SCHOOL DISTRICT OF ABBOTSFORD
REGULAR BOARD OF EDUCATION MEETING
Community Room
November 18 , 2013
6:30 P.M.

1. Call to Order
2. Roll Call
3. Notice of Proper Posting
4. Public Participation
5. Administrative Reports/Updates-Welsh
   - Technology Presentation•Global Certificate•Educator Effectiveness•Building Your Own Curriculum•Common Core Standards•School Facts 2013•Performance Pay

   A. Principals -Barth/Gunderson
   B. Summer School Update-Gunderson
   C. Maintenance Update – Hill
   D. Marathon County Children with Disabilities
      - Board Highlights-October 17, 2013

   E. Abbotsford PTO
      - Minutes-November 5, 2013

   F. Falcon Enterprises Alternative High School
      - Board of Governance Meeting Minutes-October 3, 2013

   G. Rural Virtual Academy Update
      - Administrative Advisory Council Meeting-October 23, 2013

   H. Student Achievement
   I. WASB/WASDA Convention-January 21-24, 2014
   J. Athletic Director Report

6. **CONSENT AGENDA**

   A. Approve Minutes of Meetings –
      - October 21, 2013 (Regular Board Meeting)
      - November 1, 2013 (Special 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
      - FFA Chapter Trip to St. Paul, MN- February 1, 2014

   I. Awards, Donations and Gifts to the School District of Abbotsford-None
   J. Proclamations/Resolutions/Recognition
      - All-Conference Cross-Country
      - All-Conference Volleyball
      - All-Conference Football
      - Honors Band
      - Honors Choir

OLD BUSINESS

7. Policies
   A. Response to Intervention (RtI) — Second Reading/Adoption
   B. 343.4: Youth Options — First Reading
   C. 323.1: Observance Days — First Reading
8. Budget, Contracts, Bids, and Proposals
   A. Utility Report (Expenditures by Function)

NEW BUSINESS

9. Track Replacement/Repair Consideration	Discussion
10. 2014-2015 Educational Planning Guide	Discussion/Approval
11. 66.0301 Shared Service Agreement w/ Auburndale	Discussion/Approval
12. Personnel	
A. Assistant Track Coach Recommendation	Discussion/Approval
B. Volunteer Boys Basketball Coach Recommendation	Discussion/Approval
13. Adjourn	

Reminder

December 9, 2013	Elementary Christmas Concert	7:00 P.M.	North Gym
December 16, 2013	Regular Board Meeting	5:00 P.M.	Community Room
December 16, 2013	Middle/Senior High Christmas Concert	7:00 P.M.	North Gym/Commons
January 21-24, 2014	WASDA/WASB Annual Convention		Milwaukee

Date: **November 18, 2013**
To: Board of Education
From: R. Welsh

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

RE: Update-November 18, 2013 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**

- ***The packet includes the updated board and administrative team contact list. Jackie has asked that you look it over for corrections and put changes on the Board Member Information sheet that is in your packet. Thank you.***

- **Technology Demonstration**
- The update has been uploaded to the district website. The board packet is now available for review electronically. You can access it by going to the website at www.abbotsford.k12.wi.us, clicking on the district tab, scroll down to Board and click again. On the left hand side is School Board Packets. Click on that. The packets are listed by date. Click on the view button to the right of the packet chosen. A pdf version of the board packet will appear. At the board meeting, those in attendance how to access if you haven't already or are unable to.
- The School Board Packet will be available on-line by 3:00 P.M., Friday prior to the scheduled monthly board meetings on Monday. Moving forward, we would have the ability to set up the board meetings with a laptop available at each member's seat. If any board member preferred a hard copy, those would still be available. We will no longer be preparing hard copies for staff members who have requested them and are currently receiving them.
- Updates that pertain to closed session will continue to be hard copies to the board only and not posted on the website.
- **Math Partnership Grant-UW Oshkosh**
- No update at this time.
- **Distance Learning Grant**
- No update at this time.
- **Global Studies Certificate**
- Ms. Krause has submitted the application. I have included a copy of the application in the packet. Ms. Krause has been asked to present an update at the December board meeting.
- **Educator Effectiveness-OASYS**
- Mr. Gunderson, Mr. Barth, Ms. Maslowski, and I participated in the SLO training on October 28th. The administrative team from Colby joined us as we hosted the meeting.
- SLO stands for two things, Student Learning Objectives for teachers and educational specialists and School Learning Objectives for administrators. SLO's are written using the SMART criteria; Specific-Measurable-Attainable-Results Based-Time Bound.
- The Educator Effectiveness criterion requires the teacher to develop an SLO for one class or one specific subject area if teaching in the elementary setting. The evaluation of the SLO is based on the stated expected outcomes, reviewed by the principal. The principal assigns an SLO score report to the expected outcomes as part of the summative evaluation of the teacher or educational specialist. The same process is used when principals are developing their SLO (School Learning Objective) with the district

administrator doing the summative evaluations. The major steps in the SLO process is outlined in a handout provided in your packet. Also in the packet is a Power Point presentation showing the different types of SLOs and how they can be formulated and evaluated.

- **Building Your Own Curriculum (BYOC)**
- The district has applied for a grant which includes the purchase of software that deconstructs the Common Core Standards and provides templates for learning targets aligned with the CCSS. It is anticipated that this will save numerous hours in the process of building our curriculums.
- **Common Core Standards**
- The scheduled legislative hearings conducted throughout the state have concluded. Four sessions were scheduled. I was able to attend the October 23rd hearing at CVTC in Eau Claire. It was evident that the opponents of the CCSS are well funded. Speakers from across the nation were on the docket in support of dropping the CCSS. Support from educators throughout Wisconsin and beyond was evident. Everyone who represented a school district supported the adoption of the CCSS for Wisconsin.
- I was asked to respond to an email from the legislative committee. Respondents were asked four specific questions. I have enclosed the response in the packet.
- **Performance Pay Discussion**
- Last month, the board initiated a conversation concerning Performance Pay. As mentioned in October, school districts across the state have been having discussions about compensation models for instructional staff since the implementation of Act 10. As a reminder, by law, boards and unions only negotiate "base wage." The maximum a board can offer by law is the declared CPI. Distribution of the dollar amount can be negotiated. Unlike the old master contracts, no automatic advancement in pay is awarded for years of service or lane advancement for taking approved credits.
- As the board proceeds with this discussion, I think it is important to determine what the board "values" in its professional staff. Is it professional development? Graduate classes? Test results? Willingness to take on assignments, extra and co-curricular? Committee appointments? Reputation by peers, parents, and community? Measured teacher assessment? These are just a few of the characteristics that need to be part of the discussion.
- Are the characteristics identified shared by all of the stakeholders, to include the board, professional staff, administration, and community? Can common characteristics be identified? Should all of the stakeholders be involved in developing shared values or is this the sole responsibility of the board?
- Once valued characteristics are determined, how do you apply a monetary compensation to them? Is compensation within the "base wage" pool of money or is it an additional source? Is it a board designated amount per year and prorated among the earners or is it unlimited?
- Last month the packet included summaries of various plans in place. Hopefully, you have had a chance to review those. As a board and administration, these preliminary conversations will help set the course for future compensation.
- **School Facts 2013-Marawood Conference Report**
- In your packets are reprints of the School Facts 13 Marawood Conference Report as well as the Customized Report that compares neighboring schools that are not in the Marawood Conference. This is a report made available to the public by the Wisconsin Taxpayers Alliance. Each report breaks the information available from the all-district School Facts 13 publication down to a comparison of conference and neighboring schools only. Included in the packet are samples of some of the information that the board may have a specific interest in. The publication has more detail to include revenue resources, district valuations, WKCE test results (which have already been shared with the board), and other school related information. I have a copy of the entire publication, School Facts 13, available in my office if you are interested.

- Please take a look at the report and if you have any questions, give me a call. I would like to briefly go through some of the highlights at the meeting. It seems like schools are continually comparing themselves to other schools. There are flaws in the process of comparison, but can have value when speaking to the public about how we do the "business of education."

5A. Principals' Reports-Barth/Gunderson

- Both Mr. Barth and Mr. Gunderson will have the latest PBIS data to share with the board.

5B. Summer School Update-Gunderson

- Deb Englebretson has scheduled Prairie Fire Theatre for next summer. June 9th will be the tryouts with the show on June 13th at 6:00. This year's production will be "The Wizard of Oz."

5C. Maintenance Update-Hill/Nelson

5D. Marathon County Children with Disabilities Education

- **Board Highlights-October 17, 2013**

5E. Abbotsford PTO

- **Minutes-November 5, 2013**

5F. Falcon Enterprises Alternative High School

- **Board of Governance Meeting Minutes-October 3, 2013**

5G. Rural Virtual Academy (RVA) Update

- Administrative Advisory Council Meeting-October 23, 2013
- The board was informed earlier that the RVA was exploring the possibility of expanding to a High School opportunity. The Administrative Advisory Council met in Abbotsford on October 23rd to discuss this option.
- In your packet is a handout with the discussion points for the meeting titled "What Does the RVA High School Look Like?" Probably the most discussion was generated by the Teaching bullet point. What does the delivery model look like? The success of the RVA has been the blended model, a combination of on-line curriculum with direct instruction. The discussion centered on how to make this work for a high school.
- In addition, the cost sharing options were considered. The calculation in the packet is one scenario with arbitrary enrollment numbers. This was done as a description to understand how the model would work.
- It was the consensus of the Adm. Advisory Council to proceed with the planning with a goal of implementing the high school opportunity in the 2014-2015 school year. The options for off-site virtual schools are growing across the state. The consortium schools feel providing an "in-house" option for students and parents will have a positive effect on district enrollments.

5H. Student Achievement

- ***Middle/Senior High***
- First quarter PBIS data is in with data trends showing a downward cycle. Attached is the collection of data from Sept.-Oct. Data charts are included.
- PBIS celebration day is scheduled for November 22nd. Students will have a list of activities to choose from and do a scheduled rotation. Activities include cooking, board games, cribbage, basketball, computer, study hall, etc. All students 6-12 will be involved and staff will be scheduled accordingly to supervise. Students are released that day at 12:25 p.m.
- RtI is being implemented. During PLC meetings, the discussions have revolved around students who need interventions. Mr. Cihlar has begun the "check in, check out" model with one student. Staff has documented interventions.
- Reward day for students who increased their scores on the MAPS testing was held Friday, November 8th. A total of 61 students gained points in all categories.
- 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 the D and F list significantly. The first quarter F list included just 3 middle school and 3 high school students.

- ***Elementary***
- The elementary is implementing Tier 2 of PBIS at this time. The training is ongoing throughout this school year. However, certain aspects can begin while in training. Check in-check out (CICO) is underway with a number of students. This component is for students who continue to have trouble meeting expectations through the Tier 1 process. The students will have a staff member be their "mentor" to help them monitor their behavior throughout the day by checking in with each other.
- The elementary conducted its quarterly assembly for PBIS on November 15th. Prizes were awarded for good behavior and behavior goals were set for the students for the 2nd quarter. The elementary is including student academic achievement with PBIS this year so awards for student learning will be given as well. This follows PLC guidelines as academic achievements are celebrated.
- The administrative team has received SLO (Student Learning Objectives) training. This is another component of Educator Effectiveness. The staff will receive training on November 22nd and January 24th.
- WKCE testing will be completed in late November. The elementary has set up a testing schedule to accommodate (in accordance with WKCE guidelines) all needs and to create the best testing environment possible. Teachers, specialists, and assistants all help proctor the tests for groups of students who may not test well in large group settings.

5I. WASB/WASDA Convention-January 21-25, 2014

- Please let us know of your plans for the WASB/WASDA Convention scheduled in January so JoAnn can send in reservations and make hotel arrangements.

5J. Athletic Director's Report

- The winter gym schedule is finalized. As with all schedules this is subject to change as games/events get added or cancelled due to winter weather.
- The Volleyball Sectional Semifinal was held in Abbotsford. Participants were Auburndale and Stanley-Boyd. Auburndale won and advanced to the sectional finals. A financial report for the Sectional Semifinal is in your packet. After expenses, the district netted $1,309.10 for hosting the event. The Booster Club also fared well with concessions.
- The district held its winter sports code meeting on November 4th. Approximately 35 parents and athletes were in attendance.
- There were no academic code violations following the first quarter grading period.
- Winter sports are starting.
- Boys' basketball started Monday, November 11th with girls' basketball and wrestling beginning Monday, November 18th.

6. Consent Agenda

6A. Approve Minutes of Meetings-

- **October 21, 2013 (Regular Board Meeting)**
- **November 1, 2013 (Special 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

- **FFA Chapter Trip to St. Paul, MN- February 1, 2014**
- Mr. Slipek has arranged a FFA Chapter trip to the cities in February. The trip is similar to the one taken the last couple years where the students attend a show at the IMAX Theater in St. Paul, spend some time at the Mall of America, and attend a professional rodeo, followed by a concert at the EXCEL Energy Center. It is an event filled day that has seen high participation

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

6K. Proclamations/Resolutions/Recognition

- **Cross-Country**
- Kaitlyn Belanger-1st Team All-Conference
- Dakota Rau-1st Team All-Conference
- Dillon Novak-1st Team All-Conference
- **Volleyball**
- Shelly Kneifl-1st Team All-Conference
- Brooklyn Gunderson-2nd Team All-Conference
- Makenzie Klieforth-2nd Team All-Conference
- Autumn Schreiner-Honorable Mention All-Conference
- Jaelyn Friedenfels-Honorable Mention All-Conference
- **Football**
- Eric English-1st Team All-Conference Offensive End, Honorable Mention Defensive Line
- Kyle Kunze-2nd Team All-Conference Offensive Line
- Mike English-Honorable Mention All-Conference Defensive Line
- **Honors Band**
- Kayla Frahmann-Clarinet
  Kaitlyn Belanger-Trumpet
  Dakota Rau-Trombone
  Kristin Wagner-French Horn
  Dillon Novak-Trumpet
- **Honors Choir**
- Taylor Kohls
  Brooklyn Gunderson
  Jennifer Maki
  Shelly Kneifl
  Adrienne Harris
  Renson Hoffman
  Evan Schindler
  Stewart Braun
  Garrett Rau
  Dereck Vetterkind

Old Business

7. Policies

7A. Response to Intervention (RtI) **Second Reading/Adoption**

- Recommending approval.

7B. 343.4: Youth Options **First Reading**

- Wisconsin Statute 118.55 provides guidelines for adoption of Youth Options programs in Wisconsin public high schools. Each year, the high school principal is designated by the board as the Youth Option contact for the district. Youth Option opportunities have been included in the student/parent handbook which becomes policy once approved by the board. However, the board has not adopted policy specific to the requirements expected to be eligible for Youth Options opportunities.

7C. 323.1: Observance Days **First Reading**

- Wisconsin Statute 118.02 identifies observance days for public schools in Wisconsin. The policy supports the legislative mandate and will be included in the teacher's handbook moving forward. Each designated observance will be supported by an in-school announcement. Staff may choose to observe the days in specific learning opportunities, relevant to the subject matter of their classes.

8. Budget, Contracts, Bids, and Proposals

8A. 2012-2013 Utility Report (Expenditures by Function)

New Business

9. Track Replacement/Repair Consideration **Discussion**

- At the October meeting, the board discussed moving forward with the bid process for the replacement/repair of the track facility. Scott Groholski of Point of Beginning indicated that January seems to be the best time to bid these types of project as that is when contractors are lining up work for the upcoming construction season.

- Scott had mentioned that it may be advantageous to bid these projects in conjunction with the city's plans to upgrade Pine Street. Scott had talked to Craig Stuttgen, Director of Public Works for the City of Abbotsford about this possibility. Mr. Medenwaldt and I also had the opportunity to talk to Craig about the possibility. Bid proposals would have to be submitted as a combined bid or a stand-alone project.
- The bid process does not lock the district into proceeding with the project. After the bids are received, the board can decide whether to move forward or dismiss the project.
- *Suggested motion if the board decides to proceed:*
  - ***"Motion to approve the bid process for the track renovation project."***

10. 2014-2015 Educational Planning Guide **Discussion/Approval**

- Mr. Barth has compiled the 2014-2015 Educational Planning Guide. Course changes were approved at the October meeting. The complete guide is in your packet.

11. 66.0301 Shared Service Agreement w/ Auburndale **Discussion/Approval**

- The School District of Auburndale is requesting a 66.0301 agreement to allow Abbotsford to service a 10th grade student, with Limited English Proficiency. Auburndale does not have the programming available to properly serve the student
- Before agreeing to the arrangement, Mrs. Boneske and Ms. Kraus were consulted and asked if the additional student would burden the programming at the middle/senior high level. The ESL team was in agreement that the additional student would not impact the instructional opportunities for our resident students.
- The 66.0301 agreement allows Auburndale to claim the student as residents for enrollment purposes. The Auburndale School District will be responsible for daily transportation to Abbotsford. Abbotsford will receive the open enrollment tuition amount established by the DPI. The designated open enrollment tuition amount established by the DPI for 2013-2014 is $6,485.00. Auburndale will be responsible for pro-rated reimbursement based on days of enrollment (not attendance), payable prior to the end of the 2013-2014 fiscal year.

12. Personnel

12A. Assistant Track Coach Recommendation **Discussion/Approval**

- Recommending Matt Cihlar to the position of Assistant Track Coach

12B. Volunteer Boys Basketball Coach Recommendation **Discussion/Approval**

- Chris Carpenter has requested consideration as a volunteer boys' basketball coach. Mr. Carpenter coached the boys this summer in multiple league and tournament opportunities. Mr. Carpenter has been recommended by Coach Podevels.
- Recommending approval.

SCHOOL DISTRICT OF ABBOTSFORD
ABBOTSFORD, WISCONSIN 54405

5

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Reed Welsh 209 W Hickory Street Abbotsford, WI 54405 Home: 715-223-4952 Cell: 715-573-0621	Superintendent	Phone: 715/223-6715 Fax: 715/223-4239 E-Mail: rwelsh@abbotsford.k12.wi.us
Lucas Barth 3135 Green View Drive Eau Claire WI 54703 Home: Cell: 715-301-6601	MS/HS Principal	Phone: 715-223-2386 Fax: 715-223-3986 E-Mail: lbarth@abbotsford.k12.wi.us
Gary Gunderson 3563 Boss Road Abbotsford WI 54405 Home: 715-223-6154 Cell: 715-507-0440	Elementary Principal	Phone: 715-223-4281 Fax: 715-223-0691 E-Mail: ggunderson@abbotsford.k12.wi.us
Jackie Schreiber 5385 County Rd Athens, WI 54405 Home:715-654-5115 Cell: 715-573-4437	District Bookkeeper	Phone: 715/223-6715 Fax: 715/223-4239 E-Mail: jschreiber@abbotsford.k12.wi.us
JoAnn Lewandowski W10254 Cty Rd N Thorp, WI 54771	Administrative Assistant	Phone: 715/223-6715 Fax: 715/223-4239 E-Mail: jlewandowski@abbotsford.k12.wi.us

(5)

SCHOOL DISTRICT OF ABBOTSFORD
BOARD MEMBER INFORMATION

NAME: _____

HOME ADDRESS: _____

HOME PHONE: _____

HOME FAX: _____

HOME E-MAIL: _____

WORK NAME: _____

WORK ADDRESS: _____

WORK PHONE: _____

WORK FAX: _____

WORK E-MAIL: _____

HOURS OF WORK: _____

DETAILS WHERE YOU WISH TO HAVE BOARD PACKETS DELIVERED:

_____

_____

DO YOU AUTHORIZE US TO GIVE YOUR HOME ADDRESS AND HOME PHONE NUMBER TO CITIZENS OF THE PUBLIC WHO REQUEST THE INFORMATION?

YES NO

_____
Signature

_____
Date

5

Wisconsin Department of Public Instruction
THE GLOBAL EDUCATION ACHIEVEMENT CERTIFICATE
PI-9961 (New 09-13)

INSTRUCTIONS: Submit a **paper or electronic** (PDF) copy. Digitized signatures are acceptable. Submit documentation to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: GERHARD FISCHER
CONTENT AND LEARNING TEAM
P.O. BOX 7841
MADISON, WI 53707-7841
gerhard.fischer@dpi.wi.gov

For questions regarding this certification, contact
Gerhard Fischer, 608-267-9265, gerhard.fischer@dpi.wi.gov

I. GENERAL INFORMATION

District	Mailing Address *Street, City, State, ZIP*
School District of Abbotsford	510 W Hemlock St, P.O. Box 70, Abbotsford, WI 54405

District Administrator	E-Mail Address	Fax *Area/No.*	Phone *Area/No.*
Reed Welsh	rwelsh@abbotsford.k12.wi.us	(715) 223-4239	(714) 223-6715

High School
Abbotsford High School

High School Principal	E-Mail Address	Fax *Area/No.*	Phone *Area/No.*
Luke Barth	lbarth@abbotsford.k12.wi.us	(715) 223-3986	(715) 223-2386

Global Education Coordinator	Title
Amber Kraus	Spanish and ELL Teacher

E-Mail Address	Fax *Area/No.*	Phone *Area/No.*
akraus@abbotsford.k12.wi.us	(715) 223-3986	(715) 223-2386

II GLOBAL EDUCATION COURSE OF STUDY

World Language(s) Courses Offered *Check all that apply.*

- ☐ ASL
- ☒ German
- ☐ Native American
- ☐ Chinese
- ☐ Japanese
- ☒ Spanish
- ☒ French
- ☐ Latin
- ☐ Other *Specify:*

Does the District Offer Four Years (Levels) of World Language?

☒ Yes, *Specify which of the above-listed courses are offered in a four-year sequence (I, II, III, IV:)*

Spanish is offered in the high school as I, II, III, IV.

☐ No, *Students working toward the Global Education Achievement Certificate are able to satisfy the four-year requirement as follows:*

III. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated district/schools designated are providing the necessary courses as part of the curriculum.

WE FURTHER CERTIFY that a Declaration of Intent to introduce a program of study commensurate with the requirements of the Global Education Achievement Certificate is in place and that a local coordinator for the program has been appointed.

Signature of District Administrator ➢	Date Signed *Mo./Day/Yr.*
Signature of High School Principal ➢	Date Signed *Mo./Day/Yr.*
Signature of Global Education Coordinator ➢	Date Signed *Mo./Day/Yr.*

IV. ADDITIONAL COURSEWORK

Limit All Responses to No More Than 250 Words

Provide a brief description of each Course and a short narrative describing its global dimension.

Course Title—Science

Summary of Course Content

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Course Title—English Language Arts

Summary of Course Content

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Course Title—World History

Summary of Course Content

HISTORY OF WESTERN CIVILIZATION I & II
.5 Credit each (1 total)

I - Survey of Western Civilization from ancient times through the Renaissance emphasizing the distinctive features of Western culture, political development, economic development and the contributions made by non-Western People. This course is offered via distance learning.

II - Survey of Western Civilization from the Renaissance to contemporary times emphasizing the further development of Western culture political institutions and economic institutions including reference to the interaction among the peoples of the modern world. This course is offered via distance learning.

VIETNAM
.5 Credits.
The Vietnam War has had a tremendous impact on our nation. From our citizens, to our universities, to our military, and to our government, none emerged the same from this turbulent event. This war was called the "first televised war" because of the breadth of the correspondents who covered it and the depth of our nation's involvement in watching the nightly news to get the latest information. This course is intended to help a student who wasn't even born when the last American helicopter took off from Saigon understand why people say, "I hope it's not another Vietnam." The student will learn how we became involved in Vietnam, what American policies were, what life was like for the military in Vietnam, what was happening on the home front, the cultural changes which occurred in the United States and Wisconsin and finally, the consequences and lessons of war. There will be extensive reading, research, and projects for the course in addition to analysis of films and television clips. This course if offered via distance learning.

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Western Civilization

Students will understand the historical reasons for the current alignment of world powers. They will be able to explain the causes and effects of major historical events in the Western world including influenes of non-Western People.

Vietnam

Students from Abbotsford generally don't have any idea what it's like to live in a war zone, nor do they know why there is a large Hmong population in nearby Wausau. They will learn to empathize with the people involved in the Vietnam conflict and

IV. ADDITIONAL COURSEWORK (cont'd)
Limit All Responses to No More Than 250 Words

will be albe to explain how that conflict influences the world today, including our neighboring towns and cities.

Course Title—Economics

Summary of Course Content

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Course Title—Geography

Summary of Course Content

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Course Title—Art

Summary of Course Content

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Course Title—Music

Summary of Course Content

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Course Title—Other: International Foods

Summary of Course Content

.5 credits. Students take an edible trip around the world, learning to cook food from a wide variety of cultures. This is an advanced cooking class, where students will learn the techniques used to make food used in the places that are studied, for example by making pasta from scratch. They also need to complete projects and do reports about the places being studied. This course is offered through the Family & Consumer Education department.

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Students will understand how geography and culture work together to influence the foods eaten around the world, and how food works to influence culture.

Course Title—Other: Global Issues

Summary of Course Content

.5 Credits.

Global Issues looks at issues going on around the world. We will look at these issues, find their historical origins and then see how they have affected our lives as Americans. The goal of this class is to gain a better understanding of hot topics such as: the conflict in North and South Korea, the Middle East conflict, War in Iraq and Afghanistan, effects of 9/11 and many others. Offered through the social studies department to juniors and seniors.

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Students will become more familiar with world geography and how countries interact with each other and with the U.S. They will be familiar with the issues shaping global politics today, and will gain experience in forming opinions on these issues and debating their views with others in an academic setting.

Course Title—Other: French I,II German I,II

Summary of Course Content

French I, II - 2 credits

German I, II - 2 credits

IV. ADDITIONAL COURSEWORK (cont'd)
Limit All Responses to No More Than 250 Words

Students completing both levels of either French or German will be able to communicate at least at the novice-high level in that language. They will express understanding of key aspects of the target culture and how to interact with that culture in everyday situations. They will be able to use the language to exchange information, express feelings, and discuss opinions. They will be able to communicate in a variety of everyday situations and will begin to demonstrate success in reading and writing longer or more complicated passages. These courses are offered via distance learning.

Global Dimension of Course *How does this course broaden and deepen the student's understanding of the world?*

Students will engage in conversation in the target language, including exchanging information and expressing feelings and opinions. They will demonstrate understanding of the relationship between practices, products, and perspectives of the target culture, and they will compare the nature of the target language to the English language.

V. CULTURAL LITERACY

1. Describe the process leading to an evaluation of student reflections on literature, art, music, and books and films (fiction and nonfiction).

Students must choose four works of literature and four other works to study and reflect on during high school in order to receive the certificate. A list of suggested works will be made available in Abbotsford's Educational Planning Guide, which is distributed to all students every year before they register for classes. Students will choose their works and have them pre-approved by the Global Education Coordinator if they do not appear on the list of suggested works. Students will submit a plan of which works they are choosing to evaluate and a timeline to the Coordinator, who will be responsible for helping the student obtain access to the works and meet the deadlines agreed to in the timeline. Students starting the program as freshmen would evaluate one work during each of their eight semesters of high school and present that work by the end of the semester. Each work will be evaluated separately according to the guidelines in the Student Reflections Portfolio.

2. Who evaluates student reflections?

A committee consisting of the global education coordinator, the high school principal, and one other teacher (to be chosen from a global education course the student is enrolled in) will evaluate the student reflections.

