-ins and Agendas
2. Prioritized Needs Report
3. Success Stories
4. Summary

Wednesday
August 28, 2013
6 - 8 PM

Title I Annual Parent Meet & Greet

Agenda:

- Introductions of Title I Staff
- Explanations of Schoolwide and Targeted-Assisted Title I programs
 - *Leveled Literacy Intervention*
 - *Guided Reading*
 - *Math Expressions (Elementary Math program)*
 - *Connected Math Program (Middle School)*
 - *College Preparatory Math (High School)*
 - *Skills Building English*
 - *Spanish for Native Speakers*
 - *Professional Learning Community (PLC)*
 - *Positive Behavior Intervention and Supports (PBIS)*
 - *Falcon Enrichment in Education (FEE)*
 - *Partners in Learning Pacts*
 - *Title I Quarterly Rewards*
 - *Parent Survey (None Returned)*
- Before and After School Help
- Questions?

Annual Meeting Sign In
August 28, 2013

Parent's Name:

Elizabeth Harris
Jim Nyhus
Jim Nyhus
Christina Bore
Dennis Delikowski
Michelle Ellenbecker
Joseph Badillo
Tina Staushe
Gustavo Reyes Ramos
Angelo Hutman
UValdina Salazar
Rosalba Cruz

Student's Name:

Bridgette Harris
Jaron Nyhus
Kaden Nyhus
Alexis Delikowski
Trevor Ellenbecker
Cristian Zuniga
Alex Kimpke
Johnathon Kimpke
Gustavo Reyes
Briana Hutman
Jaraine Salazar
Samuel Perez
Kathia
Osbeidy

Monday, February 17, 2014

Title I
Needs Assessment Meeting

Title I Need Assessment Changes

- a. Timeline
- b. What assessments to use?
- c. Priority of services?

Review Parent Pacts - English and Spanish

Krista Salinas
Joni Kelan
Lea
Tina Boneste
Ryan

Monday, March 10, 2014

Title I Needs Assessment Meeting

Grade 6 (12-13 Priority 1)

- A. Reading
 - a. WKCE Results
 - b. Beginning and End of the Year MAPS scores
 - c. English 6 Grades
- B. Math
 - a. WKCE Results
 - b. Beginning and End of the Year MAP scores
 - c. Math Grades
- C. Other to be considered:
 - a. Attendance
 - b. Access Levels
 - c. Migrant and Homeless Status
 - d. Grades over-all

Grade 7 (12-13 Priority 2)

- A. Reading
 - a. WKCE Results
 - b. Beginning and End of the Year MAP scores
 - c. English 7 Grades
- B. Math
 - a. WKCE Results
 - b. Beginning and End of the Year MAP scores
 - c. Math Grades
- C. Other to be considered:
 - a. Attendance
 - b. Access Levels
 - c. Migrant and Homeless Status
 - d. Grades over-all

Grades 8, 9-12 (12-13 Priorities 3-7)

- A. Have the priorities changed?
- B. Have the needs shifted focus.

Christa J. Salas
Geri Kellar
Linda Lee
Tina Bonaske
Ryan M

Friday, May 23, 2014

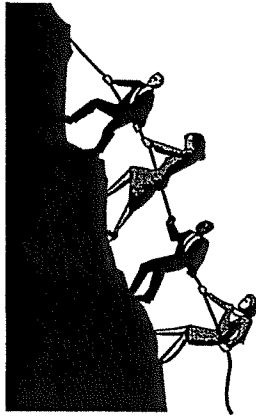
Title I
Needs Assessment Meeting

A. Assessment Results

B. Prioritizing Grades

c. Suggestions for next year's meetings.

Krista Gallardo
Jenifer
Lisa
Tina Boneke
Lynn



SCHOOL DISTRICT OF ABBOTSFORD TITLE I NEEDS ASSESSMENT COMMITTEE

Committee Members:

Krista Falteisek, English 6 & 7

Lori Kolar, Math 6 & 7

Lisa Larson, English 8

Ryan McCain, Math 8

Tina Boneske, Reading Specialist

Karon Dallmann; Title I, Math

Parent Rep.: Vicki Lee

Lucas Barth, Principal

Meeting Date: May 23, 2014

Krista Falteisek

Lori Kolar

Lisa Larson

Ryan McCain

Tina Boneske

Karon Dallmann

Vicki Lee

Lucas Barth

Thank to everyone for the time and energy given for our students.

Karon Dallmann

Abbotsford Middle & High School

Submitted by Karon Dallmann

Date: May 23, 2014

Form E

Observation, Discussion, and Documentation

Reading and Math

Needs Assessment - Spring 2014

February General Discussion: My Title I reports will use many of the same assessments at last year. The SuccessMaker math program breaks down their math needs by strand. We will encourage them to get to grade level or beyond. The program is very user friendly. Students seem to enjoy it. Their initial placement (IP) in the program occurs within 150 problems. Though this assessment does not appear on my report, it is used to reinforce the findings of WKCE and MAP results.

Incoming 6th grade will remain our primary focus for need. Since the elementary school is attached to the middle-high school building that the transition is easier for many students. However, it will still be difficult for some to deal with going from one classroom to changing teachers with each curriculum.

MAP testing is being administered to grades 6 through 8. This standardized test is administered for both math and reading three times to the same group during the school year with more immediate feed back. We will use the beginning and end of the year results as part of the three determining results for math and reading for the middle school.

WKCE scores and Grades will be other areas to be considered. We will also look at their Migrant and Homeless status, as well as attendance and ACCESS level helps to move their eligibility status up. For the 6th and 7th grades because of time limitations the two areas of need will be determined...Reading and Math.

We need to work on ideas for parent involvement. It is very difficult to get parents in for meetings, especially those parents of middle and high school students. Attendance at Parent-Teacher Conferences was about normal. We continue to look for ideas that will bring parents and students in. The Title I annual meeting which was held in conjunction with the August open house had a good turn out.

Each quarter, I also sent out notices for a "Reward" party. This was for students receiving no Ds or Fs in any class. Students who brought their parents received an additional prize...their choice of a school supply. The fourth quarter reward party will be in conjunction with the annual meeting in August. This worked as an encouragement to get better grades and as a PBIS tie-in. Each quarter the treat varies. We have had ice cream desserts in August, cheese cakes in November, bars in February, and fruit desserts in April.

6th grade: WKCE, MAPS and Semester Grades will be used for identifying need in reading and math. On the WKCE (end of year MAP), this group has 57% (47%) below grade level for Reading and 62% (51%) below in Math. SuccessMaker Math will still be useable because of use not only in Computer Math 6 but also the normal Math 6 class.

7th grade: 64% (28%) are below grade level in reading and 66% (43%) in math. I will use WKCE & MAPS results as well as semester grades for indication of need.

8th grade: With the variance of the math classes for their freshman year and students are not pulled from class, these students need to make the decision that they want help and to seek it out during their study halls. I will try to see students who need assistance, are offered it during their study hall, before, or after school. I will also be teaching the math class designed to target those struggling math students.

9th grade: WKCE results in Math and Reading, and Semester Grades will be used for eligibility. These students need to make the decision that they want help, where needed, and to seek it out during their study halls. I will offer services to the students who need assistance during their study hall, before, or after school.

10th grade: WKCE results in Math and Reading, and Semester Grades will be used for eligibility. These students need to make the decision that they want help, where needed, and to seek it out during their study halls. I will offer services to the students who need assistance during their study hall, before, or after school.

11th grade: WKCE results in Math and Reading, and Semester Grades will be used for eligibility. These students need to make the decision that they want help, where needed, and to seek it out during their study halls. I will offer services to the students who need assistance during their study hall, before, or after school.

12th grade: Large Class. Seniors will be a major concern after the three middle school classes. We will work to support this group and to see that they graduate. Three students are of primary concern and will require support. Any sign that they are failing in classes required to graduate will be a demonstration of service need.

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10th grade: WKCE results in Math and Reading, and Semester Grades will be used for eligibility. These students need to make the decision that they want help, where needed, and to seek it out during their study halls. I will offer services to the students who need assistance during their study hall, before, or after school.

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Reading and Math
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2013-2014 Title I Prioritized Needs Report

Abbotsford School District

Middle School / Senior High

Priority Level	Grade Level	# of Students	Service Delivery	Focus of Service
1	5 (going into 6)		In Class/Individual Tutoring	Math and English

5th grade (going into 6th) is our first priority. This year is always a traumatic time for some of the students since they are making the transition from a single teacher classroom. Assistance would be offered at the teacher's request either in the classroom or in small group in 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained.

2	6 (going into 7)	6	In Class/Individual Tutoring	Math, English
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Grade 6 (going into 7) is the next grade in need of service. The end-of-the-year MAPS tests showed that 51% were below the mean score in Math and 47% in Reading. WKCE showed that 62% in Math were below proficient and 57% in Reading. 12% of the students were identified as having special needs. 2 Students will require WIDA accommodations with a total of 6 ELL students in this class. Total # of Students in Grade: 43 Total # of Students with Special Needs: 5. Total # of Current Title 1: 5 Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness. There were 16% D's and 0% F's in Social Studies; 12% D's and no F's in Math; 7% D's and no F's in English; with Science having 2% D's and 1% F's during the first 3 quarters. Assistance would be offered at the teacher's request either in the classroom or in small group in Room 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained.

3	7 (going into 8)	7	In Class/Individual Tutoring	Math, English
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Grade 7 (going into 8) is next with the most need of service. 3% of the students were identified as having special needs. 2 Students will require WIDA accommodations with a total of 13 ELL students in this class. The end-of-the-year MAP test showed that 43% of the students were below the mean in Math and 28% in Reading. WKCE had 66% below proficient in Math and 64% below proficient in Reading. Total # of Students in Grade: 58. Total # of Students with Special Needs: 2. Total # of Current Title I: 7 Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness. Social Studies had 7% D's and 1% F's; English 3% D's and 1% F's; 5% D's and 0% F's in Math; with 0% D's and 0% F's in Science during the first 3 quarters. Services will be provided in class, or study hall varying the class content area as needed. Assistance would be offered at the teacher's request either in the classroom or in small group in 207. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained.

4	11 (going into 12)	5	Individual Tutoring	Content Area Strategies
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Grade 11 (going into 12) is in the next highest need of service. *This group is identified next to help insure that our students complete their education and graduate. It is our hope that the majority of students will eventually choose to receive some kind of additional job training either at a technical college or university.* 10% of the students were identified as having special needs. 1 student requires WIDA accommodations with a total of 4 ELL students in the class. Total # of Students in Grade is 58. Total # of Students with Special Needs is 6. Total # of Current Title I are 5. Math had 9% D's and 1% F's; Science 2% D's and 1% F's; English 7% D's, 1% F's; with Social Studies having 61% D's and 1% F's. Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained.

9th, 10th, and 11th grades are evenly matched for need. Since these students do not receive assistance within the classroom setting and must make arrangements either during a study hall, before or after school, they are listed as 5: a, b, and c.

2013-2014 Title I Prioritized Needs Report
Abbotsford School District
Middle School / Senior High

Priority Level	Grade Level	# of Students	Service Delivery	Focus of Service
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5a	8 (going into 9)	4	Individual Tutoring	Content Area Strategies
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Grade 8 (going into 9) is the next grade in need of service. 5% of the students were identified as having special needs. The end-of-the-year MAP test showed that 42% of the students were below the mean in Math and 40% in Reading. WKCE showed that those below the state standard were 58% Math and 69% in Reading. 2 students require WIDA accommodations with a total of 9 ELL students in the class. Total # of Students in Grade: 48 Total # of Students with Special Needs: 5. Total # of Current Title I: 4 5 % D's and 3% F's were in Math, 3% D's and 4% F's in English, 8% D's and 2% F's in Civics, and 1% D and 4% F's are in Science. Other factors affecting this class are: Attendance, ELL, low income, migrant and homelessness. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained.

5b	9 (going into 10)	4	Individual Tutoring	Content Area Strategies
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Grade 9 (going into 10) is in need of service. 5% of the students were identified as having special needs. 1 student requires WIDA accommodations with a total of 5 ELL students in the class. Total # of Students in Grade is 39. Total # of Students with Special Needs: 2. Total # of Current Title I: 4 Other Factors Affecting This Class are: Attendance, ELL, low income, migrant and homelessness. 3% D's and 1% F's were in Science, 7% D's and 0% F's were in History, 5% D's and 3% F's in Math, and 3% D's and 4 F's in English. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained

5c	10 (going into 11)	4	Individual Tutoring	Content Area Strategies
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Grade 10 (going into 11) is in need of service. 13% of the students were identified as having special needs. 1 student will require WIDA accommodations with a total of 1 ELL students in this class. Total # of Students in Grade is 39. Total # of Students with Special Needs: 56. Total # of Current Title I: 4. Other Factors Affecting This Class are: Attendance, ELL, low income migrant and homelessness. 5% D's and 4% F's were in Math, 3% D's and 1% F's in Science, 1% D's and 2% F's in English and 3% D's and 3% F's in History. Identified students will be offered additional individual tutoring either before or after school. Parents and students can meet with me to set up a study schedule. They will also be offered additional help during the before and after school programs if funding for the programs is obtained

Success Stories

I was very pleasantly surprised to learn that two of our ELL students wrote some very complimentary things about me in their ACCESS test writing assignment. Mrs. Boneske asked the boys their permission to share what they had written with me. The essay was about a teacher who had made a difference and why. Both said that I was always willing to help when they needed it.

This year as last, one of my priority tasks has been to support two high school students academically. Both are very much at risk of not graduating with their class. One has the additional problem of being a struggling learner. Both have responded positively to my interventions but it is a day-by-day struggle such that if they are absent for even a day it changes their grades dramatically. I am very grateful that we have a very good staff of teachers who are willing to work with me to achieve hopefully a positive goal. Everything is in place. Now the students must do their part (and so far they have been).

We identified a group of high school English students who are struggling readers. With the cooperation of their English teacher, Ms. Schunk, on days when they have a lot of reading they will work with me. So far, we have found this to be working well.

Our middle school program continues to be successful. The students, who have taken advantage of the program during the school day as well as after school have shown the most improvement. Generally because I have told them that if they will come either before or after school for help (showing that they are willing to give up their free time) that I will give up part of my prep time to help them. This means that I come early (7:15AM) to make up for the loss prep time but it has paid dividends to get students in for the extra assistance that many need. The extra time before 7:45 AM is all time that I am donating to the district and students who want the help.

I also do the after-school program and stay until 4:30 on four nights each week to give additional assistance to students. I am seeing an average of about 12 students each afternoon. This is a mixture of middle school and high school. Because of the number I work with up here, I have discouraged elementary students from joining us on a regular basis. All are looking for homework help.

I am also working again with many ESL students this year. Many of these students need additional processing time for tests. Several find it helpful to have the tests read to them, since their speaking/hearing vocabulary is greater than their reading one. My assistance seems to be well received at all age levels, for which I am glad.

SUMMARY

Title 1 Needs Assessment

Date: 2012-2013

Grade Level	Total # of Students	Total # Special Needs/Title 1	% of Special Needs/Title 1	Total # D's during first 3 quarters	% Of D's	Total # F's during first 3 quarters	% Of F's	Total # of Students Below State WKCE Standard (Basic or Minimal)	% of Students Below State WKCE Standards	Total # of Students below End of the year mean for MAPS test	% of Students below End of the year mean for MAPS test
6	43	5	12%	15 Math	12%	0 Math	0%	26 Math	62% Math	22 Math	51% Math
				2 Science	2%	1 Science	1%				
				21 Soc. St.	16%	0 Soc. St.	0%				
				9 English	7%	0 English	0%	24 Reading	57% Reading	20 Reading	47% Reading
				27 Other	21%	1 Other	1%				
7	58	2	3%	9 Math	5%	0 Math	0%	38 Math	66% Math	25 Math	43% Math
				0 Science	0%	0 Science	0%				
				12 Soc. St.	7%	1 Soc. St.	1%				
				6 English	3%	1 English	1%	37 Reading	64% Reading	16 Reading	28% Reading
				4 Other	2%	3 Other	2%				
8	48	5	10%	7 Math	5%	5 Math	3%	28 Math	58% Math	20 Math	42% Math
				2 Science	1%	6 Science	4%				
				11 Soc. St.	8%	3 Soc. St.	2%				
				5 English	3%	6 English	4%	33 Reading	69% Reading	19 Reading	40% Reading
				15 Other	10%	7 Other	5%				
9	39	2	5%	10 Math	9%	0 Math	0%	24 Math	71% Math		(District) % of students with semester grades below C
				3 Science	3%	1 Science	1%				
				8 Soc. St.	7%	0 Soc. St.	0%				
				8 English	7%	0 English	0%	22 Reading	65% Reading	5	13%
				10 Other	9%	1 Other	1%				
10	39	5	13%	6 Math	5%	2 Math	2%	16 Math	41% Math		(District) % of students with semester grades below C
				3 Science	3%	3 Science	3%				
				3 Soc. St.	3%	3 Soc. St.	3%				
				1 English	1%	2 English	2%	23 Reading	59% Reading	5	13%
				4 Other	3%	2 Other	2%				
11	58	6	10%	15 Math	9%	2 Math	1%	49 Math	84% Math		(District) % of students with semester grades below C
				4 Science	2%	2 Science	1%				
				11 Soc. St.	6%	2 Soc. St.	1%				
				12 English	7%	1 English	1%	55 Reading	95% Reading	10	17%
				13 Other	7%	4 Other	2%				

Form D
At Risk Student Data Table - Reading
Abbotsford School District
Needs Assessment Spring 2014

Grade Level	Total # SPED	Total # Needing Title 1	Total SPED & Needing Title 1	Total # of Students	% at Risk
6	5	5	10	43	23%
7	2	7	9	58	16%
8	5	4	9	48	19%
9	2	4	6	39	15%
10	5	4	9	39	23%
11	6	5	11	58	19%
Total	25	29	54	285	19%

Form D
At Risk Student Data Table - Math
Abbotsford School District
Needs Assessment Spring 2014

Grade Level	Total # SPED	Total # Needing Title 1	Total SPED & Needing Title 1	Total # of Students	% at Risk
6	5	5	10	43	23%
7	2	7	9	58	16%
8	5	4	9	48	19%
9	2	4	6	39	15%
10	5	4	9	39	23%
11	6	5	11	58	19%
Total	25	29	54	285	19%

TITLE I EVALUATION CHECKLIST
Spring 2014

- ___ 1. Complete: Title I Evaluation Report for Annual Review – Sheet #1
- ___ 2. Complete: Parental and Community Participation and Involvement – Sheet #2 (One for each PROGRAM)
- NA 3. Complete: Extended Day Program form (Only if you have an extended day program funded by Title I.) - Sheet #3
- ___ 4. Complete: Title I Narrative Report for Annual Review – Sheet #4
Date needs assessment was completed: May 29, 2014
- ___ 5. Identify the Title I 2013-14 contact/coordinator including phone/email.

Name: Karon Dallmann Phone: 715-223-2386 ext 4130

Email: kdallmann@abbotsford.k12.wi.us

PLEASE SEND COPIES TO CESA #10 BY June 6, 2014.

Completed by: Karon Dallmann Date: May 29, 2014

Sheet #1 - To be completed for each elementary / middle school / high school receiving Title I services.
 Building: Abbotsford Middle - High School Completed by: Karon Dallmann Date: May 29, 2014

Title I EVALUATION REPORT FOR ANNUAL REVIEW

Title I projects will be evaluated on the performance results of the state test.
 Other assessment measures must be identified to provide a balanced picture of student assessment.