3. How do students present their reflections (essay, video, other)?

Students may choose the format for their reflections but must present them to the committee and must demonstrate what they have learned from the reflection. They must show that they understand the plot and themes of the work, how it reflects the values of the culture it is from, and how this compares and contrasts with the values of their own culture. Suggested formats are: essay, documentary or news-style video, reenactment or play either written or performed, museum-style exhibit, or electronic presentation to the committee such as Prezi.

VI. CO-CURRICULAR AND OTHER SCHOOL-SPONSORED ACTIVITIES

What opportunities do students have to meet co-curricular requirements for the Global Education Achievement Certificate.

Students must participate in at least four co-curricular and other school-sponsored or endorsed activities with a global focus. At Abbotsford some of the activities offered or endorsed are:

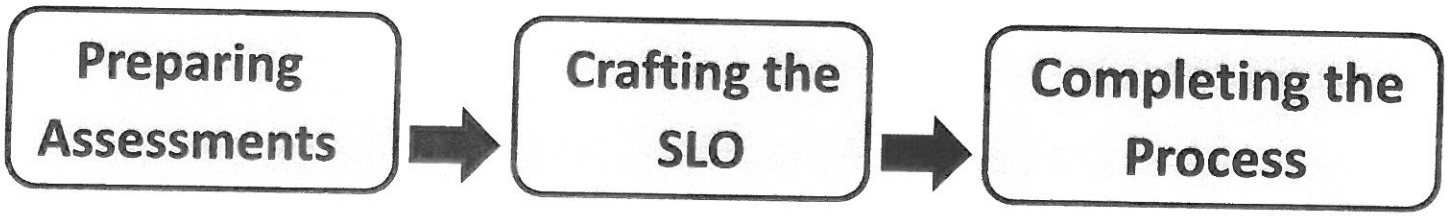
- Membership in the Spanish Club
- Educational tour of a Spanish-speaking country with the Spanish Club
- Attendance at the Festival of Nations in Minneapolis
- Attendance at UW-Marshfield's Culture Fair
- Attendance at UW-Eau Claire's Culture Fair
- Hosting a foreign exchange student (typically organized through the Lions Club).
- Pen-pals or e-pals
- Attendance at a language-immersion program at Concordia Language Villages or another language camp
- Attendance at an internationally-themed event at Wausau's Grand Theater or other local theater, as available

Community Service:

Each student must complete a public service project with a global or cross-cultural focus involving at least twenty hours of work with a global community different from his/her own or to a global issue. Examples of service projects available in the Abbotsford community include, but are not limited to:

- tutoring an elementary student or adult who is learning English
- volunteering / internship with the local Spanish-language newspaper
- creating a welcome/orientation packet for newly arrived immigrants for distribution at the local library
- doing a project to help raise awareness of a global or cross-cultural issue
- volunteering with the local branch of Latinos Unidos (located in Wausau)
- any other globally or cross-culturally focused project that is pre-approved by the Global Education coordinator and a school administrator

Major Steps in the SLO Process



1. Review data
2. Select curriculum standards
3. Develop assessment(s)

1. Administer pre-assessment(s)
2. Complete remainder of SLO
3. Submit and receive approval

1. Teach students the content
2. Mid-year assessment and SLOs review
3. Administer post-assessment
4. Submit and evaluate results

5

Effectiveness Project©

A Project of CESA 6

A professional evaluation system based on the Stronge Evaluation model.

SMART Goal Setting

Student/School goals are written using the SMART criteria

- Always
- Attempting
- Never

Dual Meaning of the SLO Acronym

1. **Building Administrators** – School Learning Objectives

Goals established by the building principal, but are focused at the school level.

2. **Teachers** – Student Learning Objectives

Academic growth or attainment goals for the entire classroom or a targeted population within a classroom/grade level

- Established by individual teachers or teams of teachers

Purposes of Student/School Learning Objectives

- Focus on student results
- Explicitly connect teaching and learning
- Improve instructional practices and teacher performance
- Serve as a tool for school improvement

Things effective teachers do... plus one!

- Assess students to determine their instructional levels and clarify their academic needs.
- Set instructional goals for students.
- Design strategies and identify resources to address identified needs.
- Monitor and assess student progress throughout the school year and adjust instruction accordingly.
- Work cooperatively with colleagues to share professional expertise.
- Formalize this process so that the teacher's effectiveness can be documented and acknowledged!

Student/School Learning Objectives Definition

- Student/School Learning Objectives (SLO) are detailed, measurable goals for student academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators and their evaluator.

SLO process more than just the SMART Goal

Let's take a look at the "Selection and Approval" form.

SLO Process

Step 1: Prepare the SLO

Step 2: Submit SLO for Approval

Step 3: Collect Evidence

Step 4: Review and Score

- Review Student Data
- Identify Student Population
- Identify SLO Interval
- Identify Evidence Sources to Measure Growth
- Establish Goals for Student Growth
- Determine Strategies and Supports
- Determine and Write SLOs

SLO Evidence Sources

Evidence sources come in two distinct "buckets"

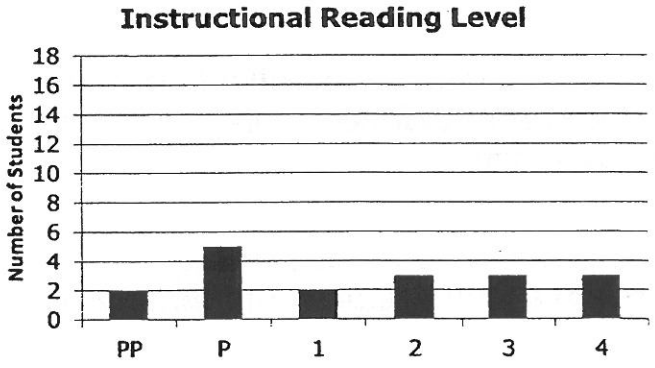
- Evidence sources for **initially determining problems/areas of need** (diagnostic/initial diagnostic data)
- Evidence sources for **measuring achievement of student outcomes goals**

The first bucket will be larger and draw from a wider assortment of data.

What Makes SLOs SMART?

Specific	The SLO is focused on particular key areas of need.
Measurable	An appropriate instrument/evidence source is selected to assess the SLO.
Attainable	The SLO is within the teacher's control; is realistic, but rigorous.
Results-based	The SLO focuses on relevant outcomes; progress can be monitored.
Time-bound	The SLO is contained within a specified time period.

Anita: Grade 2 Teacher



Anita's Objective

Objective Statement:
During this school year, my students will improve on word knowledge and oral reading fluency.

A good objective statement is one that is…

- ✓ **S**pecific
- ✓ **M**easurable
- ✓ **A**ttainable
- ✓ **R**esults-based
- ✓ **T**ime-bound

Better SLO?

Original SLO Statement:
During this school year, my students will improve on word knowledge and oral reading fluency.

How might you make this even better?

Revised SLO Statement:
During this school year, 100% of my students will improve in word knowledge and oral reading as measured by DRA. Each student will move up at least a grade level in instructional reading from fall to spring. Furthermore, students who are below grade level in instructional reading will increase their instructional reading level by 1.5 years.

How SMART is this goal?

Objective Statement:
During the school year, all eighth grade physical education students will improve performance by 75% on each of the Fitness-Gram (pacer test, curl-ups, trunk lift, push ups and the sit and reach) subtests.

A good objective statement is one that is...

- ✓ Specific
- ✓ Measurable
- ✓ Attainable
- ✓ Results-based
- ✓ Time-bound

Does this goal create any confusion? If so, how might you adjust ?

Reviewing Physical Education Teacher Example

Aspect of the Goal Statement	Yes or No - Recommendations
Specific	Yes-the population of students and the areas of physical fitness are identified
Measurable	Yes-through pre and post-test data in each subtest of the Fitness-Gram growth can be measured
Attainable	???-probably not, this seems like an unrealistic amount of growth to be made in one year's time
Results-based	Yes-it is focused on student growth on the Fitness-Gram
Time-bound	Yes-identified the current school year as the time interval

Revised Teacher Goal

- Original:

During the school year, all eighth grade physical education students will improve their performance by 75% on each of the Fitness-Gram subtests.

- REVISED:

During the school year, all eighth grade physical education students will improve their performance by 20% on each of the Fitness-Gram subtests.

(pacer, curl-ups, trunk lift, push ups and sit and reach)

Example SLO: Science

In the current school year, all students will make measurable progress in science basic knowledge and inquiry application using a district-developed multiple choice and performance assessment.

- All students will score at least ½ of the score needed to make a 100% on the post-assessment (for example, a student scoring a 70% on the pre-assessment should score an 85% on the post-assessment).
- Additionally, students scoring an 80% or above on the pre-assessment will complete self-designed independent projects each quarter using the Application and Inquiry rubric from our district middle school.

[(100 – Pre-assessment) x 0.5] + Pre-assessment = SLO
[(100 – 70) x 0.5] + 70 = 85

SLO Readiness

1. Identify what students are supposed to know and be able to do in their time with you as the classroom teacher.
2. Assess where they are in their baseline abilities as they relate to those skills.
3. Assess their periodic growth over the time they are with you.

Key Decision:

A. Are all students expected to make the same amount of growth, regardless of where they start?

OR

B. Should differentiated goals be set?

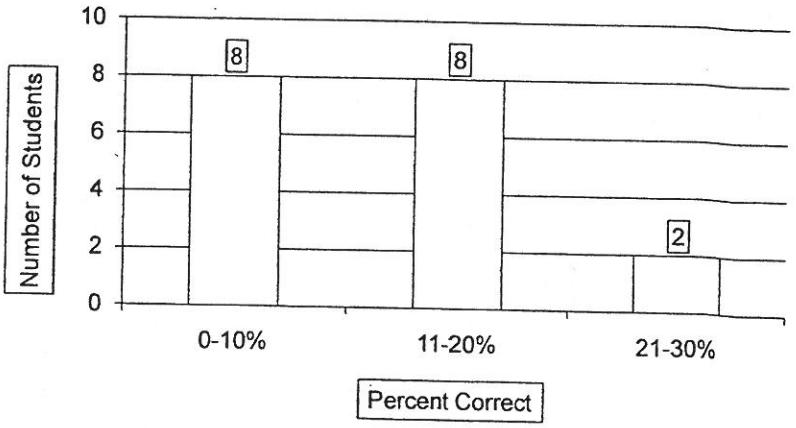
Major Types of SLOs

- Whole Group
- Tiered
- Individual
- Program (educational specialists)
- School

Whole Group SLOs

- Data suggest that students come with relatively similar readiness levels for the content being taught.
- For outliers (exceptionally low or exceptionally high performing students), individual SLOs may need to be developed.
- Departments/Grade Levels can construct team SLOs if data indicates common readiness levels for content being taught.

Example Baseline Data Spanish I Assessment



Example SLO

During the course of this school year, 100% of students will make measurable progress in Spanish I as measured by the district-developed assessment. All students will improve their pre-assessment score by 65 percentage points on the post-assessment.

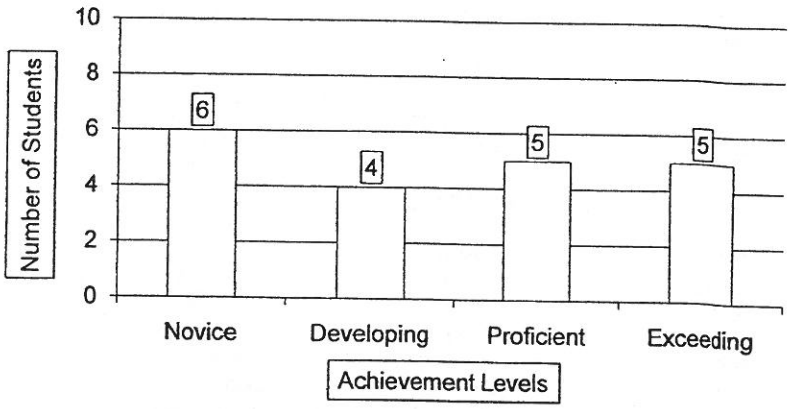
Example Spreadsheet

Student	Baseline score	Growth Objective	Needed Final Score
Student 1	0	65	65
Student 2	0	65	65
Student 3	0	65	65
Student 4	0	65	65
Student 5	2	65	67
Student 6	4	65	69
Student 7	4	65	69
Student 8	6	65	71
Student 9	10	65	75
Student 10	10	65	75
Student 11	12	65	77
Student 12	12	65	77
Student 13	14	65	79
Student 14	14	65	79
Student 15	18	65	83
Student 16	20	65	85
Student 17	22	65	87
Student 18	24	65	89
Student 19	28	65	93
Student 20	30	65	95

Tiered SLOs

- Data suggest that students come with relatively diverse readiness levels for the content being taught.
- For outliers (exceptionally low or exceptionally high performing students), individual SLOs may need to be developed.

Example Baseline Data U.S. History Assessment



- Primary sources comparative analysis
- District-developed rubric for high school students

Example SLO

During the course of this school year, all students will make measurable progress in U.S. History as measured by the district-developed primary sources comparative analysis rubric for high school. Students will improve their scores as follows:

- Students scoring at the Novice and Developing levels on the pre-assessment will improve to the Proficient level on the post-assessment.
- Students scoring at the Proficient level on the pre-assessment will improve to the Exceeding level on the post-assessment.
- Students scoring on the Exceeding level on the pre-assessment will have their pre-assessments re-scored using the College and Professional level rubric, and will improve their scores by one level on the post-assessment.

Example Spreadsheet

Student	Baseline score	Needed Final Score
Student 1	Novice	Proficient
Student 2	Novice	Proficient
Student 3	Novice	Proficient
Student 4	Novice	Proficient
Student 5	Novice	Proficient
Student 6	Novice	Proficient
Student 7	Developing	Proficient
Student 8	Developing	Proficient
Student 9	Developing	Proficient
Student 10	Developing	Proficient
Student 11	Proficient	Exceeding
Student 12	Proficient	Exceeding
Student 13	Proficient	Exceeding
Student 14	Proficient	Exceeding
Student 15	Proficient	Exceeding
Student 16	Exceeding/College: Novice	College: Developing
Student 17	Exceeding/College: Developing	College: Proficient
Student 18	Exceeding/College: Developing	College: Proficient
Student 19	Exceeding/College: Developing	College: Proficient
Student 20	Exceeding/College: Proficient	College: Exceeding

Individualized SLOs

- Used for smaller groups of students with a variety of readiness levels and background knowledge.
- Acceptable amounts of progress are often dependent on students' historical academic performances.

Considerations for Students with Disabilities

- Does the student's disability affect the student's ability to reach the SLO?
- What has been the academic history of the student up to this point?
- What types of instructional interventions have been provided to the student in the past?

Jamie: Grade 3 Teacher

- Co-teaching classroom; both the general education and the teacher of special education are in the room for the full language arts period each day.
- Grade 3 Baseline Reading Data using online reading assessment.
- Beginning of the year reading levels:
  - 2.7 and below = Below grade level
  - 2.8-3.2 = On grade level
  - 3.3 and above = Above grade level

Student Baseline Data

Student	Baseline Score
Student 1	1.3
Student 2	1.5
Student 3	1.5
Student 4	1.5
Student 5	**1.6**
Student 6	1.7
Student 7	2.2
Student 8	2.3
Student 9	2.6
Student 10	**2.6**
Student 11	2.8
Student 12	2.8
Student 13	2.8
Student 14	3.0
Student 15	3.2
Student 16	3.4
Student 17	3.6
Student 18	3.7
Student 19	3.7
Student 20	4.0



Students Identified with Disabilities

The Grade 3 teacher and teacher of special education use a collaborative model to deliver reading instruction.

- 2.7 and below = Below grade level
- 2.8-3.2 = On grade level
- 3.3 and above = Above grade level

Tiered SLO for Teacher and Teacher of Special Education

From September 2013 to June 2014, all students will make measurable progress in reading as measured by the online assessment.

- Students scoring below grade level will improve their scores by 1.5 grade levels.
- Students scoring at or above grade level will improve their scores by 1.0 grade levels.

Student 5

Receives services for a learning disability in language arts (writing and reading) and speech

Academic History: Reading

Grade	Baseline Score	End-of-Year Score
K	PK.3	K.1
1	K.1	K.8
2	K.7	1.6
3	1.6	

Discussion Questions:

- Based on this data, does the SLO written by the teachers *seem* appropriate for this student?
- What other factors need to be considered in determining an acceptable SLO?

From September 2013 to June 2014, all students will make measurable progress in reading as measured by the online assessment.

- Students scoring below grade level will improve their scores by 1.5 grade levels.
- Students scoring at or above grade level will improve their scores by 1.0 grade levels.

Student 10

Receives services for a learning disability in mathematics

Academic History: Reading

Grade	Baseline Score	End-of-Year Score
K	PK.2	K.4
1	K.3	1.6
2	1.3	2.7
3	2.6	

Discussion Questions:

- Based on this data, does the SLO written by the teachers *seem* appropriate for this student?
- What other factors need to be considered in determining an acceptable SLO?

From September 2013 to June 2014, all students will make measurable progress in reading as measured by the online assessment.

- Students scoring below grade level will improve their scores by 1.5 grade levels.
- Students scoring at or above grade level will improve their scores by 1.0 grade levels.

SLOs for Educational Specialists

- Program objectives may be suitable for positions that have programmatic elements to their jobs.
- Focus may be determined by stakeholder needs, program/curricular needs, district/program vision or mission, etc.
- Baseline data may not necessarily focus on student scores, but on other measures.
- Results directly or indirectly support student achievement.

Marian: Middle School Media Specialist

Percent of Time per Month	Duty/ Responsibility	Stakeholders Affected by Duty
40%	Assisting students in locating media	Students
30%	Collaborating with teachers on student inquiry projects	Students Teachers
20%	Maintaining library resources	Students Faculty Staff
10%	Participating in professional library organizations/remaining current in new techniques and disseminating information	Students Faculty Staff

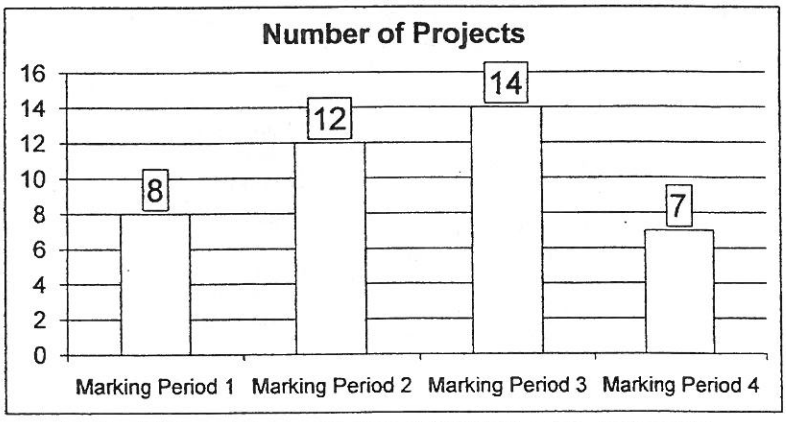
Area of Focus

Time per Month	Duty/ Responsibility	Stakeholders Affected by Duty	How to Measure
40%	Assisting students in locating media	Students	8th grade student library resources proficiency assessment
30%	Collaborating with teachers on student inquiry projects	Students Teachers	Number of teacher/media specialist collaborations per instructional quarter

Marian's Objective

During the current school year, the number of inquiry projects completed by core area teachers in collaboration with the library media specialist will increase 30% each instructional quarter.

Baseline Data
(Last Year's Completed Projects)



It is a district expectation for all library media specialists that 50% of instructional time is spent collaborating with teachers of core classes, specifically on projects that use the inquiry process.

School Learning Objective

- Review student data to identify areas of academic need.
- Focus area may come from vision and/or mission, district initiatives, school needs assessment, School Improvement Plan, or other.
- May be tiered or single goal for population group.

Let's take a look at data collected by a secondary principal.

See your Principal SLO example in packet

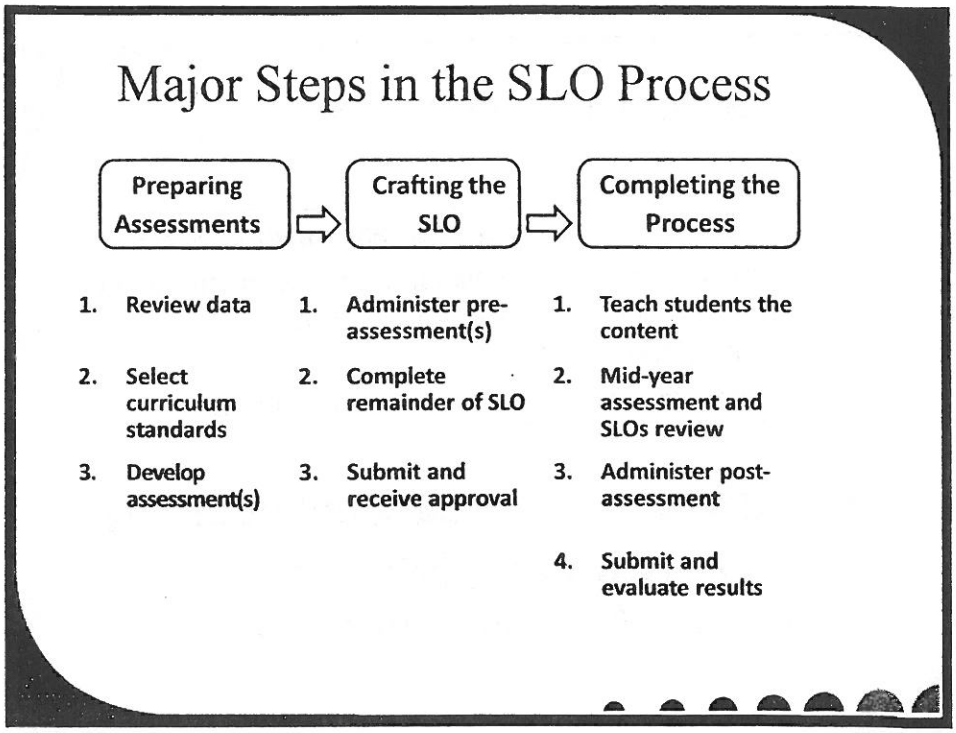
Principal Smith's Objective

Objective Statement:
During the 2012-2013 school year the Expository Text Reading Comprehension Assessment will demonstrate an increase of 25% or more students in advanced or proficient in the area of determining importance.

A good objective statement is one that is…

- ✓ **S**pecific
- ✓ **M**easurable
- ✓ **A**ttainable
- ✓ **R**esults-based
- ✓ **T**ime-bound

Major Steps in the SLO Process



Effectiveness Project©

A Project of CESA 6

A professional evaluation system based on the Stronge Evaluation model

Sample
School Learning Objective
Secondary Principal

Baseline Data and Rationale:

- Disciplinary Literacy Data: 2012-2013

Reading Comprehension Assessment	Grade 6 Fall	Grade 7 Fall	Grade 8 Fall
Overall Test Score			
Advanced	2%	2%	2%
Proficient	33%	35%	50%
Advanced + Proficient	35%	37%	52%
Basic	60%	59%	46%
Minimal	5%	4%	2%
Determining Importance			
Advanced	3%	3%	6%
Proficient	23%	25%	38%
Advanced + Proficient	26%	28%	44%

Explicit Responses			
Advanced	64%	72%	77%
Proficient	31%	25%	19%
Advanced + Proficient	95%	97%	96%
Implicit Responses			
Advanced	27%	33%	33%
Proficient	51%	49%	57%
Advanced + Proficient	78%	82%	90%

- Review of WKCE results during a data retreat demonstrated a weakness in determining meaning. Lowest literacy scores 5-8 revealed in the item analysis.

- Created a district assessment as another data point. The above data further revealed that there is a significant gap in student performance in disciplinary literacy specifically in "determining importance".

- Review of the Common Core State Standards indicated the need for strong thinking strategies. Determining importance skills are reflected in the overall skill set of a literate student.

- As a result, a disciplinary literacy focus in the areas of science and social studies for grades 6-8 was determined.

Content Area/Grade Level:

- Science & Social Studies
- Grades 6 - 8

Student Population:

- All students participating in grade level and modified Common Core State Standards instruction in science and social studies

Interval:

- Fall & Spring Assessment

SLO Target – SMART goal format

- During the 2012-2013 school year the Expository Text Reading Comprehension Assessment will demonstrate an increase of 25% or more students in advanced or proficient in the area of determining importance.

Strategies/Support:

- Content area staff members will be trained in the use of the Optimal Learning Model, for planning and lesson design, comprehension instruction versus comprehension assessment, think aloud modeling, reading with a reason in mind, understanding text structures, metacognitive strategies and thinking strategies for proficient readers.
- Staff development session on the use of annotating to store thinking and reuse information from test.
- Continued work with content area teachers on the use of pre, during and post reading strategies.
- Staff members receive training on Chris Tovani's formative assessment strategies and reading strategies.
- Grade level content team and individual staff coaching facilitated by administrators and content area literacy resource teacher.
- Coaching in the area of assessment tools/strategies to measure student responses to determining importance.

Evidence:

- District designed Expository Text Reading Comprehension Assessment.

Resources to consider:

http://fisherandfrey.com/resources/
http://dpi.wi.gov/stn_dl-suitcase
https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-wisconsin-social-studies/critical-texts

5

FW: CCSS Response

Reed Welsh

Sent: Thursday, October 31, 2013 8:35 AM

To: commoncore@legis.wisconsin.gov

From: Reed Welsh
Sent: Wednesday, October 30, 2013 4:09 PM
To: Reed Welsh
Subject: CCSS Response

Good Morning,

Thank you for the opportunity to be heard concerning the debate over the adoption of the Common Core State Standards. Below are responses to your inquiry.

1. The DPI's model standards were adopted by the School District of Abbotsford.

2. Beginning in 2010, the district has focused their curriulum review and implementation based on the anticipation of adopting the Common Core. After intensive review of the district's existing math and reading curriculums and thorough, systematic research into the various curriculums available, the district has adopted curriculums in both areas that align with the Common Core Standards. The results have already proved positive as testing at all levels have indicated steady growth since implementation. Without question, the Common Core model standards are more rigorous.

3. The cost of district wide adoptions of new curriculums in math and reading that are aligned with the district's goal of adopting the Common Core model standards to date has been in the neighborhood of $85,000-$90,000. That is the cost of the materials for the curriculums and does not include the costs to involve staff in the curriculum review, research of curriculum options, and professional development to support the curriculums. Examples of those costs include the hiring of substitutes and extra "curriculum pay" as per policy. I apologize for not being able to provide specific data reflecting those costs, but I can assure you that they are significant.

4. In response to question number four, I believe that successful schools consistently review, analyze, and evaluate curriculums The Common Core model standards serve as a map to guide schools through their curriculum process. The Common Core model standards provides the rigor necessary for our students to compete on a global level and the flexibility to allow the district to determine the methodology, strategies and pedagogies of delivery of instruction.

In conclusion, the School District of Abbotsford supports the Common Core Standards. The district will continue moving forward, aligning our curriculum with the CCSS. Should the state choose to drop the adoption of the CCSS, the time lapse and void created by an attempt to roll out something "better" would seem to be wasteful.

Thank you for the opportunity to respond to your questions.

Reed Welsh
District Administrator
School District of Abbotsford
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Abbotsford, WI 54405
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FAX: (715) 223-4239
Visit Us At: www.abbotsford.k12.wi.us



SchoolFacts13

Marawood Conference Report

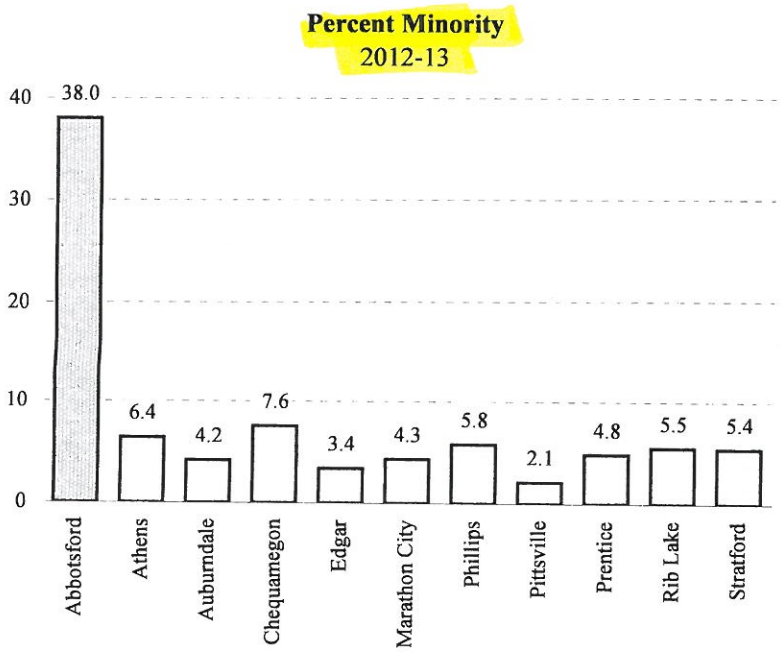
wistax

An annual publication of the nonpartisan Wisconsin Taxpayers Alliance, featuring 2011-12 actual and 2012-13 budgeted revenue and expenditure figures. Also includes information on staff sizes and ratios, property values, fund balances, student demography, and district characteristics. Printing of **SchoolFacts13** is underwritten by a grant from Sentry Insurance Foundation, Inc.

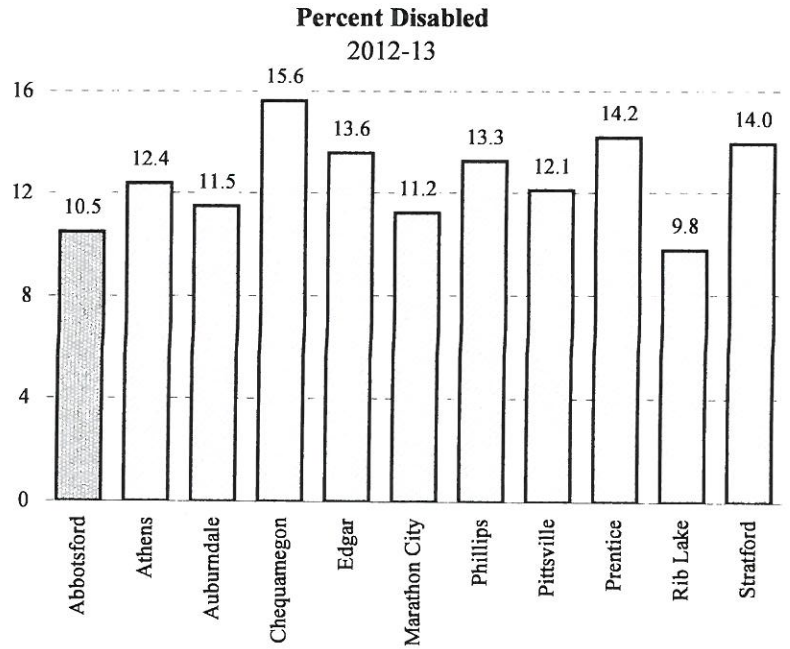
Demography

A school district's demography can play a role in its finances and outcomes. Disabled students typically require more financial resources than non-disabled ones and, depending on their disability, may score lower on state-mandated exams. Some minority students have language barriers, making achievement more difficult.

The number of minority students in a school district can sometimes impact district finances and test scores. Some of these students have difficulty with the English language, which can lead to lower test scores. This can also raise district costs due to "English as a second language" classes. Minority students also tend to come from lower-income families and may lack some of the "out-of-school" resources that more well-off students have access to.



The cost of educating disabled students is generally higher than for the non-disabled. As a result, districts with a large percentage of disabled students generally have higher costs and fewer resources for other students. Depending on the disability, these students might not score as high on state-mandated exams.



Income and Wealth

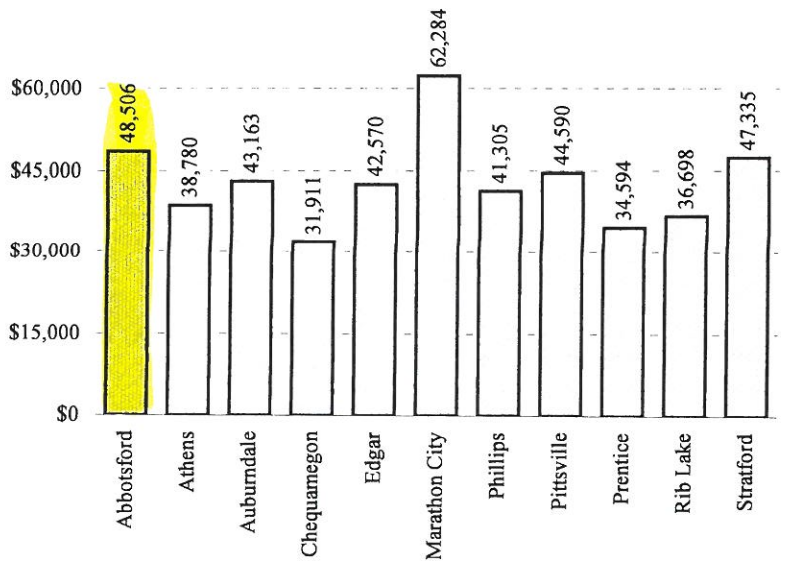
The income and wealth of district residents affects the affordability of school taxes. Property wealth, along with district spending, determines the amount of state aid a district receives. Also, higher-income families have more private resources to use for their children's education, which can lead to higher test scores.

Adjusted gross income is one measure of family income in a district. Higher average incomes have traditionally been associated with more education spending. Additionally, students from higher income families tend to have more resources available to help them succeed academically.

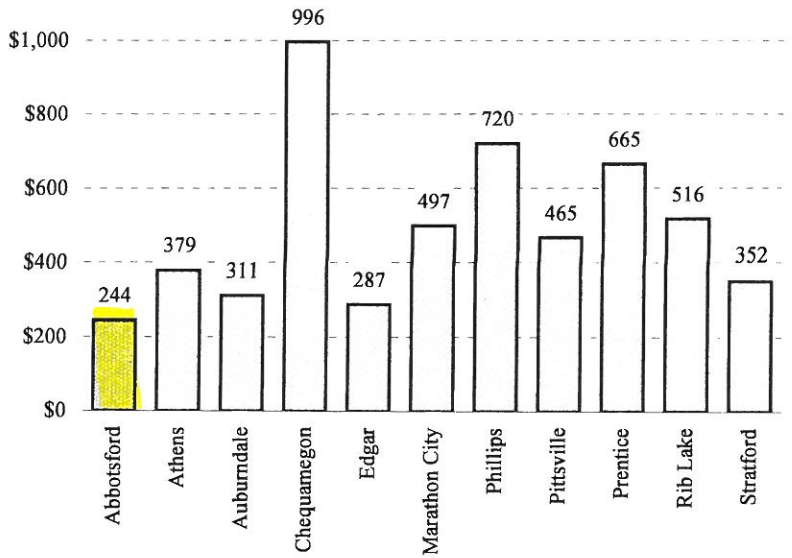
One measure of wealth in a school district is equalized property value per student. A significant portion of school district funding comes from the local property tax. Districts with high property values generally have a greater ability to raise local revenues than do property-poor districts.

The state's equalization aid formula attempts to help poor districts by equalizing tax base and providing more aid to property-poor districts.

Average Adjusted Gross Income
2010



Property Value Per Student
2012-13 (in thousands)



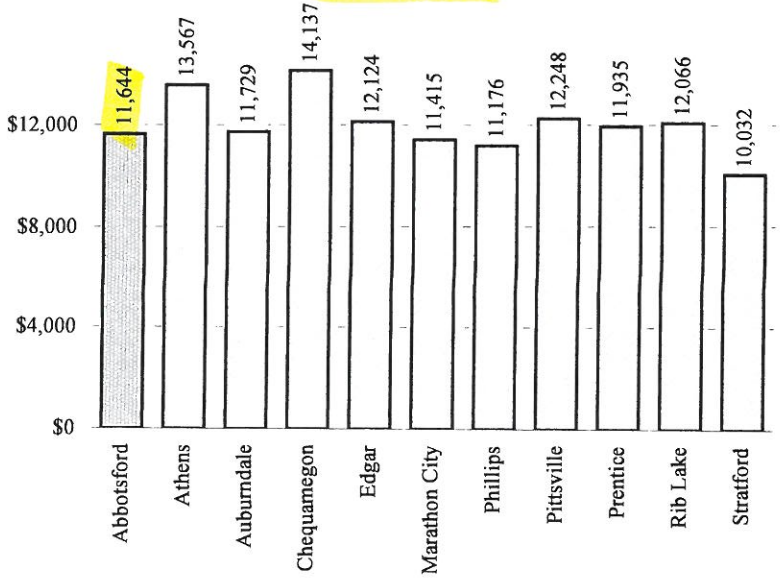
Spending

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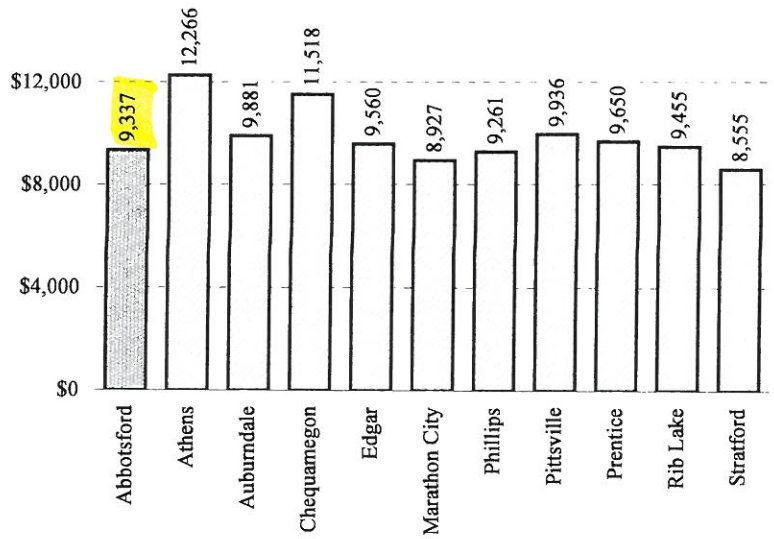
Total spending captures nearly all of a school district's spending. Food service expenditures and community service spending are excluded. Some districts put aside money each year for capital expenditures. When districts spend these dollars, per student spending can rise significantly.

Comparative spending is one measure of "education-related" spending. Districts with a small number of students but large land area might have high transportation costs. Some districts might spend one-time money on capital expansion. These types of expenditures are not included here.

Total Expenditures Per Student
2012-13 Budgeted



Comparative Expenditures Per Student
2012-13 Budgeted



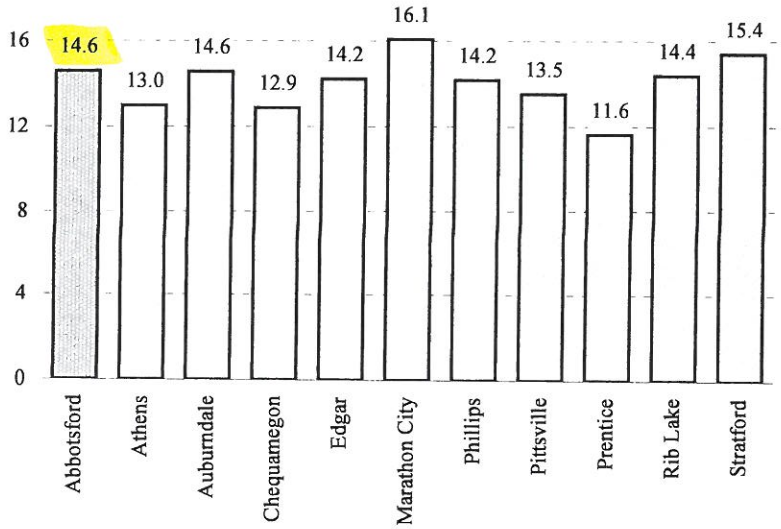
Staffing Ratios

Staffing ratios can affect student performance as well as district costs. Some studies show that smaller class sizes in early grades can affect test scores, while other studies have shown little relationship. More teachers and more staff result in higher district costs.

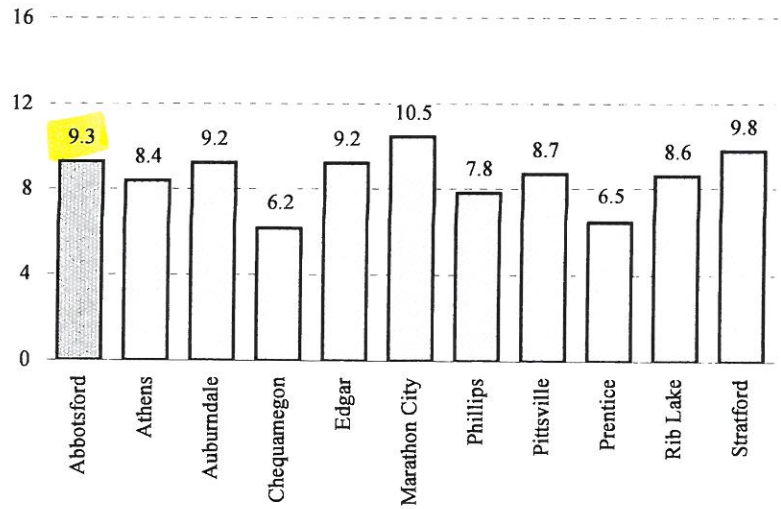
Even faced with declining enrollment, student teacher ratios have remained fairly stable statewide over the last several years. Although smaller class sizes can provide students with more personal attention, they also raise costs.

The student-staff ratio measures the number of students relative to the entire staff employed by the school district, including administrators, teachers, specialists, support staff and others. Since salaries and benefits are the largest school district cost, smaller staffing ratios result in higher per student costs.

Student-Teacher Ratios
2012-13



Student-Staff Ratios
2012-13



DISTRICT		ENROLLMENT				DEMOGRAPHICS				STUDENT PERFORMANCE						
			Open Enrollment Headcount						2010	2011-12 ACT			3rd Grade Read.		3rd Grade Math	
Type	Name	Resident FTE (Membership)	In	Out	2011-12 Home School	% Minority Enroll.	% Free Lunch	% Disabled	Adj. Gross Income Per Return	% Tested	Comp. Score	De-cile	Pct.	De-cile	Pct.	De-cile
K-8 DISTRICT AVG.		516	67	48	15	16.4	27.8	12.4	67,128	na	na		43		56	
UHS DISTRICT AVG.		1,168	87	58	20	13.6	26.3	10.8	66,232	62.6	23.5		na		na	
K-12 DISTRICT AVG.		2,237	110	113	50	26.8	42.1	14.3	50,143	59.0	21.9		36		49	
K-12 AVG. MINUS MPS		2,019	108	95	50	20.5	37.7	13.7	51,729	57.2	22.5		38		52	
K-12	Abbotsford	713	70	45	24	38.0	64.9	10.5	48,506	47.6	22.1	6	40	5	40	9
K-12	Athens	502	19	29	24	6.4	34.4	12.4	38,780	54.3	23.1	2	20	10	47	7
K-12	Auburndale	833	114	64	21	4.2	36.4	11.5	43,163	47.0	22.7	3	38	5	57	4
K-12	Chequamegon	766	44	69	15	7.6	50.8	15.6	31,911	na	21.3	8	34	7	41	8
K-12	Edgar	677	57	37	21	3.4	32.3	13.6	42,570	70.3	22.4	5	34	7	34	10
K-12	Marathon City	677	79	38	15	4.3	23.4	11.2	62,284	72.9	22.7	3	56	1	59	3
K-12	Phillips	841	27	60	28	5.8	47.3	13.3	41,305	52.4	22.0	6	26	9	43	8
K-12	Pittsville	629	35	37	22	2.1	35.5	12.1	44,590	58.3	21.6	7	41	4	56	4
K-12	Prentice	458	42	44	15	4.8	42.4	14.2	34,594	66.7	23.2	2	54	1	50	6
K-12	Rib Lake	496	10	12	19	5.5	53.5	9.8	36,698	56.8	21.8	7	53	2	47	7
K-12	Stratford	921	59	60	40	5.4	28.0	14.0	47,335	67.2	22.0	6	40	4	46	7

DISTRICT		SELECTED 2012-13 PER STUDENT REVENUES										VALUES AND TAXES			
		Rev. Limit		Property Tax		Equal. Aid		Categ. Aid		Tot. State Supp.					
Type	Name	Amt.	% St. Avg. (+/-)	Amt.	% St. Avg. (+/-)	Amt.	% St. Avg. (+/-)	Amt.	% St. Avg. (+/-)	Amt.	% Tot. Exp.	Equal. Value ($000)	Equal. Value Per Student	Property Tax Levy ($000)	Gross Tax Rate
K-8 DISTRICT AVG.		10,420		7,842		3,349		613		3,962	31.2	660,035	1,280,378	4,043	6.12
UHS DISTRICT AVG.		11,587		10,110		2,650		504		3,155	22.6	3,036,159	2,599,674	11,808	3.89
K-12 DISTRICT AVG.		9,725		5,302		4,949		724		5,673	47.4	1,161,704	519,441	11,858	10.21
K-12 AVG. MINUS MPS		9,688		5,468		4,781		672		5,454	46.2	1,095,278	542,467	11,040	10.08
K-12	Abbotsford	8,931	-8.2	2,511	-52.6	6,757	36.5	661	-8.6	7,418	63.7	174,261	244,406	1,790	10.27
K-12	Athens	11,128	14.4	4,381	-17.4	6,740	36.2	570	-21.3	7,309	53.9	190,126	378,737	2,199	11.57
K-12	Auburndale	9,602	-1.3	3,457	-34.8	6,833	38.1	686	-5.2	7,520	64.1	258,904	310,810	2,880	11.12
K-12	Chequamegon	9,831	1.1	7,843	47.9	4,187	-15.4	913	26.1	5,100	36.1	763,086	996,195	6,008	7.87
K-12	Edgar	9,530	-2.0	2,888	-45.5	7,205	45.6	587	-18.8	7,792	64.3	194,613	287,464	1,955	10.05
K-12	Marathon City	9,229	-5.1	5,469	3.2	4,830	-2.4	394	-45.6	5,224	45.8	336,766	497,439	3,703	10.99
K-12	Phillips	9,168	-5.7	6,509	22.8	3,020	-39.0	736	1.7	3,756	33.6	605,449	719,916	5,474	9.04
K-12	Pittsville	9,851	1.3	5,355	1.0	5,266	6.4	787	8.8	6,053	49.4	292,599	465,181	3,368	11.51
K-12	Prentice	9,438	-3.0	6,755	27.4	3,352	-32.3	994	37.3	4,346	36.4	304,391	664,610	3,094	10.16
K-12	Rib Lake	8,740	-10.1	5,241	-1.1	4,709	-4.9	1,017	40.5	5,725	47.4	255,833	515,791	2,600	10.16
K-12	Stratford	8,886	-8.6	3,272	-38.3	6,033	21.9	476	-34.2	6,509	64.9	324,282	352,097	3,014	9.29

DISTRICT		PER STUDENT EXPENDITURES 2012-13 BUDGET												FUND BAL. 12-13 BUD.		
		Instruction									Comparative Exp.					
Type	Name	Total	Sal. & Fringe	Pupil Serv.	Instr. Supp.	Admin.	Bldg. Grds.	Pupil Trans.	Capital Exp./ Debt	Total Exp.	Amt.	K-12 De-cile	% St. Avg. (+/-)	Ending ($000)	% Tot. Exp.	De-cile
K-8 DISTRICT AVG.		7,304	6,047	374	523	1,044	1,204	579	938	12,651	10,449			1,679	25.6	
UHS DISTRICT AVG.		7,169	6,030	705	561	996	1,516	719	1,278	13,919	10,947			5,610	35.7	
K-12 DISTRICT AVG.		6,953	6,017	527	554	875	1,141	506	749	11,955	10,051			4,891	18.9	
K-12 AVG. MINUS MPS		6,808	5,958	499	530	864	1,144	483	800	11,786	9,845			4,709	20.5	
K-12	Abbotsford	5,909	4,287	145	501	1,095	1,687	458	1,194	11,644	9,337	8	-7.1	1,919	24.1	5
K-12	Athens	8,161	5,150	157	1,080	1,432	1,436	1,032	27	13,567	12,266	1	22.0	1,304	18.9	7
K-12	Auburndale	7,014	5,582	374	367	952	1,174	664	782	11,729	9,881	6	-1.7	2,125	21.0	6
K-12	Chequamegon	7,688	6,043	367	826	1,269	1,367	857	695	14,137	11,518	2	14.6	3,726	35.2	2
K-12	Edgar	6,802	4,627	494	432	936	896	784	1,140	12,124	9,560	7	-4.9	351	4.5	10
K-12	Marathon City	6,227	4,431	164	414	1,066	1,056	925	1,060	11,415	8,927	9	-11.2	1,708	22.8	5
K-12	Phillips	6,326	5,465	277	394	1,082	1,182	728	147	11,176	9,261	9	-7.9	2,315	24.5	5
K-12	Pittsville	6,601	5,443	349	481	1,123	1,382	878	772	12,248	9,936	6	-1.1	1,771	23.8	5
K-12	Prentice	6,743	6,019	342	260	1,172	1,132	1,008	895	11,935	9,650	7	-4.0	856	16.2	8
K-12	Rib Lake	6,574	6,032	472	469	1,022	919	524	1,478	12,066	9,455	8	-5.9	387	7.3	10
K-12	Stratford	6,183	5,313	330	420	851	771	752	422	10,032	8,555	10	-14.9	1,625	17.6	7

A SERVICE OF THE WISCONSIN TAXPAYERS ALLIANCE



SchoolFacts13
Customized Report

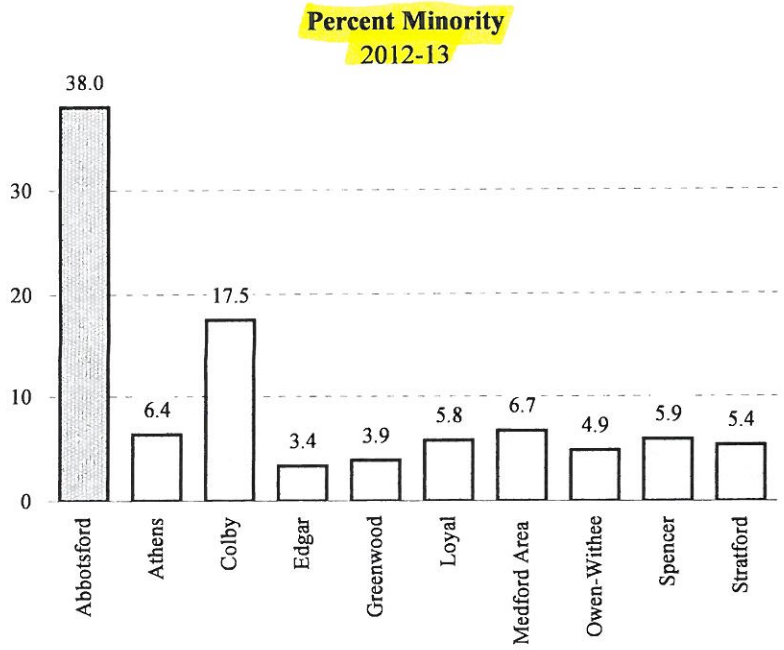
An annual publication of the nonpartisan Wisconsin Taxpayers Alliance, featuring 2011-12 actual and 2012-13 budgeted revenue and expenditure figures. Also includes information on staff sizes and ratios, property values, fund balances, student demography, and district characteristics. Printing of **SchoolFacts13** is underwritten by a grant from Sentry Insurance Foundation, Inc.

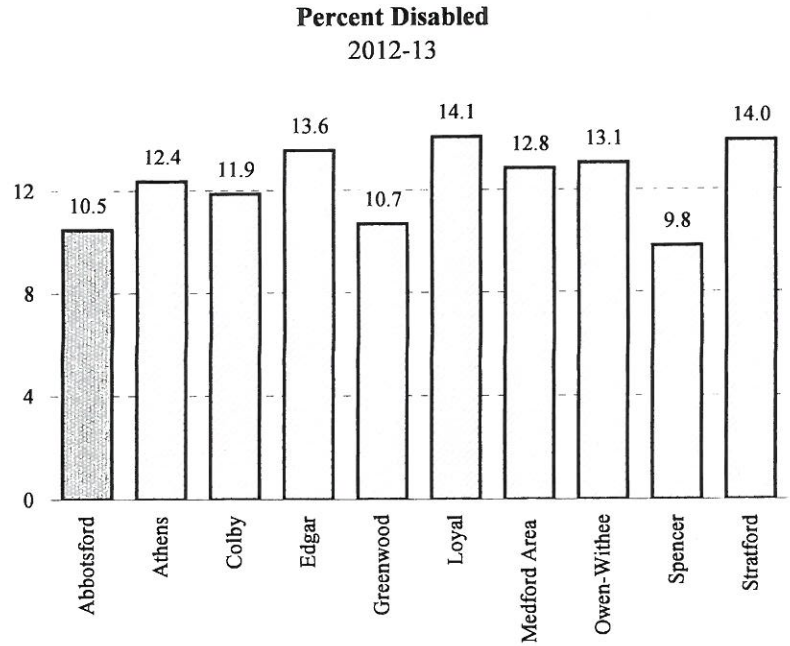
Demography

A school district's demography can play a role in its finances and outcomes. Disabled students typically require more financial resources than non-disabled ones and, depending on their disability, may score lower on state-mandated exams. Some minority students have language barriers, making achievement more difficult.

The number of minority students in a school district can sometimes impact district finances and test scores. Some of these students have difficulty with the English language, which can lead to lower test scores. This can also raise district costs due to "English as a second language" classes. Minority students also tend to come from lower-income families and may lack some of the "out-of-school" resources that more well-off students have access to.

The cost of educating disabled students is generally higher than for the non-disabled. As a result, districts with a large percentage of disabled students generally have higher costs and fewer resources for other students. Depending on the disability, these students might not score as high on state-mandated exams.