Other assessment measures must be identified to provide a balanced picture of student assessment.									
Grade Level	Total # of Students at Grade Level	Total # of Students Receiving Additional Service	Assessment - WKCE and other local Assessments	Cutoff to Meet Standard	Total # of Students Assessed	# Students Above Standard	% Students Above Standard	% of Students Exiting	% of Signed Parent Compacts
6	43	13	WKCE Math	524	43	17	40%	12%	92%
			End-of-year MAP Math mean	225.6	43	21	49%		
			WKCE Reading	525	43	19	44%		
			End-of-year MAP Reading mean	216.4	43	23	53%		
			English Grades	C-	43	43	100%		
			Math Grades	C-	43	38	88%		
			Other areas considered are Attendance, ACCESS level, Migrant Status. Homeless Status						
7	55	26	WKCE Math	544	58	20	34%	13%	100%
			End-of-year MAP Math mean	230.5	55	30	55%		
			WKCE Reading	535	58	21	36%		
			End-of-year MAP Reading mean	219.7	55	39	71%		
			English Grades	C-	55	53	96%		
			Math Grades	C-	55	52	95%		
			Other areas considered are Attendance, ACCESS level, Migrant Status. Homeless Status						
8	49	15	WKCE Math	558	48	20	42%	10%	93%
			End-of-year MAPS Math mean	234.5	49	28	59%		
			WKCE Reading	548	48	15	31%		
			End-of-year MAP Reading mean	222.4	49	30	61%		
			English Grades	C-	49	45	92%		
			Math Grades	C-	49	46	94%		
			Other areas considered are Attendance, ACCESS level, Migrant Status. Homeless Status						
9	40	14	WKCE Math	558	41	17	41%	15%	93%
			WKCE Reading	548	41	19	46%		
			English Grades	C-	40	37	93%		
			Math Grades	C-	40	38	95%		
			Other areas considered are Attendance, ACCESS level, Migrant Status. Homeless Status						
10	44	7	WKCE Math	574	44	28	64%	5%	50%
			WKCE Reading	566	44	21	48%		
			English Grades	C-	44	42	95%		
			Math Grades	C-	44	41	93%		
			Other areas considered are Attendance, ACCESS level, Migrant Status. Homeless Status						
11	62	13	WKCE Math	574	58	10	17%	13%	85%
			WKCE Reading	566	58	3	5%		
			English Grades	C-	62	56	90%		
			Math Grades	C-	62	58	94%		
			Other areas considered are Attendance, ACCESS level, Migrant Status. Homeless Status						

Be specific in identifying assessments used, ie. Marie Clay Observation Survey, Yopp-Singer Phonemic Awareness Checklist, etc.

Please send copies to CESA 10 by June 6, 2014

ESEA team leader will need to be consulted in the completion of this form.

District: School District of Abbotsford Building: Middle/High School

Completed By: Karon Dallmann Date: May 29, 2014

**ESEA: No Child Left Behind
Parental and Community Participation and Involvement**

- ☐ 1. If your building has been identified as "in need of improvement":
- ◆ Describe how parents were (will be) notified.
 - ◆ Describe how parents were (will be) involved in developing an improvement plan.
 - ◆ Describe how parents were (will be) informed of their options.
- ☐ 2. Describe how parents were notified of their right to request and receive timely information on the professional qualifications of their children's classroom teachers e.g. district newsletter article, letter to parents, etc. Please attach copy.
- ☐ 3. We have a written parental involvement policy in place. Attach a copy of your board approved parent policy.
- ☐ 4. An annual meeting for parents was held on August 28, 2013. Attach copy of agenda and attendance.
- ☐ 5. Building Parent's Capacity for Involvement – Title I LEA and School Requirements.

Check to indicate where your building is in providing the following:

Yes	No	In Progress	Each LEA and School <u>Shall</u> Provide --
X			1. Program Information for Parents – Each LEA and school shall provide assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirements of the Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.
X			2. Materials and Training – Each LEA and school shall provide materials and training, such as literacy training and training on how to use technology, to help parents to work with their children to improve achievement.
X			3. Educate Educators – Each LEA and school shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties, between parents and the school.

Yes	No	In Progress	Each LEA and School May Provide --
X			4. Preschool Coordination – Each LEA and school shall, “to the extent feasible and appropriate,” coordinate and integrate parental involvement programs with Head Start, Even Start, and other preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
X			5. Understandable Communication – Each LEA and school shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and, to the extent practicable, in a language the parents can understand.
X			6. Other Requested Activities – Each LEA and school shall provide such other reasonable support for parental involvement activities as parents may request.
	X		7. Input on Professional Development – Each LEA and school may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
	X		8. Literacy Training – Each LEA and school may provide necessary literacy training for parents with Part A funds in the LEA has exhausted all other reasonably available sources of funding.
	X		9. Parents’ Expenses – Each LEA and school may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training and training sessions.
	X		10. Parents Reaching Out to Parents – Each LEA and school may train parents to enhance the involvement of other parents.
X			11. Convenient School Meetings – Each LEA and school may arrange school meetings at a variety of times, or conduct in-home conferences between parents who are unable to attend the school meetings and the teachers and other educators who work with their children.
		X	12. Model Approaches – Each LEA and school may adopt and implement model approaches to improving parental involvement.
X			13. District-wide Parent Council – Each LEA may establish a district-wide parent advisory council to provide advise on all matters related to parental involvement in funded programs.
X			14. Community Involvement – Each LEA and school may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

6. Required School-Parent compacts are in place. **Yes** *Attach copy of compact.*

7. What process does your building use to assess the effectiveness of parental involvement?

- Number of parent contacts
- List of possible Parent Contact Opportunities
- Individual parent meetings, calls, emails, and letters

8. Describe your 2013-14 parental involvement plan of activities.

- Annual Meeting in August
- Open House during October Parent-Teacher Conferences
- Freshman Orientation in December
- 5th grade Orientation in May
- Quarter Rewards
- Individualized Learning Plans
- Parent Concern Meetings, both formal and informal.

School District of Abbotsford

Abbotsford Middle/High School

Completed by: Karon Dallmann

Date: May 29, 2014

TITLE I NARRATIVE REPORT FOR ANNUAL REVIEW

--TARGETED ASSISTANCE--

SPRING 2014

1. Based on the Title I Evaluation Report results, describe the strengths of the program:

- Excellent Teaching Staff - highly qualified Title I Teachers, ELL Teachers and Aide, including Migrant and Homeless Staff.
- Caring Staff that seems able to reach the majority of the students and who work to include all. (Demonstrated by the High Percentage of Pacts Requested by Parents to have their student included in the program)
- Reading and Study Skills 6, Creative Writing 7, and Speech 8 Rotations to support the Language Arts.
- SuccessMaker Enterprise program to give additional support to both the Math and Reading Programs.
- Computer Math 6 also gives them monthly projects that support what they are learning in the math classroom, besides using SuccessMaker.
- Skills Building English Class was taught at the high school level for those LEP levels 4 and below.
- Skills Building English Class was taught at the middle school for those LEP levels 4 and below
- Excellent Staff Development Opportunities.

2. Based on the Title I Evaluation Report results, describe the needs of the program:

- More money which would translate into more resources, time, teachers, and staff development.

3. Based on the needs assessment results and the program needs identified above, what changes do you anticipate for next year?

- Rosetta Stone continue to be used by an ELL class that is being offered to all students that have an LEP of 1. This program is used to teach English to Spanish speakers. Other students with LEP levels above 1 may use on their own during study halls, before or after school.
- The updated SuccessMaker Math program is being used in English with a Spanish glossary available.

Sheet #4

- Our older SuccessMaker version has math content and skills in Spanish for students who come in speaking no English. We are able to use it to assess where a student's true ability lies and then can switch them to the English version to start teaching.
 - The high school level has a Spanish Class for Native Speakers to support the continued growth in their native language.
 - At both the high school and middle school level, SB English is being taught for LEP students that would give them greater support in both reading and writing across Curriculum areas.
 - SuccessMaker Reading program is helping students with lower LEPs to read English.
 - Several teachers also took Level Literacy Intervention (LLI) training to also help those students who require more support for reading.
 - We have an all-school study hall called Falcon Intervention Time (FIT), where struggling students are assigned to a highly qualified teacher for the area of concern. Students who continue to be in good standing are given enrichment opportunities.
4. How and with whom will you share the results of the Local Annual Review?
(By law, results must be shared with teachers and parents.)
- Parents and Community
 - Teachers and Staff
 - School Board
 - CESA 10
5. Describe the professional development activities that Title I funded staff participated in this year. (including local, CESA, state, and other)
- Marathon County Summer Academy
 - CESA Title I Kick-off.
 - Distance Learning Classes
 - Regular Title I District and Local Meetings
 - LLI Training through CESA 10

■ Please send copies to CESA #10 by June 6, 2014.

School District of Abbotsford Middle School/High School Parental Involvement Policy

The Title I program at Abbotsford Middle/High School recognizes the positive correlation between a parent's involvement in their child's education/school environment and the child's success in becoming a life-long learner.

Abbotsford Middle/High School has developed this Parent Involvement Policy in accordance with the requirements of Section 1118 of Title I, to ensure that parents of participating Title I children are involved in the joint planning and development of the Title I program as well as the process of school review and school improvement.

The Abbotsford Middle/High School Title I program shall provide opportunities for parent involvement that may include, but not be limited to:

1. Convene an annual meeting for parents of participating children at Abbotsford Middle/High School to explain the requirements of Title I and their right to be involved.
2. Share student progress reports, to include explanation of curriculum and forms of assessment to measure student progress.
3. Provide training and resources (materials and personnel) to aid parents in working with their children.
4. Provide materials in parent's native language or provide a translator.
5. Encourage parents to visit or volunteer in their child's classroom and school.

SCHOOL DISTRICT OF ABBOTSFORD FAMILY AND COMMUNITY INVOLVEMENT

811.1

The Board of Education of the School District of Abbotsford is dedicated to the engagement of families and the community in the life of our schools to enhance children's learning and positively influence each child. The Board recognizes that:

1. Involving families and communities directly results in better student achievement and lower levels of safety and discipline infractions;
2. Involving families and schools in children's learning involves a broader range of activities and concerns which can be addressed;
3. Involving families and schools can enhance the morale and quality of the school environment; and the public schools are expected to prepare children for a productive role in our society;
4. Involving social services and agencies helps to address key family and community issues; and
5. Family structure varies.

The Abbotsford Board of Education supports the purposes and practices of family and community involvement in children's learning and encourages parents, students, teachers, employers, and all citizens to participate.

TITLE I Parent Involvement School Policy

The Title I program in the Abbotsford Elementary School and the Abbotsford Middle/High School recognizes the positive correlation between a parent's involvement in their child's education/school environment and the child's success in becoming a life long learner.

The School District of Abbotsford has developed this Parent Involvement Policy in accordance with the requirements of Section 1118 of Title I, to ensure that parents of participating Title I children are involved in the joint planning and development of the Title I program as well as the process of school review and school improvement. In addition, the Abbotsford Elementary School Title I program shall provide opportunities for parent involvement that may include, but not be limited to:

1. Convene an annual meeting for parents of participating children to explain the requirements of Title I and their right to be involved;
2. Offer a number of regularly scheduled meetings so that parents may be involved in the timely planning, review, and improvement of the Title I instructional program and parent involvement component;
3. Share student progress reports, quarterly: to include explanation of curriculum, forms of assessment to measure student progress, and proficiency levels;
4. Provide regularly scheduled opportunities for Parent-Teacher Conferences;
5. Initiate and maintain personal communication with parents (letter, phone, notes, parent survey, weekly newsletter, quarterly district newsletter, local newspaper, etc.) regarding any activity that affects the growth and development of the student;
6. Provide training and resources (materials and personnel) to aid parents in working with their children;
7. Encourage parents to visit the school (make classroom visitations, open house, etc.);
8. Jointly develop with parents and students a school-parent compact that outlines shared responsibilities for improved student achievement.

This policy, which was developed with and will be shared with parents of Title I students, is an essential part of the Abbotsford School District Policy for Family and Community Involvement.

Definition of Parent and Family Involvement

The School District of Abbotsford defines parent and family involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including:

1. That parents and families play an integral role in assisting their child's learning;
2. That parents and families are encouraged to be actively involved in their child's education at school;
3. That parents and families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
4. Other parent and family activities, such as those described in section 1118 of the ESEA.

Parent and Family Involvement Activities

The School District of Abbotsford will put into operation programs, activities and procedures for the involvement of parents in all of its schools. Title I programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children. Title I schools will:

1. Convene an annual meeting to explain the Title I program to parents and inform them of their right to be involved in the program;
2. Offer a flexible number of meetings;
3. Involve parents and families "in an organized, ongoing and timely way," in planning, review, and evaluation of Title I Programs;
4. Provide parents and families with an opportunity to submit dissenting views to the district if a schools' Title I program plan is not acceptable to them.

Parent and Family Communication

In order to initiate and maintain personal communication with parents (letter, phone calls, notes, parent's survey, monthly newsletter, local news paper, etc.). Title I schools will:

1. Provide parents and families with a description of the curricular and student assessments including proficiency levels students are expected to meet;
2. Provide opportunities for regular meetings, including parent teacher conferences, where parents and families can provide input regarding any activity that affects the growth and development of the student;
3. Provide full opportunities for the participation of parents and families with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and required school reports in a language parents understand;
4. Implement a school-parent compact that outlines the responsibilities of each party for improved academic achievement.

Coordination of Programs

The Abbotsford School District will coordinate and integrate Title I parent involvement strategies with Head Start and any other state-sponsored early childhood programs.

Parent and Family Involvement in Program Evaluation and Effectiveness

The Abbotsford School District will conduct, with the involvement of parents and families, an annual evaluation of the content and effectiveness of this parental involvement policy. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents and families) its parental involvement policies.

Support for Parent and Family Involvement

The school district will, with the assistance of its schools, provide materials and training to help parents and families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement.

Parents/guardian of students participating in Title I program services shall be informed annually of this policy and of the opportunities available for the parents/guardians to get involved in their child's educational program and in improving student achievement.

Adopted: January 19, 2004
Revised: June 20, 2004

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

Wednesday
August 28, 2013
6 - 8 PM

Title I Annual Parent Meet & Greet

Agenda:

- Introductions of Title I Staff
- Explanations of Schoolwide and Targeted-Assisted Title I programs
 - *Leveled Literacy Intervention*
 - *Guided Reading*
 - *Math Expressions (Elementary Math program)*
 - *Connected Math Program (Middle School)*
 - *College Preparatory Math (High School)*
 - *Skills Building English*
 - *Spanish for Native Speakers*
 - *Professional Learning Community (PLC)*
 - *Positive Behavior Intervention and Supports (PBIS)*
 - *Falcon Enrichment in Education (FEE)*
 - *Partners in Learning Pacts*
 - *Title I Quarterly Rewards*
 - *Parent Survey (None Returned)*
- Before and After School Help
- Questions?

Annual Meeting Sign In
August 28, 2013

Parent's Name:

Elizabeth Harris
Jim Nyhus
Jim Nyhus
Christina Bore
Dennis Delikowski
Michelle Ellenbecker
Joseph Badillo
Tina Staushe
Gustavo Reyes Ramos
Angelo Hutner
UValdina Salazar
Rosalba Cruz

Student's Name:

Bridgette Harris
Jaron Nyhus
Kaden Nyhus
Alexis Delikowski
Trevor Ellenbecker
Cristian Zuniga
Alex Klimpke
Johnathon Klimpke
Gustavo Reyes
Briana Hutner
Jovanne Salazar
Samuel Perez
Kathia
Osbeidy

PARTNERS in LEARNING

EDUCATION TAKES EVERYONE

Student-Parent-School Staff Agreement
2013-2014 School Year

We know that students learn best at Abbotsford Schools when everyone works together to encourage learning. This agreement is a promise to work together as a team to help each student achieve in school. Together we can improve teaching and learning.

STUDENT AGREEMENT

It is important to have high expectations of myself and to work to the best of my ability. Therefore I will strive to do the following:

- ☐ Maintain a positive attitude and a willingness to learn.
- ☐ Accept responsibility by listening and completing assignments at home or school.
- ☐ Ask questions when I don't understand something.
- ☐ Have a positive attitude towards self, other, school and learning.
- ☐ Limit TV watching and make time for studying/reading.
- ☐ Attend school regularly and be on time.
- ☐ Help keep my school safe.
- ☐ Discuss with my parents what I am learning about at school.
- ☐ Know and obey all school and classroom rules.
- ☐ Respect the cultural differences of others.
- ☐ Participate in the before/after school program as needed.
- ☐ Other _____

STUDENT SIGNATURE: _____

PARENT AGREEMENT

I have high expectations for my child and want him/her to achieve. Therefore I will encourage my child by doing the following:

- ☐ Help my student everyday with his or her assignments.
- ☐ Support the school staff on its effort to maintain proper discipline and help my child to resolve conflict in a positive manner.
- ☐ Talk with my child each day about his or her school activities.
- ☐ Help my child attend school and be on time.
- ☐ Create a positive learning environment at home including homework support, educational games, and limited TV time.
- ☐ Communicate and work together with school staff to support the educational needs of my child.
- ☐ Respect, encourage and support my child.
- ☐ Attend Parent/Teacher conferences and meetings.
- ☐ Encourage participation of my child in the before/after school program as needed.
- ☐ Other _____

PARENT SIGNATURE: _____

SCHOOL STAFF AGREEMENT

It is important for student to achieve. Therefore, I will strive to do the following:

- ☐ Show that I care about all students.
- ☐ Have high expectations for students, other staff, and myself.
- ☐ Communicate and work with families to support students learning.
- ☐ Respect the cultural differences of students and their families.
- ☐ Provide a positive learning environment, which builds self-esteem and academic knowledge.
- ☐ Provide additional assistance for all assignments.
- ☐ Maintain a positive and safe learning environment.
- ☐ Other _____

SCHOOL STAFF SIGNATURE: _____

Return to Mrs. Dallmann ASAP. Thank you.

**COMPAÑEROS EN EL APRENDIZAJE
LA EDUCACIÓN NECESITA DE TODOS**
Acuerdo entre Alumnos- Padres –Personal Educativo
Año Escolar 2013-2014

Sabemos que los alumnos en la escuela de Abbotsford aprenden mejor cuando todos trabajan juntos para inculcar el aprendizaje. Este acuerdo es una promesa de trabajar juntos como un equipo para ayudar a cada alumno a tener éxito en la escuela. Juntos podemos mejorar la enseñanza y el aprendizaje.

ACUERDO DE LOS ALUMNOS

Es importante tener altas expectativas de mí mismo y poner mi mejor esfuerzo. Por lo mismo me comprometo a lo siguiente:

- Mantener una actitud positiva y deseo por aprender.
- Aceptar responsabilidad escuchando y completando tareas en casa o la escuela.
- Hacer preguntas cuando no entiendo algo.
- Tener una actitud positiva hacia mi persona, otros, la escuela y el aprendizaje.
- Limitar mi tiempo viendo la televisión y hacer tiempo para estudiar / leer.
- Asistir a la escuela regularmente y ser puntual.
- Ayudar a mantener a mi escuela segura..
- Conversar con mis padres lo que estoy aprendiendo en la escuela.
- Saber y obedecer todas las reglas de la escuela y del salón de clases.
- Respetar las diferencias culturales de otros.
- Participar en el programa de antes/ después de clases según sea necesario.
- Otro _____

FIRMA DEL ALUMNO: _____

ACUERDO DE LOS PADRES

Tengo altas expectativas de mi hijo(a), y quiero que él/ ella tenga éxito. Por esto, yo lo apoyare haciendo las siguientes cosas:

- Ayudar a mi hijo(a) con sus tareas.
- Apoyar al personal de la escuela en sus esfuerzos por mantener una disciplina adecuada y ayudar a mi hijo(a) a solucionar conflictos de un modo positivo.
- Conversar con mi hijo(a) todos los días acerca de sus actividades en la escuela.
- Ayudar a mi hijo(a) a asistir a la escuela y ser puntual.
- Crear un ambiente positivo en casa incluyendo apoyo con las tareas, juegos educacionales, y limitar el tiempo frente al televisor.
- Comunicar y trabajar conjuntamente con el personal de la escuela, para apoyar las necesidades educacionales de mi hijo(a).
- Respetar, inculcar y apoyar a mi hijo(a).
- Asistir a las conferencias de Padres y Maestros.
- Inculcar la participación de mi hijo(a) en el programa de antes/ después de clases de ser necesario.
- Otro _____

FIRMA DEL PADRE: _____

ACUERDO DEL PERSONAL EDUCATIVO:

El tener éxito es importante para los alumnos. Por lo cual, yo me comprometo a lo siguiente:

- Mostrar mi interés en todos los alumnos.
- Tener altas expectativas de los alumnos, otros miembros del personal, y mi mismo.
- Comunicarme y trabajar con las familias para apoyar el aprendizaje del alumno.
- Respetar las diferencias culturales de los alumnos y sus familias.
- Proporcionar un ambiente de aprendizaje positivo que eleve su auto-estima y conocimientos académicos.
- Proporcionar ayuda adicional para todas las tareas.
- Mantener un ambiente positivo y seguro.
- Otro _____

FIRMA DEL PERSONAL EDUCATIVO: _____

En _____ de regreso a la Sra. Dallmann cuanto antes. Gracias.

Parent Involvement:

The following are a list of opportunities that parents had to find out more about our Title I program:

August Open House: On August 28, 2014 from 6 to 8 PM Staff was on hand to speak to the parents of students who spoke a language other than English as their first language. The Annual Title I Parents Meeting was held on August 28th at 6 PM in the Community Room. Invitations were mailed to all qualifying students and their parents. Interpreters were on hand. To help encourage parents and students to attend the 2012-2013 4th quarter reward was also held from 6 to 8 PM.

October 9th, parents were also met with individually from 1:30 - 9:30 PM in conjunction with parent-teacher conferences to set up a program for their individual student. Interpreters were available.

A good PBIS tie-in is the rewards program for students who were registered in the Title I program. Students receiving C- or above in all their classes were sent a "reward certificate". The date, time and location for the "rewards" party were listed on the certificate. Students who came with their parents were also given their choice of several school supplies. A party was given following each quarter, November 18, February 17, and April 14,. The fourth quarter reward will be in conjunction with the Annual meeting in August.

In December was the 9th grade orientation. Held in the evening from 7 - 8:30 PM, 8th grade students and their parents were given the opportunity to hear about the offerings for their freshman year. Core curriculum, elective possibilities, Title I, and sports were all discussed at the meeting. The program ended with a question and answer time.

5th grade orientation took place in May at 1:30 PM. Students and their parents were given the opportunity to meet the teachers their students would be working with in 6th grade. Core areas, electives, Title I, Special Ed., and sports were all discussed during this time. Question and answer times were given.

A los padres de:

Ustedes están invitados a:

Titulo I Reunión Anual

Deseamos la oportunidad de explicar como el programa Titulo I puede ayudar a su alumno tener éxito en la escuela. Una explicación entre la diferencia en ayuda direccional y a nivel de toda la escuela será dada.

Persona de contacto:

Karon Dallmann en la Secundaria/High School

Tina Boneske en la Escuela Primaria

Fecha: Miércoles, el 28 de Agosto del 2013

Hora: a las 6 - 8 de la tarde.

Nos reuniremos en el Salón 207
(laboratorio de computadoras de la secundaria)

¡Visítanos para información sobre Title 1 (programa de lectura) y un postre con Mrs. Dallmann y Mrs. Boneske!

Distrito Escolar de Abbotsford

307 N. 4th Ave.

P.O. Box 70

Abbotsford, WI 54405

Teléfono: 715-223-2386 ext. 413

Correo electrónico: kdallmann@abbotsford.k12.wi.us

To the parents of:

You are invited to attend the
Title I Annual Meet & Greet

We would like the opportunity to explain how the Title I program can help your student be successful in school. An explanation of the difference between a targeted-assisted and school-wide program will be given.

Contact person:

Karon Dallmann at the Middle/High School

Tina Boneske at the Elementary School

Date: Wednesday, August 28, 2013

Time: 6 - 8 PM

We will meet in Room 207 (the middle school computer lab).

Please join us for information about Title I and a treat with Mrs. Dallmann and Mrs. Boneske!

School District of Abbotsford

307 N. 4th Ave.

P.O. Box 70

Abbotsford, WI 54405

Phone: 715-223-2386 ext. 413

Email: kdallmann@abbotsford.k12.wi.us

List of Invites

- 6 Daniela Aguilera Lozoya
- 8 Miguel Alvarez Nieto
- 8 Zachary Bills
- 11 Dillon Bradley
- 7 Mariana Castillo Aguilera
- 6 Madison Cook
- 8 Floriberta Garcia Magandas
- 6 ~~##~~ Danielle Florian
- 10 Hunter Gurney
- 7 Bridgette Harris
- 7 Angelo Hutman
- 11 Nicholas Illmann
- 8 Roberto Jeronimo
- 11 Alex Klimpke
- 10 Isaiah Krug
- 10 Osvaldo Medina Camacho
- 11 Eduardo Moreno
- 7 Jaron Nyhus
- 9 Kaden Nyhus
- 11 Edgar Ochoa
- 9 Yasmin Palacios
- 9 Kathia Rodriguez
- 6 Osbeidy Rodriguez Castro
- 9 Roxanne Salazar
- 7 Breanna Sellars
- 6 Balana Thompson
- 11 Sheila Tomas
- 7 Ana Torres

Form A
Evidence of Collaboration
School Name:
Spring 2014

1. Form needs assessment committee. Record names and position below.

<u>Gary Gunderson</u>	<u>Principal</u>
<u>Nancy Abel</u>	<u>4K Teacher</u>
<u>Teresa Bowers</u>	<u>Kindergarten Teacher</u>
<u>Lori Eisch</u>	<u>5th Grade Teacher</u>
<u>Jessica Bohl</u>	<u>ESL Teacher</u>
<u>Tina Boneske</u>	<u>Title I Teacher</u>

2. Explain needs assessment process to committee and/or staff.
Agenda and sign in sheet for documentation
3. K-2 teachers complete Form B for reading and math.
 Grade 3-12 teachers complete Form C for reading and math.
4. Collaborate to prioritize students at risk.
 ° If a one section school; each teacher prioritizes students by grade level.
 ° If more than one section; teachers prioritize students together.
Agenda and sign in sheet for documentation
5. Complete Form D using information from Forms B & C.
6. Record observations of data on Form E for each grade level considering all data collected. Note patterns about teaching and learning.
7. Collaborate to complete Form F describing instructional strategies to meet the needs of students at risk and prioritizing grade level needs.
Agenda and sign in sheet for documentation
8. Share results of needs assessment with needs assessment committee, teachers, and parent representative.
Agenda and sign in sheet for documentation
9. Forms, agendas, and sign in sheets **due at CESA 10 on June 6, 2014.**

Questions????

Contact: Susan Nelson: snelson@cesa10.k12.wi.us or 720-2057
 Paula Harms: pharms@cesa10.k12.wi.us or 720-2049

Submitted By: Tina Boneske
 Date: June 4, 2014

School Name: Abbotsford Elementary

Submitted By: Tina Boneske

Date: June 4, 2014

Form E
Observation, Discussion, and Documentation
Reading and Math
Needs Assessment – Spring 2014

4K

Some of these students have been introduced to a school setting for the first time. Many didn't speak until January. These students will be priority for next year due to the data from PALS and the high academic needs of these students. Behavior is also an issue with some students.

Kindergarten

A concern is with the ELL students and their abilities to gain the skills they will need to progress in their education. Some will need a lot of extra help. Most of the students have met benchmark on the PALS, but there are definitely some areas that need to be addressed.

Grade 1

There are some really low students in first grade. Although they have made gains, they haven't made enough to be successful in the next grade. The concern is that they will have a very hard time. Some of the students don't have number sense and it is hard for them to learn anything math related.

Grade 2

Some of the students are still struggling. More math help is needed for those with lower math skills. They know who the students are who need the extra help with reading and math. Confusion still exists about when to qualify students for special education with the new rules.

Grade 3

The concern with this group is the overall low abilities of the students as a whole grade level. Many will lose the skills they've acquired this year during the summer. The challenge will be to get them started right away in the fall when they return.

Grade 4

It was fairly easy to prioritize the students. They seemed to put themselves in order depending on their skills. Although there will be some to keep up to date on next year, the majority of these students should be fine.

Grade 5

Discussion was about changing the criteria that is being used currently and putting in an average of scores in Math. This would allow for a more accurate picture of skills. End of the year testing should be completed in early May as the students have a harder time focusing later.

School Name: Abbotsford Elementary

Submitted By: Tina Boneske

Date: June 4, 2014

Form F
Prioritized Needs Report
Reading and Math
Needs Assessment – Spring 2014

Grade Level for 2014-2015	# of Student Selected	Service Delivery and Content	Priority
Kindergarten	20	Reading & Math	1
	Kindergarten was selected to be first priority based on the PALS assessment from 4K. It was discussed that helping these students early will hopefully eliminate some of the needs as they progress through school.		
Grade 1	11	Reading & Math	4
	This grade level is always watched closely due to the acquisition of reading and math skills. However, the low number of students who would possibly need extra help puts this grade level lower in priority.		
Grade 2	17	Reading & Math	3
	Some of the students in this grade level have been making gains throughout the previous year but will need additional assistance in order to catch up to their peers. Attendance is an issue with some students. This prevents them from learning some of the material since they miss the initial instruction.		
Grade 3	5	Reading & Math	6
	The students should be at grade level coming in. Summer loss will be a factor for those who struggle. Their progress will need to be closely monitored over the course of the year to make sure they are utilizing their skills and acquiring the new information being taught.		
Grade 4	11	Reading & Math	2
	This group has struggled in the past. Although they have been making progress, they will need to be closely monitored to make sure they are learning the curriculum and are able to utilize it in their work.		
Grade 5	18	Reading & Math	5
	The majority of these students were listed because of their scores on the WKCE. The cut scores were raised, so a lot of these students dropped into the Basic range on the test.		

Title I Meeting

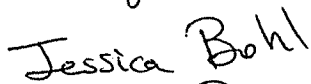
Agenda: To prioritize grade levels for services
in the 2014-2015 school year.



Teresa Bowers



Nancy Abel



Jessica Bohl



Lou Esch

Form D
At Risk Student Data Table - Math
School Name:
Needs Assessment Spring 2014

	A	B	C	D	E	F
1		Column 1	Column 2	Column 3	Column 4	Column 5
2	Grade	Total #	Total #	Total SPED	Total #	%
3	Level	SPED	Needing	& Needing	of	At Risk
4			Title I	Title I	Students	
5	4K			0	0	#DIV/0!
6	K	2	7	9	46	0.195652174
7	1	4	15	19	61	0.31147541
8	2	4	12	16	55	0.290909091
9	3	2	26	28	53	0.528301887
10	4	2	12	14	47	0.29787234
11	5	4	20	24	54	0.444444444
12	6			0	0	#DIV/0!
13	7			0	0	#DIV/0!
14	8			0	0	#DIV/0!
15	9			0	0	#DIV/0!
16	10			0	0	#DIV/0!
17	11			0	0	#DIV/0!
18	12			0	0	#DIV/0!
19	Total	18	92	110	316	0.348101266

Double click in spreadsheet to complete as if you are in Excel.

1. Record total # SPED and total # recommended for Title I from Form B&C.
2. Add column 1 and 2 record in column 3. *formula in spreadsheet*
3. Record total # of students in each grade level – column 4.
4. Divide total SPED and Title I (column 3) by total # of students (column 4) and record % of at-risk for each grade level (column 5) – *formula in spreadsheet*
5. Follow same procedure to determine % at-risk in your school using totals at bottom of table (column 3 divided by 4 equal 5) *formula in spreadsheet*
6. What % of students are not having their needs met in core program? Greater than 20%?
7. What % of students are having their needs met in core program? At least 80% or more?

Submitted By: Tina Boneske
Date: June 4, 2014

Form D
At Risk Student Data Table - Reading
School Name:
Needs Assessment Spring 2014

	A	B	C	D	E	F
1		Column 1	Column 2	Column 3	Column 4	Column 5
2	Grade	Total #	Total #	Total SPED	Total #	%
3	Level	SPED	Needing	& Needing	of	At Risk
4			Title I	Title I	Students	
5	4K			0	0	#DIV/0!
6	K	2	11	13	46	0.282608696
7	1	4	17	21	61	0.344262295
8	2	4	5	9	55	0.163636364
9	3	4	20	24	53	0.452830189
10	4	5	11	16	47	0.340425532
11	5	8	18	26	54	0.481481481
12	6			0	0	#DIV/0!
13	7			0	0	#DIV/0!
14	8			0	0	#DIV/0!
15	9			0	0	#DIV/0!
16	10			0	0	#DIV/0!
17	11			0	0	#DIV/0!
18	12			0	0	#DIV/0!
19	Total	27	82	109	316	0.344936709

Double click in spreadsheet to complete as if you are in Excel.

1. Record total # SPED and total # recommended for Title I from Form B&C.
2. Add column 1 and 2 record in column 3. *formula in spreadsheet*
3. Record total # of students in each grade level – column 4.
4. Divide total SPED and Title I (column 3) by total # of students (column 4) and record % of at-risk for each grade level (column 5) – *formula in spreadsheet*
5. Follow same procedure to determine % at-risk in your school using totals at bottom of table (column 3 divided by 4 equal 5) *formula in spreadsheet*
6. What % of students are not having their needs met in core program? Greater than 20%?
7. What % of students are having their needs met in core program? At least 80% or more?

Submitted By: Tina Boneske
Date: June 4, 2014

Title I
2013-2014

Agenda: To discuss the priority of grade levels for next year.

Mick Ilya
Jena Elmhorst

Lisa J. Thompson

Cassie

Jaymie

Kayla Rahn

Bruce Andreas

Ken Martine

Spencer Esch

Danielle Jansen

Barbara A. Salisbury

Judy S. Hersch

Sharon Madson

Jaymie

Rebekah Dowdall

Cassandra Meyer

Teresa Bowers

John Decker

SUCCESS STORIES

I was working with a middle school student who had fallen through the cracks in the system. She is an English Language Learner who is very quiet. Nobody knew how much help she really needed. At the beginning of the year, it was suggested that she might benefit from Leveled Literacy Intervention. I started working with her at a Level E and she progressed throughout the year to a Level M. She always wanted to read out loud because then I could tell her if she made a mistake. She wanted to be able to read and write perfectly. Her oral language skills and her self-confidence increased as she told me stories of her family and how her mother thought education was important. She was wonderful to work with. She has a determination to do her best. Next year she goes to High School, but we've put in some supports to help her succeed.

I also had two fifth grade students who made great gains this year. Their fluency has progressed when they read and they are able to use their skills to solve those harder words they encounter. Their teachers have made comments about the progress they have made throughout the year. The skills the students have learned have transferred to the classroom. These two will be set for the new year in 6th grade.

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REGULAR MEETING MINUTES

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



Where service and leadership unite.

► CALL TO ORDER

The meeting was called to order by Marty Hallock at 7:02 p.m. The meeting was properly noticed and was in compliance with the open meetings law.

► ROLL CALL AND MILEAGE

<u>P</u> Deanna Heiman	<u>A</u> Doug Dicus	<u>P</u> Marty Hallock
<u>P</u> Rhonna Casey	<u>P</u> Rick Eloranta	<u>P</u> Cheryl Ploeckelman
<u>P</u> Valorie Kulesa	<u>P</u> Rozanne Traczek	<u>A</u> Corey Grape
<u>A</u> Jordan Franklin	<u>A</u> Russell Dean	

► FINANCIAL REPORTS

Motion by Rick Eloranta and seconded by Rhonna Casey to approve the treasurer's recommendation of issuing CESA checks numbered 66928 through 67042 (voided check #66090); and the March 2014 Reconciliation Statements. Motion carried by a unanimous roll call vote.

► CONSENT AGENDA

- A. Minutes: Board of Control Meeting – March 13, 2014
- B. Employment:
 - B.1 Susan Nelson, Title I Educational Consultant, Resignation, June 13, 2014
 - B.2 Linda Weiher, Speech and Language Pathologist, Resignation, April 8, 2014
 - B.3 Randy Bowe, Director of Business Services, Retirement, June 30, 2014
 - B.4 Toni Dakins, Occupational Therapist, March 31, 2014
 - B.5 Brittani Morrow, Speech and Language Aide, March 26, 2014
 - B.6 Karen Whitmire, Program Assistant
 - B.7 Paul Vigue, Environmental, Health and Safety Consultant
 - B.8 Eric Shipman, Information Technology Specialist
- C. Out of State Travel:
 - C.1 Linda Stead, National Council on Educating Black Children, New Orleans, LA, April 15-18
 - C.2 Kent Smith, National Council on Educating Black Children, New Orleans, LA, April 15-18
 - C.3 Milaney Leverson, National Council on Educating Black Children, New Orleans, LA, April 15-18
 - C.4 Tad Beeksma, Measurement and Verification Training, Chicago, IL, May 6-9
 - C.5 Mary Kampa, Transition Improvement Grant National Meeting, Charlotte, NC, May 11-16
 - C.6 Sheila Thompson, Project Search Annual Conference, Omaha, NE, July 21-25

Motion by Val Kulesa and seconded by Cheryl Ploeckelman to approve the consent agenda as presented. Motion carried by a unanimous roll call vote.

► **REPORTS AND DISCUSSION ITEMS**

1. Personnel Planning

A preliminary recommendation regarding salary and benefits was shared at the meeting. Because health insurance rate changes are not going to be finalized until late April, the data and information provided were estimates only. Discussion included the rate of salary increase, potential changes to insurance co-pays and deductibles and the health insurance cap.

The agency administrator reviewed plans to restructure the Business Services Department which included a summary of changes in titles and responsibilities, compensation/savings summary, salary comparables, feedback, and a transition timeline.