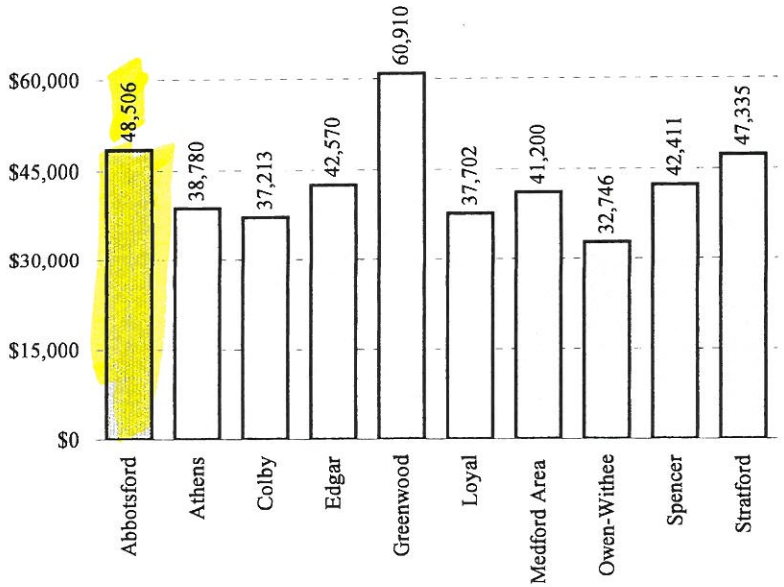


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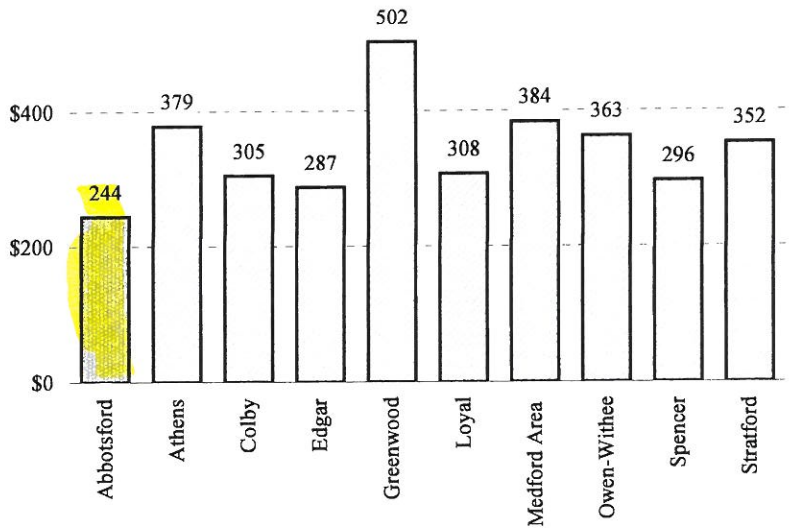
Average Adjusted Gross Income
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Property Value Per Student
2012-13 (in thousands)



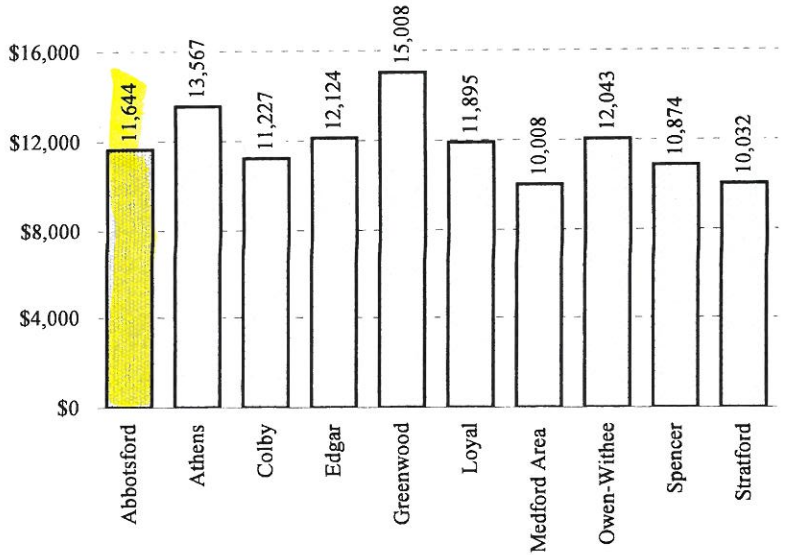
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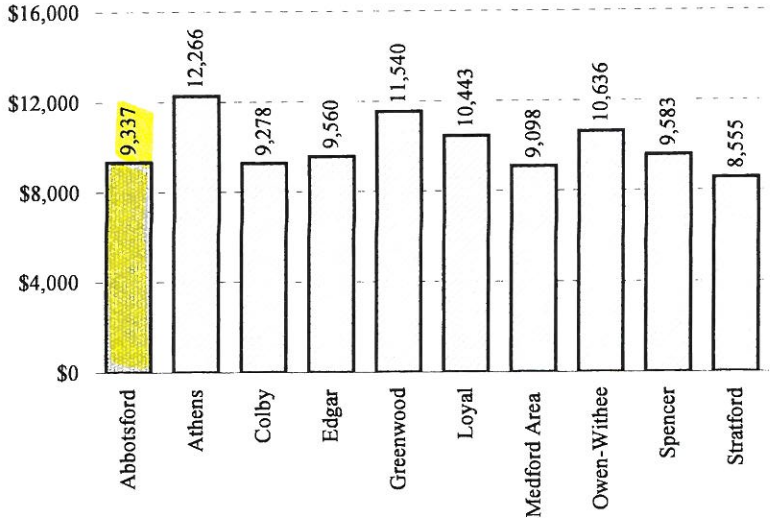
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Total Expenditures Per Student
2012-13 Budgeted



Comparative Expenditures Per Student
2012-13 Budgeted



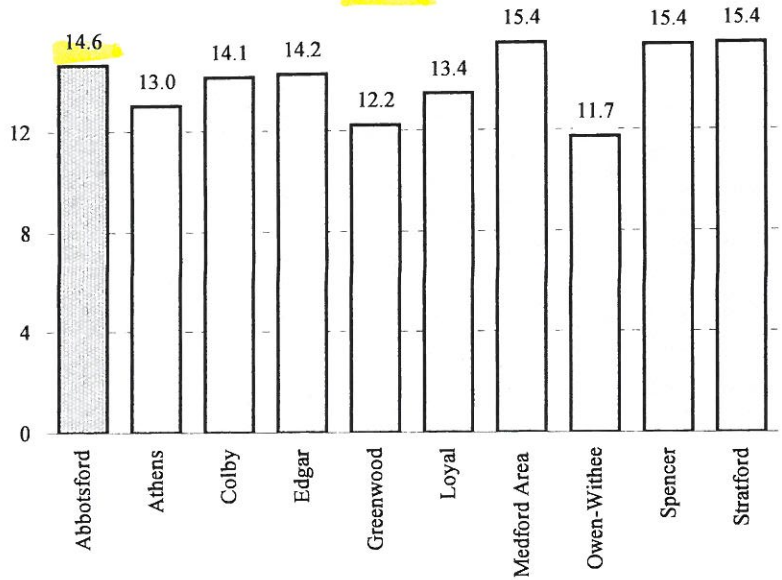
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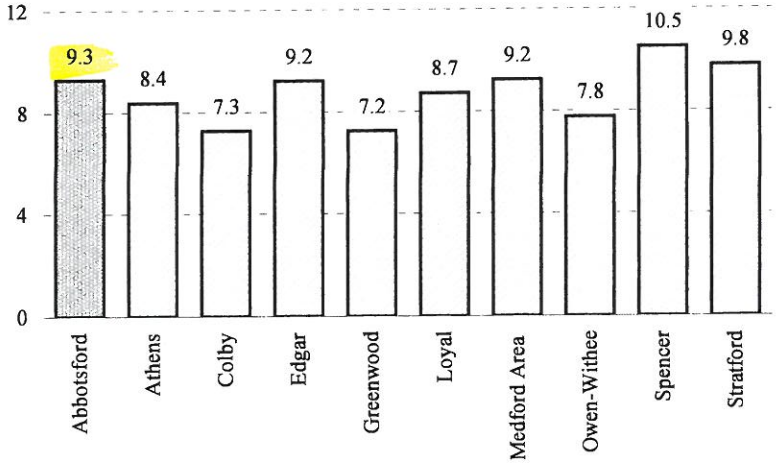
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Student-Teacher Ratios
2012-13



Student-Staff Ratios
2012-13



DISTRICT		ENROLLMENT				DEMOGRAPHICS				STUDENT PERFORMANCE						
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Type	Name	Resident FTE (Membership)	In	Out	2011-12 Home School	% Minority Enroll.	% Free Lunch	% Disabled	Adj. Gross Income Per Return	% Tested	Comp. Score	De-cile	Pct.	De-cile	Pct.	De-cile
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K-12	Athens	502	19	29	24	6.4	34.4	12.4	38,780	54.3	23.1	2	20	10	47	7
K-12	Colby	976	56	93	35	17.5	43.2	11.9	37,213	46.0	22.9	3	31	8	52	5
K-12	Edgar	677	57	37	21	3.4	32.3	13.6	42,570	70.3	22.4	5	34	7	34	10
K-12	Greenwood	402	10	26	15	3.9	51.6	10.7	60,910	71.0	23.0	3	52	2	65	2
K-12	Loyal	562	18	51	25	5.8	46.2	14.1	37,702	52.0	23.1	2	56	1	61	2
K-12	Medford Area	2,081	113	29	37	6.7	36.2	12.8	41,200	42.8	23.2	2	39	5	41	8
K-12	Owen-Withee	536	20	22	17	4.9	57.8	13.1	32,746	60.5	20.7	10	32	8	50	6
K-12	Spencer	841	40	97	22	5.9	46.0	9.8	42,411	71.2	23.8	1	54	1	54	4
K-12	Stratford	921	59	60	40	5.4	28.0	14.0	47,335	67.2	22.0	6	40	4	46	7

DISTRICT		PER STUDENT EXPENDITURES 2012-13 BUDGET									Comparative Exp.			FUND BAL. 12-13 BUD.		
		Instruction						Capital								
Type	Name	Total	Sal. & Fringe	Pupil Serv.	Instr. Supp.	Admin.	Bldg. Grds.	Pupil Trans.	Exp./ Debt	Total Exp.	Amt.	K-12 De-cile	% St. Avg. (+/-)	Ending ($000)	% Tot. Exp.	De-cile
K-8 DISTRICT AVG.		7,304	6,047	374	523	1,044	1,204	579	938	12,651	10,449			1,679	25.6	
UHS DISTRICT AVG.		7,169	6,030	705	561	996	1,516	719	1,278	13,919	10,947			5,610	35.7	
K-12 DISTRICT AVG.		6,953	6,017	527	554	875	1,141	506	749	11,955	10,051			4,891	18.9	
K-12 AVG. MINUS MPS		6,808	5,958	499	530	864	1,144	483	800	11,786	9,845			4,709	20.5	
K-12	Abbotsford	5,909	4,287	145	501	1,095	1,687	458	1,194	11,644	9,337	8	-7.1	1,919*	24.1	5
K-12	Athens	8,161	5,150	157	1,080	1,432	1,436	1,032	27	13,567	12,266	1	22.0	1,304	18.9	7
K-12	Colby	6,483	5,340	328	500	999	968	734	529	11,227	9,278	9	-7.7	2,551	23.5	5
K-12	Edgar	6,802	4,627	494	432	936	896	784	1,140	12,124	9,560	7	-4.9	351	4.5	10
K-12	Greenwood	7,803	5,715	377	448	1,353	1,558	1,007	1,434	15,008	11,540	2	14.8	1,458	26.4	4
K-12	Loyal	7,457	5,495	334	666	1,049	938	591	82	11,895	10,443	4	3.9	798	11.8	10
K-12	Medford Area	6,311	5,878	441	699	790	858	587	72	10,008	9,098	9	-9.5	4,888	23.2	5
K-12	Owen-Withee	7,257	6,487	393	602	1,279	1,105	819	188	12,043	10,636	3	5.8	1,347	20.7	6
K-12	Spencer	6,357	4,602	256	800	953	1,217	464	166	10,874	9,583	7	-4.7	1,887	20.2	6
K-12	Stratford	6,183	5,313	330	420	851	771	752	422	10,032	8,555	10	-14.9	1,625	17.6	7

MS/HS Board Update

5A

Meeting Date: Nov. 18th

Principal Update-
In-Service Day is scheduled for November 22nd. During this day Lynn Maslowski will be presenting the Build Your Own Curriculum. Also, during that day our MS/HS staff who signed up for L.L.I. training (Level Literacy Intervention) will have a session with Paula Harms.

8th Grade Parent Meeting for scheduling is scheduled for Thursday, December 5th from 6:00-7:00. The purpose is to provide parents and 8th graders scheduling options for high school.

The class rotation for scheduling is set for the afternoon of Friday, December 6th. During this time students will hear presentations of courses and needed material for registration.

Veteran's Day Ceremony was held on Nov. 11th. The event was attended by all 4th grade, 5th grade, middle, and high school students. Thank you to all of our presenters: Sgt. Nikolas Markquard, Kaitlyn Belanger, Dakota Rau and to our entire music program. A lunch was provided after as well.

Quarter 1 ended on Nov. 6th. Student grades are collected and will be mailed out on Wed. Nov. 13th. A letter providing information on our RtI and identifying students with a specific learning disability will also accompany the quarter 1 grade reports.

5A

Elementary Principal's Report-November 2013

Candy Lund from CESA 10 has sent a grant update from the Before/After School funds that we received from Dave Obey. As you know this funding has run out. The final report is in your packet.

I have completed the announced observations of our probationary staff through Educator Effectiveness. This component went very well. There is still much to learn but the staff is working their way through it.

WKCE testing will be finished on the 21st except for any make up tests that are needed. The staff and students are working very hard to create the best testing environment to help get the results we would like.

Quarter one report cards were sent home on November 13th.

Picture re-takes were completed on November 4.

5A

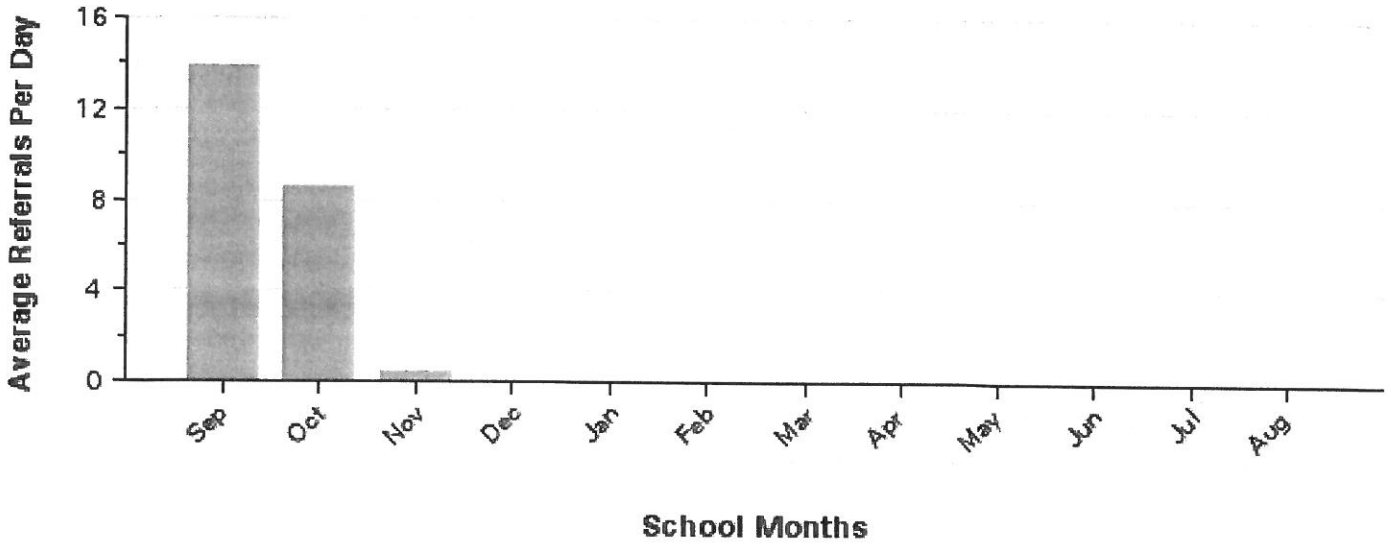
SWIS

Abbotsford Junior/Senior High School
Generated: *Nov 12, 2013 10:38:55 AM*

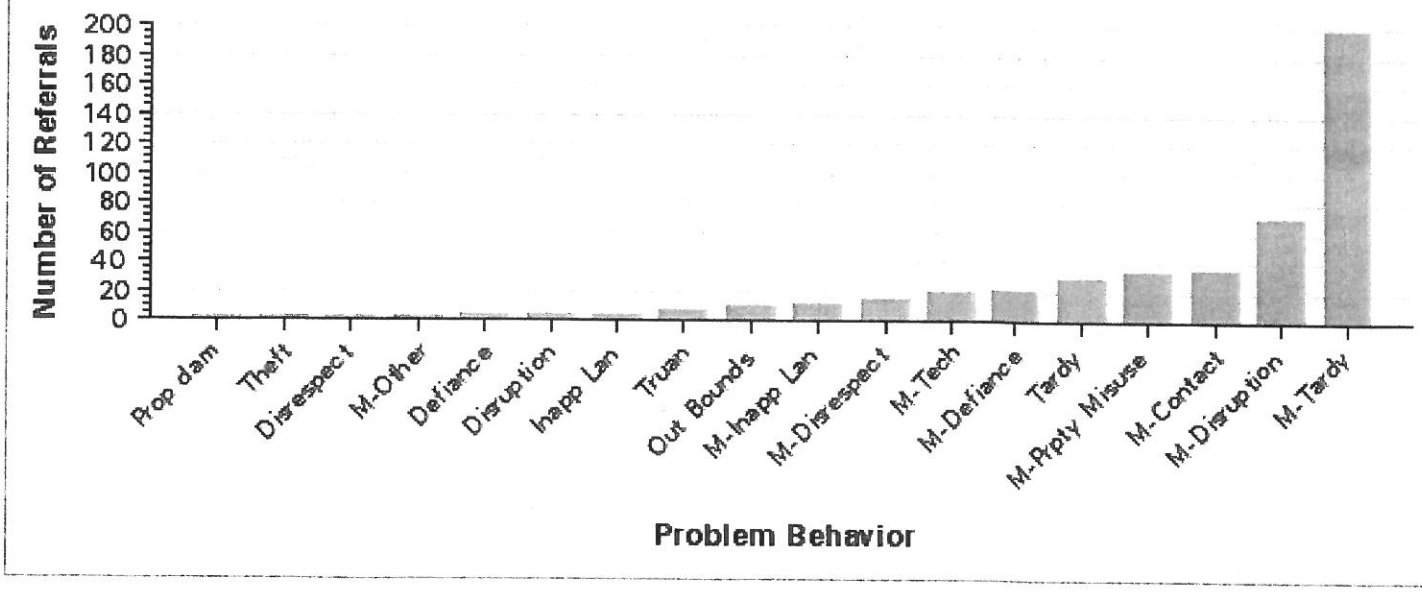
School Summary
2013-14

Referral Type: All Referrals & Minors

Average Referrals Per Day Per Month
All, 2013-14

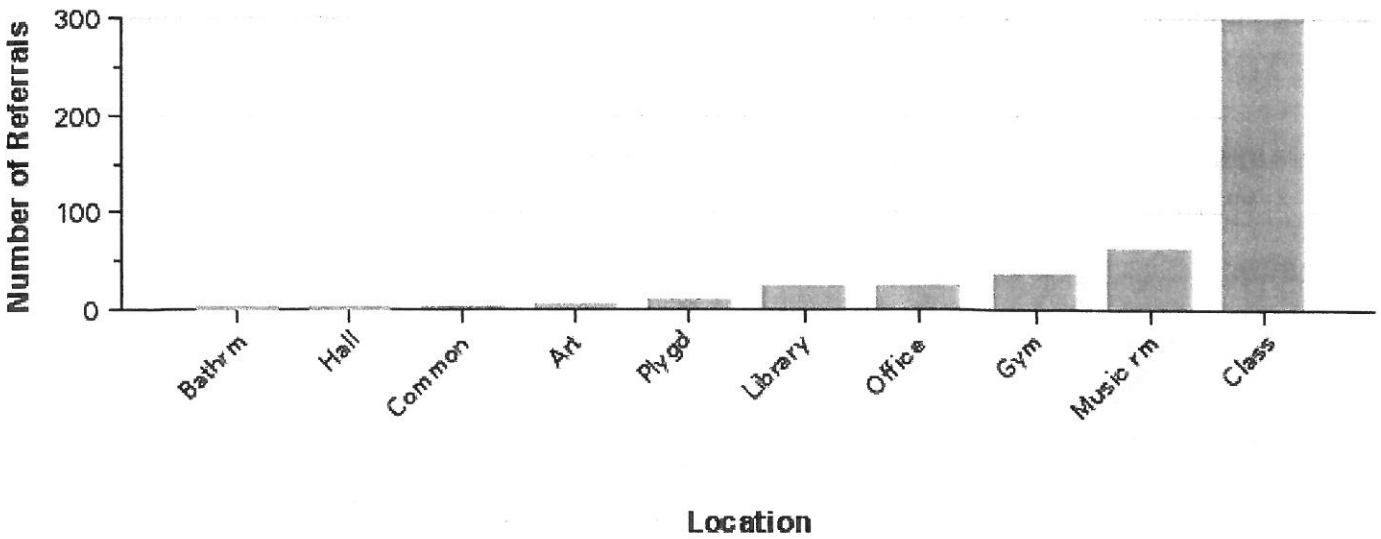


Referrals by Problem Behavior
All, Sep 1, 2013 - Aug 31, 2014



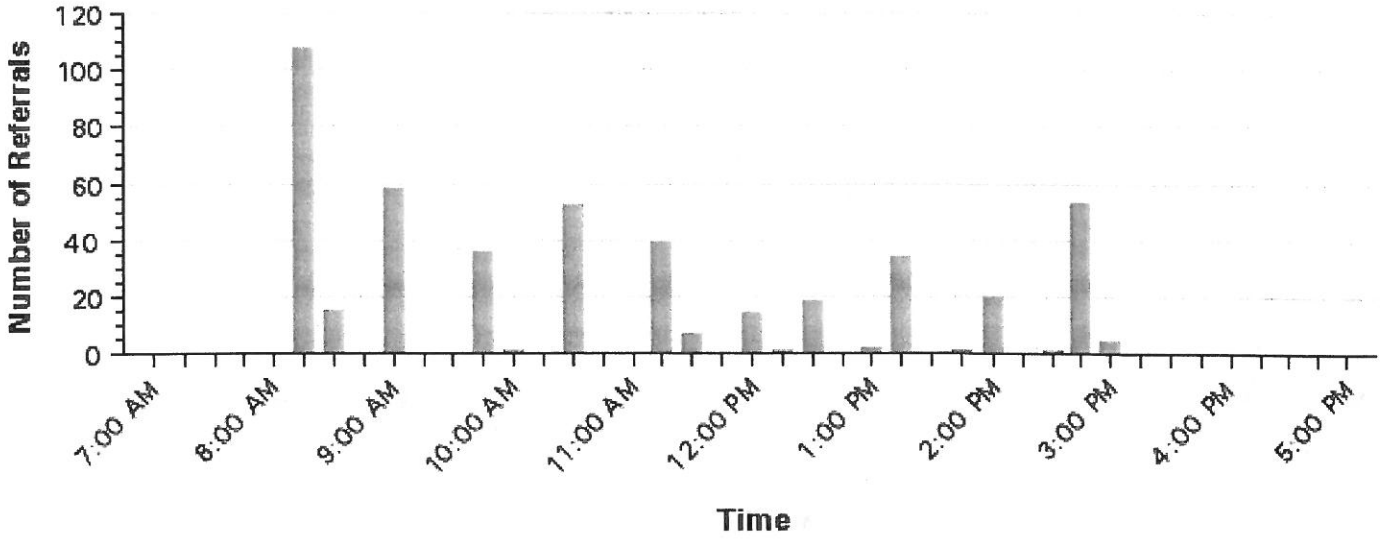
Referrals by Location

All, Sep 1, 2013 - Aug 31, 2014



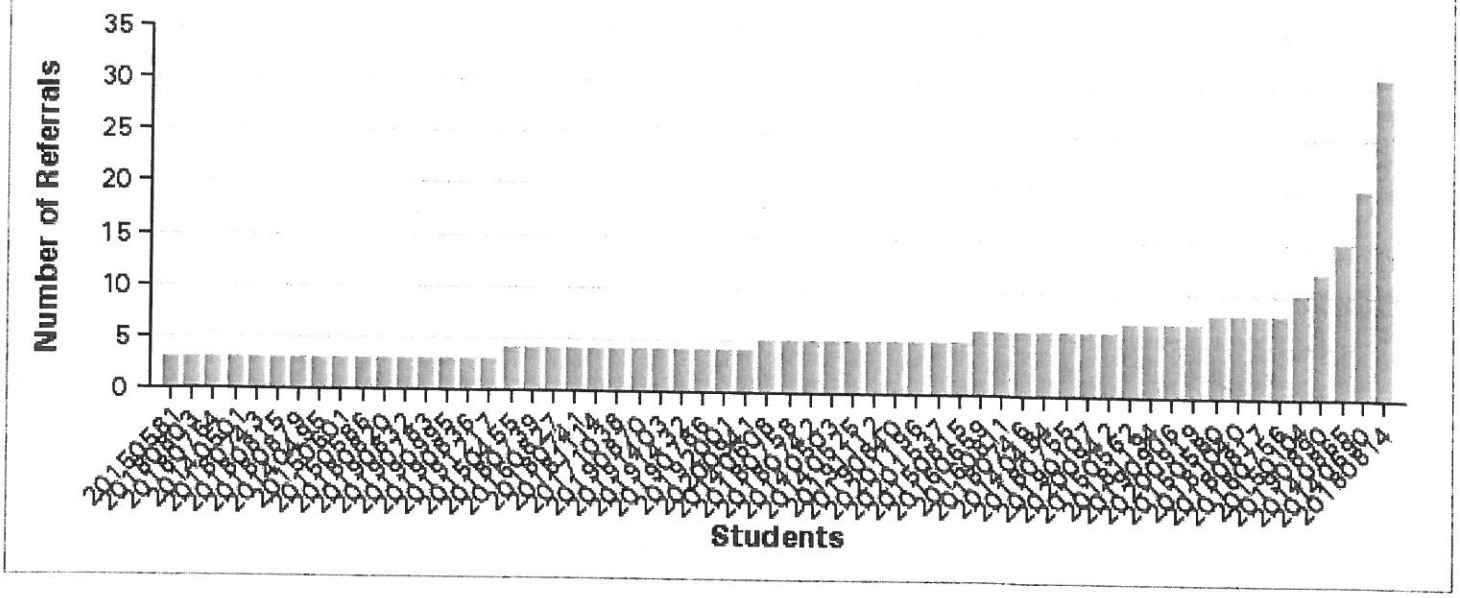
Referrals by Time

All, Sep 1, 2013 - Aug 31, 2014



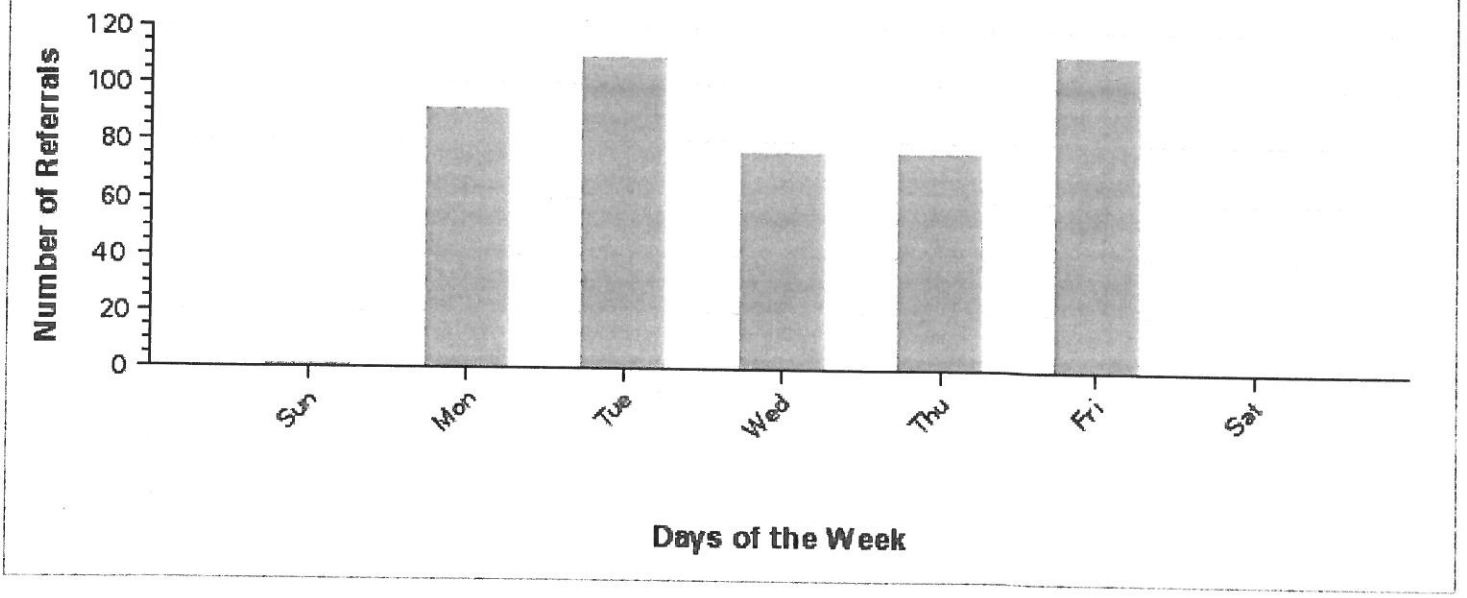
Referrals by Student

All, Sep 1, 2013 - Aug 31, 2014, At Least 3 Referrals



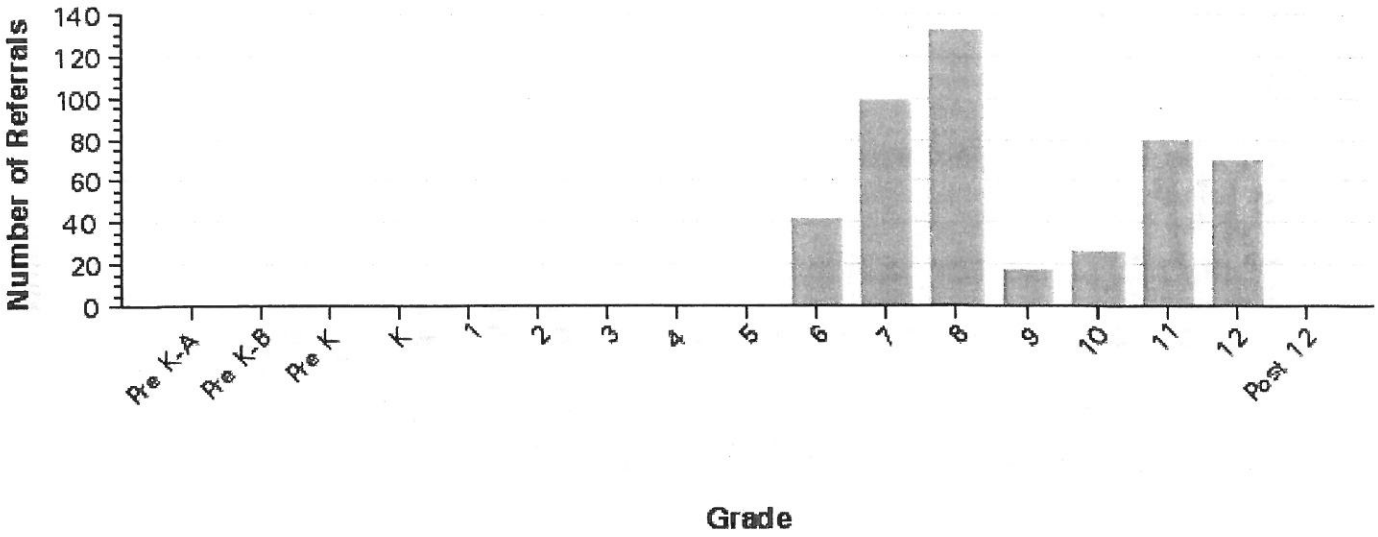
Referrals by Day Of Week

All, Sep 1, 2013 - Aug 31, 2014



Referrals by Grade

All, Sep 1, 2013 - Aug 31, 2014



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SWIS Suite
www.pbisapps.org

Dashir Management Services, Inc.

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

Abbotsford School District
November 2013
Custodial / Maintenance Report

Personnel Information
In the last month we have used a cumulative of 3 personal, sick, or vacation days.

Training Conducted
The OSHA required safety training on Lifting Safely was held on October 21, 2013 in the elementary conference room. We reviewed some of the hand out material.

Our staff has been diligent about thoughtful lifting. Lifting has long been a big concern of mine, lifting brutes into the dumpsters is a daily activity. We do have some aids for really heavy brutes. The staff does a good job of asking for help from each other.

Our quarterly Dashir Wisconsin Managers' Meeting was held in Abbotsford on October 30. We discussed flooring issues and hardwood, tile and terrazzo applications. There are some new methods out there which we may consider at Abbotsford.

We had round table discussion about any issues and projects we have in progress. We are now registered with Safeschools.com. We will do our SDS and other training through this website.

Inspections
Three inspections have been completed in the last month. Most of the feedback from the teachers and staff has been positive.

Projects Progress
- Preparing for the winter sports season

Comments

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

5D

MARATHON COUNTY
SPECIAL EDUCATION
Children with Disabilities Education Board

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

MARATHON COUNTY CHILDREN WITH DISABILITIES EDUCATION BOARD

October 17, 2013 - Highlights

- Board members present: Lori Haines, Scott Johnson, Gary Lewis, John Resech, Carol Schulz, and Sharon Seubert.
- Also present at the meeting: Kelly Kapitz, Assistant Administrator, Kathy Matthaidess, Finance Manager, Kim Krause, Finance and Shelby Wasniewski, Board Recorder. There were no visitors.
- The meeting was called to order by Chairman Resech at 12:25 p.m.
- The minutes of September 19, 2013 meeting were approved.
- Shared upcoming Board Events.
- Approved finance packet as presented.
- The final budget for 2013-2014 was approved.
- The Board was provided with a copy of the 2013-2014 Special Ed Aid Computation based on 2012-2013 Actual Costs. Dr. Hartwig also discussed the distribution of Fund 73 payments and informed the Board that MCSE is due for a new actuarial update.
- Kelly Kapitz updated the Board on Medicaid 2013-2014.
- Dr. Hartwig provided a health insurance consortium update. The Board was informed that staff were sent a notice regarding the Affordable Care Act prior to October 1, 2013.
- The Board received a copy of the Cesa 10 Service Contract Estimate for 2013-2014.
- In communications, Dr. Hartwig updated the Board on our pursuit of a website update. The Modernization and Improvement of Our Work initiative ends at the close of this school year.
- Dr. Hartwig shared the highlights from the October 10, 2013 Administrator meeting. Discussion points included mental health services for children and Children's Online Privacy Protection Act (COPPA) and Family Educational Rights Privacy Act (FERPA) rules to protect child confidentiality.
- The Board reviewed the administrative policies.

In personnel,

Approved Resignations:

Sara Fleming, CC, Athens High

Approved Hires:

Monica Dukelow, VTS, Abbotsford Elementary

Michelle Russ, PT, MCSE

- The meeting adjourned at 2:27 p.m.

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

5E

Abbotsford Elementary PTO Meeting

Tuesday, November 5, 2013 at 7 p.m.

Attending: Lita, Jamie J, Jamie K, Taffy, Julie, Monica, Jill, Jenny, Barb, Sandy

Meeting called to order by President Lita Landwehr.

Welcome and thank you to our translator volunteer Juan Manual Rocha for attending the meeting

Secretary Report. Read and motion to approve by Jill, second Taffy. Approved unanimously.

Treasurer's Report. Read and motion to approve by Sandy, second Jill. Approved unanimously.

Old Business

- T-shirt contest has been challenging. We had 25-30 submissions and selected 8 top picks
    - Students will vote this week on the winner—Possible Dec. t-shirt arrival/distribution
    - Jamie K. made a motion, second Barb to give Julie the go ahead with the t-shirts at Designer Advertising & to pick the color/ink that best fits the chosen design. Approved unanimously.
- Fall Fundraiser total was about $7000. Prize handout is Monday afternoon.
    - 91 of about 380 kids participated.
    - Jamie J. brought up the idea of a calendar fundraiser. Definitely something to pursue in the future if we no longer use Club Choice
- Playground Update
    - Broken items include the spin-thing (bearing out), a panel, and a cracked pipe
    - The felt barrier and the rubber matting also needs to repaired &/or more material added since there is exposed concrete around the perimeter
    - As far as we know, none of these items have been corrected since last meeting
    - The 1 mi. of Fitness Trail equipment (PEP grant) is not installed either
    - Monica will ask Matt about the jump ropes for the playground
- Hardees Share Night
    - $175 deposited...possibly do one in the spring
- Bingo Night
    - Thursday, Nov. 14: Concessions 5:30, Bingo 6-7:30 p.m.
    - Workers: Jena/Taffy , Sandy, Jill, Barb, Lita. Monica will get MS Senate volunteers
    - Menu: Hot dogs, Water, cookies, buns, popcorn, condiments
    - Jenny makes a motion for Julie to get the food for Bingo night, second Barb. Approved unanimously.
- Book Fair
    - At City Hall Fri. Nov. 8 & Sat. Nov. 9: 8 a.m. – 7 p.m.; Sun. Nov. 10: 12-5
    - Friday is library movie night. Will display the book sale banner out front.

New Business

- Library Movie Night
    - Dec. 13. Jenny suggests getting candy canes to handout. Taffy makes a motion, second Jamie J. to get 100 and put labels on them. Jenny will take care of it.
- VariQuest broken
    - Motherboard or an electrical issue according to Julie. Cost between $200 -$500 and must be shipped to MN to fix
    - Monica makes a motion to fix it, second Sandy. Approved unanimously.
- Interpreter for January
    - Lita will ask Jill
- Christmas- Staff
    - Barb makes a motion, second Jamie K. to get 2 board games and 1 card game for the 3 new elementary teachers. Approved unanimously.
- Gym shoe Exchange
    - Jamie will research more.
- Flag Football
    - Person not at meeting (revisit)
- Medford Fun Night
    - Person not at meeting (revisit)
- Christmas Concert
    - Handing out wreaths a good idea but too congested at event to do
- Other????
    - Jenny suggested handing out awards from PTO at the Halloween Parade for costumes
- Adjourn 8:15

NEXT MEETING: Tuesday, January 7, 2013 @ 7 p.m.

5F

MEETING MINUTES FEAHS BOARD OF GOVERNANCE, OCTOBER 3, 2013

The meeting was called to order at 8:35 am. Present were: Kate Hallstrand, Jerry Zanotelli, Lucas Barth, Lori Huther, Steve Kolden, Marcia Diedrich, Christina Bores

August minutes were read and approved. Jerry/Steve

OLD BUSINESS

No new interest or participation to report. The consortium remains Abbotsford, Colby, and Spencer.

NEW BUSINESS

Enrollment as of October 2: 9 full time, 2 credit recovery, 1 blended schedule, 3 GEDO2, and 1 completed. There are 2 students with attendance issues.

FEAHS is scheduling students slightly different this year. A flexible but specific schedule is given to students for a couple different reasons. 1. There are some legal issues between students i.e. restraining orders. 2. Type of student and services offered i.e. GEDO2. 3. Class time and learning opportunities. However, flexible scheduling is available and used to meet the needs of all students.

GEDO2

Kate will have updated GEDO2 information after a meeting on October 15 to bring to the next meeting.

The board members discussed how and if FEAHS could give its own diploma to students if they don' t meet traditional diploma or GEDO2 requirements. Discussion included state registry/charter schools and what standards must be met especially in reference to IEP and special needs students. In addition, how many credits should a student earn to determine which diploma they receive? 4 credits English, 3 social studies, 2 math, 2, science,1.5 phy ed, Health. 12.5 credit minimum for High School. Additional/Elective credits encouraged

Discussion will continue at the next meeting.

TRUANCY

Attendance will continue to be recorded and reported to each School District administration by Chris for disciplinary action per individual policy. FEAHS policy is 8 days or 31 hours unexcused is Truant based on 4 day week.

ELL INTERVENTION

It is noted that there is a 'gap' in services and agreed that students lack skills secondary to attendance. Staffing ELL teachers is a challenge. This creates concern for students meeting the criteria needed to take and pass the new GEDO2 tests.

PBIS GRANT

Kate wrote a grant to the Abbotsford Education Foundation for PBIS prizes. Monies will be used for positive behavior enforcement at FEAHS. We purchase things like local restaurant and convenience store gift cards and favorite snacks of students. Receipts will be submitted when purchased.

OTHER

2 students moved from Abby to Colby districts, information was given to Colby staff.

It was asked if FEAHS does any alumni recognition, currently we do not, open for discussion next meeting.

**Thank you Jerry for the PBIS donation. **Thank you Jen for the muffins

The next meeting will be set when Kate has information about GED and FEAHS diploma. Chris will be in contact.

Adjourn at 915. Lori/Luke

RVA Administrative Advisory Council Meeting

AGENDA

October 23, 2013

1:00 p.m.

Abbotsford High School Library

- **Welcome & Introductions**
- **The Current Plan**
  - Presentation by Sara Holewinski
    - "What does RVA High School Look Like"
    - Curriculum Options
- **Cost Sharing**
  - Presentation by Charlie Heckel
    - Online Course Cost comparison
    - RVA Cost Calculation using District Credits for Shared Staff
- **Advisory Council Discussion, Questions, & Recommendations**
- **Adjourn**

RVA
RURAL VIRTUAL ACADEMY

What Does the RVA High School Look Like?

Students

- 9th grade only for 2014-15 school year; Pilot year with intentions to grow to 9-12
- Full time, online students
- Students can take credits at resident district (**Majority* of classes taken by a full-time enrolled virtual school student must be taken through the virtual school.)

Graduations Requirements

- At this time we believe, because RVAHS students would be attending a separate high school in the consortium district, they would have to receive a diploma from that school (ie: RVA High School Diploma) OR consortium students would have to transfer credits to another district high school in order to receive that school's diploma. (Discuss examples.) Regardless, students will receive a diploma from their resident district upon completion of local graduation requirements. As the RVA is a separate school entity in each of our consortium districts, **each district should set policy for graduation from their RVA High School or use the 23 ¾ requirement set forth by the RVA and Medford Area Public School District.**
- Medford Area Public School District graduation requirements will be used for all open enrolled and Medford RVAHS students (Academic planning will be based upon Medford's 23 ¾ credits for all students.)
    - 23 ¾ credits of study
        - 4 English/Language Arts
        - 3 Social Studies
        - 3 Mathematics
        - 2 Science
        - 1 ½ Physical Education
        - ½ Health Education
        - ½ Computer Systems
        - ¼ Life Management
        - ½ Vocational Education
        - ½ Fine Arts
        - 8 Electives

Teaching

- Blended Model: Students are using an online curriculum and are able to meet with teacher daily.
- Teachers are from the consortium districts and will have one period a day dedicated to teaching for the RVAHS.

- Other students from local high schools can be present in the brick and mortar class; however, the period must be dedicated to the instruction of all students using only the RVA content.

- Teacher presents online content/lessons following the minimum pacing guide. Teachers are not teaching out of a textbook.
- Instruction to be delivered face-to-face via online use of Blackboard.
- Mandatory daily attendance for first 3 weeks; attendance requirements are gradually decreased for students keeping pace and showing understanding of concepts.
- Professional development for RVAHS teachers will be provided.

Content

- Materials:
  - WVS: Online option, gives blended option availability
  - Calvert Option: The Calvert High School Option is yet to be released. We do know that they have acquired "vschoolZ". This is a fully online option and will have instructor support provided solely by Calvert or other full-time RVA instructors.
  - Odysseyware: Fully online alternative education option
- Courses:
  - Freshman courses will be limited to:
    - Math: 1 credit
    - Science: 1 credit
    - Social Studies: 1 credit
    - English/ Language Arts: 1 credit
    - Health/ PE: 1 credit
    - Elective Course(s) from WVS booklet: 1 credit
    - *(Elective or Core course(s) taken at resident school district- not to exceed 3)*

Technology

- Students: Computers and technology support will be provided to all RVA families.
- Teachers: Consortium schools are asked to provide technology infrastructure for their own teachers (computer, camera, microphone, internet connection, tech support)

Administration & Support Services

- The RVA would still maintain all administrative and support services.

Special Education

- IEP's are serviced through resident districts.

Athletics

- At this time, we believe that a RVA High School student would NOT be eligible to participate on any other resident district high school athletic team. RVA High School would have to be an accepted WIAA affiliate school with its own athletic programs in order for students to participate. (Discuss examples).
- Should proposed LRB-2032/3 legislation pass (see handout) then, RVA High students would be able to participate in resident school district athletics.
- Other discussion points to consider:

Article I – General
Section 1 – School Administration
A. A school may use on its interscholastic teams only its full-time students enrolled in grades affiliated with WIAA membership.
"So a student must be a full-time student through their school. In order for a virtual student to be eligible at a member school, the school would have to have that student enrolled full-time with the programming provided by the school."

Article V – Attendance and Scholarship
Section 1 – Senior High
A. A student is eligible for interscholastic competition at a member school if he/she is:
1) Carried on the attendance rolls as a duly enrolled full-time student of a public member school for purposes of state equalization aids as a Grade 9, 10, 11, or 12 student in that member school. Note: A full-time student is a student where the member school is responsible for programming 100% of the student's school day. The student is eligible for like or similar awards, privileges and services as all other students and meets all obligations and responsibilities as other students, without exception.
"If the student enrolled in their school of residence as a full-time student and that school assigned the programming through the virtual school, the student receives a diploma from the school of residence and the district received reimbursement from the DPI, the student could be eligible. So the student would basically enroll in the school of residence as a full-time student while the school assigns the education virtually to your Rural Virtual Academy and you would charge the school for the programming you provide."

Rural Virtual Academy
Total Cost Calculation 20xx-20xx
Calculated: Example

Operational Expenses	1,000,000
Other School Staff Expense	30,000
	1,030,000
Open enrollment/ 66.0301	700,000 USE 6,xxx
Net expenses	330,000
Total from membership fee	51,500
Remaining budget responsibility	278,500
Number of Consortium Students	77.00
Per Pupil Cost	3,617

Membership Fee Table		
0	$1,500	0 -.75 = $1,500
1	$3,000	1 - 4.75 = $3,000
5	$5,500	5 - 9.75 = $5,500
10	$7,000	10 - 14.75 = $7,000
15	$9,500	15 - 19.75 = $9,500
20	$12,000	20 - 24.75 = $12,000
25	$14,500	25 - 29.75 = $14,500
30	$17,000	30 - 34.75 = $17,000
35	$19,500	35 - 39.75 = $19,500
40	$22,000	40+ = $22,000

	Students	Per Pupil Cost	Total Pupil Cost	Per School Membership Fee	Other School Staff Credit	Grand Total	Fall Payment (.25 Total)	Spring Payment (Remainde
Abbotsford	1.00	3,617	3,617	3,000	(5,000)	1,617	388	1,229
Antigo	20.00	3,617	72,338	12,000	(5,000)	79,338	0	79,338
Auburndale	2.00	3,617	7,234	3,000	0	10,234	0	10,234
Colby	4.00	3,617	14,468	3,000	0	17,468	375	17,093
Medford	8.00	3,617	28,935	5,500	(10,000)	24,435	289	24,147
Merrill	10.00	3,617	36,169	7,000	(5,000)	38,169	0	38,169
Mosinee	6.00	3,617	21,701	5,500	0	27,201	106	27,095
Prentice	5.00	3,617	18,084	5,500	0	23,584	570	23,014
Rib Lake	13.00	3,617	47,019	7,000	(5,000)	49,019	0	49,019
Spencer	4.00	3,617	14,468	3,000	0	17,468	0	17,468
Stratford	4.00	3,617	14,468	3,000	0	17,468	0	17,468
	77.00		**249,565**	**51,500**	**(30,000)**	**271,065**	1,727	269,338

Net Expenses	330,000
Less Staff credit:	
Abbotsford	5,000
Antigo	5,000
Auburndale	0
Colby	0
Medford	10,000
Merrill	5,000
Mosinee	0
Prentice	0
Rib Lake	5,000
Spencer	0
Stratford	0
Total Staff Credit	30,000
Grand Total	300,000

WISCONSIN INTERSCHOLASTIC ATHLETIC ASSOCIATION

5516 Vern Holmes Drive, Stevens Point, WI 54482-8833 Phone: (715) 344-8580 Fax: (715) 344-4241

SECTIONAL 2013 GIRLS VOLLEYBALL FINANCIAL STATEMENT

Instructions
1. Enter data in grey cells.
2. Save and print copy.
3. File > Save and Send > Email as attachment. Enter email.
Email = finance@wiaawi.org

Host School: Abbotsford **Manager:** Gary Gunderson

Date: 10/31/2013 Winner Auburndale

51

Division 3 Opponent Stanley-Boyd

1. RECEIPTS

Ticket Sales	Child/Student/Adult	624	X	$	5.00	=	$	3,120.00
	On-line Sales		X	$	5.00	=	$	-
	Children under 6	5	X	$	1.00	=	$	5.00
	Radio Fees (Must itemize all stations below.)							0
	Television Fees (Must itemize all stations below.)							0

TOTAL RECEIPTS ..... **$ 3,125.00**

2. DISBURSEMENTS

2-a. Host School Expense Allowance (Includes manager's fee of $60) $ 250.00

2-b. Officials Line Judges Expenses

Name	Fee	Miles	Mileage	Total
Robert Ash Jr.	$ 75.00	104	$ 46.80	$ 121.80
Joan Farmer	$ 75.00		$ -	$ 75.00
Line Judge	$ 30.00	NA	$ -	$ 30.00
Line Judge	$ 30.00	NA	$ -	$ 30.00

TOTAL OFFICIALS/LINE JUDGES E ..... $ 256.80

TOTAL DISBURSEMENTS (Total 2-a & 2-b) ..... **$ 506.80**

If there is a negative balance (number in red in BALANCE FOR DISTRIBUTION), do not remit payment to the WIAA. WIAA will issue a check to school for deficit.

3. BALANCE FOR DISTRIBUTION (Deduct Total Disbursements from Total Receipts) **$2,618.20**

(If Balance for Distribution is a minus amount, WIAA will underwrite deficit)

Host School - 50% of Balance for Distribution (Line 3 above) **$1,309.10**

WIAA - 50% of Bal. for Distribution (Line 3 above) **(Send Check to WIAA)** **$1,309.10**

(If number is RED do not remit)

Radio/Television Stations:

PLEASE NOTE

Send your report as soon as the game is completed even though your check may not be ready.

6A

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
Telephone (715) 223-6715
Fax (715) 223-4239

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

School District of Abbotsford
Board of Education Meeting
Monday, October 21, 2013
High School Community Room at 6:30 p.m.

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

Absent: None

Administration: Reed Welsh, Lucas Barth, and Gary Gunderson

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

Donald Medenwaldt called the meeting to order at 6:32 PM.

Reed Welsh verified the proper posting of the meeting.

Reed Welsh gave a technology demonstration on Google apps.

Reed Welsh then gave an update on looking to the future: space and staff, Math Partnership Grant-UW Oshkosh; Distance Learning Grant, Global Studies Certificate, WIAA Response to Bill LRB-2032/3, consideration of track complex renovations and repairs, Educator Effectiveness-OASYS, Building your Own Curriculum (BYOC), and cross country co-op.

Middle/Senior High Principal Lucas Barth reported on parent/teacher conferences, teacher in-service, seclusion & Restraint manuals, new falcon art, MAPS Testing, Wisconsin School of recognition award, and "No Second Chances" movie.

Elementary Principal Gary Gunderson reported on the picture day, smokehouse demonstration, parent/teacher conferences, foster grandparent, "walk to school day", WKCE testing, in-service, and SLO training.

Gary Gunderson then presented an update on the SAGE Entitlement Report.

Summer School Coordinator Gary Gunderson gave an update on summer school requesting the board to explore dates for the 2014 summer school, with possibility of extending the program.

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

Reed Welsh then presented the CESA 10 Board of Control Meeting Minutes from the August 16, 2013 meeting.

Reed Welsh also presented the Marathon County Children with Disabilities administrator highlights from the September 12th meeting and the Marathon County Children with Disabilities Education Board highlights from the September 19th meeting.

Reed Welsh then presented the Abbotsford PTO Treasurer's report from September 9th and October 1st with minutes from the October 1st, 2013 meeting.

Reed Welsh also presented an update on the Rural Virtual Academy (RVA) including the minutes from the regular board meeting held on September 18th, 2013.

Reed Welsh then presented an update on student achievement (PLC and PBIS) monthly updates.

Reed Welsh then reminded the board of the WASB Fall Regional meeting to be held on October 30, 2013 in Rothschild.

Reed Welsh also reminded the board of the WASB/WASDA Convention from January 21-25, 2014.

Reed Welsh also presented the final 2013-2014 enrollment for the district. He indicated that there was a decrease of 20.8 full time equivalent students from 2012-2013 school year.

Reed Welsh then presented an update on the NTC 5-16 Report.

Reed Welsh also presented the Thompson Trust Fund third quarter 2013 report reflecting a $ 22,233.51 increase from last quarter.

Gary Gunderson, Lucas Barth and Reed Welsh presented the Athletic Directors report including volleyball seeding meeting, WIAA Volleyball Sectional Semi-Finals, winter gym schedule, mid-quarter grades, winter code meeting, MS volleyball jersey's, and MS boys and girls basketball uniforms.

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

- **Approve minutes of meeting–(September 16th-regular board Mtg, October 3rd-Facilities Comm)**
- **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 awards, donations, and gifts (MCSE Classroom Project Awards -$6,249.00)**
- **Approve Student Activity Account Budgets and Fundraisers for 2013-14 as presented**
- **Approve proclamation/resolution/recognition (Abbotsford City Crew and Marawood Leadership Conference Attendees)**

Motion carried on roll call vote with all ayes.

Reed Welsh then presented the Response to Intervention Model (RtI) as a first reading.

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

Reed Welsh then presented a review of the key variables including the allowable revenue limit, enrollment, open enrollment, equalization aid, district valuation, benefits of the defeasance, and fund 38 referendum debt.

The board then discussed the 2013-2014 funds 10 revenue for general operations budget, the fund 10 levy, fund 38 referendum debt levy, total all fund tax levy, and the mill rate. These motions will be made at the special board meeting on November 1st at 7:45 a.m. due to the final equalization aid package not being available until October 31st.

Motion by Otten, second by Belanger to approve the 2014-2015 school calendar as presented. Motion carried on a roll call vote with all ayes.

Motion by Reis, second by Schraufnagel to approve the 2014-2015 curriculum proposals for Agriculture, English, and Family Consumer Education as presented. Motion carried on a roll call vote with all ayes.