► **ACTION ITEMS**

1. Consider Approval of Second Reading of Policies in Section 500 Personnel

- A. Policy 511 Equal Employment Opportunity and Affirmative Action Plan (Revised)
- B. Policy 512 Hostile Work Environment and Sexual Harassment (Revised Policy/Current Handbook Language)
- C. Policy 520 Creating a Position (New)
- D. Policy 521 Recruitment and Hiring (New Policy/Current Handbook Language)
- E. Policy 521.1 Staff Assignments, Transfers, and Promotions (New Policy/Current Handbook Language)
- F. Policy 521.2 Separation from Employment (New Policy/Current Handbook Language)
- G. Policy 522.1 Alcohol and Drug-Free Workplace (Revised/Current Handbook Language)
- H. Policy 522.4 Code of Ethics and Conduct (New)
- I. Policy 522.7 Internet Acceptable Use (Current Policy)
- J. Policy 522.9 Staff Use and Possession of Weapons (Current Policy)
- K. Policy 523.1 Physical Examinations (New Policy/Current Handbook Language)
- L. Policy 523.2 Bloodborne Pathogens Exposure Control (Revised)
- M. Policy 526 Personnel Records (New Policy/Current Handbook Language)
- N. Policy 527 Grievance Procedures (New Policy/Current Handbook Language)
- O. Policy 529 Corrective Discipline (Revised/Current Handbook Language)
- P. Policy 532 Compensation/Fringe Benefits (Revised)
- Q. Policy 533 Background Checks (New Policy/Current Handbook Language)
- R. Policy 537 Staff Development (Revised Policy/Current Handbook Language)
- S. Policy 538 Employee Evaluations (Revised)

Motion by Deanna Heiman and seconded by Val Kulesa to approve the second reading of policies in Series 500 as presented. Motion carried by unanimous roll call vote.

2. Consider Recommendation to Approve Painting the Building Exterior

Last fall the 10-year facilities plan was shared with the Board of Control which included the repainting of the building exterior. During the 1999/2000 addition and remodeling project, old sections of the building were tuck-pointed and the entire building was painted. The paint is fading and there is a need to tuck point and repair blocks on the old sections again.

Estimates were requested from multiple contractors and to date three have responded. In addition to the fading paint, a lot of damage has occurred to the blocks, requiring a fair amount of repair work. Administration is recommending to contract with Brownell Painting. Brownell's estimate includes tuck-pointing 200 feet of joints, soaping 80 blocks and caulking 100 feet for \$23,000.

Motion by Rozanne Traczek and seconded by Deanna Heiman to approve the recommendation to contract with Brownell Painting as presented. Motion carried by unanimous roll call vote.

3. Consider Recommendation to Approve Preliminary Notice of Nonrenewals

In compliance with Wisconsin State Statute 118.22, the Board of Control was asked to approve the Preliminary List of Intent to Nonrenew for 2014-15 based on preliminary staffing needs.

Motion by Rhonna Casey and seconded by Deanna Heiman to approve the Preliminary Nonrenewals as presented. Motion carried by unanimous roll call vote.

► OTHER ORGANIZATIONAL BUSINESS WHICH MIGHT LEGALLY COME BEFORE THE BOARD

Rick Eloranta reported on the legislative meeting held in Medford.

Motion by Val Kulesa and seconded by Rozanne Traczek to adjourn the meeting at 9:08 p.m.
Motion carried by unanimous roll call vote.



MARATHON COUNTY SPECIAL EDUCATION

Children with Disabilities Education Board

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

MARATHON COUNTY CHILDREN WITH DISABILITIES EDUCATION BOARD

May 15, 2014 - Highlights

- Board members present: Scott Johnson, Gary Lewis, John Resech, Carol Schulz, Sharon Seubert and Lori Haines.
- Also present at the meeting: Kelly Kapitz, Assistant Administrator, Kathy Matthaides, Finance Manager, Kim Krause, Finance and Shelby Wasniewski, Board Recorder.
- The following visitors were recognized at the meeting: Danny Powers, Assistant Supervisor and Pupil Services Coordinator, Kristin Jacobson, Assistant Supervisor of Special Education, Jason Penry, Abbotsford School Psychologist; Tom Crockett, Athens School Psychologist; Blythe Becker, Edgar School Psychologist; Amber McDougal, Marathon School Psychologist; Rob Toepel, Spencer School Psychologist; Doreen Delikowski, Rosholt School Psychologist; Lori Szymanski, Vocational Training and Transition Services (VTTS).
- The meeting was called to order by Chairman Resech at 12:20 p.m.
- The minutes of April 17, 2014 meeting were approved.
- Shared upcoming Board Events.
- Approved finance packet as presented.
- Dr. Hartwig reviewed the 2013-2014 End of Year Costs. Additional information regarding benchmark will be presented to the Board next month.
- The Board was provided with the 2014-2015 draft Budget Plan. Dr. Hartwig also shared the MidAmerica Trust Statement.
- Dr. Hartwig recapped the status of the Health Insurance Pool. All districts have elected to join the "pool" for purposes of managing health insurance costs.
- The Open Enrollment meeting held regarding the on-going agreement with local Administrators on April 8 was discussed. MCSE is still waiting for additional pending signatures on the agreement.
- In communications, Lori Szymanski, Vocational Training and Transition Services (VTTS), shared with the Board a few highlights of her work including our Transition

Planning Timeline. At this time, the Board acknowledged Lori and presented her with a plaque for her professional and personal work with Marathon County Special Education. All those attending the meeting thanked Lori for her dedication and hard work.

- The school psychologists and administrative staff provided an overview of each their respective district issues and successes, along with updates on programming.
- Dr. Hartwig shared the highlights from the May 13, 2014 Administrator meeting.
- There was a second reading of the Vocational Transition Coordinator and the Data Management Position Descriptions. Schulz moved to approve the Vocational Transition Coordinator and the Data Management Position Descriptions, seconded by Seubert, carried. There was a first reading of the School Nurse Position Description.
- We are still waiting to receive the final minutes from districts regarding their MCSE Board representation elections.
- Dr. Hartwig discussed the upcoming professional developments events.
- The Board approved all contracts returned by staff for the 2014-2015 school year.
- The agreement with UW-Madison on Dr. Hartwig's representation on behalf of the Board was approved.
- In personnel,

Approved Resignations:

Tom Crockett, Psychologist, Athens School District

Sara Faber, Aide, Edgar Elementary

Susan Rainville, CC/CD, Edgar Elementary

Amber McDougal, Pscyhologist, Marathon School District

Approved Hires:

Aimee Burazin, Psychologist, Athens School District

- The meeting adjourned at 2:42 p.m.

email: MCCDEB

Fax: District Administrators

e-mail: Principals and Psychologists

**2014-2015 BENCHMARK COSTS
DRAFT**

6/12/14
14-15 BM to BM Ver 6 26.5% CA w 5-13-14 #s Admin Mtg 6-12-14.xls

2014-2015 Benchmark Costs
6/12/14

District Costs

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DISTRICT	PROGRAM	Total Program Costs	Total Revenues	Net Costs of Programs	Estimated Membership day: Total Program	Cost per day per child for Total Program	Proposed Consortium Based Membership Days for Program	District Costs Per Program	Mediated Program Cost	
ABBOTSFORD	EC	\$540,907	\$158,776	\$382,131	9399	\$40.66	1370	\$55,699	\$55,699	
	CDB	\$218,969	\$61,080	\$157,889	3806	\$41.48	1260	\$52,270	\$52,270	ABBOTSFORD
	CDS	\$414,701	\$112,304	\$302,397	7729	\$39.12	1464	\$57,279	\$57,279	
	SL	\$761,264	\$207,224	\$554,041	38305	\$14.46	7250	\$104,863	\$104,863	2013-2014
	LD	\$1,436,408	\$417,161	\$1,019,247	31153	\$32.72	2546	\$83,299	\$83,299	
	MC/SNDS	\$860,098	\$261,994	\$598,104	18329	\$32.63	5844	\$190,699	\$190,699	
							19734	\$544,109		
								14-15 BM shared cost	\$544,109	
	DATA MANAGEMENT							\$3,681		
	NURSE KAISER	\$75,892	\$18,972	\$56,920	5	\$11,384	1	\$11,384		
	HLTH AIDE IKOLA	\$61,979	\$30,028	\$31,951	5	\$6,390	1	\$6,390		
	IKOLA SALARY DIFF	\$4,406						\$4,406	13-14 BM shared	\$531,849
	IKOLA 1.5 HR	\$4,585						\$4,585	13-14 EOY V8 shared	\$511,347
									difference	\$12,260
								14-15 BM non-shared cost	\$30,447	% difference 2.31%
								14-15 BM total shared costs	\$544,109	
								13-14 BM non shared		\$23,206
								13-14 EOY V8 non shared		\$25,348
								difference		\$7,241
								% difference		31.20%
								14-15 BM total non-shared costs	\$30,447	
								13-14 BM shared + non shared		\$555,055
								13-14 EOY V8 shared + non-shared		\$536,695
								difference		\$19,501
								% difference		3.51%
								14-15 BM total shared + non-shared costs	\$574,556	
								13-14 BM total all costs		\$583,677
								13-14 EOY V8 total all costs		\$568,571
	AUDIOLOGY						\$7,536			
	SCHOOL PSYCH 16%						\$14,868			
	VI						\$2,336			
	DHH-VI/O&M						\$7,000			
								difference		\$22,619
								% difference		3.88%
								14-15 BM total all costs	\$606,296	
NOTES:		MAP - SEPARATE BILLING								
								BM 13-14		\$583,677
								EOY 13-14		\$563,254
								EOY 12-13		\$544,789
								Difference BM 13-14		\$22,619
								BM to BM % increase w/o Medicaid		3.88%
								Medicaid 14-15 Set Aside		\$25,300
								Actual district increase		-\$2,681
								Medicaid Revenue divided by 6 districts		23,863

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5J

Rural Virtual Academy Regular Board Meeting Wednesday, May 21, 2014

The regular meeting of the Rural Virtual Academy was called to order by Administrator, Charlie Heckel, on Wednesday, May 21, 2014 at 1:03 p.m. at the Medford Area Public School District Office.

Roll Call

Roll call indicated that Gary Gunderson, Jana Beaber, Kelly Strupp, Keith Wrage, Greg Krause, Rebecca Hopkins, Lisa Beels, and Sara Holewinski were present. Jim Hostvedt, Shelly Borchardt, Laurie Anderson, and Janeen LaBorde were absent.

Administrators present included: Andy Scharenbroch, Charlie Heckel, Pat Sullivan, Cheryl Polster, and Randy Bergman. Mike Endreas arrived at 1:06 p.m. Scott Winch and Reed Welsh arrived at 1:10 p.m. Ashley Darr, Jim Hagen, Walter Leipart, and Angela Woyak 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. Sandy Pope shared that open enrollment has ended.
 - b. Rebecca Hopkins shared that the annual field trip to Harvest Home Farm, Whitehall, is scheduled for tomorrow; the spelling bee is next week, and the end of the year picnic will be held in Marshfield where incentive prizes will be awarded to students.
 - c. Lisa Beels shared that the Parent Advisory Council had their last meeting for the year. Some goals for next year are to create more online groups.
2. CWCS Codes
Charlie Heckel shared the CWCS codes.
3. 2014/15 Open Enrollment Amount
Charlie Heckel shared that the 2014/15 Open Enrollment amount will be \$6,635.
4. Alternate Accountability Form
Charlie Heckel reported that the Alternate Accountability Form has been filed with DPI.

Consent Agenda

Consideration of:

1. Approval of Agenda
2. Secretary's Report
 - a. Approval of Regular Meeting Minutes of Wednesday, March 19, 2014 (open).
Motion (Hopkins/Holewinski) to approve the consent agenda, including: approval of agenda and approval of Regular Meeting Minutes of Wednesday, March 19, 2014 (open). Motion carried.

Regular Business

1. Update on Enrollment
Charlie Heckel updated the board on current enrollment. RVA has served 228 different students this school year. School representatives were reminded to verify the students listed for their district.
2. Update on Open Enrollment
Charlie Heckel reported that 122 new applications have been received for 2014/15 with 36 of those choosing only RVA as an option. The estimate is that there will be 100 or so open enrolled students to

start the 2014/15 school year.

3. Update on Summer Calendar
Charlie Heckel shared dates for summer orientation/training sessions for the RVA staff.
4. Presentation on RVA Special Education
Jessica Martin, Director of Special Education and RVA School Psychologist, gave a presentation on the roles and responsibilities of the consortium districts and RVA. It was suggested that there be a meeting held with consortium special education staff to reinforce these roles and responsibilities.
5. Update on 2013/14 School Satisfaction Survey
Charlie Heckel reviewed the results of the 2013/14 School Satisfaction Survey.
6. Update on 2014/15 Public Awareness Campaigns
Charlie Heckel reviewed the various avenues of advertising for 2014/15.
7. Update on RVA High School
Sara Holewinski updated the board on the progress of the high school. There are an estimated 23 students enrolling in grade 9.
8. Consideration of RVA High School Student Handbook
Sara Holewinski presented the RVA High School Student Handbook for approval. Motion (Winch/Wrage) to approve the RVA High School Student Handbook. Motion carried.
9. Consideration of Taylor County Lease Agreement
Charlie Heckel presented the Taylor County Lease Agreement for relocation of the RVA Offices. Motion (Hopkins/Krause) to approve the Taylor County Lease Agreement. Motion carried.
10. Update on Budget and Expenditures and Presentation of Invoices
Charlie Heckel updated the board on the budget and expenditures for the 2013/14 school year. Final invoices were distributed to the districts present; others will be mailed.

Adjourn

Motion (Welsh/Sullivan) to adjourn the meeting. Motion carried. The meeting was adjourned at 2:20 p.m.

Nikki Clements, Recording Secretary
minutes52114.wpd



SCHOOL DISTRICT OF ABBOTSFORD
ABBOTSFORD, WISCONSIN 54405



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

REED WELSH
ADMINISTRATOR
510 W Hemlock Avenue
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510 W Hemlock Avenue
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School District of Abbotsford
Board of Education Meeting
Monday, May 19, 2014
High School Community Room at 6:30 p.m.

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

Absent: Natalyn Belanger

Administration: Reed Welsh and Gary Gunderson

Others: Randy Hill, Ken Martine, Jackie Schreiber, and Kevin O'Brien (Tribune Phonograph).

Reed Welsh called the meeting to order at 6:32 PM.

Reed Welsh verified the proper posting of the meeting.

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

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

Motion by Hackel, seconded by Baldus to nominate Natalyn Belanger as Board Clerk. Motion by Reis, second by Baldus to close the nominations and elect Natalyn Belanger as Board Clerk with a unanimous vote. Motion carried on a roll call vote with all ayes and Belanger absent.

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

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

Motion by Reis, second by Schraufnagel to nominate Andy Baldus as the CESA 10 delegate. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Hackel to nominate Dave Otten as the CESA 10 delegate alternate. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Hackel to nominate Donald Medenwaldt as the WASB Delegate. Motion carried on a roll call vote with all ayes and Belanger absent.

Reed Welsh then presented the 2013-2015 legislative updates, task force on rural schools report, health services summary, Edgar Marawood request, and a distance learning lab grant upgrade.

Middle/senior high principal Lucas Barth reported on teacher appreciation week, honoring excellence banquets, scholarships, senior week, senior banquet, graduation, D & F list, assembly/incentive day, streaming graduation, and congratulating State Solo and Ensemble participants.

Elementary Principal Gary Gunderson reported on spring concert, and end-of-year activities.

Gary Gunderson gave an update on summer school. Contracts have been issued and a reminder that summer school will be running 18 days, rather than the traditional 15 days, through July 2nd, 2014.

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

Reed Welsh then presented the Marathon County Children with Disabilities Administrators Highlights held on April 10th and the Education Board meeting highlights from the April 17th, 2014 meeting. He also presented a 5 year analysis of costs and the 2013-2014eoy costs as a draft form.

Reed Welsh then presented the meeting minutes from the PTO meeting held on May 6th, 2014.

Each building principal presented an update on student achievement.

Gary Gunderson, Lucas Barth and Reed Welsh presented the Athletic Directors report including 2014-15 athletic schedules and music schedules being distributed. Fourth quarter mid-quarter grades resulted in two academic violations grades 6 – 12.

A motion was made by Hackel, second by Baldus to accept the consent agenda items as presented with another reprint of the student activity report to be represented:

Approve minutes of meeting–(April 21- Regular Board Mtg, April 24 & April 30 –Finance Committee Mtg)

Approve revenues, expenditures, and student activity reports

Approve monthly journal entries

Approve general budget transfers/revisions

Approve new hire report-as presented

Approve 2013-2014 Substitute List

Approve grant applications and approvals (None)

Approve out of state travel (None)

Approve ESEA Assurances

Approve WIAA Membership Senior High School 2014-15

Approve WIAA Membership Middle School 2014-2015

Approve School Health Service Agreement-Clark County

Approve awards, donations, and gifts (None)

Approve Proclamations/Resolutions/Recognitions: (State Solo and Ensemble: GROUPS: show choir, folk ensemble, jazz ensemble, VOCAL SOLO: Garrett Rau, Taygen Viegut, Taylor Kohls, Renson Hoffman, Amber Hederer, Jade Sales, Adrian Harris, and Josie Jakel)

Motion carried on roll call vote with all ayes Belanger absent.

Motion by Hackel, second by Otten to approve the Employee Handbook Part I as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Hackel, second by Reis to approve the Employee Handbook Part II as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Otten, second by Hackel to approve the Employee Handbook Part III as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Baldus to approve the Employee Handbook Part IV as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Baldus, second by Otten to approve the Employee Handbook Part V as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Otten, second by Reis to approve policy 453.50: Management of concussions and Concussion Symptoms as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Schraufnagel, second by Baldus to approve policy 528: Travel and expense Guidelines as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Otten, second by Hackel to approve policy 671: purchasing as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Otten, second by Baldus to approve policy 831: Tobacco Products and Vapor Devices on School Premises as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Reed Welsh also presented the current 2013-2014 utility expenditure report.

Motion by Reis, second by Otten to approve the gym floor refinishing contract with Baseman Floors in the amount of \$ 5,464.80 as presented. Motion carried on a roll call vote with all ayes and Natalyn Belanger absent.

Motion by Baldus, second by Otten to approve the roofing repair (annual maintenance) contract with Maurer Roofing in the amount of \$37,700.00 as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Hackel to approve the painting projects (south gym lower/door frames/north gym/fitness center) contract with Mengel Painting in the amount of \$5,000.00 as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Hackel, second by Reis to approve the door replacement (n gym/choir/pool area) contract with Miron in the amount of \$53,474.00 as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Otten, second by Reis to approve the asphalt sealing and repair contract with asphalt seal and repair in the amount of \$16,900.00 as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Baldus, second by Reis to approve the 2014-15 lunch prices (elem-\$2.20, m/h-\$2.35, adult-\$3.35) as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Schraufnagel, second by Otten to approve the community garden proposal with the City of Abbotsford as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Baldus to approve to hire a math interventionist position as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Baldus, second by Hackel to approve to hire Derek Wojcik for the math position as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Hackel, second by Reis to approve the resignation of Kayla Laher as head varsity volleyball resignation as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Otten, second by Baldus to approve the 14 open enrollment applications as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Otten, second by Schraufnagel to approve May 16th, 2015 as the 2014-2015 graduation date as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Hackel to approve the Carl B. Thompson trust withdrawal of \$27,651.15 for the reconstruction of the track as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Otten to approve resolution 2014-01: resolution authorizing the transfer of funds, the establishment of an escrow account with respect to and the defeasance of certain of the general obligation school building bonds, dated march 4, 2008 as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Baldus, second by Reis to approve the AEA 2014-15 master contract as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Reis, second by Hackel at 8:27 PM to adjourn from open session and convene into executive session pursuant to Wisconsin Statute 19.85 (1)(c) "Considering employment, promotion, compensation, or performance evaluation data of any public employee over which the government body has jurisdiction or exercises responsibility." The board discussed: Personnel: AEA Support Staff Contract Negotiations and Non-Represented Staff Contracts. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Hackel, second by Baldus to reconvene into open session at 8:55 PM. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Hackel, second by Otten to approve the non-contracted (support Staff) 2014-15 contracts as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Hackel, second by Baldus to approve the non-represented staff contracts for 2014-15 as presented. Motion carried on a roll call vote with all ayes and Belanger absent.