Motion by Belanger, second by Baldus to approve the resignation of Kayla Laher for Middle School Girls Basketball coach as presented. Motion carried on roll call vote with all ayes.

Motion by Baldus, second by Schraufnagel to approve the resignation of Dan Rau as Middle School Wrestling coach as presented. Motion carried on roll call vote with all ayes

Motion by Otten, second by Hackel to approve to hire Kelsey Anderson as Middle School Girls Basketball coach as presented. Motion carried on roll call vote with all ayes.

Motion by Belanger, second by Reis to approve to hire Steve Henricksen as Middle School Basketball coach as presented. Motion carried on roll call vote with all ayes.

Motion by Schraufnagel, second by Baldus to approve to hire Adam Nixdorf as Middle School Wrestling Coach as presented. Motion carried on a roll call vote with all ayes.

Motion by Reis, second by Baldus to approve a 5:00 pm board meeting start time for December 16th, 2013 as presented. Motion carried on a roll call vote with all ayes.

A special board meeting was scheduled for November 1st, at 7:45 am to certify 2013-2014 Fund 10 General Operations Budget, tax levy, fund 38 levy, all fund levy, and mill rate.

Motion by Baldus, second by Otten to adjourn at 8:35 PM. Motion carried on a roll call vote with all ayes.

The board was reminded of the following upcoming events: October 28 – POPS Concert at 7:00 PM in the north gym; October 30 – WASB Fall Regional meeting at 6:30 at the Holiday Inn in Rothschild; November 11th – Annual Veteran's Day program at 10:00 AM in the north gym; and November 18 – Regular Monthly Board Meeting at 6:30 PM in the Community Room.

The meeting adjourned at 8:35 p.m.

Respectfully submitted:

Natalyn Belanger
Board Clerk

Transcribed by:

Jackie Schreiber
District Bookkeeper

6A

SCHOOL DISTRICT OF ABBOTSFORD
ABBOTSFORD, WISCONSIN 54405

LUCAS BARTH
MIDDLE/HIGH SCHOOL PRINCIPAL
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Fax (715) 223-3986

REED WELSH
ADMINISTRATOR
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Fax (715) 223-4239

GARY GUNDERSON
ELEMENTARY PRINCIPAL
112 W. Spruce
Telephone (715) 223-4281
Fax (715) 223-6270

SCHOOL DISTRICT OF ABBOTSFORD
SPECIAL BOARD OF EDUCATION MEETING
Monday, November 1, 2013
Community Room 7:45 AM

Board President Don Medenwaldt called the meeting to order at 7:49 AM

Board Members Present: Don Medenwaldt, Eric Reis, Andy Baldus, Natalyn Belanger, Gary Schraufnagel, Dave Otten, and Shanna Hackel

Others: District Administrator Reed Welsh, Middle/Senior High Principal Lucas Barth, and Elementary Principal Gary Gunderson

District Administrator Reed Welsh verified the proper posting of the meeting.

Motion by Belanger, second by Hackel to approve the recognition of 1931 Abbotsford Graduate Pearl Voland's 100th birthday. Motion carried on a roll call vote with all ayes.

Motion by Reis, second by Schraufnagel to approve the 2013-2014 Fund 10 Revenue Limit in the amount of $6,524,212.00 as presented. Motion carried on a roll call vote with all ayes.

Motion by Baldus, second by Otten to approve the 2013-2014 Fund 38 Referendum approved debt in the amount of $633,000.00 as presented. Motion carried on a roll call vote with all ayes.

Motion by Belanger, second by Reis to approve the Fund 10 Levy in the amount of $1,163,537.00 as presented. Motion carried on a roll call vote with all ayes.

Motion by Hackel, second by Schraufnagel to approve the 2013-2014 mill rate of 0.01020990 as presented. Motion carried on a roll call vote with all ayes.

Motion by Belanger, second by Baldus to adjourn. Motion carried on a roll call vote with all ayes.

Meeting adjourned at 7:57 AM.

Respectfully submitted:

Reed Welsh
District Administrator

6B

Post Date	Receipt	Amount	Comment	Acct Nbr	Description
10/02/2013	18327	315.10		50 R 800 251 500000 000	STUDENT LUNCHES
10/02/2013	18328	799.75		50 R 800 251 500000 000	STUDENT LUNCHES
10/02/2013	18329	100.00		10 R 800 341 500000 000	DISTANT LEARNING CLASS
10/02/2013	18330	11045.32		51 R 800 390 500000 000	SHARED FS DIRECTOR
10/02/2013	18331	100.00		10 R 800 271 500000 121	VB TOURNAMENT 9/28/2013
10/02/2013	18332	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/02/2013	18333	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/02/2013	18334	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/02/2013	18335	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/02/2013	18336	100.00		10 R 800 990 500000 000	FBLA NLC STIPEND
10/03/2013	18337	554.00		10 R 800 271 500000 121	VB TICKETS VS ATHENS
10/03/2013	18338	50.00		50 R 800 251 500000 000	STUDENT MEALS-PAYROLL DEDUCTION
10/03/2013	18339	50.00		50 R 800 251 500000 000	STUDENT MEALS-PAYROLL DEDUCTION
10/03/2013	18340	50.00		50 R 800 251 500000 000	STUDENT MEALS-PAYROLL DEDUCTION
10/03/2013	18341	60.00		50 R 800 251 500000 000	STUDENT MEALS-PAYROLL DEDUCTION
10/08/2013	18342	7488.00		10 R 800 971 500000 000	E-RATE
10/08/2013	18343	5.00		50 R 800 262 500000 000	SUPPLY RESALE
10/08/2013	18344	345.00		50 R 800 251 500000 000	STUDENT MEALS
10/08/2013	18345	50.00		50 R 800 251 500000 000	STUDENT MEALS
10/08/2013	18346	832.00		50 R 800 251 500000 000	STUDENT MEALS
10/08/2013	18347	50.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/08/2013	18348	48.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/08/2013	18349	25.00		80 R 800 272 500000 000	WATER AEROBICS
10/08/2013	18350	25.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/08/2013	18351	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/08/2013	18352	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/08/2013	18353	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/08/2013	18354	5.00		80 R 800 272 500000 960	GYM GUEST
10/08/2013	18355	5.00		80 R 800 272 500000 960	GYM GUEST
10/08/2013	18356	5.00		80 R 800 272 500000 960	GYM GUEST
10/08/2013	18357	702.56		50 R 800 717 500000 586	SUMMER FOOD SERVICE PROGRAM
10/23/2013	18358	1674.25		50 R 800 251 500000 000	STUDENT MEALS
10/23/2013	18359	482.25		50 R 800 251 500000 000	STUDENT MEALS
10/23/2013	18360	487.50		50 R 800 251 500000 000	STUDENT MEALS
10/23/2013	18361	471.00		50 R 800 251 500000 000	STUDENT MEALS
10/23/2013	18362	569.50		50 R 800 251 500000 000	STUDENT MEALS
10/23/2013	18363	570.00		50 R 800 251 500000 000	STUDENT MEALS
10/23/2013	18364	133.00		50 R 800 251 500000 000	STUDENT MEALS
10/23/2013	18365	60.91		50 R 800 262 500000 000	SUPPLY RESALE
10/23/2013	18367	14.00		10 R 800 292 500000 000	PSAT
10/23/2013	18368	14.00		10 R 800 292 500000 000	PSAT
10/23/2013	18369	14.00		10 R 800 292 500000 000	PSAT
10/23/2013	18370	14.00		10 R 800 292 500000 000	PSAT
10/23/2013	18371	14.00		10 R 800 292 500000 000	PSAT
10/23/2013	18372	20.00		10 R 800 292 500000 000	ACCUPLACER TEST
10/23/2013	18373	25.00		80 R 800 272 500000 000	WATER AEROBICS
10/23/2013	18374	50.00		80 R 800 272 500000 000	WATER AEROBICS
10/23/2013	18375	50.00		80 R 800 272 500000 000	WATER AEROBICS
10/23/2013	18376	25.00		80 R 800 272 500000 000	WATER AEROBICS
10/23/2013	18377	75.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18378	25.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18379	50.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18380	25.00		80 R 800 272 500000 000	SWIMMING LESSONS

Post Date	Receipt	Amount	Comment	Acct Nbr	Description
10/23/2013	18381	50.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18382	25.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18383	25.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18384	50.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18385	50.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18386	50.00		80 R 800 272 500000 000	SWIMMING LESSONS
10/23/2013	18387	150.00		80 R 800 272 500000 960	GYM MEMBERSHIP-FAMILY
10/23/2013	18388	50.00		80 R 800 272 500000 960	GYM MEMBERSHIP-FAMILY (3RD AND FINAL PAY
10/23/2013	18389	50.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/23/2013	18390	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/23/2013	18391	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/23/2013	18392	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/23/2013	18393	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/23/2013	18394	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/23/2013	18395	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/23/2013	18396	26.00		27 R 800 539 500000 000	MEDICAL RECORDS
10/23/2013	18398	248.50		50 R 800 252 500000 000	MARAWOOD MEALS
10/23/2013	18399	11496.56		51 R 800 390 500000 000	SHARED FS DIRECTOR 35%
10/23/2013	18400	550.00		10 R 800 293 500000 000	HOUSE RENT-OCTOBER
10/23/2013	18401	42.00		50 R 800 971 500000 000	REBATE
10/23/2013	18402	6.00		50 R 800 971 500000 000	REBATE
10/23/2013	18403	33.00		50 R 800 971 500000 000	REBATE
10/23/2013	18404	500.00		10 R 800 291 500000 000	SCHOOL OF RECOGNITION-MS/HS
10/14/2013	18405	513.00		10 R 800 271 500000 210	FOOTBALL VS THORP
10/21/2013	18406	1039.11		50 R 800 730 500000 594	USDA FFVP PUBLIC AID--JULY
10/21/2013	18407	50.00		50 R 800 251 500000 000	STUDENT MEALS
10/21/2013	18408	50.00		50 R 800 251 500000 000	STUDENT MEALS
10/21/2013	18409	50.00		50 R 800 251 500000 000	STUDENT MEALS
10/21/2013	18410	60.00		50 R 800 251 500000 000	STUDENT MEALS
10/31/2013	18411	120.05		50 R 800 251 500000 000	STUDENT MEALS
10/31/2013	18412	319.00		50 R 800 251 500000 000	STUDENT MEALS
10/31/2013	18413	278.00		50 R 800 251 500000 000	STUDENT MEALS
10/31/2013	18414	1891.10		50 R 800 251 500000 000	STUDENT MEALS
10/31/2013	18416	60.00		10 R 800 292 500000 210	FOOTBALL JERSEY
10/31/2013	18417	60.00		10 R 800 292 500000 210	FOOTBALL JERSEY
10/31/2013	18418	6792.00		10 R 800 971 500000 000	E-RATE (WISNET)
10/31/2013	18419	120.00		50 R 800 252 500000 000	CHAMBER LUNCHEON BILLING-NEW STAFF
10/31/2013	18420	75.00		10 R 800 271 500000 121	C-TEAM VOLLEYBALL TOURNAMENT 10/5/13
10/31/2013	18421	100.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/31/2013	18422	150.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/31/2013	18423	75.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/31/2013	18424	75.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/31/2013	18425	25.00		80 R 800 272 500000 960	GYM MEMBERSHIP
10/31/2013	18426	17.60		72 R 800 280 500000 000	MONTHLY INTEREST REVENUE CREDIT
10/31/2013	18428	0.87		10 R 800 280 500000 000	ACCT# 100 331 ABBY BANK CREDIT AMOUNT
10/31/2013	18429	574.05		10 R 800 280 500000 000	ACCT# 702707 ABBY BANK CREDIT AMOUNT

54344.98 Total for Cash Receipts

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	GENERAL FUND	0.00	17,556.92	0.00	17,556.92
27	SPECIAL EDUCATION FUND	0.00	26.00	0.00	26.00
50	FOOD SERVICE FUND	0.00	12,014.58	0.00	12,014.58
51	FOOD SERVICE COOPERATIVE FUND	0.00	22,541.88	0.00	22,541.88
72	EXPENDABLE TRUST FUND	0.00	17.60	0.00	17.60
80	COMMUNITY SERVICE FUND	0.00	2,188.00	0.00	2,188.00
*** Fund Summary Totals ***		0.00	54,344.98	0.00	54,344.98

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

6B

SCHOOL DISTRICT OF ABBOTSFORD

ABBOTSFORD, WISCONSIN 54405

LUCAS BARTH
HIGH SCHOOL PRINICIPAL
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ELEMENTARY PRINCIPAL
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Check Approval
November 18, 2013

The Abbotsford School Board of Education, at its Regular Meeting on November 18, 2013 approved the following checks:

RECEIPTS		
Receipts (October)	# 18327 - 18429	$ 54,344.98
VENDOR CHECKS		
Vendor Checks (Oct 18 – Nov 15)	# 53589 - 53668	$ 124,327.60
Vendor EFT (Oct 18 – Nov 15)	# 131400118 - 131400154	$ 173,120.34
Payroll Wire (Oct 18 – Nov 15)	# 201300036 - 201300055	$ 140,244.89
PAYROLL CHECKS		
Payroll Checks (October)	# 26534 - 26535	$ 1,056.97
Direct Deposits (October)	# 12289 - 12473	$ 73,895.81
JOURNAL ENTRIES		
Journal Entries (October)	13-00036 – 13-00049	
BUDGET REVISIONS		
Budget Revisions (October)	13-00006	
BUDGET TRANSFERS		
Budget Transfers (October)	13-00018 – 13-00021	

ABBOTSFORD SCHOOL BOARD OF EDUCATION

_____
President

_____
Vice President

_____
Clerk

_____
Treasurer

GB

CHECK NUMBER	CHECK DATE	AMOUNT	BANK CODE	VENDOR
53522	11/01/2013	-100.00	ACCOUNTS P	SCHOOL DISTRICT OF S
53547	10/23/2013	-1,932.00	ACCOUNTS P	FIRST TECH
53561	10/23/2013	-125.00	ACCOUNTS P	MIDAMERICA - TSA
53589	10/22/2013	124.00	ACCOUNTS P	SCHREIBER, JACQUELYN
53590	10/23/2013	1,138.00	ACCOUNTS P	FIRST TECH
53591	10/23/2013	125.00	ACCOUNTS P	MIDAMERICA ADMIN & R
53592	10/31/2013	1,570.00	ACCOUNTS P	GREAT- WEST
53593	10/31/2013	1,560.83	ACCOUNTS P	MIDAMERICA - TSA
53594	10/30/2013	340.00	ACCOUNTS P	ABBOTSFORD ED FOUNDA
53595	10/30/2013	136.34	ACCOUNTS P	ABBOTSFORD HIGH SCHO
53596	10/30/2013	249.26	ACCOUNTS P	AFLAC
53597	10/30/2013	121.80	ACCOUNTS P	ASH JR., ROBERT
53598	10/30/2013	32.76	ACCOUNTS P	CELLCOM WAUSAU MSA
53599	10/30/2013	75.00	ACCOUNTS P	FARMER, JOAN
53600	10/30/2013	867.94	ACCOUNTS P	NATIONAL INSURANCE C
53601	10/30/2013	70.00	ACCOUNTS P	PSAT/NMSQT
53602	10/30/2013	120.00	ACCOUNTS P	SCHOOL DISTRICT OF S
53603	10/30/2013	102.00	ACCOUNTS P	SCHOOL DISTRICT OF S
53604	10/30/2013	25.00	ACCOUNTS P	VANDERLEEST, CORAL
53605	11/01/2013	39.00	ACCOUNTS P	SCHOOL DISTRICT OF S
53606	11/01/2013	50.00	ACCOUNTS P	SCHOOL DISTRICT OF S
53607	11/05/2013	60.00	ACCOUNTS P	BROESKE, MARVIN
53608	11/05/2013	60.00	ACCOUNTS P	STEINKE, CLINT
53608	11/14/2013	-60.00	ACCOUNTS P	STEINKE, CLINT
53609	11/06/2013	25.07	ACCOUNTS P	FRONTIER
53610	11/06/2013	911.02	ACCOUNTS P	FRONTIER
53611	11/19/2013	15.00	ACCOUNTS P	ABBOTSFORD HIGH SCHO
53612	11/19/2013	48.00	ACCOUNTS P	ANDERSON SAWMILL
53613	11/19/2013	80.00	ACCOUNTS P	ARTISAN'S INC
53614	11/19/2013	597.80	ACCOUNTS P	CESA 10
53615	11/19/2013	1,721.00	ACCOUNTS P	FIRST TECH
53616	11/19/2013	198.75	ACCOUNTS P	FRANCIS MELVIN INC
53617	11/19/2013	71.85	ACCOUNTS P	HOOVER METALS
53618	11/19/2013	463.05	ACCOUNTS P	HOUGHTON MIFFLIN COM
53619	11/19/2013	56.62	ACCOUNTS P	MEYER LUMBER SUPPLY
53620	11/19/2013	209.30	ACCOUNTS P	PLANK ROAD PUBLISHIN
53621	11/19/2013	106.22	ACCOUNTS P	POPPLERS MUSIC
53622	11/19/2013	81.13	ACCOUNTS P	REALLY GOOD STUFF
53623	11/19/2013	211.20	ACCOUNTS P	SCHOLASTIC INC
53624	11/19/2013	414.49	ACCOUNTS P	THE NEFF COMPANY
53625	11/19/2013	125.00	ACCOUNTS P	WSCA
53626	11/08/2013	9,884.50	ACCOUNTS P	XCEL ENERGY
53627	11/12/2013	60.00	ACCOUNTS P	KNAPMILLER, JACOB
53628	11/12/2013	60.00	ACCOUNTS P	ZIER, SAM
53629	11/15/2013	1,580.00	ACCOUNTS P	GREAT- WEST
53630	11/15/2013	1,560.83	ACCOUNTS P	MIDAMERICA - TSA
53631	11/14/2013	40.00	ACCOUNTS P	STEINKE, CLINT
53632	11/19/2013	210.80	ACCOUNTS P	A TO Z TOWN AND COUN
53633	11/19/2013	765.16	ACCOUNTS P	ADVANCED DISPOSAL SE
53634	11/19/2013	592.92	ACCOUNTS P	BAY VERTE
53635	11/19/2013	1,568.95	ACCOUNTS P	BUSHMAN DAIRY DIST
53636	11/19/2013	1,319.82	ACCOUNTS P	CARQUEST AUTO PARTS
53637	11/19/2013	500.00	ACCOUNTS P	CESA #5
53638	11/19/2013	15,005.90	ACCOUNTS P	CESA 10
53639	11/19/2013	1,520.98	ACCOUNTS P	CONSTELLATION NEWENE
53640	11/19/2013	499.75	ACCOUNTS P	CTL COMPANY INC

CHECK NUMBER	CHECK DATE	AMOUNT	BANK CODE		VENDOR
53641	11/19/2013	8.00	ACCOUNTS	P	DEPARTMENT OF PUBLIC
53642	11/19/2013	136.00	ACCOUNTS	P	DESIGNER ADV/SCOREBO
53643	11/19/2013	799.87	ACCOUNTS	P	DWD-UI
53644	11/19/2013	299.86	ACCOUNTS	P	EARTHGRAINS BAKING C
53645	11/19/2013	80.97	ACCOUNTS	P	EVAN-MOOR
53646	11/19/2013	20.00	ACCOUNTS	P	FRONTIER
53647	11/19/2013	150.00	ACCOUNTS	P	GREEN LAWN SPRINKLER
53648	11/19/2013	423.95	ACCOUNTS	P	GUNDERSON CLEANERS
53649	11/19/2013	266.00	ACCOUNTS	P	HILTON MADISON MONON
53650	11/19/2013	636.97	ACCOUNTS	P	HUMAN KINETICS
53651	11/19/2013	444.91	ACCOUNTS	P	KOLB, JULIANNE
53652	11/19/2013	451.40	ACCOUNTS	P	MAILROUTE INC
53653	11/19/2013	375.00	ACCOUNTS	P	MEDFORD AREA PUBLIC
53654	11/19/2013	30.00	ACCOUNTS	P	MIDAMERICA ADMIN & R
53655	11/19/2013	382.50	ACCOUNTS	P	MJ CARE
53656	11/19/2013	5,280.00	ACCOUNTS	P	NCS PEARSON INC
53657	11/19/2013	1,476.00	ACCOUNTS	P	PARTSTOCK COMPUTER
53658	11/19/2013	400.00	ACCOUNTS	P	PRAIRIE FIRE THEATRE
53659	11/19/2013	249.50	ACCOUNTS	P	SCHOLASTIC INC
53660	11/19/2013	244.30	ACCOUNTS	P	SCHOOL DIST OF NEILL
53661	11/19/2013	62,451.75	ACCOUNTS	P	SECURITY HEALTH PLAN
53662	11/19/2013	32.25	ACCOUNTS	P	SECURITY ADMINISTRAT
53663	11/19/2013	15.98	ACCOUNTS	P	SHOPKO HOMETOWN
53664	11/19/2013	352.12	ACCOUNTS	P	SHRED SAFE LLC
53665	11/19/2013	1,425.24	ACCOUNTS	P	STAGE ACCENTS
53666	11/19/2013	250.00	ACCOUNTS	P	STATE OF WISCONSIN
53667	11/19/2013	2,400.00	ACCOUNTS	P	TEAM SPORTING GOODS
53668	11/19/2013	90.00	ACCOUNTS	P	WELD RILEY PRENN & R
131400118	10/23/2013	859.05	ACCOUNTS	P	WE ENERGIES
131400119	10/31/2013	303.94	ACCOUNTS	P	WI Education Assoc C
131400120	11/15/2013	303.94	ACCOUNTS	P	WI Education Assoc C
131400121	11/19/2013	4,108.32	ACCOUNTS	P	ABBOTSFORD CITY
131400122	11/19/2013	2,190.00	ACCOUNTS	P	APPLE INC
131400123	11/19/2013	55.00	ACCOUNTS	P	BARTH, LUCAS
131400124	11/19/2013	1,763.71	ACCOUNTS	P	BAUERNFEIND BUS TECH
131400125	11/19/2013	5.50	ACCOUNTS	P	BITTNER, SARAH
131400126	11/19/2013	32,233.31	ACCOUNTS	P	BURNETT TRANSIT INC
131400127	11/19/2013	467.00	ACCOUNTS	P	CLIFFS SERVICE INC
131400128	11/19/2013	15,642.72	ACCOUNTS	P	DASHIR MANAGEMENT SE
131400129	11/19/2013	4,967.48	ACCOUNTS	P	DEAN FOODS OF WISCON
131400130	11/19/2013	72.19	ACCOUNTS	P	DEMCO INC
131400131	11/19/2013	1,180.00	ACCOUNTS	P	ED RINDT'S SERVICE L
131400132	11/19/2013	541.17	ACCOUNTS	P	FOLLETT LIBRARY RESO
131400133	11/19/2013	89.56	ACCOUNTS	P	G & K SERIVCES INC
131400134	11/19/2013	149.02	ACCOUNTS	P	HOLIDAY
131400135	11/19/2013	18,925.12	ACCOUNTS	P	INDIANHEAD FOODSERVI
131400136	11/19/2013	176.34	ACCOUNTS	P	J W PEPPER & SON INC
131400137	11/19/2013	484.00	ACCOUNTS	P	KNAPMILLER, JANALEE
131400138	11/19/2013	221.07	ACCOUNTS	P	KRAMERS COUNTY MARKE
131400139	11/19/2013	80,388.51	ACCOUNTS	P	MARATHON COUNTY SPEC
131400140	11/19/2013	97.03	ACCOUNTS	P	MARSHFIELD BOOK & ST
131400141	11/19/2013	242.49	ACCOUNTS	P	MENARD'S
131400142	11/19/2013	393.54	ACCOUNTS	P	NASCO
131400143	11/19/2013	467.28	ACCOUNTS	P	PER MAR SECURITY SER
131400144	11/19/2013	611.51	ACCOUNTS	P	PRAXAIR DISTRIBUTION
131400145	11/19/2013	1,077.69	ACCOUNTS	P	QUILL CORPORATION

CHECK NUMBER	CHECK DATE	AMOUNT	BANK CODE	VENDOR
131400146	11/19/2013	57.63	ACCOUNTS P	SCHINDLER, DIANE
131400147	11/19/2013	133.39	ACCOUNTS P	SCHOOL SPECIALTY INC
131400148	11/19/2013	259.70	ACCOUNTS P	T & C WATER SYSTEMS
131400149	11/19/2013	135.80	ACCOUNTS P	TP PRINTING CO INC
131400150	11/19/2013	867.35	ACCOUNTS P	WAUSAU CHEM CORP
131400151	11/19/2013	516.88	ACCOUNTS P	WE ENERGIES
131400152	11/19/2013	126.00	ACCOUNTS P	WEIDEMAN, JULIE
131400153	11/19/2013	1,309.10	ACCOUNTS P	WIAA
131400154	11/19/2013	1,698.00	ACCOUNTS P	WISCNET
201300040	10/15/2013	18,201.54	ACCOUNTS P	WI RETIREMENT SYSTEM
201300041	10/29/2013	6,633.42	ACCOUNTS P	DELTA DENTAL
201300044	10/31/2013	230.00	ACCOUNTS P	ABBOTSFORD SCHOOL DI
201300045	10/31/2013	31,968.53	ACCOUNTS P	INTERNAL REVENUE SER
201300046	10/31/2013	6,518.91	ACCOUNTS P	WI DEPT OF REVENUE
201300047	10/31/2013	18,299.62	ACCOUNTS P	WI RETIREMENT SYSTEM
201300050	11/15/2013	255.00	ACCOUNTS P	ABBOTSFORD SCHOOL DI
201300051	11/15/2013	32,230.49	ACCOUNTS P	INTERNAL REVENUE SER
201300052	11/15/2013	6,449.00	ACCOUNTS P	WI DEPT OF REVENUE
201300053	11/15/2013	18,136.28	ACCOUNTS P	WI RETIREMENT SYSTEM
201300048	11/04/2013	1,269.60	FLEX ACCOU	EMPLOYEE BENEFITS CO
201300049	11/05/2013	10.00	GENERAL CA	ABBY BANK
201300054	11/14/2013	22.50	GENERAL CA	ABBY BANK
201300055	11/14/2013	20.00	GENERAL CA	ABBY BANK
6386	11/15/2013	170.18	STUDENT AC	ARTISAN'S INC
6387	11/15/2013	116.96	STUDENT AC	CENTRAL WI PLUMBING,
6388	11/15/2013	37.50	STUDENT AC	EQUAL RIGHTS DIVISIO
6389	11/15/2013	161.97	STUDENT AC	KRAMERS COUNTY MARKE
6390	11/15/2013	12.99	STUDENT AC	LAHER, KAYLA
6391	11/15/2013	275.00	STUDENT AC	REAL MUSIC II C/O RO
6392	11/15/2013	432.00	STUDENT AC	SLIPEK, JOHN
6393	11/15/2013	131.25	STUDENT AC	SUBWAY
6394	11/15/2013	108.50	STUDENT AC	WEBKO
		439,139.19	Totals for checks	

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	GENERAL FUND	211,038.90	-5,482.90	118,045.58	323,601.58
27	SPECIAL EDUCATION FUND	16.68	0.00	87,558.93	87,575.61
50	FOOD SERVICE FUND	0.00	0.00	25,913.39	25,913.39
60	AGENCY FUND	1,446.35	0.00	0.00	1,446.35
80	COMMUNITY SERVICE FUND	0.00	25.00	0.00	25.00
99	OTHER PACKAGE AND COOPERATIVE	0.00	0.00	577.26	577.26
*** Fund Summary Totals ***		212,501.93	-5,457.90	232,095.16	439,139.19

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

Abbotsford WI School District
Student Activity Balance Sheet (Date: 10/2013)

Fd	Fd	Func	Func	Ending Balance	2013-14 FYTD Credits	2013-14 FYTD Debits	Ending Balance
60	AGENCY FUND	711060	STUDENT ACTIVITY CASH ACCOUNT	868.64	19,405.88	26,413.38	10,992.34
60	AGENCY FUND	711100	PETTY CASH	50.00	0.00	0.00	50.00
60	AGENCY FUND	712180	CD # 40988	12,123.78	0.00	0.00	12,159.85
60	AGENCY FUND	712190	CD # 38537	16,557.19	0.00	0.00	16,756.47
60	AGENCY FUND	712195	CD # 41065	16,946.67	0.00	0.00	17,018.10
60	*TOTAL ASSETS	7-----		46,546.28	19,405.88	26,413.38	56,976.76
60	AGENCY FUND	811210	AP ACCRUAL	0.00	20,196.72	20,196.72	0.00
60	*TOTAL LIABILITIES	8-----		0.00	20,196.72	20,196.72	0.00
60	AGENCY FUND	814030	INTEREST	-1,876.90	3.33	642.78	1,404.37-
60	AGENCY FUND	814050	MISCELLANEOUS	-159.36	242.00	172.50	343.29-
60	AGENCY FUND	814213	CLASS OF 2013	-1,435.91	0.00	1,027.36	0.00
60	AGENCY FUND	814214	CLASS OF 2014	-1,555.96	580.00	530.25	1,048.28-
60	AGENCY FUND	814215	CLASS OF 2015	-696.80	1,035.25	1,075.00	777.05-
60	AGENCY FUND	814216	CLASS OF 2016	-589.00	231.00	286.50	508.50-
60	AGENCY FUND	814217	CLASS OF 2017	0.00	887.00	626.00	261.00-
60	AGENCY FUND	814320	ANNUAL	-1,702.70	0.00	3,698.55	789.15-
60	AGENCY FUND	814330	BAND	-141.52	25.00	0.00	140.62-
60	AGENCY FUND	814400	KIDS OF 205	-16.13	0.00	0.00	82.38-
60	AGENCY FUND	814415	FALCON ALTERNATIVE SCHOOL	-302.66	34.50	0.00	337.16-
60	AGENCY FUND	814420	FORENSICS	-231.52	0.00	0.00	231.52-
60	AGENCY FUND	814520	FBLA	-2,448.26	930.00	0.00	3,045.33-
60	AGENCY FUND	814530	FFA	-1,044.49	9,957.10	1,293.22	10,146.94-
60	AGENCY FUND	814540	FCCLA	-327.64	0.00	0.00	980.88-
60	AGENCY FUND	814560	FOREIGN LANGUAGE CLUB	-1,601.31	0.00	0.00	2,639.69-
60	AGENCY FUND	814570	COMMUNITY SERVICE PROJECTS	0.00	0.00	63.84	11.16-
60	AGENCY FUND	814580	NHS	-393.49	0.00	0.00	395.49-
60	AGENCY FUND	814600	HS STUDENT SENATE	-845.04	1,223.08	1,128.51	1,340.43-
60	AGENCY FUND	814610	MIDDLE SCHOOL STUDENT SENATE	-1,210.49	613.76	136.34	937.29-
60	AGENCY FUND	814620	VICA	-532.46	125.04	205.00	689.46-
60	AGENCY FUND	814730	GREENHOUSE	-16,017.97	2,061.00	2,758.34	18,899.42-
60	AGENCY FUND	814740	METALS	-1,353.50	187.30	125.04	565.17-
60	AGENCY FUND	814800	PREPS ON THE NET MEDIA	-4,187.19	0.00	350.00	3,487.19-
60	AGENCY FUND	814810	BASEBALL	-467.78	0.00	98.89	224.89-
60	AGENCY FUND	814820	BOYS BASKETBALL	-90.00	460.00	150.00	477.00-
60	AGENCY FUND	814830	GIRLS BASKETBALL	-245.45	33.00	433.53	164.67-
60	AGENCY FUND	814850	TRACK	-655.38	0.00	0.00	584.63-
60	AGENCY FUND	814860	FOOTBALL	-1,127.92	5,984.00	3,391.14	1,776.96-
60	AGENCY FUND	814870	LETTER CLUB	-613.62	300.00	684.62	197.43-



Fd	Fd	Func	Func	Ending Balance	2013-14 FYTD Credits	2013-14 FYTD Debits	Ending Balance
60	AGENCY FUND	814890	SOFTBALL	-471.80	0.00	71.11	130.70-
60	AGENCY FUND	814900	SWIMMING	-301.19	0.00	0.00	301.19-
60	AGENCY FUND	814930	VOLLEYBALL	-1,542.08	2,191.50	1,608.24	1,874.42-
60	AGENCY FUND	814940	WRESTLING	-568.39	219.00	0.00	536.94-
60	AGENCY FUND	814950	Student of the Month	-625.00	225.00	0.00	256.37-
60	AGENCY FUND	814970	PHY ED - CAN RECYCLING	-1,046.81	16.40	0.00	1,103.96-
60	AGENCY FUND	814990	Safe Organized Acctable Respon	0.00	0.00	0.00	285.83-
60	*TOTAL LIABILITIES	8-----		-46,425.72	27,564.26	20,556.76	56,976.76-
60	AGENCY FUND	931100	RESERVED FOR ENCUMBRANCES	0.00	21,634.99	19,854.87	1,058.96-
60	*FUND BALANCE (700000 - 800000	9-----		0.00	21,634.99	19,854.87	1,058.96-
60	*AGENCY FUND	------		120.56	88,801.85	87,021.73	1,058.96-

Fd	Fd	Func	Func	Ending Balance	2013-14 FYTD Credits	2013-14 FYTD Debits	Ending Balance
Grand Asset Totals				46,546.28	19,405.88	26,413.38	56,976.76
Grand Liability Totals				-46,425.72	47,760.98	40,753.48	56,976.76-
Grand Equity Totals				0.00	21,634.99	19,854.87	1,058.96-
Grand Totals				120.56	88,801.85	87,021.73	1,058.96-

Number of Accounts: 44

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00036	CD INTEREST	2013-2014	08/13/2013	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CD INTEREST	72 A 000 000 712200 000	10/02/2013	0.00	97.44
2		CD INTEREST	72 A 000 000 711072 000	10/02/2013	97.44	0.00
				TOTALS	97.44	97.44

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00037	TRANSFERS TO/FROM SAVINGS	2013-2014	10/07/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	10/04/2013	0.00	0.00
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	10/04/2013	0.00	0.00
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	10/04/2013	0.00	50,000.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	10/04/2013	50,000.00	0.00
				TOTALS	50,000.00	50,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00038	CORRECT WRONG ACCOUNT USED WI TAXPAYER PUBLIC	2013-2014	10/07/2013	Web Submit JE	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		CREDIT REIMBURSEMENT	10 E 800 291 221300 365	10/07/2013	0.00	137.45
2		OTHER NON CAPITAL	10 E 800 490 232100 000	10/07/2013	137.45	0.00
				TOTALS	137.45	137.45

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00039	WELLNESS MEMBERSHIP DUES	2013-2014	10/15/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MEMBERSHIP DUES DEBIT ENTRY	10 L 000 000 811750 000	10/30/2013	225.00	0.00
2		MEMBERSHIP DUES CREDIT ENTRY	80 R 800 272 500000 960 knapmiller	10/30/2013	0.00	150.00
3		MEMBERSHIP CREDIT ENTRY	10 A 000 000 711000 000	10/30/2013	0.00	225.00
4		MEMBERSHIP DEBIT ENTRY	80 A 000 000 711000 000	10/30/2013	225.00	0.00
5		Wellness Center Membership	80 R 800 272 500000 960 Kolar	10/11/2013	0.00	25.00
6		Wellness Center Membership	80 R 800 272 500000 960 martyn	10/11/2013	0.00	25.00



BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00039	WELLNESS MEMBERSHIP DUES	2013-2014	10/15/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
. . . CONTINUED						
7		Wellness Center Membership	80 R 800 272 500000 960	10/11/2013	0.00	25.00
			follen			
				TOTALS	450.00	450.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00040	TRANSFERS TO/FROM SAVINGS	2013-2014	10/14/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000	10/11/2013	0.00	0.00
			TRANSFER TO SAVINGS			
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000	10/11/2013	0.00	0.00
			TRANSFER TO SAVINGS			
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000	10/11/2013	0.00	156,000.00
			TRANSFER TO CHECKING			
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000	10/11/2013	156,000.00	0.00
			TRANSFER TO CHECKING			
				TOTALS	156,000.00	156,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00042	RECEIPT BOOK	2013-2014	10/18/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		RECEIPT BOOK	60 L 600 000 814217 000	10/18/2013	12.00	0.00
2		RECEIPT BOOK	60 L 600 000 814050 000	10/18/2013	0.00	12.00
				TOTALS	12.00	12.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00043	SHOE BOX RECYCLING CORRECTION	2013-2014	10/18/2013	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		SHO BOX RECYCLING - GBB CORRECTION	60 L 600 000 814890 000	10/18/2013	33.00	0.00
2		SHO BOX RECYCLING - GBB CORRECTION	60 L 600 000 814830 000	10/18/2013	0.00	33.00
				TOTALS	33.00	33.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00044	WELDING HELMET VISOR CORRECTION	2013-2014	10/18/2013	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		WELDING HELMET VISOR CORRECTION	60 L 600 000 814620 000	10/18/2013	0.00	125.04
2		WELDING HELMET VISOR CORRECTION	60 L 600 000 814740 000	10/18/2013	125.04	0.00
				TOTALS	125.04	125.04

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00045	TRANSFERS TO/FROM SAVINGS	2013-2014	10/21/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	10/21/2013	0.00	0.00
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	10/21/2013	0.00	0.00
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	10/21/2013	0.00	283,000.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	10/21/2013	283,000.00	0.00
				TOTALS	283,000.00	283,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00046	Accounting Correction	2013-2014	10/21/2013	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		KRAMERS COUNTY MARKET CREDIT ON ACCOUNT	10 E 800 411 253000 000	10/21/2013	136.34	0.00
2		KRAMERS COUNTY MARKET CREDIT ON ACCOUNT	60 L 600 000 814610 000	10/21/2013	0.00	136.34
3		KRAMERS COUNTY MARKET CREDIT ON ACCOUNT	10 A 000 000 711000 000	10/21/2013	0.00	136.34
4		KRAMERS COUNTY MARKET CREDIT ON ACCOUNT	60 A 600 000 711060 000	10/21/2013	136.34	0.00
				TOTALS	272.68	272.68

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00047	TRANSFERS TO/FROM SAVINGS	2013-2014	10/31/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1	COMMUNIT000	TRANSFER TO SAVINGS -DEBIT	10 A 000 000 712200 000 TRANSFER TO SAVINGS	10/30/2013	0.00	0.00
2	ABBY BAN000	TRANSFER TO SAVINGS-CREDIT	10 A 000 000 711000 000 TRANSFER TO SAVINGS	10/30/2013	0.00	0.00
3	COMMUNIT000	TRANSFER TO CHECKING - CREDIT	10 A 000 000 712200 000 TRANSFER TO CHECKING	10/30/2013	0.00	171,000.00
4	ABBY BAN000	TRANSFER TO CHECKING - DEBIT	10 A 000 000 711000 000 TRANSFER TO CHECKING	10/30/2013	171,000.00	0.00
				TOTALS	171,000.00	171,000.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00048	WELLNESS MEMBERSHIP DUES	2013-2014	10/30/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MEMBERSHIP DUES DEBIT ENTRY	10 L 000 000 811750 000	10/30/2013	75.00	0.00
2		MEMBERSHIP DUES CREDIT ENTRY	80 R 800 272 500000 960	10/30/2013	0.00	25.00
			Martyn			
3		MEMBERSHIP CREDIT ENTRY	10 A 000 000 711000 000	10/30/2013	0.00	75.00
4		MEMBERSHIP DEBIT ENTRY	80 A 000 000 711000 000	10/30/2013	75.00	0.00
5		Wellness center paymrnt	80 R 800 272 500000 960	10/30/2013	0.00	25.00
			Kolar			
6		Wellness center paymrnt	80 R 800 272 500000 960	10/30/2013	0.00	25.00
			follen			
				TOTALS	150.00	150.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00049	INTEREST - MONTHLY	2013-2014	10/31/2013	Activate	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		TRANSFER MONTHLY INTEREST - DB	10 A 000 000 712200 000	10/31/2013	574.05	0.00
			INTEREST - DB			
2		TRANSFER MONTHLY INTEREST - CR	10 A 000 000 711000 000	10/31/2013	0.00	574.05
			INTEREST - CR			
				TOTALS	574.05	574.05

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

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00018	MS VB UNIFORMS	2013-2014	10/07/2013	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		VB EXTRA DUTY PAY	10 E 400 197 162121 000	10/07/2013	0.00	240.65
2		VB APPAREL	10 E 400 420 162121 000	10/07/2013	240.65	0.00
				TOTALS	240.65	240.65

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00019	FOOD SERVICE EQUIPMENT	2013-2014	10/15/2013	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		FROM 561	50 E 800 561 257220 000	10/15/2013	0.00	3,205.00
2		TO 551	50 E 800 551 257220 000	10/15/2013	3,205.00	0.00
				TOTALS	3,205.00	3,205.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00020	Math CD test generator. One each for K-5.	2013-2014	10/16/2013	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		Math CD Test generator. One each for K-5.	10 E 100 435 110000 000	10/16/2013	500.00	0.00
2		Math CD test generator. One each for K-5.	10 E 100 471 110000 000	10/16/2013	0.00	500.00
				TOTALS	500.00	500.00

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00021	MEAL COSTS FOR ALL-CONFERENCE HONORS BAND/CHO	2013-2014	10/17/2013	Submit Transfer	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		MEAL COSTS FOR ALL-CONFERENCE HONORS BAND/CHOIR FESTIVAL	10 E 400 943 163306 000	10/17/2013	0.00	102.00
2		MEAL COSTS FOR ALL-CONFERENCE HONORS BAND/CHOIR FESTIVAL	10 E 400 345 163306 000	10/17/2013	102.00	0.00
				TOTALS	102.00	102.00

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

6D

BATCH	DESCRIPTION	FISCAL YEAR	POST DATE	BATCH ORIGIN	STATUS
13-00006	HEALTHY COMMUNITIES GRANT	2013-2014	10/03/2013	Batch Entry	History

LINE	NAME/PROJ	DESCRIPTION/ADDITIONAL DESCRIPTION	ACCOUNT/REFERENCE	ENTRY DATE	DEBIT AMOUNT	CREDIT AMOUNT
1		GRANT AWARDED	10 R 800 770 500000 951	10/03/2013	0.00	489.98
2		GRANT AWARDED	10 E 800 435 143000 951	10/03/2013	489.98	0.00
				TOTALS	489.98	489.98

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

Hire Dates 10/01/2013 to 10/31/2013

6E

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

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

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

NAME KEY	LAST NAME	FIRST NAME	MIDDLE	HIRE DATE	HIRE STATE
ALBRICAR000	ALBRIGHT	CARMEN		10/10/2013	
	687 W WILLOW RD				
	ABBOTSFORD	WI 54405			
BRODHERI000	BRODHAGEN	ERIC		10/28/2013	
	3584 BOSS ROAD	PO Box 403			
	ABBOTSFORD	WI 54405			
FINLEJER000	FINLEY	JEREMY	M	10/28/2013	
	406 S 2ND STREET				
	COLBY	WI 54421			

EMPLOYEE COUNT: 3

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

Date Updated: 11/14/2013

61

LAST NAME	FIRST NAME	POSITION	APPROVED
Albright ,	Carmen	Teacher Aide Substitute	8/19/2013
Anderson ,	Chell	Substitute Teacher	9/17/2012
Blair ,	Sara	Clerical Sub	2/22/2001
Brodhagen ,	Eric	Substitute Teacher	9/16/2013
Bunke ,	Cathy	Substitute Teacher	11/19/2012
Busse ,	Sandra	Teacher Assistant & Food Service Substitutes	11/19/2007
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
Hoffman ,	Paul	Substitute Teacher	5/16/2005
Hoose ,	Pamela	Substitute Teacher	10/15/2012
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
Krautkramer ,	Jessica	Substitute Teacher	3/18/2013
Krebs ,	William	Substitute Teacher	11/18/2013
Landwehr ,	Lita	Substitute Teacher	8/1/2002
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	Subsitute 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
Stieber ,	Johanna	Subsitute 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
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

GH

Thursday, November 7, 2013

To: Mr. Reed Welsh..... Superintendent
Mr. Lucas Barth.....High School Principal
Abbotsford School Board Members

From: Mr. John Slipek
Abbotsford FFA Chapter Advisor

Regarding: Out of State Trip by Abbotsford FFA Chapter
Abbotsford FFA Twin-Cities Trip
St. Paul, Minnesota

The members of the Abbotsford FFA Chapter are planning there 6th Annual trip to Minneapolis, St.Paul, Minnesota on Saturday, February 1, 2014. We don't have an accurate number of students at this time but a coach bus from Krug's in Medford is being arranged as a means of transportation. Expenses will be paid for by the FFA organization. The schedule for the day is listed below.

7:00 am	Student Pickup from Abbotsford High School
7:15 am	Depart Abbotsford High School Parking Lot
10:15 am	Arrive at I-Max Theator in St. Paul, Minnesota
10:30 am	Watch Show in Theatre
12:30 pm	Depart I-Max Theatre
1:00 pm	Arrive at Mall Of America
4:30 pm	Depart Mall of America- Travel to Country Buffet
5:00 pm	Eat Dinner at Country Buffet
6:15 pm	Depart Country Buffet
6:45 pm	Arrive at St. Paul's Xcel Energy Center
7:30 pm	Professional Rodeo Begins
9:30 pm	Concert Following Rodeo
11:00 pm	Leave St. Paul's Xcel Energy Center
1:30 am	Arrive back at Abbotsford High School

Submitted By:
John Slipek
FFA Advisor
Nathan Kunze
Abbotsford FFA President

7A

School District of Abbotsford

Response to Intervention Model

(Framework follows District's PLC's Four Critical Questions)

District RTI Committee:

Reed Welsh

Luke Barth

Gary Gunderson

Tina Boneske

Jason Penry

Lynne Maslowski

First Reading: October 21. 2013

Board Approval: November 18, 2013

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Framework

The framework of the District's RTI Model will be based on Professional Learning Community's (PLC) four critical questions. The purpose for using the four critical questions as the framework is to provide a consistent model for all of the District's initiatives, which include PLC, Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RTI), Educator Effectiveness Standards, Common Core State Standards (CCSS), and Special Learning Disabilities (SLD) criteria. The four critical questions are:

1. What is it we want all students to learn?
2. How will we know when each student has learned?
3. How will we respond when students experience initial difficulty in their learning?
4. How will we enrich and extend the learning for students who are already proficient?

Components of Abbotsford's PLC/RTI Model

The heart of any RTI model lies in the use of tiered instruction. In the RTI framework, the instruction delivered to students varies on several dimensions that are related to the nature and severity of a student's difficulties. Instruction then falls into three tiers:

- Tier I-All students in Tier I receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support.
- Tier II-In Tier II, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.
- Tier III-At this level, students receive individualized, intensive interventions that target the student's skill deficits for the remediation of existing problems and the prevention of more severe problems.

PLC's Four Critical Questions

The District will answer PLC's four critical questions in the following manner:

1. What is it we want all students to learn?
    - Develop curriculum maps in Integrated Literacy and Math aligned with the CCSS K-12.
    - Provide professional development for content area teachers in Assessment for Student Learning.
    - Provide collaborative planning time for grade levels and content areas.
    - Develop common school-wide behavioral expectations.
2. How will we know when each student has learned?
    - Pre-assessments to determine prior knowledge.
    - Grade level common assessments.

- Universal screenings: DIBELS, MAP, easy CBM Math, PALS, BEST.
- WKCE or other high stakes tests.
- Informal assessments.
- Review of SWIS data.
- Student data boards.

3. How will we respond when students experience initial difficulty in their learning?
    - Academic and behavioral progress monitoring to determine effectiveness.
    - Use formative assessments and other data to identify students who need extra time and support.
    - Falcon intervention team to provide extra time and support. Collaborative planning for academic and behavioral interventions/implementation.
4. How will we enrich and extend the learning for students who are already proficient?
    - Provide a rigorous and challenging academic program and high behavioral expectations.
    - Use pre-assessment data to provide advanced instruction/enrichment.

Ongoing Student Assessment

Importance:

- Progress measures have become central components of RTI models. The following procedures are used by the Abbotsford School District to form instruction:
- Universal Screening-Early screening of all students is used to identify those at risk for academic and/or behavior difficulties.
- Progress Monitoring-Progress measures can be used as regularly and as frequently as necessary throughout the school year.
- Data-Based Decision Making-Decisions about instruction are directed by student outcome data.

Falcon Intervention Team (FIT)

The FIT in the elementary, middle, and high school are responsible for meeting on a regular basis to address the needs of students whose teachers have referred them for interventions beyond Tier I.

FIT meets to:

1. Identify a case leader
2. Select interventions through a problem-solving process
3. Develop an intervention plan and establish roles
4. Establish the duration of intervention and set review date

Case Leader:

1. Contact the family and review interventions tried and proposed
2. Monitor progress
3. Document interventions and progress

4. Adjust/drop/replace intervention if necessary
5. Report to FIT at established date

District Assessments

The School District of Abbotsford will conduct the following assessments/screenings to identify those students at risk for academic and/or behavior difficulties:

Kindergarten

1. PALS
2. DIBELS
3. BEST
4. End of Unit Reading and Math

1st Grade

1. DIBELS-Math
2. BEST
3. Unit benchmarks-Math and Reading
4. Weekly tests
5. Fluency checks
6. High frequency work checks
7. Reading levels (running records)
8. Quick quizzes
9. PALS

2nd Grade

1. DIBELS
2. Unit benchmarks
3. Weekly tests
4. Fluency checks
5. Reading levels (running records)
6. Quick quizzes
7. Alternative baseline vocabulary

3rd Grade

1. MAP
2. WKCE
3. End of Unit Reading and Math
4. Weekly Tests
5. Fluency Checks
6. Math Quick Quizzes

7. Math Unit Tests

4th Grade

1. WKCE
2. MAP
3. Unit benchmarks
4. Weekly tests
5. Quick quizzes

5th Grade

1. WKCE
2. MAP
3. Unit benchmarks
4. Weekly tests
5. Fluency testing
6. Quizzes

6th-8th Grade

1. WKCE
2. MAP
3. Quizzes
4. Unit benchmarks
5. DIGI quizzes

9th-12th Grade

1. WKCE
2. ACT
3. Unit benchmarks
4. Semester exams
5. Various quizzes
6. Labs.
7. Skill demonstrations
8. Competitions

PLC/RTI Tiers

Tier I

Tier I consists of research-based best practice teaching strategies for all students. Teachers provide high quality core instruction that can be differentiated to meet varying ability levels of students. Universal

screenings and ongoing assessments identify student needs and guide differentiated instruction. Instructional strategies implemented for the whole group are considered part of the core instruction.

Interventions in Tier I consists of instructional strategies targeted toward all student groups from accelerated to at-risk. At-risk students are those who do not meet grade level benchmarks on district-identified assessments. Teachers are responsible for documenting interventions and monitoring progress of at-risk students for five to six weeks. This documentation must be provided if a referral is made to the FIT.

Tier I Characteristics

Academic:

1. Provided to all students
2. Universal screening
3. Differentiated instruction
4. Targeted intervention strategies within the general education classroom
5. Interventions may include grouping, re-teaching, or a variety of practices to close gaps in student achievement
6. Interventions and progress monitoring for at-risk students are documented

Behavioral:

1. Common behavioral expectations for all students as outlined in the School District of Abbotsford's PBIS model.
2. Positive and proactive classroom behavior expectations
3. Targeted intervention strategies within the general education classroom
4. Interventions and progress monitoring for at-risk students are documented

Tier II

Tier II is implemented after teachers have tried Tier I interventions, documented results, and found that their students are still at-risk, either academically or behaviorally. At this stage, efforts to close gaps in student learning involve more targeted and individualized interventions supplemental to Tier I or core instruction strategies. Other criteria may lead to Tier II interventions, such as low scores on state exams or chronic behavior issues that interfere with learning. All interventions at Tier II require written family notification and documentation of family contact.

Interventions at Tier II consist of targeted, small group (3-5 students), explicit instruction focused on identified areas of student need for 20-30 minutes, 3-5 days per week, for a minimum of 6 weeks. Classroom teachers, reading specialists, special education teachers, and/or other support personnel can serve as Tier II providers. The provider is responsible for documenting interventions and monitoring progress bi-weekly. This documentation must be provided if a referral is later made to the FIT. Tier II interventions may include: reading services, additional in-class targeted support, pull-out groups, social skills groups or counseling, and targeted behavioral management strategies.

Tier II Characteristics

Academic:

1. Intervention strategies targeted to specific students
2. FIT referral
3. Consultation with reading teacher to implement Tier II interventions
4. Consultation with therapists is needed
5. Family notified in writing and consulted on interventions
6. Interventions and progress monitoring are documented

Behavioral:

1. Interventions targeted to specific students
2. Targeted behavior management interventions
3. Optional individual or group counseling
4. Family notified in writing
5. Interventions and progress monitoring are documented
6. Consultation with outside agencies

Tier III

If Tier II interventions are unsuccessful, the FIT may determine that a student would be best served by more intensive Tier III interventions. This should be 1-5 % of the students according to research. Interventions in Tier III consists of intensive instruction (1-2 students) focused on identified areas of student need for 30-60 minutes, at least 4 days per week, for a minimum of 10 weeks. This may take place outside the general education classroom by a teacher highly trained in the area of academic need. Progress monitoring occurs at least once per week.

These students may be referred to Marathon County Special Education Services or to a Section 504 team to determine whether they have educational disabilities that are interfering with their education. After evaluating the student, these teams may create either an IEP or a Section 504 Plan to address the student's disability.

Tier III Characteristics

Academic:

1. Intensive and individualized intervention strategies
2. Family notified in writing
3. Interventions are documented

Behavioral:

1. Intensive interventions targeted to individual students
2. Family notified in writing
3. Interventions are documented
4. Consultation/Collaboration with outside agencies
5. Social-emotional Consultation

Movement From Tier I to Tier II

If a student is below grade level in two or more measures, (DIBELS, state test, report card, etc.), and has unsuccessfully responded to documented Tier I interventions, an FIT referral form is obtained and completed. Supporting documentation, showing below grade level measures and documented interventions, must be attached to the referral form.

FIT

FIT reviews data. Makes determination to continue with Tier I interventions or advance to Tier II interventions. FIT will provide intervention data and time frames for re-check. FIT will use RTI Guide for Academic Interventions or RTI Guide for Behavioral Interventions.

Movement From Tier II to Tier III

If a student continues to be below grade level, or falls further behind grade level in two or more measures, and has unsuccessfully responded to documented Tier II interventions, a FIT referral form is obtained and completed in consultation with the FIT case leader. Supporting documentation, showing below grade level measures and documented interventions, must be attached.