Motion by Hackel, second by Otten to adjourn at 9:00 PM. Motion carried on a roll call vote with all ayes and Belanger absent.

The board was reminded of the following upcoming events: June 16th – regular monthly board meeting at 6:30 pm in the MS/HS community room.

The meeting adjourned at 9:00 p.m.

Respectfully submitted:

Transcribed by:

Natalyn Belanger
Board Clerk

Jackie Schreiber
District Bookkeeper

LB

SCHOOL DISTRICT OF ABBOTSFORD

ABBOTSFORD, WISCONSIN 54405

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

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

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

Check Approval June 16, 2014

The Abbotsford School Board of Education, at its Regular Meeting on June 16, 2014 approved the following checks:

RECEIPTS

Receipts (May)	#18897 - 1818955	\$ 81,225.01
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VENDOR CHECKS

Vendor Checks (May 17 – June 13)	# 54266 - 54349	\$ 576,920.33
Vendor EFT (May 17 – June 13)	#131400358 - 131400392	\$ 141,531.64
Payroll Wire (May 17 – June 13)	#201300126 - 201300138	\$ 546,658.73
Student Activity (May 17 – June 13)	# 6511 - 6525	\$ 9,577.02

PAYROLL CHECKS

Payroll Checks (May)	# 26552 - 26553	\$ 751.22
Direct Deposits (May)	# 13663 - 13853	\$ 294,903.35

JOURNAL ENTRIES

Journal Entries (May)	13-00120 – 13-00127
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BUDGET REVISIONS

Budget Revisions (May)	13-00025 – 13-00026
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BUDGET TRANSFERS

Budget Transfers (May)	13-00084 – 13-00088
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ABBOTSFORD SCHOOL BOARD OF EDUCATION

President

Vice President

Clerk

Treasurer

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
5	EMPLOYEE BENEFITS CO	05/31/2014	2,481.99
6511	A TO Z TOWN AND COUN	06/03/2014	17.78
6512	ABBOTSFORD HIGH SCHO	06/03/2014	1,120.50
6513	ABBOTSFORD SCHOOL DI	06/03/2014	1,000.00
6514	ABBY BOOSTER CLUB	06/03/2014	1,500.00
6515	HACKMAN-MAXWELL, LIS	06/03/2014	50.00
6516	HARMONY CO-OP	06/03/2014	40.01
6517	KOLAR, LORI	06/03/2014	532.00
6518	KRAUS, AMBER	06/03/2014	293.00
6519	MOUNT OLYMPUS THEME	06/03/2014	594.00
6520	NATIONAL FFA ORGANIZ	06/03/2014	55.00
6521	SCHROTH WHOLESALE	06/03/2014	27.18
6522	SHERATON MADISON HOT	06/03/2014	1,161.00
6523	SLIPEK, JOHN	06/03/2014	152.06
6524	SMITH BROTHERS MEATS	06/03/2014	325.00
6525	SUN COUNTRY TEES	06/03/2014	227.50
54251	SAN ANTONIO CVB HOUS	05/21/2014	-1,323.96
54266	GONGOLL, BILL	05/20/2014	139.80
54267	HOLLOWITSCH, AMY	05/20/2014	13.10
54268	HORN, MARK	05/20/2014	144.30
54269	KNAB, BRIAN	05/20/2014	120.00
54270	KRAUSE, DOUG	05/20/2014	120.00
54271	MARCUM III, CHESTER	05/20/2014	107.75
54272	OURADA, JOHN	05/20/2014	65.00
54273	SHOPKO HOMETOWN	05/20/2014	30.00
54274	SUTTON, JASON	05/20/2014	68.16
54275	PIZZA HUT	05/20/2014	225.00
54276	SAN ANTONIO CVB HOUS	05/21/2014	1,321.96
54277	BAINER, LESTER	05/27/2014	80.10
54278	HOHL, RICH	05/27/2014	60.00
54279	SCHOOL DISTRICT OF S	05/27/2014	100.00
54280	SUTTON, JASON	05/27/2014	170.40
54281	PIZZA HUT	05/27/2014	225.00
54282	GREAT- WEST	05/29/2014	1,555.00
54283	MIDAMERICA - TSA	05/29/2014	1,510.83
54284	KNAPMILLER, JACOB	05/30/2014	266.00
54285	ABBOTSFORD POST OFFI	06/04/2014	135.44
54286	SUTTON, JASON	06/04/2014	204.48
54287	ABBOTSFORD ED FOUNDA	06/10/2014	330.00
54288	ADVANCED DISPOSAL SE	06/10/2014	816.92
54289	AFLAC	06/10/2014	240.66
54290	CELLCOM WAUSAU MSA	06/10/2014	33.01
54291	CHARTER COMMUNICATIO	06/10/2014	780.00
54292	ENGLISH, JAMES	06/10/2014	7.30
54293	FRONTIER	06/10/2014	779.36
54294	MAKI, JIM	06/10/2014	93.65
54295	RONDORF, RANDI	06/10/2014	8.85
54296	SECURITY HEALTH PLAN	06/10/2014	66,799.98
54297	VETTERKIND, MARSHA	06/10/2014	64.00
54298	XCEL ENERGY	06/10/2014	9,348.65
54299	GREAT- WEST	06/11/2014	1,555.00
54300	MIDAMERICA - TSA	06/11/2014	1,510.83
54301	PRAIRIE FIRE THEATRE	06/12/2014	1,950.00
54302	PRAIRIE FIRE THEATRE	06/13/2014	30.00
54303	A TO Z TOWN AND COUN	06/17/2014	27.45
54304	ABBOTSFORD TRAVEL ST	06/17/2014	170.00

LB

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
54305	ABBOTSFORD HIGH SCHO	06/17/2014	88.82
54306	ABBOTSFORD POST OFFI	06/17/2014	316.00
54307	ASPHALT SEAL & REPAI	06/17/2014	16,900.00
54308	BASEMAN HARDWOOD FLO	06/17/2014	5,464.80
54309	BUSHMAN DAIRY DIST	06/17/2014	2,112.65
54310	CESA 10	06/17/2014	49,248.47
54311	CHUCK MENGEL PAINTIN	06/17/2014	4,750.00
54312	CONSTELLATION NEWENE	06/17/2014	605.52
54313	CPM EDUCATIONAL PROG	06/17/2014	7,568.40
54314	DEPT OF HEALTH & FAM	06/17/2014	740.00
54315	EARTHGRAINS BAKING C	06/17/2014	200.90
54316	FLOCABULARY, LLC	06/17/2014	63.00
54317	HAGEN'S ON FIRST	06/17/2014	92.00
54318	INTEGRATED SYSTEMS C	06/17/2014	3,072.00
54319	JOHNSON BLOCK & CO	06/17/2014	1,850.00
54320	JOSTENS INC	06/17/2014	57.45
54321	K-MART	06/17/2014	1,027.17
54322	KOLB, JULIANNE	06/17/2014	68.64
54323	MAURER ROOFING INC	06/17/2014	36,700.00
54324	MEDFORD AREA PUBLIC	06/17/2014	1,125.00
54325	MIRON CONSTRUCTION C	06/17/2014	53,474.00
54326	MJ CARE	06/17/2014	195.00
54327	NCS PEARSON INC	06/17/2014	1,000.00
54328	NORTHERN MUSIC SERVI	06/17/2014	75.00
54329	OFFICE ENTERPRISES I	06/17/2014	151.51
54330	OVERDRIVE	06/17/2014	2,500.00
54331	POINT OF BEGINNING	06/17/2014	27,651.00
54332	POINT OF BEGINNING	06/17/2014	199,540.50
54333	SCHOOL DIST OF COLBY	06/17/2014	16,018.10
54334	SCHOOL DISTRICT OF A	06/17/2014	6,485.00
54335	SCHOOL DISTRICT OF S	06/17/2014	36,539.90
54336	SECURITY ADMINISTRAT	06/17/2014	30.00
54337	STEVE COLBY EXCAVATI	06/17/2014	875.00
54338	TEAM SPORTING GOODS	06/17/2014	2,095.00
54339	TRIBUNE PHONOGRAPH	06/17/2014	46.00
54340	TUMARX INC	06/17/2014	780.00
54341	UNIVERSITY OF WISCON	06/17/2014	787.50
54342	US POSTAL SERVICE	06/17/2014	2,000.00
54343	WARD'S SCIENCE	06/17/2014	26.13
54344	WASB	06/17/2014	610.00
54345	WI ASSOC OF SCHOOL P	06/17/2014	150.00
54346	WELD RILEY PRENN & R	06/17/2014	962.00
54347	WSMA	06/17/2014	41.00
54348	SCHOOL DIST OF COLBY	06/17/2014	2,663.05
54349	WAUSAU SCHOOL DISTRI	06/17/2014	289.80
131400358	WI Education Assoc C	05/29/2014	303.94
131400359	WI Education Assoc C	06/11/2014	303.92
131400360	2XL CORPORATION	06/17/2014	81.30
131400361	ABBOTSFORD CITY	06/17/2014	3,592.87
131400362	BARTH, LUCAS	06/17/2014	18.00
131400363	BITTNER, SARAH	06/17/2014	100.00
131400364	BLACK RIVER INDUSTRI	06/17/2014	160.00
131400365	BURNETT TRANSIT INC	06/17/2014	10,962.91
131400366	DALCO	06/17/2014	246.28
131400367	DASHIR MANAGEMENT SE	06/17/2014	15,635.33
131400368	DEAN FOODS OF WISCON	06/17/2014	5,228.82

CHECK		CHECK	
NUMBER	VENDOR	DATE	AMOUNT
131400369	ED RINDT'S SERVICE L	06/17/2014	945.00
131400370	ENGLEBRETSON, DEBBIE	06/17/2014	474.74
131400371	G & K SERIVCES INC	06/17/2014	98.23
131400372	HUTHER, LORI	06/17/2014	225.00
131400373	INDIANHEAD FOODSERVI	06/17/2014	28,043.28
131400374	J W PEPPER & SON INC	06/17/2014	80.99
131400375	KRAMERS COUNTY MARKE	06/17/2014	810.96
131400376	LARSON, LISA	06/17/2014	213.93
131400377	MARATHON COUNTY SPEC	06/17/2014	46,366.48
131400378	MARCO	06/17/2014	245.28
131400379	MARSHFIELD BOOK & ST	06/17/2014	146.28
131400380	PCNATION	06/17/2014	163.00
131400381	PER MAR SECURITY SER	06/17/2014	19,700.00
131400382	PRAXAIR DISTRIBUTION	06/17/2014	1,085.61
131400383	QUILL CORPORATION	06/17/2014	1,322.78
131400384	SKYWARD	06/17/2014	2,062.50
131400385	SLIPEK, JOHN	06/17/2014	118.08
131400386	SOTO, FRANKIE	06/17/2014	1,275.00
131400387	THOMPSON, LISA	06/17/2014	225.00
131400388	THOMPSON, MICHAEL	06/17/2014	225.00
131400389	TP PRINTING CO INC	06/17/2014	150.82
131400390	WE ENERGIES	06/17/2014	395.19
131400391	WELSH, REED	06/17/2014	38.08
131400392	WILL, JODY	06/17/2014	487.04
201300121	WI RETIREMENT SYSTEM	05/15/2014	18,813.20
201300126	INTERNAL REVENUE SER	05/30/2014	32,646.68
201300127	WI DEPT OF REVENUE	05/30/2014	5,636.70
201300128	WI RETIREMENT SYSTEM	05/30/2014	19,279.60
201300130	DELTA DENTAL	06/01/2014	6,684.35
201300131	INTERNAL REVENUE SER	06/13/2014	33,309.02
201300132	WI DEPT OF REVENUE	06/13/2014	5,761.94
201300134	BMO HARRIS MASTERCAR	06/12/2014	29.97
201300135	BMO HARRIS MASTERCAR	06/12/2014	17.49
201300136	BMO HARRIS MASTERCAR	06/12/2014	80.91
201300137	US BANK	06/26/2014	424,378.87
201300138	ABBY BANK	06/13/2014	20.00

Totals for checks 1,274,687.72

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	205,430.55	0.00	517,486.81	722,917.36
27	SPECIAL EDUCATION FUND	0.00	0.00	81,996.79	81,996.79
39	REFERENDUM APPROVED DEBT SERVI	0.00	0.00	424,378.87	424,378.87
50	FOOD SERVICE FUND	0.00	186.90	36,467.31	36,654.21
51	FOOD SERVICE COOPERATIVE FUND	0.00	0.00	1,275.00	1,275.00
60	AGENCY FUND	7,095.03	0.00	0.00	7,095.03
80	COMMUNITY SERVICE FUND	0.00	0.00	81.30	81.30
99	OTHER PACKAGE AND COOPERATIVE	0.00	0.00	289.16	289.16
***	Fund Summary Totals ***	212,525.58	186.90	1,061,975.24	1,274,687.72

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



Post Date	Receipt	Amount	Comment	Acct Nbr	Description
05/08/2014	18897	573.30		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18898	1310.00		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18899	140.00		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18900	95.15		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18901	802.70		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18902	595.25		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18903	345.00		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18904	227.40		50 R 800 251 500000 000	STUDENT MEALS
05/08/2014	18905	16.15		50 R 800 262 500000 000	SUPPLY RESALE
05/08/2014	18906	484.71		50 R 800 262 500000 000	SUPPLY RESALE
05/08/2014	18907	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
05/08/2014	18908	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
05/08/2014	18909	50.00		80 R 800 272 500000 960	GYM MEMBERSHIP
05/08/2014	18910	150.00		80 R 800 272 500000 960	GYM MEMBERSHIP
05/08/2014	18911	20.00		10 R 800 292 500000 000	ACCUPLACER
05/08/2014	18912	36.00		10 R 800 294 500000 000	DL TEXTBOOKS (DRAU, JMAKI, KBELANGER, NS
05/15/2014	18913	566.69		10 R 800 280 500000 000	CD# 58883 ABBY BANK CREDIT AMOUNT
05/19/2014	18915	8628.77		27 R 800 730 500000 341	IDEA FLOW THROUGH (EIS)
05/19/2014	18916	405.87		27 R 800 730 500000 347	IDEA PRESCHOOL ENTITLEMENT
05/19/2014	18917	2093.06		50 R 800 730 500000 376	USDA FFVP PUBLIC AID--OCT
05/19/2014	18918	356.00		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18919	352.00		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18920	942.40		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18921	305.35		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18922	592.00		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18923	222.00		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18924	691.90		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18925	148.00		50 R 800 262 500000 000	SUPPLY RESALE
05/19/2014	18926	1.75		50 R 800 262 500000 000	SUPPLY RESALE
05/19/2014	18927	150.00		50 R 800 251 500000 000	STUDENT MEALS
05/19/2014	18928	560.00		80 R 800 272 500000 000	SWIMMING
05/20/2014	18929	17.65		10 R 800 971 500000 000	REFUND
05/20/2014	18930	7472.00		10 R 800 964 500000 000	DIVIDENDS
05/20/2014	18931	6226.00		10 R 800 971 500000 000	REFUND-INSURANCE AUDIT
05/20/2014	18932	183.06		10 R 800 291 500000 000	SUB REIMBURSEMENT
05/20/2014	18933	4130.75		10 R 800 517 500000 391	TITLE III-A
05/20/2014	18934	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
05/20/2014	18935	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
05/20/2014	18936	525.00		50 R 800 251 500000 000	STUDENT MEALS
05/27/2014	18937	7577.13		50 R 800 717 500000 546	FOOD SERVICE AID-BREAKFAST
05/27/2014	18938	24933.65		50 R 800 717 500000 547	FOOD SERVICE AID-LUNCH
05/30/2014	18940	594.75		50 R 800 251 500000 000	STUDENT MEALS
05/30/2014	18941	402.00		50 R 800 251 500000 000	STUDENT MEALS
05/30/2014	18942	233.75		50 R 800 251 500000 000	STUDENT MEALS
05/30/2014	18943	570.00		50 R 800 251 500000 000	STUDENT MEALS
05/30/2014	18944	483.00		50 R 800 251 500000 000	STUDENT MEALS
05/30/2014	18945	360.25		50 R 800 251 500000 000	STUDENT MEALS
05/30/2014	18946	74.80		50 R 800 262 500000 000	SUPPLY RESALE
05/30/2014	18947	2446.90		10 R 700 295 500000 000	SUMMER SWIMMING
05/30/2014	18948	3795.03		10 R 700 295 500000 000	SUMMER SWIMMING PROGRAM
05/31/2014	18952	14.99		72 R 800 280 500000 000	MONTHLY INTEREST REVENUE CREDIT
05/31/2014	18954	0.80		10 R 800 280 500000 000	ACCT# 100 331 ABBY BANK CREDIT AMOUNT
05/31/2014	18955	377.05		10 R 800 280 500000 000	ACCT# 702707 ABBY BANK CREDIT AMOUNT

Post Date	Receipt	Amount	Comment	Acct Nbr	Description
05/30/2014	18957	-150.00		50 R 800 251 500000 000	NSF
05/30/2014	18958	-80.00		50 R 800 251 500000 000	NSF
81225.01 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	25,271.93	0.00	25,271.93
27	SPECIAL EDUCATION FUND	0.00	9,034.64	0.00	9,034.64
50	FOOD SERVICE FUND	0.00	45,968.45	0.00	45,968.45
72	EXPENDABLE TRUST FUND	0.00	14.99	0.00	14.99
80	COMMUNITY SERVICE FUND	0.00	935.00	0.00	935.00
***	Fund Summary Totals ***	0.00	81,225.01	0.00	81,225.01

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

Fd	Fd	Func	Func	Beginning Balance	2013-14 FYTD Credits	2013-14 FYTD Debits	Ending Balance
60	AGENCY FUND	711060	STUDENT ACTIVITY CASH ACCOUNT	3,984.84	73,034.37	82,774.68	13,725.15
60	AGENCY FUND	711100	PETTY CASH	50.00	0.00	0.00	50.00
60	AGENCY FUND	712180	CD # 40988	12,159.85	0.00	0.00	12,159.85
60	AGENCY FUND	712190	CD # 38537	16,756.47	0.00	0.00	16,756.47
60	AGENCY FUND	712195	CD # 41065	17,018.10	0.00	144.96	17,163.06
60	*TOTAL ASSETS	7-----		49,969.26	73,034.37	82,919.64	59,854.53
60	AGENCY FUND	811210	AP ACCRUAL	0.00	73,675.23	73,675.23	0.00
60	*TOTAL LIABILITIES	8-----		0.00	73,675.23	73,675.23	0.00
60	AGENCY FUND	814030	INTEREST	-2,043.82	6,446.61	8,410.91	79.52-
60	AGENCY FUND	814050	MISCELLANEOUS	-273.79	558.00	468.22	363.57-
60	AGENCY FUND	814213	CLASS OF 2013	-1,027.36	0.00	1,027.36	0.00
60	AGENCY FUND	814214	CLASS OF 2014	-998.53	2,607.00	1,417.87	2,187.66-
60	AGENCY FUND	814215	CLASS OF 2015	-816.80	2,221.25	2,722.27	315.78-
60	AGENCY FUND	814216	CLASS OF 2016	-564.00	442.00	286.50	719.50-
60	AGENCY FUND	814217	CLASS OF 2017	0.00	947.00	626.00	321.00-
60	AGENCY FUND	814320	ANNUAL	-4,487.70	2,085.01	3,698.56	2,874.15-
60	AGENCY FUND	814330	BAND	-115.62	155.00	130.95	139.67-
60	AGENCY FUND	814400	KIDS OF 205	-82.38	0.00	0.00	82.38-
60	AGENCY FUND	814415	FALCON ALTERNATIVE SCHOOL	-302.66	34.50	12.00	325.16-
60	AGENCY FUND	814420	FORENSICS	-231.52	0.00	0.00	231.52-
60	AGENCY FUND	814520	FBLA	-2,115.33	930.00	626.30	2,419.03-
60	AGENCY FUND	814530	FFA	-1,483.06	35,539.07	27,213.43	9,808.70-
60	AGENCY FUND	814540	FCCLA	-980.88	418.50	1,152.52	246.86-
60	AGENCY FUND	814560	FOREIGN LANGUAGE CLUB	-2,639.69	3,424.95	1,450.01	4,614.63-
60	AGENCY FUND	814565	MIDDLE SCHOOL TRIPS	0.00	1,225.00	1,225.00	0.00
60	AGENCY FUND	814570	COMMUNITY SERVICE PROJECTS	-75.00	0.00	63.84	11.16-
60	AGENCY FUND	814580	NHS	-395.49	0.00	152.00	243.49-
60	AGENCY FUND	814600	HS STUDENT SENATE	-1,245.86	3,220.08	3,371.52	1,094.42-
60	AGENCY FUND	814610	MIDDLE SCHOOL STUDENT SENATE	-459.87	5,006.62	4,061.10	1,405.39-
60	AGENCY FUND	814620	VICA	-769.42	464.64	414.96	819.10-
60	AGENCY FUND	814630	MATHLETES	0.00	220.00	0.00	220.00-
60	AGENCY FUND	814730	GREENHOUSE	-19,596.76	8,551.00	6,438.11	21,709.65-
60	AGENCY FUND	814740	METALS	-502.91	686.51	285.24	904.18-
60	AGENCY FUND	814800	PREPS ON THE NET MEDIA	-3,837.19	0.00	2,243.44	1,593.75-
60	AGENCY FUND	814810	BASEBALL	-323.78	36.00	98.89	260.89-
60	AGENCY FUND	814820	BOYS BASKETBALL	-167.00	3,246.24	2,852.03	561.21-
60	AGENCY FUND	814830	GIRLS BASKETBALL	-565.20	233.00	521.31	276.89-
60	AGENCY FUND	814850	TRACK	-584.63	325.00	454.39	455.24-



Abbotsford WI School District
Student Activity Balance Sheet (Date: 5/2014)

<u>Fd</u>	<u>Fd</u>	<u>Func</u>	<u>Func</u>	<u>Beginning</u> <u>Balance</u>	<u>2013-14</u> <u>FYTD Credits</u>	<u>2013-14</u> <u>FYTD Debits</u>	<u>Ending</u> <u>Balance</u>
60	AGENCY FUND	814860	FOOTBALL	815.90	6,031.17	3,915.56	1,299.71-
60	AGENCY FUND	814870	LETTER CLUB	-582.05	300.89	882.94	0.00
60	AGENCY FUND	814890	SOFTBALL	-201.81	0.00	131.10	70.71-
60	AGENCY FUND	814900	SWIMMING	-301.19	0.00	301.19	0.00
60	AGENCY FUND	814930	VOLLEYBALL	-1,291.16	2,191.50	1,752.48	1,730.18-
60	AGENCY FUND	814940	WRESTLING	-317.94	2,082.00	1,738.00	661.94-
60	AGENCY FUND	814950	Student of the Month	-31.37	325.00	246.67	109.70-
60	AGENCY FUND	814970	PHY ED - CAN RECYCLING	-1,087.56	115.23	0.00	1,202.79-
60	AGENCY FUND	814985	FITNESS CHALLENGES	0.00	420.00	0.00	420.00-
60	AGENCY FUND	814990	Safe Organized Acctable Respon	-285.83	201.00	411.83	75.00-
60	*TOTAL LIABILITIES	8-----		-49,969.26	90,689.77	80,804.50	59,854.53-
60	AGENCY FUND	931100	RESERVED FOR ENCUMBRANCES	721.16	77,365.57	72,394.95	4,249.46-
60	*FUND BALANCE (700000 - 800000	9-----		721.16	77,365.57	72,394.95	4,249.46-
60	*AGENCY FUND	-----		721.16	314,764.94	309,794.32	4,249.46-

Abbotsford WI School District
Student Activity Balance Sheet (Date: 5/2014)

<u>Fd</u>	<u>Fd</u>	<u>Func</u>	<u>Func</u>	<u>Beginning</u>	<u>2013-14</u>	<u>2013-14</u>	<u>Ending</u>
				<u>Balance</u>	<u>FYTD Credits</u>	<u>FYTD Debits</u>	<u>Balance</u>
Grand Asset Totals				49,969.26	73,034.37	82,919.64	59,854.53
Grand Liability Totals				-49,969.26	164,365.00	154,479.73	59,854.53-
Grand Equity Totals				721.16	77,365.57	72,394.95	4,249.46-
Grand Totals				721.16	314,764.94	309,794.32	4,249.46-

Number of Accounts: 47

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

Batch	Trans Date	Acct Nbr	Comment	Description	Debit	Credit
13-00120	05/08/2014	10 R 800 517 500000 391		TITLE III-A	2288.55	0.00
13-00120	05/08/2014	10 R 800 517 500000 404		CARL PERKINS	0.00	2288.55
13-00120	05/08/2014	10 R 800 517 500000 391		TITLE III-A	6244.07	0.00
13-00120	05/08/2014	10 R 800 517 500000 365		TITLE II-A	0.00	6244.07
13-00121	05/08/2014	10 A 000 000 712200 000		TRANSFER TO SAVINGS -DEBIT	0.00	0.00
13-00121	05/08/2014	10 A 000 000 711000 000		TRANSFER TO SAVINGS-CREDIT	0.00	0.00
13-00121	05/08/2014	10 A 000 000 712200 000		TRANSFER TO CHECKING - CREDIT	0.00	10000.00
13-00121	05/08/2014	10 A 000 000 711000 000		TRANSFER TO CHECKING - DEBIT	10000.00	0.00
13-00122	05/13/2014	10 E 800 382 431000 850		PAYMENT FOR TEACH SERVICES	0.00	1500.00
13-00122	05/13/2014	10 E 800 387 263310 000		FOR TEACH SERVICE	1500.00	0.00
13-00123	05/14/2014	10 A 000 000 712200 000		TRANSFER TO SAVINGS -DEBIT	0.00	0.00
13-00123	05/14/2014	10 A 000 000 711000 000		TRANSFER TO SAVINGS-CREDIT	0.00	0.00
13-00123	05/14/2014	10 A 000 000 712200 000		TRANSFER TO CHECKING - CREDIT	0.00	125000.00
13-00123	05/14/2014	10 A 000 000 711000 000		TRANSFER TO CHECKING - DEBIT	125000.00	0.00
13-00124	05/19/2014	10 A 000 000 712200 000		TRANSFER TO SAVINGS -DEBIT	0.00	0.00
13-00124	05/19/2014	10 A 000 000 711000 000		TRANSFER TO SAVINGS-CREDIT	0.00	0.00
13-00124	05/19/2014	10 A 000 000 712200 000		TRANSFER TO CHECKING - CREDIT	0.00	287000.00
13-00124	05/19/2014	10 A 000 000 711000 000		TRANSFER TO CHECKING - DEBIT	287000.00	0.00
13-00125	05/29/2014	10 A 000 000 712200 000		TRANSFER TO SAVINGS -DEBIT	0.00	0.00
13-00125	05/29/2014	10 A 000 000 711000 000		TRANSFER TO SAVINGS-CREDIT	0.00	0.00
13-00125	05/29/2014	10 A 000 000 712200 000		TRANSFER TO CHECKING - CREDIT	0.00	123000.00
13-00125	05/29/2014	10 A 000 000 711000 000		TRANSFER TO CHECKING - DEBIT	123000.00	0.00
13-00126	06/02/2014	10 A 000 000 711000 000		Fix CB reconciliation report	34582.73	0.00
13-00126	06/02/2014	10 E 800 249 299000 000		Fix CB reconciliation report	0.00	34582.73
13-00126	06/02/2014	27 A 000 000 711000 000		Fix CB reconciliation report	252.10	0.00
13-00126	06/02/2014	27 E 800 249 299000 000		Fix CB reconciliation report	0.00	252.10
13-00126	06/02/2014	50 A 000 000 711000 000		Fix CB reconciliation report	1720.16	0.00
13-00126	06/02/2014	50 E 800 249 299000 000		Fix CB reconciliation report	0.00	1720.16
13-00126	06/02/2014	80 A 000 000 711000 000		Fix CB reconciliation report	137.40	0.00
13-00126	06/02/2014	80 E 800 249 299000 000		Fix CB reconciliation report	0.00	137.40
13-00126	06/02/2014	99 A 000 000 711000 000		Fix CB reconciliation report	899.61	0.00
13-00126	06/02/2014	99 E 800 249 299000 000		Fix CB reconciliation report	0.00	899.61
13-00127	05/30/2014	10 A 000 000 712200 000		TRANSFER MONTHLY INTEREST - DB	377.05	0.00
13-00127	05/30/2014	10 A 000 000 711000 000		TRANSFER MONTHLY INTEREST - CR	0.00	377.05

0.00 Total for Journal Entries

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FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	34,582.73	0.00	-34,582.73	0.00
27	SPECIAL EDUCATION FUND	252.10	0.00	-252.10	0.00
50	FOOD SERVICE FUND	1,720.16	0.00	-1,720.16	0.00
80	COMMUNITY SERVICE FUND	137.40	0.00	-137.40	0.00
99	OTHER PACKAGE AND COOPERATIVE	899.61	0.00	-899.61	0.00
***	Fund Summary Totals ***	37,592.00	0.00	-37,592.00	0.00

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00084	TELEPHONE SERVICE	2013-2014	05/06/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TELEPHONE SERVICE DUE TO UPGRADE	10 E 800 355 263300 000 JLEW	05/06/2014	1,500.00	0.00
2		FOR UPGRADE TO TELEPHONE SERVICE	10 E 800 551 253300 000 JLEW	05/06/2014	0.00	1,500.00
TOTALS					1,500.00	1,500.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00085	MAINTENANCE SUPPLIES	2013-2014	05/12/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TO MAINTENANCE SUPPLIES	10 E 800 551 253300 000 RHILL	05/12/2014	0.00	300.00
2		FOR MAINTENANCE SUPPLIES	10 E 800 411 253000 000 RHILL	05/12/2014	300.00	0.00
TOTALS					300.00	300.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00086	TRACK	2013-2014	05/14/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TRACK EQUIPMENT	10 E 800 551 253300 000 RWELSH	05/14/2014	0.00	23,100.00
2		TRACK EQUIPMENT	10 E 400 551 162319 000 RWELSH	05/14/2014	23,100.00	0.00
TOTALS					23,100.00	23,100.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00087	VOLLEYBALL SUPPLIES	2013-2014	05/15/2014	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		VB SUPPLIES	10 E 400 943 162121 000 RWELSH	05/15/2014	0.00	189.00
2		VB SUPPLIES	10 E 400 411 162121 000 RWELSH	05/15/2014	189.00	0.00
TOTALS					189.00	189.00

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
13-00088	TRACK EQUIPMENT	2013-2014	05/16/2014	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		TRACK EQUIPMENT	10 E 800 551 253000 000 RWELSH	05/16/2014	0.00	4,080.00
2		TRACK EQUIPMENT	10 E 400 551 162319 000 RWELSH	05/16/2014	4,080.00	0.00
				TOTALS	4,080.00	4,080.00

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

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
13-00025	SPECIAL ED TECHNOLOGY GRANT	2013-2014	05/05/2014	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		SPECIAL ED TECHNOLOGY GRANT AWARD	27 E 800 441 158000 342	05/05/2014	18,450.00	0.00
			WI DPI			

<u>BATCH</u>	<u>DESCRIPTION</u>	<u>FISCAL YEAR</u>	<u>POST DATE</u>	<u>BATCH ORIGIN</u>	<u>STATUS</u>
13-00026	SPECIAL ED TECHNOLOGY GRANT	2013-2014	05/05/2014	Batch Entry	History

<u>LINE</u>	<u>NAME/PROJ</u>	<u>DESCRIPTION/ADDITIONAL DESCRIPTION</u>	<u>ACCOUNT/REFERENCE</u>	<u>ENTRY DATE</u>	<u>DEBIT AMOUNT</u>	<u>CREDIT AMOUNT</u>
1		SPECIAL ED TECHNOLOGY GRANT	27 R 800 730 158000 342	05/05/2014	0.00	18,450.00
			WI DPI			

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

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LAST NAME	FIRST NAME	POSITION	APPROVED	Date Updated: 6/12/2014
Albright ,	Carmen	Teacher Aide Substitute	8/19/2013	
Anderson ,	Chell	Substitute Teacher	9/17/2012	
Blair ,	Sara	Clerical Sub	2/22/2001	
Blume ,	Jennifer	Substitute Teacher	12/16/2013	
Brodhagen ,	Eric	Substitute Teacher	9/16/2013	
Bunke ,	Cathy	Substitute Teacher	11/19/2012	
Busse ,	Sandra	Teacher Assistant & Food Service Substitutes	11/19/2007	
Dunst ,	Roxann	Substitute Teacher	9/19/2011	
Gehrke ,	Dorothy	Substitute Teacher	12/1/1997	
Goessl ,	Cody	Substitute Teacher	11/19/2012	
Gonnering ,	Shawn	Clerical Sub	11/1/2004	
Haunschild ,	Susan	Substitute Teacher	1/27/2009	
Heck ,	Susan	Teacher Assistant, Kitchen Sub & Clerical Sub	4/21/2014	
Hoffman ,	Paul	Substitute Teacher	5/16/2005	
Hoose ,	Pamela	Substitute Teacher	10/15/2012	
Horacek ,	Samantha	Substitute Teacher & Support Staff	12/16/2013	
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	
Krautkramer ,	Jessica	Substitute Teacher	3/18/2013	
Krebs ,	William	Substitute Teacher	11/18/2013	
Landwehr ,	Lita	Substitute Teacher	8/1/2002	
LaVenture ,	Vickie	Substitute Teacher	2/17/2014	
Maki ,	Carol	Clerical Sub	12/15/2008	
Meyer ,	James	Substitute Teacher	9/19/2011	
Meyers ,	Marilyn	Substitute Teacher	8/15/2011	
Missling ,	David	Substitute Teacher	9/9/2003	
O'Konski ,	Renae	Substitute Teacher	11/19/2007	
Otten ,	Tabitha	Substitute Teacher	11/20/2006	
Renderman ,	Rachel	Substitute Teacher	1/16/2012	
Rondorf ,	Randy	Substitute Teacher	8/1/2003	
Soto ,	Emily	Food Service Substitute	6/16/2014	
Soto ,	Marissa	Food Service Substitute	6/16/2014	
Stieber ,	Johanna	Substitute Teacher	9/20/2010	
Thell ,	Emily	Substitute Teacher	9/17/2012	
Thew ,	Richard	Substitute Teacher	9/15/2008	
Thill ,	Michael	Substitute Teacher	8/20/2012	
Thomas ,	Justin	Substitute Teacher	11/22/2010	
Tomczyk ,	Callie	Substitute Teacher	11/19/2012	
Wittlinger ,	Judith	Clerical Sub	3/18/2013	
Wiersma ,	Terri	Substitute Teacher	12/16/2013	
Werner ,	Sandra	Substitute Teacher	11/18/2013	
Wojner ,	Kristine	Substitute Teacher	3/18/2013	
Zuraski ,	Angie	Food Service Substitute	4/16/2012	
ADDITIONS FOR THE CURRENT MONTH				

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	June 2012-13	June 2013-14	2013-14	2013-14	Unencumbered	2013-14 FYTD
Fd Obj Obj	Monthly Activity	Monthly Activity	Revised Budget	FY Activity	Balance	Unencumbered Bal
10 310 PURCHASED PERSONAL SERVICES	150.00	0.00	3,000.00	422.50	2,577.50	2,577.50
10 336 ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10 341 PUPIL TRAVEL	2,166.59	2,190.29	7,858.00	7,861.56	-3.56	-3.56
10 353 POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
10 355 TELEPHONE & TELEGRAPH	-1.00	0.00	3,200.00	0.00	3,200.00	3,200.00
10 --- ELEMENTARY SCHOOLS	2,315.59	2,190.29	14,058.00	8,284.06	5,773.94	5,773.94
10 310 PURCHASED PERSONAL SERVICES	1,340.50	75.00	32,522.00	21,540.28	10,796.72	10,796.72
10 336 ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10 341 PUPIL TRAVEL	2,837.99	5,997.62	45,526.00	33,747.32	11,778.68	11,778.68
10 353 POSTAGE/CARTAGE	1,928.83	2,000.00	9,000.00	8,258.28	741.72	741.72
10 355 TELEPHONE & TELEGRAPH	0.00	0.00	4,500.00	0.00	4,500.00	4,500.00
10 --- MIDDLE/SENIOR HIGH SCHOOLS	6,107.32	8,072.62	91,548.00	63,545.88	27,817.12	27,817.12
10 310 PURCHASED PERSONAL SERVICES	1,567.00	1,980.00	3,500.00	2,380.00	1,120.00	1,120.00
10 341 PUPIL TRAVEL	9,388.50	0.00	7,187.00	0.00	7,187.00	7,187.00
10 --- SUMMER SCHOOL	10,955.50	1,980.00	10,687.00	2,380.00	8,307.00	8,307.00
10 310 PURCHASED PERSONAL SERVICES	31,174.12	25,334.48	369,814.00	341,305.46	28,508.54	28,508.54
10 331 GAS FOR HEAT	5,553.16	1,000.71	125,000.00	65,006.77	59,993.23	59,993.23
10 336 ELECTRICITY FOR OTHER THAN HEA	18,324.58	9,204.70	110,000.00	100,725.09	9,274.91	9,274.91
10 337 WATER	2,958.00	1,383.70	18,000.00	18,497.80	-497.80	-497.80
10 338 SEWERAGE	3,516.62	1,710.22	23,000.00	19,844.23	3,155.77	3,155.77
10 341 PUPIL TRAVEL	3,817.16	289.80	239,589.00	234,635.29	4,353.71	4,353.71
10 348 VEHICLE FUEL	504.01	170.00	6,000.00	3,891.35	2,108.65	2,108.65
10 353 POSTAGE/CARTAGE	67.91	135.44	1,021.54	936.85	84.69	84.69
10 355 TELEPHONE & TELEGRAPH	1,219.41	765.29	9,240.00	8,926.06	313.94	313.94
10 381 PAYMENT TO MUNICIPALITY	968.60	498.95	5,800.00	5,845.67	-45.67	-45.67
10 --- DISTRICT-WIDE	68,103.57	40,493.29	907,464.54	799,614.57	107,249.97	107,249.97
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	393.00	195.00	1,253.00	1,621.50	-368.50	-368.50
27 341 PUPIL TRAVEL	2,645.00	3,139.48	20,386.64	25,136.76	-4,750.12	-4,750.12
27 --- DISTRICT-WIDE	3,038.00	3,334.48	21,639.64	26,758.26	-5,118.62	-5,118.62
39 310 PURCHASED PERSONAL SERVICES	0.00	11,432.00	0.00	11,432.00	-11,432.00	-11,432.00
39 --- DISTRICT-WIDE	0.00	11,432.00	0.00	11,432.00	-11,432.00	-11,432.00
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	750.00	420.00	330.00	330.00
80 353 POSTAGE/CARTAGE	0.00	0.00	200.00	0.00	200.00	200.00
80 --- DISTRICT-WIDE	0.00	0.00	950.00	420.00	530.00	530.00

8A(1)

	June 2012-13	June 2013-14	2013-14	2013-14	Unencumbered	2013-14 FYTD
<u>Fd Obj Obj</u>	<u>Monthly Activity</u>	<u>Monthly Activity</u>	<u>Revised Budget</u>	<u>FY Activity</u>	<u>Balance</u>	<u>Unencumbered Bal</u>
99 310 PURCHASED PERSONAL SERVICES	0.00	0.00	13,000.00	500.00	12,500.00	12,500.00
99 331 GAS FOR HEAT	-3,087.60	0.00	1,000.00	998.03	1.97	1.97
99 336 ELECTRICITY FOR OTHER THAN HEA	234.43	143.95	1,500.00	1,197.73	302.27	302.27
99 341 PUPIL TRAVEL	0.00	0.00	1,200.00	0.00	1,200.00	1,200.00
99 353 POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
99 355 TELEPHONE & TELEGRAPH	751.04	47.08	9,000.00	2,950.43	6,049.57	6,049.57
99 381 PAYMENT TO MUNICIPALITY	0.00	0.00	0.00	66.64	-66.64	-66.64
99 --- MIDDLE/SENIOR HIGH SCHOOLS	-2,102.13	191.03	25,700.00	5,712.83	19,987.17	19,987.17
Grand Expense Totals	88,417.85	67,693.71	1,072,047.18	918,147.60	153,114.58	153,114.58

Number of Accounts: 115

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

2013-2014 Budget Projection-NTC Marketing Fundamentals Certificate Consortium***Based on a .375 FTE**

Salary:	\$ 14,590.72	\$ 14,590.72
Benefits:	\$ 5,079.70	\$ 5,079.70
Textbooks		\$0.00
Supplies		\$ -
Total:		\$ 19,670.42

Commitment/Participation Fee: \$ 10,000.00
Five Schools: AB, CO, LOY, SP, ST
Per Pupil Cost Remaining: \$ 9,670.42

Per Pupil Cost Based on 5 Enrolled Students:	\$1,934.08
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Costs for 2013-2014					PAID 1ST SEM	AMOUNT DUE
School	Students	Participation Fee	Student Fee	Total		
Abbotsford	1	\$ 2,000.00	\$ 1,934.08	\$ 3,934.08	\$ 2,460.00	\$ 1,474.08
Loyal	1	\$ 2,000.00	\$ 1,934.08	\$ 3,934.08	\$ 2,460.00	\$ 1,474.08
Spencer	0	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Stratford	0	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Colby	3	\$ 2,000.00	\$ 5,802.25	\$ 7,802.25	\$ 5,380.00	\$ 2,422.25
	5			\$ 19,670.42	\$ 12,300.00	\$ 7,370.42

*The Abbotsford School District will invoice 50% at the end of first semester and 50% in May, with actual and final reconciliation prior to June 30, 2014.

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

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

2013-2014 Actual Cost-NTC Health Academy Certificate Consortium
**Based on a .375 FTE*

Salary:	\$ 17,819.63	\$ 17,819.63
Benefits:	\$ 3,228.12	\$ 3,228.12
Textbooks		\$3,084.64
Supplies		\$ -
Total:		\$ 24,132.39

Commitment/Participation Fee: \$ 10,000.00
 Five Schools: AB, CO, LOY, SP, ST
 Per Pupil Cost Remaining: \$ 14,132.39

Per Pupil Cost Based on 10 Enrolled Students:	\$1,413.24
---	------------

Costs for 2013-2014					PAID 1ST SEM	AMOUNT DUE
School	Students	Participation Fee	Student Fee	Total		
Abbotsford	5	\$ 2,000.00	\$ 7,066.20	\$ 9,066.20	\$ 4,975.00	\$ 4,091.20
Loyal	3	\$ 2,000.00	\$ 4,239.72	\$ 6,239.72	\$ 3,385.00	\$ 2,854.72
Spencer	2	\$ 2,000.00	\$ 2,826.48	\$ 4,826.48	\$ 2,590.00	\$ 2,236.48
Stratford	0	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Colby	0	\$ 2,000.00	\$ -	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
	10			\$ 24,132.39	\$ 12,950.00	\$ 11,182.39

*The Abbotsford School District will invoice 50% at the end of first semester and 50% in May, with actual and final reconciliation prior to June 30, 2014.

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

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

ALTERNATIVE SCHOOL RECONCILIATION
2013-2014

8A(4)

Expenses				
Salary				\$73,672.60
Fringes				\$19,137.73
Rent				\$8,400.00
Gas Heat	331			\$998.03
Electricity	336			\$1,197.73
Telephone	355			\$2,950.43
Maintenance				\$500.00
Equipment				
Supplies (includes shirts)				\$905.63
NovaNet				\$7,734.10
Postage				
Travel				\$195.00
OPEB Payment				\$1,170.18
TOTAL				\$116,861.43

Commitment/Participation Fee \$15,000.00

Total Expense Remaining	\$101,861.43
-------------------------	---------------------

.5 Credits Attempted 213.00

Per .5 Credit Cost	\$478.22
--------------------	-----------------

	Commitment/ Participation Fee	# of .5 Credits	Total Fee Per Credit	Total Amount Due
Abbotsford	\$5,000.00	115	\$54,995.61	\$59,995.61
Colby	\$5,000.00	59	\$28,215.14	\$33,215.14
Spencer	\$5,000.00	39	\$18,650.68	\$23,650.68
Total		213		\$116,861.43

Abbotsford School District

\$9,950,000 General Obligation School Building Bonds, Series 2008
Revised Schedule

		Original Issue (Remaining)					Escrow Payments					Revised Schedule After 2013 & 2014 Partial Defeasances							
		\$9,950,000 General Obligation School Building Bonds, Series 2008					2013 Defeasance Escrow Disbursements		2014 Defeasance Escrow Disbursements		Combined Disbursements	\$9,950,000 General Obligation School Building Bonds, Series 2008							
Payment Date	Fiscal Year	Principal	Rate	Interest	Total P & I	Annual Payment	Defeased Principal	Interest	Defeased Principal	Interest	Total Disbursements	Principal	Rate	Interest	Total P & I	Annual Payment	Revised Levy	Revised Budget	Year
9/1/2013																			
3/1/2014	2014	410,000.00	3.75%	170,443.75	580,443.75			7,600.00		-		410,000.00	3.75%	162,843.75	572,843.75				
9/1/2014	2014			162,756.25	162,756.25	743,200.00		7,600.00		7,500.00	22,700.00			147,656.25	147,656.25	720,500.00			
3/1/2015	2015	450,000.00	3.75%	162,756.25	612,756.25			7,600.00		7,500.00		450,000.00	3.75%	147,656.25	597,656.25		745,312.50		14-15
9/1/2015	2015			154,318.75	154,318.75	767,075.00		7,600.00		7,500.00	30,200.00			139,218.75	139,218.75	736,875.00	736,875.00		
3/1/2016	2016	480,000.00	3.75%	154,318.75	634,318.75			7,600.00		7,500.00		480,000.00	3.75%	139,218.75	619,218.75				
9/1/2016	2016			145,318.75	145,318.75	779,637.50		7,600.00		7,500.00	30,200.00			130,218.75	130,218.75	749,437.50	749,437.50		15-16
3/1/2017	2017	505,000.00	3.75%	145,318.75	650,318.75		380,000.00	7,600.00	375,000.00	7,500.00		505,000.00	3.75%	130,218.75	635,218.75		765,437.50		16-17
9/1/2017	2017			135,850.00	135,850.00	786,168.75					770,100.00			120,750.00	120,750.00	755,968.75	755,968.75		
3/1/2018	2018	525,000.00	3.75%	135,850.00	660,850.00							525,000.00	3.75%	120,750.00	645,750.00		766,500.00		17-18
9/1/2018	2018			126,006.25	126,006.25	786,856.25					-			110,906.25	110,906.25	756,656.25	756,656.25		
3/1/2019	2019	545,000.00	3.50%	126,006.25	671,006.25							545,000.00	3.50%	110,906.25	655,906.25		766,812.50		18-19
9/1/2019	2019			116,468.75	116,468.75	787,475.00					-			101,368.75	101,368.75	757,275.00	757,275.00		
3/1/2020	2020	570,000.00	3.55%	116,468.75	686,468.75							570,000.00	3.55%	101,368.75	671,368.75		772,737.50		19-20
9/1/2020	2020			106,351.25	106,351.25	792,820.00					-			91,251.25	91,251.25	762,620.00	762,620.00		
3/1/2021	2021	585,000.00	3.60%	106,351.25	691,351.25							585,000.00	3.60%	91,251.25	676,251.25		767,502.50		20-21
9/1/2021	2021			95,821.25	95,821.25	787,172.50					-			80,721.25	80,721.25	756,972.50	756,972.50		
3/1/2022	2022	615,000.00	3.65%	95,821.25	710,821.25							615,000.00	3.65%	80,721.25	695,721.25		776,442.50		21-22
9/1/2022	2022			84,597.50	84,597.50	795,418.75					-			69,497.50	69,497.50	765,218.75	765,218.75		
3/1/2023	2023	630,000.00	3.70%	84,597.50	714,597.50							630,000.00	3.70%	69,497.50	699,497.50		768,995.00		22-23
9/1/2023	2023			72,942.50	72,942.50	787,540.00					-			57,842.50	57,842.50	757,340.00	757,340.00		
3/1/2024	2024	660,000.00	3.80%	72,942.50	732,942.50							660,000.00	3.80%	57,842.50	717,842.50		775,685.00		23-24
9/1/2024	2024			60,402.50	60,402.50	793,345.00					-			45,302.50	45,302.50	763,145.00	763,145.00		
3/1/2025	2025	700,000.00	3.85%	60,402.50	760,402.50							700,000.00	3.85%	45,302.50	745,302.50		790,605.00		24-25
9/1/2025	2025			46,927.50	46,927.50	807,330.00					-			31,827.50	31,827.50	777,130.00	777,130.00		
3/1/2026	2026	745,000.00	3.90%	46,927.50	791,927.50							745,000.00	3.90%	31,827.50	776,827.50		808,655.00		25-26
9/1/2026	2026			32,400.00	32,400.00	824,327.50					-			17,300.00	17,300.00	794,127.50	794,127.50		
3/1/2027	2027	795,000.00	4.00%	32,400.00	827,400.00							795,000.00	4.00%	17,300.00	812,300.00		829,600.00		26-27
9/1/2027	2027			16,500.00	16,500.00	843,900.00					-			1,400.00	1,400.00	813,700.00	813,700.00		
3/1/2028	2028	825,000.00	4.00%	16,500.00	841,500.00							70,000.00	4.00%	1,400.00	71,400.00		72,800.00		27-28
9/1/2028	2028					841,500.00										71,400.00	71,400.00		
		#####		#####	11,923,766.25	11,923,766.25	380,000.00	53,200.00	375,000.00	45,000.00		#####		#####	10,738,366.25	10,738,366.25			

DISTRICT:	Abbotsford	▼	7	▼	6/11/2014
DATA AS OF 3/4/2014 - 10:20 AM					
Line 1 Amount May Not Exceed Line 11 minus Line 7B of Final 13-14 Revenue Limit					
2013-14 General Aid Certification (13-14 Line 12A, src 621)	+	5,307,247			
2013-14 Computer Aid Received (13-14 Line 17, Src 691)	+	11,808			
2013-14 Hi Pov Aid (13-14 Line 12B, src 628)	+	41,620			
2013-14 Fnd 10 Levy Cert (13-14 Line 18, Src 211)	+	1,163,537			
2013-14 Fnd 38 Levy Cert (13-14 Line 14B, Src 210)	+	0			
2013-14 Fnd 41 Levy Cert (13-14 Line 14C, Src 210)	+	0			
2013-14 Aid Penalty for Over Levy (13-14 FINAL Rev Limit Worksheet)	-	0			
2013-14 Penalty for Unspent Energy Exemption (13-14 FINAL Rev Limit W/	-	0			
2013-14 Total Levy for All Levied Non-Recurring Exemptions*	-	26,268			
NET 2013-14 Base Revenue (LINE 1)	=	6,497,944			

*For 2013-14 Non-Recurring Exemptions Levy Amount, enter actual amount for which district levied; (7B Hold Harmless, Non-Recurring Referenda, Declining Enrollment, Energy Efficiency Exemption, Refunded/Rescinded Taxes, Prior Year Uncounted Open-Enroll. Pupils)

September & Summer FTE Membership Averages

Count Ch. 220 Inter-District Resident Transfer Pupils @ 75%.

Line 2: Base Avg: (11+.4ss)+(12+.4ss)+(13+.4ss) / 3 =

	2011	2012	2013
Summer fte:	26	27	31
% (40,40,40)	10	11	12
Sept fte:	658	685	663
Total fte	668	696	675

Line 6: Curr Avg: (12+.4ss)+(13+.4ss)+(14+.4ss) / 3 =

	2012	2013	2014
Summer fte:	27	31	31
% (40,40,40)	11	12	12
Sept fte:	685	663	671
Total fte	696	675	683

Line 10B: Declining Enrollment Exemption =

Average FTE Loss (Line 2 - Line 6, if > 0)

X 1.00 =

X (Line 5, Maximum 2014-2015 Revenue per Memb) =

Non-Recurring Exemption Amount:

Line 17: State Aid for Exempt Computers =

Line 17 = A X (Line 16 / C) (to 8 decimals)

2014 Property Values (October 1, 2014 Values from DOR)

A. 2014 Exempt Computer Property Valuation	Required	+	1,156,500
B. 2014 TIF-Out Tax Apportionment Equalized Valuation		+	175,960,370
C. 2014 TIF-Out Value plus Exempt Computers (A + B)		=	177,116,870

(Rounds to Dollar)

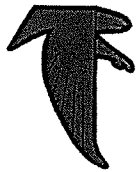
Computer aid replaces a portion of proposed Fund 10 Levy

2014-2015 Revenue Limit Worksheet

1. 2013-14 Base Revenue (Funds 10, 38, 41)	(from left)	6,497,944
2. Base Sept Membership Avg (11+.4ss, 12+.4ss, 13+.4ss/3)	(from left)	680
3. 2013-14 Base Revenue Per Member (Ln 1 / Ln2)	(with cents)	9,555.80
4. 2014-15 Per Member Change (A+B)		75.00
A. Allowed Per Pupil Change (+\$0.00/Member)		75.00
B. Low Rev Incr ((9,100 - (3 + 4A))-4C) Not < 0		0
C. Low Rev Dist in CCDEB (Enter DPI Adjustment)		0.00
5. 2014-15 Maximum Revenue / Memb (Ln 3 + Ln 4)		9,630.80
6. Current Membership Avg (12+.4ss, 13+.4ss, 14+.4ss/3)	(from left)	685
7. 2014-15 Rev Limit, No Exemptions (Ln7A + Ln 7B)	(rounded)	6,597,098
A. Max Rev/Memb x Cur Memb Avg (Ln 5 x Ln 6)		6,597,098
B. Hold Harm Non-Recurr Exemption		0
8. Total Recurring Exemptions (A+B+C+D+E)	(rounded)	25,000
A. Prior Year Carryover		0
B. Transfer of Service (if negative, include sign)		25,000
C. Transfer of Territory (if negative, include sign)		0
D. Federal Impact Aid Loss (2012-13 to 2013-14)		0
E. Recurring Referenda to Exceed (If 2014-15 is first year)		0
9. 2014-15 Limit with Recurring Exemptions (Ln 7 + Ln 8)	<<Enter if not pre-filled	6,622,098
10. Total 2014-15 Non-Recurring Exemptions (A+B+C+D+E)		0
A. Non-Recurring Referenda to Exceed 2014-15 Limit	<<Enter if not pre-filled	0
B. Declining Enrollment Exemption for 2014-15 (from left)		0
C. Energy Efficiency Exemption for 2014-15	<<Enter if not pre-filled	0
D. Adjustment for Refunded or Rescinded Taxes for 2014-15		0
E. Prior Year Open Enrollment (uncounted pupils)		0
11. 2014-15 Revenue Limit With All Exemptions (Ln 9 + Ln 10)		6,622,098
12. Total Aid to be Used in Computation (12A + 12B)		5,391,620
A. 2014-15 October 15 General Aid		5,350,000
B. State Aid to High Poverty Districts (not all dists)		41,620
DISTRICTS WILL NEED TO PROJECT AN OCTOBER 15, 2014 AID ESTIMATE.		
13. Allowable Limited Revenue: (Line 11 - Line 12)		1,230,478
(10, 38, 41 Levies + Src 691. Src 691 is DOR Computer Aid.)		
14. Total Limited Revenue To Be Used (A+B+C)	Not > line 13	1,230,478
Entries Required Below: Amnts Needed by Purpose and Fund:		
A. Gen Operations: Fnd 10 including Src 211 & Src 691		1,230,478 (Proposed Fund 10)
B. Non-Referendum Debt (inside limit) Fnd 38 Src 210		0 (to Budget Rpt)
C. Capital Exp, Annual Meeting Approved: Fnd 41 Src 210		0 (to Budget Rpt)
15. Total Revenue from Other Levies	(A+B+C+D):	736,875
A. Referendum Apprvd Debt (Non Fund 38 Debt-Src 210)		736,875
B. Community Services (Fnd 80 Src 210)		0 (to Budget Rpt)
C. Prior Year Levy Chargeback (Src 212)		0 (to Budget Rpt)
D. Other Levy Revenue - Milwaukee & Kenosha Only		0 (to Budget Rpt)
16. Total Levy + Src 691, "Proposed Levy" (Ln 14 + Ln 15)		1,217,632
17. Est Src 691 (Comp Aid) Based on Ln 16 & Values Entered	(to Budget Rpt)	12,846
18. Fnd 10 Src 211 (Ln 14A-Ln 17), 2014-15 Budget		1,217,632
Line 18 (not 14A) is the Fund 10 Levy certified by the Board.		
19. Total Fall, 2014 All Fund Tax Levy (14B + 14C + 15 + 18)		1,954,507
Line 19 is the total levy to be apportioned in the PI-401.		Levy Rate = 0.01110765
20. Fund 30 Src 210 (38 + Non-38) (Ln 14B + Ln 15A)		736,875

CELL COLOR KEY: Auto-Calc DPI Data District Enters

Districts are responsible for the integrity of the revenue limit data & computation. Data appearing here reflects information submitted to DPI and is unaudited.



A TRADITION OF EXCELLENCE

SCHOOL DISTRICT OF ABBOTSFORD

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

OUR CHILDREN, OUR FUTURE

510 WEST HEMLOCK STREET
ABBOTSFORD WI 54405



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

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

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

Date: May 21, 2014

To: Sara Nelson
204 W. Cedar Street
Abbotsford, WI 54405

From: Reed Welsh, District Administrator

LETTER OF INTENT: **Position:** K-12 Math Interventionist/Coach
 Beginning Date: August 6, 2014 (New Teacher /Mentor Day)
 Salary: \$37,500.00
 Benefits: As Per Policy Handbook

This is to confirm an offer of a contract for the position of K-12 Math Interventionist/Coach for the School District of Abbotsford. This offer is contingent upon the following:

1. **Licensing:** The district office has a copy of your Initial Educator License
2. **Completion of a District Application Form:** We have your completed application form.
3. **Passing a Pre-Employment Physical/TB Test:** The results of a health examination must be received and approved before your start date. A physical form can be obtained from the District Office. We ask that you go to the Marshfield Clinic, Colby/Abbotsford center on Highway 13 in Colby. Tell them you need a school physical required by the School District of Abbotsford and they will bill us directly.
4. **Official Transcripts:** We have a transcript of your undergrad work at UW-Eau Claire. If you have additional transcripts, please submit to the district office.
5. **Policy Handbook, Part II, 6.02:** *Resignations on or after July 1 and before July 15th shall result in liquidated damages of five dollars (\$500.00). Resignations from contracts after July 15th shall result in liquidated damages of one thousand dollars (\$1000.00).*

Your employment with the School District of Abbotsford will be presented to the Board of Education for approval on Monday, June 16, 2014. This offer is void if not returned via mail, fax (223-4239), or email pdf by June 6, 2014.

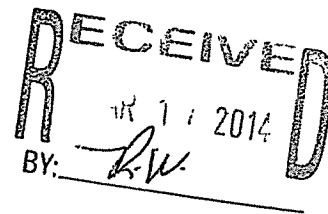
This letter of intent serves as a contractual agreement between Sara Nelson and the School District of Abbotsford. An individual contract will be issued prior to the start of the 2014-2015 school year.

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

Signature _____ Date _____

Pc: Lucas Barth, Middle/Senior High Principal
Gary Gunderson, Elementary Principal
Payroll
File

Sara Nelson
204 W. Cedar St.
Abbotsford, WI 54405
715-465-0303
nelsosar@gmail.com



March 12, 2014

Reed Welsh
Abbotsford School District
PO Box A
Abbotsford, WI 54405

Dear Mr. Welsh,

I am interested in the 6-12 grade math position at the School District of Abbotsford. I graduated from UW-Eau Claire in December 2013 with a B.S. in Mathematics Education and minors in Biology Education and Spanish Education.

I am certified in Mathematics Education and Biology Education. This summer I will be working to become certified in Spanish Education. My experiences in teaching Mathematics include teaching the College Preparatory Mathematics in Algebra I, Algebra II, and Calculus. During my student teaching placement my cooperating teacher and I collaborated to design units and team teach Applied Math, Algebra I, and Algebra II. While I attended UW-Eau Claire I was involved in many organizations, mainly the Hobnailers, Blugold Marching Band, and Math Club.

In order to be the best teacher I can be, I work hard to continually develop my skills in my content areas. I am a member of the Wisconsin Mathematics Council to learn more about teaching Mathematics, new methods and meet other math teachers. I continually seek advice from fellow math teachers on their ideas on the content and teaching.

My time substitute teaching math here at Abbotsford has been a great and educational experience. Through this I am learning more about my strengths as a teacher, which are being able to explain Mathematical concepts in Spanish, using manipulatives and technology, and seeking assistance from other teachers to provide additional support for my students.

If hired with my educational background and college experiences I would be willing to supervise student extracurricular activities such as math club, Spanish club or marching band.

As a substitute teacher at Abbotsford High School, I have found the faculty and staff to be extremely helpful. This is a very supportive atmosphere for an initial teacher like myself.

I look forward to meeting with you to discuss my qualifications. Thank you for your time.

Sincerely,

A handwritten signature in cursive script that reads 'Sara Nelson'.

Sara Nelson

Sara A. Nelson

204 W. Cedar St.
Abbotsford, WI 54405
Cell: (715) 465-0303
Home: (715) 223-3531
nelsosar@gmail.com

EDUCATION:

University of Wisconsin Eau Claire	Eau Claire, WI	December 2013
- Bachelors of Science: Mathematics Education - Minor: Biology Education and Spanish Education		
Abbotsford High School	Abbotsford, WI	May 2008

EXPERIENCE:

DeLong Middle School	Eau Claire, WI
- November 4, 2013 – January 24, 2014 - Student Teacher 7th Grade Life Science - Planned and taught lessons, graded papers	

Augusta High School	Augusta, WI
- September 2, 2013 – November 1, 2013 - Student Teacher High School Mathematics - Planned and taught lessons, graded papers	

Tutoring:

- Tutored Hmong students at the Eau Claire Area Hmong Mutual Assistance Association in Mathematics.
- Planned and lead activities on topics related to the outdoors, such as leadership, trip planning, and knot tying for the UWEC Hobnailers club.
- Assisted Section Leaders in the Blugold Marching Band with teaching marching fundamentals, drill and choreography.

Leadership:

- Treasurer of the UWEC Hobnailers Outdoor Adventure Club, lead meetings, planned group activities, and planned/lead trips.
- Rank Lieutenant in the Blugold Marching Band, assisted with leading marching sectionals and playing sectionals.

WORK HISTORY:

Cashier	The Hatfield Hub	May 2009 – Present
Grader	Calculus II at UWEC	Fall 2011

Coach/Co Coach Job Responsibilities

Coach

- 1) Lead varsity coach
- 2) Prepare practice schedules
- 3) Prepare practice plans
- 4) Establish playing requirements
- 5) Establish lettering requirements
- 6) Complete all WIAA paperwork
- 7) Complete all medical responsibilities
- 8) Complete purchase order for athletic apparel ordering
- 9) Correspond w/photographer for photos
- 10) Make sure completed state are forwarded to WIAA & conference
- 11) Attend seeding and all conference meetings
- 12) Inventory of uniforms/equipment
- 13) Complete end of year summary
- 14) Complete all team rosters
- 15) Budgeting/student activity
- 16) Plan banquet
- 17) Awards for Varsity players

Co-Coach

- 1) Lead JV coach
- 2) Prepare practice plans
- 3) Coordinate stats for both varsity and jv
- 4) Supervise in fitness center and practice in absence of coach
- 5) Attend seeding and all conference meetings
- 6) Verify the required paperwork is completed by all athletes (concussion/physicals)
- 7) Assist with inventory/equipment
- 8) Awards for JV players
- 9) Supervision in female locker room

SEPTEMBER VOLLEYBALL

2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
		Away Game @ Rib Lake	Practice V-JV-C 3:30 – 5:30	Away Game @ Auburndale	Fit Center V-JV-C 3:30 – 4:15 Practice V-JV-C 4:15 – 5:30	
7	8	9	10	11	12	13
	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Home Game Edgar	Practice V-JV-C 3:30 – 5:30	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Fit Center V-JV-C 3:30 – 4:15 Practice V-JV-C 4:15 – 5:30	
14	15	16	17	18	19	20
	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Away Game @ Chequamegon	Practice V-JV-C 3:30 – 5:30	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Fit Center V-JV-C 3:30 – 4:15 Practice V-JV-C 4:15 – 5:30	V – Tourney @ Clintonville
21	22	23	24	25	26	27
	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Home Game Phillips	Practice V-JV-C 3:30 – 5:30	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	NO PRACTICE	Bud Nelson V – Tourney
28	29	30				
	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Away Game @ Athens				

OCTOBER VOLLEYBALL

2014

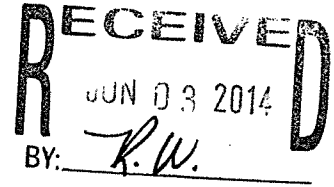
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
			Practice V-JV-C 3:30 – 5:30	Home Game Stratford	Fit Center V-JV-C 3:30 – 4:15 Practice V-JV-C 4:15 – 5:30	Tourney @ Stratford
5	6	7	8	9	10	11
	Home Game Gilman	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Practice V-JV-C 3:30 – 5:30	Home Game Pittsville	Fit Center V-JV-C 3:30 – 4:15 Practice V-JV-C 4:15 – 5:30	
12	13	14	15	16	17	18
	Practice C 3:30 – 5:30 Practice V-JV 4:45 – 6:30	Home Game Prentice	Practice V 3:30 – 5:30	Cross Over @ Marathon	Practice V 3:30 – 5:30	
19	20	21	22	23	24	25
	Practice V 4:45 – 6:30	Practice V 4:45 – 6:30				
26	27	28	29	30	31	

June 2, 2014

Abbotsford School District

510 W. Hemlock St.

Abbotsford Wi, 54405



Dear Abbotsford School District,

Please accept this letter of resignation to the 2014-2015 school year.

I have been offered a third grade position in Rifle, Colorado. I treasure and enjoy working with all of the amazing staff. Abbotsford has given me a great first year experience. While teaching here I have learned many lessons, and grew professionally in teaching my first year that I will take with me as I further my teaching experience. Teaching in the district has definitely been rewarding with all the support from staff. I couldn't have been in a better district my first year.

I appreciate all that the district has done for me and wish the district great success in the next school year.

Sincerely,

A handwritten signature in cursive script that reads "Cassie Lewan".

Cassie Lewan



A TRADITION OF EXCELLENCE

SCHOOL DISTRICT OF ABBOTSFORD

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

• COMMUNITY • FAMILY • EDUCATION •



LUKE BARTH

Middle/High School Principal
307 N 4th Avenue, PO Box 70
Abbotsford WI 54405
Telephone: (715) 223-2386
Fax: (715) 223-3986

REED WELSH

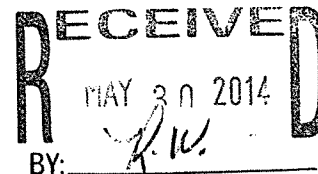
District Administrator
510 W Hemlock Street, PO Box 70
Abbotsford WI 54405
Telephone: (715) 223-6715
Fax: (715) 223-4239

GARY GUNDERSON

Elementary School Principal
510 W Hemlock Street, PO Box A
Abbotsford WI 54405
Telephone: (715) 223-4281
Fax: (715) 223-0691

Lucas Barth
3135 Green View Dr.
Eau Claire, WI 54703

05/30/14



SUBJECT: LETTER OF RESIGNATION

School District of Abbotsford Board of Education,

I, Lucas Barth, am submitting my resignation as the School District of Abbotsford's MS/HS principal after the completion of my current 2013-2014 contract ending June 30th, 2014. I am requesting the Abbotsford School District Board of Education accept my resignation. I truly appreciate everything that the Board, administrative staff, teaching staff, and all other members of the Abbotsford School District have done for me as a person and administrator. Thank you for the opportunity to work for a wonderful district over the past 2 years.

Sincerely,

 5/30/14

Lucas Barth
MS/HS Principal

9E

Date: May 23, 2014

From: School District of Abbotsford
PO Box A
Abbotsford WI 54405

RE: CLASSIFIED AD

The School District of Abbotsford is accepting applications for Reading Interventionish/Coach position for the 2014-2015 school year. License consideration given to 1316/1317/EC/EC-MC/MC-EA. EL Certification preferred. Strong command of the Spanish language is required. This is a full time position serving students district wide. Salary and benefits according to experience and board policy. Co-curricular opportunities available. Send resume, license, transcript, three references, and completed district application found on the district website, www.abbotsford.k12.wi.us to Reed Welsh, District Administrator, PO Box A, Abbotsford, WI. 54405. Deadline June 20, 2014, or until filled. EOE.

Please post one week in Tribune Phonograph.
Please post one week in Central Wisconsin Shopper.
WECAN
State Employment Website

2014-15 Elementary Staffing

Grade	Number	
4K	1	Nancy Abel
Kindergarten	3	Teresa Bowers, Cassie Meyer, Bekah Dorwaldt
		**54 students enrolled at this time, 1 with Special Needs.
1 st Grade	3	Bev Endreas, Julie Decker, Jen Booth
2 nd Grade	4	Jena Elmhorst, *Karen Gunderson, *Taffy Hirsch, Jodi Will, Shyann Mendoza
3 rd Grade	3	Barb Salisbury, Mike Thompson, Kayla Laher
4 th Grade	2	Danielle Jacobson, Lisa Thompson
5 th Grade	2	Lori Eisch, Ken Martine

*Job Share Position



Youth For Understanding USA

SCHOOL ACCEPTANCE FORM

Lara Suarez

(student name)

from

Germany

(country of origin)

has been accepted at

Abbotsford High School

(school name, city, state)

for the

Full Year

(fall/spring semester, full year)

during the

2014-15

(academic year)

academic year.

Todd and Jessica Weich Family

(host parent/s name/s)

have/has agreed to be host parent/s, and

Mary Hooker

(Area Representative)

has agreed to support the school, family and student throughout the course of the year.

To be completed by School Official:

I, <u>Lucas Barth</u> (printed name)		
<u>Principal</u> (title), do hereby agree to accept the above student for		
the <u>2014-15</u> academic year,	with an estimated start on <u>09/2/14</u>	and an estimated end on <u>06/04/15</u>
I certify that this high school is accredited by the regional accrediting agency and		
I agree that all tuition costs not including school fees, have been waived.		
<u>[Signature]</u> (signature)	<u>6/4/14</u> (today's date)	<u>lbarth@abbotsford.k12.wi.us</u> (school email address)

Please fax a completed copy of this form to

Sign & Email To: dholvick@yfu.org

Youth For Understanding offers study abroad programs to American students as well, with over 200 full and partial scholarships. Call 1.800.TEENAGE (1.800.833.6243) or visit www.YFU-USA.org for information.



Lara

2014 student from Germany
16 year old Female
Student #: 2014-149-003-0549

School

10 of 12 years of school
SLEP score: 56

Family

2 sisters & 0 brothers
Father is a IT SPECIALIST
Mother is a SECRETARY

Medical

Height:
Weight: lbs.
Notes:

Language

French - 4 years, English - 5 years

Highlights

From Germany, Lara is a tutor for fifth graders to help them adjust to their new school, is a member of the Red Cross for Youth (with her sister), and belongs to a Gospel Choir with her Mom and sister. She took up boxing a while back but says it is for fitness, not against other people. Her family likes to go on vacations to Austria, play games, watch movies, talk, eat dinner, and visit amusement parks together. Lara and her friends like to go to the cinema, shop, talk, and play games when they are together. Her friends say she is very open-minded, helpful, humorous, dutiful, punctual and they know they can count on her. She has a part time job at a stationary shop and also babysits a one year old girl. Her other hobbies include reading, puzzles, and knitting scarves. She is on the school ambulance team so that she can help students if they get hurt or sick. Her teachers say that she is her class representative and that she shows strong leadership skills. Lara's responsibilities at home are to clean her room, help with meal preparation/clean up, and help with their pets. She plans to study Psychology so that she can help other teenagers handle problems.

Academic Interests

Biology, Chemistry

Activities and Interests

Arts & Crafts, Movies, Reading, Volunteering

Career Interest

Psychology

Grades

Grades - Very Good

Music Interests

Chorus/Choir - Main

Religion

Lutheran - Seldom

Religious Attendance in US

with host family - As often as HF

Sports Interests

Boxing - Main

Smokes

Smoking-NO

Douglas Holvick (920) 251-1485 dholvick@yfu.org

Youth For Understanding advances intercultural understanding, mutual respect and social responsibility through educational exchanges for youth, families and communities.



Stone Harbor Resort
107 N First Ave
Sturgeon Bay, WI 54235 USA
Phone: 920-746-0700 877-746-0700
Fax: 920-746-1337

Guest Information **DateSent:** 06/03/2014 **Confirmation#** **RSHERCLY7AH**

Reed Welsh 209 West Hickory Street Abbotsford, WI 54405 Company: Group: Wisconsin Association of School Districts (W Group #: 2619	Home#: 715-223-4952 Office#: Fax#: Mobile#: E-mail Address: rwelsh@abbotsford.k12.wi.us	Share With Name(s): _____	Additional Name(s): _____
		Guest Type: GROUP	VIP Code:

Rate/Stay Summary

Arrive: Wednesday, July 30, 2014

Depart: Friday, August 01, 2014

#A: 2 **#Y:** 0 **#C:** 0

Rm Type: Double Queen Whirlpool

of Rms: 1

Nights: 2

Date	Rate	Package
Wednesday, Jul 30, 2014	\$129.00	
Thursday, Jul 31, 2014	\$129.00	

Total Room: \$258.00 **Total Tax:** \$0.00

Payment/Gtd Summary

Method: MAST **C/C Account#** *****0260

Deposit Requested: 0.00 **Deposit Due By:**

Deposit Received: (\$129.00)

The School District of Abbotsford supports quality educational opportunities for local students to attend schools in foreign countries. The following guidelines have been established to ensure that students from Abbotsford who attend a school in a foreign country through an approved program will do so in such a manner as to best maintain their progress toward graduation from Abbotsford High School.

1. A student wishing to attend school in a foreign country needs to contact the guidance counselor to determine in advance the required courses needed to maintain progress toward graduation. Prior to May 1, a meeting will be held with the student, the counselor, parent/guardian, agent of the sponsoring agency, and the building principal to discuss all implications of the student's desire to study abroad. This information will be put into writing on the "Intent to Study Abroad" form developed by the principal and must be signed by all parties. The District does not want student progress toward graduation to be halted or delayed by foreign study.
2. Any students who participate in an approved foreign exchange program for a period of time equivalent to one or two semesters will be granted credit to apply toward graduation at Abbotsford High School according to the following stipulations:
 - Graduation requirements will not be waived through participation in a foreign study program.
 - Credit will be awarded on a pass/fail basis. Letter grades will not be awarded.
 - A student's grade point average will not be affected by the credits earned during the exchange program, but due to grade point changes for other students, class rank may be affected.
 - Credits will be awarded based upon a Credit Review Committee evaluation of the foreign school transcript. Upon the student's return to Abbotsford high school, the Credit Review committee comprised will determine the amount and type of credit to be awarded. No credit will be approved prior to the student's presentation of a transcript from the host school. (The Credit Review Committee will consist of the High School principal, a teacher and a pupil services staff member from the Strategic Focus Committee.)
 - One-half elective credit per semester of study may be awarded to students who participate in an approved foreign study program for their cultural, social, and educational experiences gained through living in a foreign country. To be eligible for this credit, students must submit a log or journal of their foreign experiences to the high school principal and make at least one presentation about the foreign study experience to a civic or school group.
3. Any questions or concerns regarding awarding of credits/grades will be directed to the District Administrator for consideration and decision.

The School District of Abbotsford welcomes international students who wish to study at the high school, however, foreign exchange students are not eligible to receive an Abbotsford High School Diploma. Foreign exchange students register through the guidance office and are presented to the Board of Education for acceptance prior to enrollment.

Cross Ref: 345.64 High School Graduation Guidelines

Adopted: September 18, 2000

Revised: July 19, 2004

The School District of Abbotsford of Abbotsford is an equal opportunity employer and 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.

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

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

Policy Adoption: June 19, 2006
Reference: Policy 354