FIT

Based on the data collected, FIT will review Tier II interventions and make appropriate referrals as needed. FIT will provide intervention data and time frames for re-check. FIT will use RTI Guide for Academic Interventions or RTI Guide for Behavioral Interventions.

RTI Guide for Academic Interventions

Tier I

Instruction/Assessment	Interventions	Progress Monitoring
Universal Screening	Re-Teaching	Small group instruction data
Theme Assessments	15 minutes daily with support personnel	Skill related assessments

Running Record	Targeted skill instruction	Weekly lesson tests
Guided Reading	Targeted skill instruction	Monthly assessments

***More to come

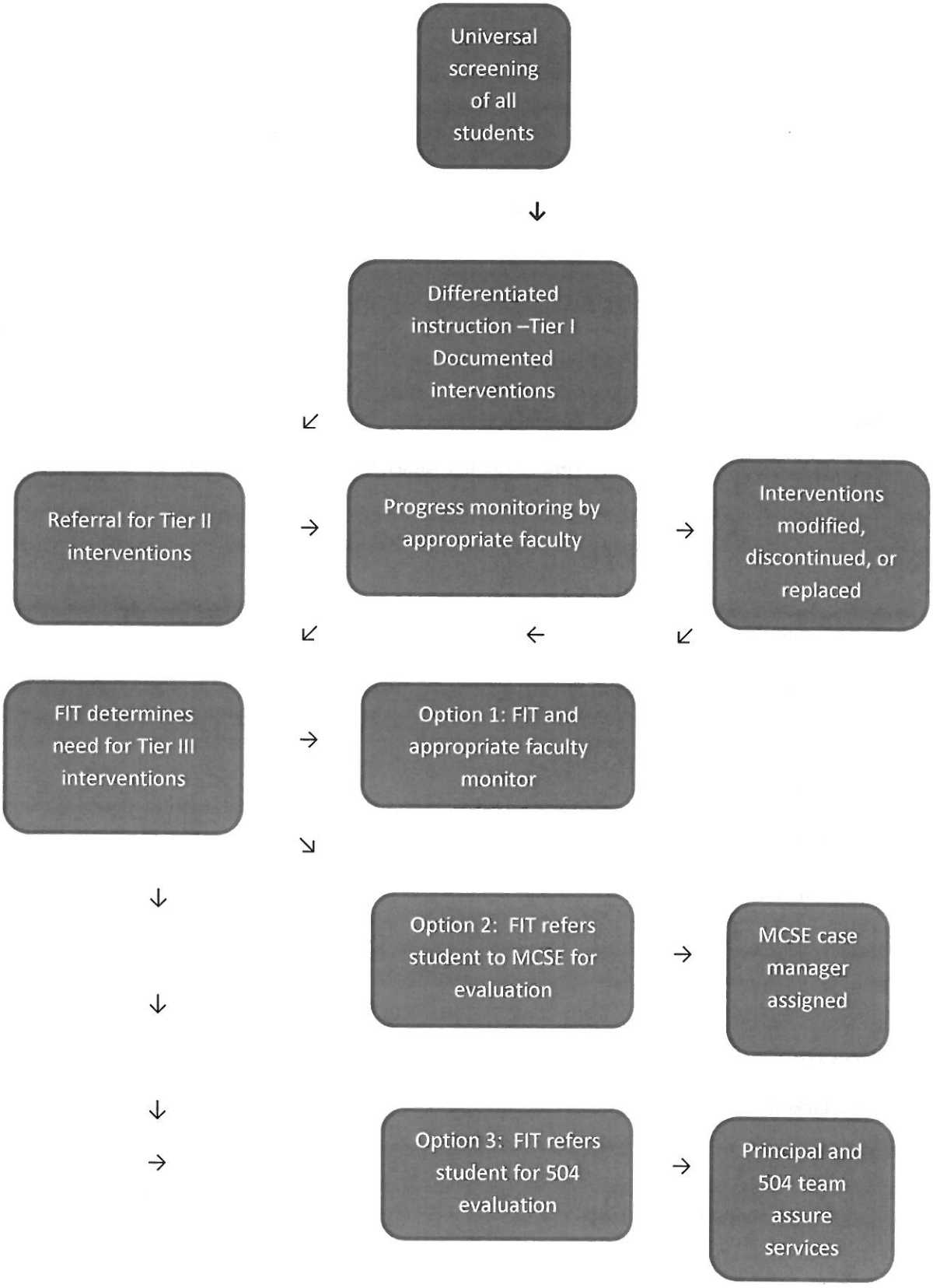
Tier II

Instruction/Assessment	Interventions	Progress Monitoring
Supplemental Instruction (in addition to Tier I)	Small group (3-5) students 20-30 minutes/3-5 days week for a minimum of 9-30 weeks	Bi-Weekly
LLI	Trained staff on LLI	Weekly tests
My Sidewalks	Small group lessons	Weekly tests

Tier III

Instruction/Assessment	Interventions	Progress Monitoring
Supplemental instruction (in addition to Tier 1) for students who do not respond to Tier II interventions	Indi. Instruction-30-60 min., at least 4 days per week for minimum of 10-30 weeks	Weekly
Focus of instruction is based upon indi. need to to fill gaps	May take place outside reg. classroom by highly trained teacher	Weekly lesson tests focused on indi. skill

PLC/RTI Flowchart



School Leadership Teams

Elementary	Position	Area of Focus
Bekah Dorwaldt	Grade K	RTI
Bev Endreas	Grade 1	PBIS
Julie Decker	Grade 1	RTI
Jena Elmhorst	Grade 2	
Mike Thompson	Grade 3	RTI
Danielle Jacobson	Grade 4	RTI
Ken Martine	Grade 5	PBIS
Sarah Hauge	Special Needs	
Tina Boneske	Title 1/Reading Specialist	RTI
Jason Penry	School Psychologist	
Cheryl Post	Behavior Specialist	PBIS
Gary Gunderson	Principal	

Middle School/High School

Krista Falteisek

Lori Kohlar

Lori Huther

Matt Cihlar

Karon Dallmann

Amber Kraus

Stacy Fronk

Lisa Hackman

Andy Brehm

District Intervention List

Youth Options

The School District of Abbotsford allows students to participate in the youth options program providing they meet the following requirements:

1. The student must be presently enrolled at Abbotsford High School.
2. The student must have completed all of the comparable courses offered at Abbotsford High School. This determination shall be made by the high school principal.
3. The student must meet the entrance requirements of a recognized institution of higher education or a technical college as outlined in state law.
4. The student and parent/guardian must request in writing permission to attend a Post-Secondary Option Course. This request must be presented to the high school principal before the student registers for the course.
5. High School credit for approved post-secondary options classes will be determined prior to the class beginning. In order to receive credit for a youth options course, the student must provide the principal with proof that he/she has successfully completed the course and received a passing grade.
6. Students participating in the youth options program are responsible for their own transportation costs. Transportation reimbursement claims may be applied for through the Department of Public Instruction.
7. During grades 11-12, a student is limited to enrolling in no more than a total of 18 postsecondary credits (equivalent to 4 ½ high school credits) through the Youth Options program. A postsecondary course taken under the Youth Options Program and approved for high school credit shall be granted ¼ high school credit per one semester credit offered by a postsecondary course [PI40.07 (20)].
8. If a pupil earns a failing grade or fails to complete (drops) a course for which the School District of Abbotsford has made payment, building administration shall request reimbursement for all costs related to this course. Reimbursement will be requested from the adult student or from the student's parent/guardian.
9. Pupils who fail to provide reimbursement for a dropped or failed course as described in No. 9 (supra) are not eligible for the Youth Options program.
10. A grade that constitutes a failing grade for a course at Abbotsford High School constitutes a failing grade for a course taken at an institution of higher education or technical college under the Youth Options law. If the student is not satisfied with the principal's decision regarding comparability of courses or the number of high school credits that will be awarded he/she may utilize the district standard appeal process.

LEGAL REFERENCE: Wisconsin Stats. 118.55
Wisconsin Administrative Code PI 40

First Reading: November 18, 2013
Adoption:

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

7C

School District of Abbotsford

323.1

Instruction

Observance Days

A. The following days will be appropriately observed:
   - September 16 – Mildred Fish Harnack Day
   - September 17 – US Constitution Day
   - Wednesday of Third Week of September – Wisconsin Day
   - Friday of Third Week of September – POW-MIA Recognition Day
   - Wednesday of Fourth Week of September – Bullying Awareness Day
   - September 28 – Frances Willard Day
   - October 9 – Leif Erickson Day
   - October 12 – Columbus Day
   - November 11 – Veterans Day
   - Third Monday in January – Martin Luther King
   - February 12 – Abraham Lincoln's Birthday
   - February 15 – Susan B. Anthony Day
   - February 22 – George Washington's Birthday
   - March 4 – Casmir Pulaski Day
   - March 17 – The Great Hunger Day
   - April 9 – Prisoners of War Remembrance Day
   - April 13 – American's Creed Day
   - April 19 – Patriot's Day
   - April 22 – Environmental Awareness Day
   - Last Friday in April – Arbor Day
   - June 14 – Robert Lafollette Sr. (if school is in session)

B. Special In-school Announcement

C. If any such day falls on a Saturday or Sunday, the observance shall be on a school day immediately preceding or following.

D. Federal law has moved many legal holidays to Monday. However, Wisconsin observance days should be observed the day itself or as specified in note C.

LEGAL REFERENCE: Wisconsin Stats. 118.02, 118.025
OBSERVANCE DAYS - S.S. 118.02

First Reading: November 18, 2013
Adoption:

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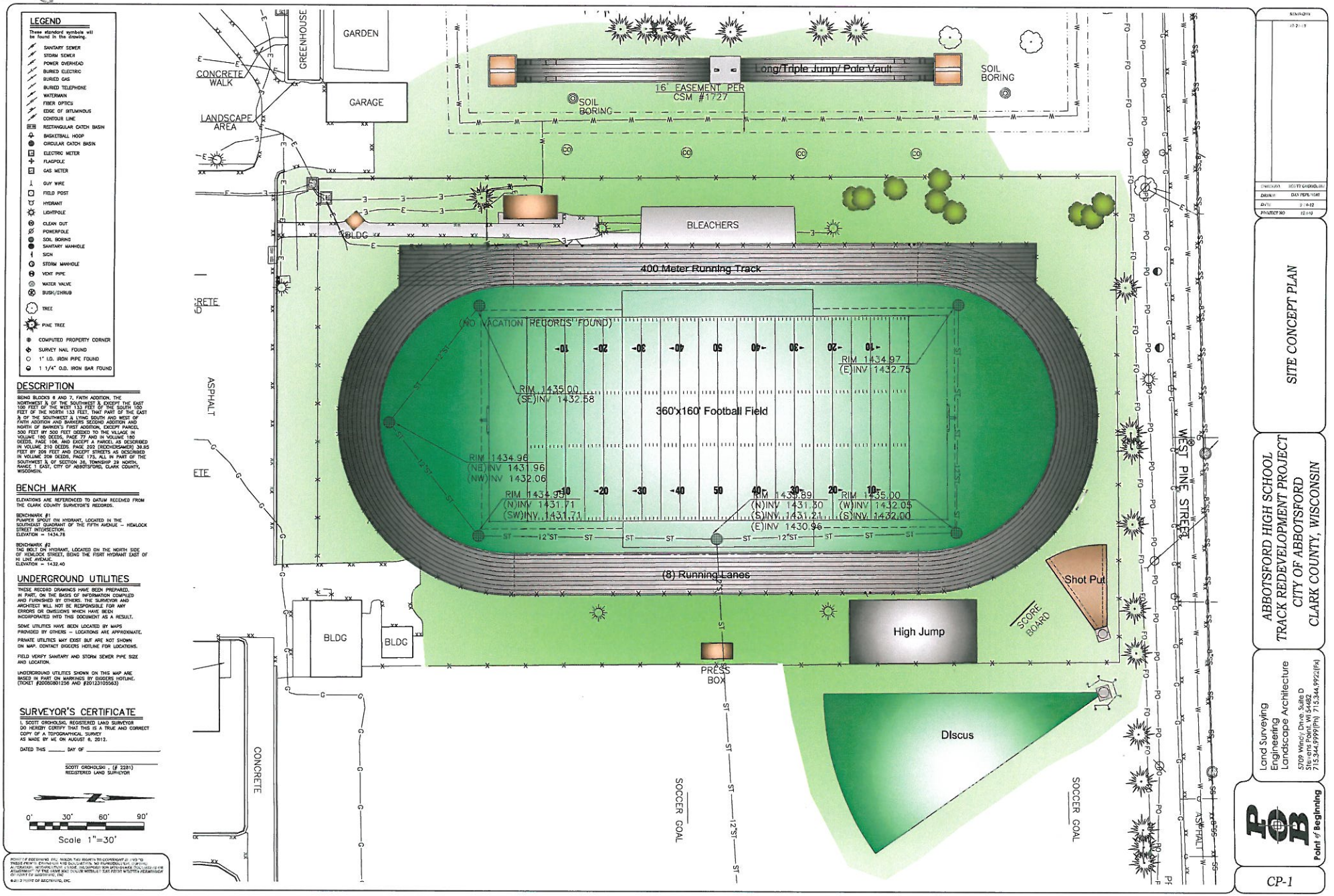
Fd	Obj	Obj	November 2012-13 Monthly Activity	November 2013-14 Monthly Activity	2013-14 Revised Budget	2013-14 FY Activity	Unencumbered Balance	2013-14 FYTD Unencumbered Bal
10	310	PURCHASED PERSONAL SERVICES	0.00	0.00	3,000.00	422.50	2,577.50	2,577.50
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	936.93	1,337.27	7,858.00	1,437.27	6,420.73	6,420.73
10	353	POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
10	355	TELEPHONE & TELEGRAPH	147.63	0.00	3,200.00	0.00	3,200.00	3,200.00
10	---	ELEMENTARY SCHOOLS	1,084.56	1,337.27	14,058.00	1,859.77	12,198.23	12,198.23
10	310	PURCHASED PERSONAL SERVICES	1,309.80	240.00	34,632.00	9,088.00	25,544.00	25,544.00
10	336	ELECTRICITY FOR OTHER THAN HEA	0.00	0.00	0.00	0.00	0.00	0.00
10	341	PUPIL TRAVEL	2,233.68	2,666.80	45,526.00	7,223.07	38,302.93	38,302.93
10	353	POSTAGE/CARTAGE	31.72	0.00	9,000.00	2,725.49	6,274.51	6,274.51
10	355	TELEPHONE & TELEGRAPH	232.43	0.00	4,500.00	0.00	4,500.00	4,500.00
10	---	MIDDLE/SENIOR HIGH SCHOOLS	3,807.63	2,906.80	93,658.00	19,036.56	74,621.44	74,621.44
10	310	PURCHASED PERSONAL SERVICES	400.00	400.00	3,500.00	400.00	1,150.00	1,150.00
10	341	PUPIL TRAVEL	0.00	0.00	7,187.00	0.00	7,187.00	7,187.00
10	---	SUMMER SCHOOL	400.00	400.00	10,687.00	400.00	8,337.00	8,337.00
10	310	PURCHASED PERSONAL SERVICES	21,881.20	35,083.45	361,672.00	152,692.62	208,979.38	208,979.38
10	331	GAS FOR HEAT	3,753.03	1,989.67	125,000.00	5,949.15	119,050.85	119,050.85
10	336	ELECTRICITY FOR OTHER THAN HEA	8,542.51	9,757.64	110,000.00	35,115.10	74,884.90	74,884.90
10	337	WATER	1,321.80	1,632.40	18,000.00	8,312.10	9,687.90	9,687.90
10	338	SEWERAGE	2,248.67	1,873.79	23,000.00	7,504.64	15,495.36	15,495.36
10	341	PUPIL TRAVEL	27,044.26	25,554.24	239,432.00	102,216.96	137,215.04	137,215.04
10	348	VEHICLE FUEL	630.01	616.02	6,000.00	1,384.39	4,615.61	4,615.61
10	353	POSTAGE/CARTAGE	116.31	0.00	1,000.00	477.65	513.23	513.23
10	355	TELEPHONE & TELEGRAPH	203.41	911.02	5,000.00	3,618.54	1,381.46	1,381.46
10	381	PAYMENT TO MUNICIPALITY	463.00	594.30	5,800.00	2,267.20	3,532.80	3,532.80
10	---	DISTRICT-WIDE	66,204.20	78,012.53	894,904.00	319,538.35	575,356.53	575,356.53
27	310	PURCHASED PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
27	---	MIDDLE/SENIOR HIGH SCHOOLS	0.00	0.00	0.00	0.00	0.00	0.00
27	310	PURCHASED PERSONAL SERVICES	0.00	382.50	1,253.00	1,138.50	114.50	114.50
27	341	PUPIL TRAVEL	885.64	2,625.00	15,000.00	5,575.00	9,425.00	9,425.00
27	---	DISTRICT-WIDE	885.64	3,007.50	16,253.00	6,713.50	9,539.50	9,539.50
39	310	PURCHASED PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
39	---	DISTRICT-WIDE	0.00	0.00	0.00	0.00	0.00	0.00
49	310	PURCHASED PERSONAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
49	353	POSTAGE/CARTAGE	0.00	0.00	0.00	0.00	0.00	0.00
49	355	TELEPHONE & TELEGRAPH	0.00	0.00	0.00	0.00	0.00	0.00
49	---	DISTRICT-WIDE	0.00	0.00	0.00	0.00	0.00	0.00
80	310	PURCHASED PERSONAL SERVICES	0.00	0.00	250.00	0.00	250.00	250.00
80	353	POSTAGE/CARTAGE	0.00	0.00	200.00	0.00	200.00	200.00
80	---	DISTRICT-WIDE	0.00	0.00	450.00	0.00	450.00	450.00



Fd	Obj	Obj	November 2012-13 Monthly Activity	November 2013-14 Monthly Activity	2013-14 Revised Budget	2013-14 FY Activity	Unencumbered Balance	2013-14 FYTD Unencumbered Bal
99	310	PURCHASED PERSONAL SERVICES	0.00	0.00	13,000.00	0.00	13,000.00	13,000.00
99	331	GAS FOR HEAT	33.11	48.19	1,000.00	76.55	923.45	923.45
99	336	ELECTRICITY FOR OTHER THAN HEA	151.92	126.86	1,500.00	293.26	1,206.74	1,206.74
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	1,023.39	45.07	9,000.00	2,603.98	6,396.02	6,396.02
99	381	PAYMENT TO MUNICIPALITY	0.00	7.83	0.00	7.83	-7.83	-7.83
99	---	MIDDLE/SENIOR HIGH SCHOOLS	1,208.42	227.95	25,700.00	2,981.62	22,718.38	22,718.38
		Grand Expense Totals	73,590.45	85,892.05	1,055,710.00	350,529.80	703,221.08	703,221.08

Number of Accounts: 107

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



SITE CONCEPT PLAN

ABBOTSFORD HIGH SCHOOL
TRACK REDEVELOPMENT PROJECT
CITY OF ABBOTSFORD
CLARK COUNTY, WISCONSIN

Land Surveying
Engineering
Landscape Architecture
5709 Whitetail Drive, Suite D
Site 975 (WI)
715.344.9992(PH) 715.344.9922(FX)

Point of Beginning

CP-1

Abbotsford High School
Track Redevelopment Project
Construction Cost Estimate
October 21, 2013

Description	Subtotal	Total
I. RUNNING TRACK/FOOTBALL FIELD		
A. Asphalt/ Base Course Removal	$10,750.00	
B. Fence Removal	$1,000.00	
C. Miscellaneous Removal	$3,500.00	
D. Site Grading	$8,500.00	
E. Over excavate Unsuitable Soils/ Place Compact 3" Breaker Run	$50,000.00	
F. Running Track (8 lane, 8 sprint lanes)		
1. 3" Asphaltic Concrete Pavement	$80,550.00	
2. 9" Dense Graded Base	$24,544.00	
G. All Weather Surfacing & Striping	$92,040.00	
H. 4' Track Fence along bleachers	$7,000.00	
I. 6" Sleeves	$1,500.00	
J. Storm Sewer Inlets	$5,000.00	
K. Storm Sewer Pipe	$9,375.00	
L. 4" Perforated Track under drain	$21,600.00	
M. Erosion Control	$1,000.00	
N. Fine Grade, Seed, Fertilizer Disturbed Track Edges	$5,000.00	
		$321,359.00
II. FIELD EVENTS		
A. Long Jump/Triple Jump/Pole Vault		
1. 5" Concrete	$2,100.00	
2. 6" Dense Graded Base	$160.00	
3. 3" Asphaltic Concrete Pavement	$8,325.00	
4. 9" Dense Graded Base	$2,528.00	
5. All Weather Surfacing & Striping	$9,495.00	
6. 12"x 12" Concrete Curbing	$3,240.00	
7. Sand Pits	$325.00	
8. Pole Vault Boxes	$2,400.00	
9. Take-off Boards	$6,000.00	
		$34,573.00
B. Discus Area (1)		
1. 4" Concrete Pad	$400.00	
2. Throwing Ring	$2,000.00	
3. Discus Cage Netting	$2,000.00	
		$4,400.00
C. Shot Put Area (1)		
1. 4" Concrete Pad	$400.00	
2. Throwing Ring	$1,500.00	
3. Toe Board	$1,500.00	
4. Landing Field Material	$3,920.00	
5. Landing Field Edging	$1,200.00	
		$8,520.00
D. Strip Topsoil @ 6"	$975.00	
E. Site Grading	$1,950.00	
F. Over excavate Unsuitable Soils/ Place Compact 3" Breaker Run	$5,000.00	
G. Place Topsoil @ 6"	$540.00	
H. Seed/Fertilize/Mulch	$1,458.00	
I. Erosion Control	$1,000.00	
		$10,923.00
Project Construction Subtotal		$379,775.00
Geotechnical Investigation, Topographic Survey, Design Administration, Bid Coordination, Construction Services, Construction Staking, Soil Testing		$41,000.00
PROJECT TOTAL		$420,775.00

POTENTIAL ALTERNATE ITEMS FOR CONSIDERATION

1. New Goal Posts	$12,000.00
2. Football Field Under drain (Flat Panel)	$19,500.00
3. Automated Underground Irrigation for Football Field	$22,000.00
4. 6' Perimeter Fence Around Long Jump/Pole Vault	$17,100.00
5. Site Contingency 5% (Unforeseen Conditions)	$20,000.00
6. Tax Savings(Owner Purchased Materials)	$5,000-$6,500

Note:
1. COSTS REFLECT A 2014 CONSTRUCTION START. UNIT PRICES/COSTS WILL NEED TO BE UPDATED IF SCHEDULE IS DELAYED FURTHER.
2. COST DOES NOT INCLUDE REMOVAL OR RELOCATION OF ANY EXISTING UTILITIES THAT MAY BE ENCOUNTERED DURING THE CONSTRUCTION PROCESS.

11

66.0301 AGREEMENT –
Shared Services Agreement Between the
School District of Abbotsford and the School District of Auburndale
2013-2014 SCHOOL YEAR

Pursuant to Wisconsin Statutes **66.0301, 120.25** and Department of Public Instruction **Chapter PI-14.02**, the School Districts of **ABBOTSFORD**, and **AUBURNDALE** have agreed to form a consortium for the purpose of providing services to students identified with Limited English Proficiency.

Description of the Program (PI-14.02 (b)):

- The Abbotsford School District personnel will provide assessment, placement, programming and instruction. They will complete paperwork for the Wisconsin Department of Public Instruction Title I C and other pertinent programs. Copies of paperwork will be provided to the resident district.

Fiscal Agent (PI-14.02 (c) 1,2,3):

- The Abbotsford School District is the "employer" for purposes of compliance with s.111.70 (teacher's retirement, worker's compensation, and unemployment insurance.
- The Abbotsford School District is the fiscal agent and will establish and maintain records in accordance with the uniform financial accounting system prescribed by the department under s.115.28 (13); file all required financial reports with the Department of Public Instruction; Upon request of the department, file a copy of the contract and the plan of operation with the department.

Transportation (PI-14.02 (g):

- The Auburndale School District will provide transportation and receive the state aid for these students.

Pupil Membership (PI-14.02 (f)):

- The Auburndale School District will claim these students as residents and receive the equalization aid for them, subject to the annual reconciliation described in the following section.

Budget Reconciliation (PI-14.02 (f)(h)):

- Charges to the Auburndale School District will be based on the amount of regular education open enrollment tuition set annually by the Department of Public Instruction and pro-rated by the number of days of enrollment by the participating student. Should the students enroll in a different district, the School District of Auburndale will notify the School District of Abbotsford of the date the students moved out of the district and enrolled in another.
- The School District of Abbotsford will prepare a preliminary budget for the provided learning services with actual and final reconciliation prior to June 15, 2014. Payment to the School District of Abbotsford shall be made prior to the end of the 2013-2014 fiscal year.

Miscellaneous Provisions:

- Each district will name a contact person. **(Identified Below As Superintendent)**
- This **66.0301** Agreement will be reviewed and renewed annually.

ABBOTSFORD

_____
Board President

_____
Board Clerk

_____
Board Approval Date

Reed Welsh, Superintendent
P. O. Box 70
510 West Hemlock Street
Abbotsford, WI 54405
(715) 223-6715

AUBURNDALE

_____
Board President

_____
Board Clerk

_____
Board Approval Date

Gerard Eichman, Supt.
601 W. Limits Road
P.O. Box F
Auburndale, WI 54412-0139
715-652-2117

12A

To whom it may concern:

I am writing this letter as application for one of the open assistant track positions. I do not have any previous track experience, but I will do what I need to gain the knowledge to be the best coach that I can be. If you have any questions, please let me know. Thank you for your time.

Matt Cihlar

RECEIVED
OCT 30 2013
BY: R.W.

12B

SCHOOL DISTRICT OF ABBOTSFORD VOLUNTEER SERVICE **353.1- F**

I, (print name) Chris Carpenter, understand and agree that my involvement with Boys Basketball in the classroom or interscholastic athletic program in the Abbotsford School District is performed with and under the following conditions:

1. I waive payment of any salary or stipend for my services.
2. I waive any eligibility for any benefits for my services.
3. I will familiarize myself with and adhere to all policies and procedures established by the WIAA (if applicable), Marawood Conference (if applicable), Board of Education, administration, and athletic department of the School District of Abbotsford.
4. I will attend all in-service meetings designed to enhance student relationship skills as deemed necessary by the administration and/or athletic director.
5. In my performance of my duties as a volunteer, I shall not intentionally or wantonly cause any injury or damage to person or property of the Abbotsford School District or any participant, staff member, or spectators involved.
6. I will respect the confidentiality of students at all times.
7. My services as a volunteer shall be performed on the condition that I am covered by and included as an insured under all applicable liability insurance policies of the Abbotsford School District.
8. A volunteer is not covered for his/her own injuries by school district insurance.
9. I understand that my service requires a district application and is subject to a criminal background check.
10. I attest that the volunteer service performed does not present a conflict of interest.
11. I agree that I serve at the pleasure of the School District of Abbotsford and may be removed from the position by the District Administrator at any time, upon a request from anyone involved with the volunteer assignment (e.g. teacher, building principal, head coach, Athletic director).

Chris Carpenter — 11-15-13

Signature of Volunteer — Date

Athletic Director/Building Principal — Date

Recorded in the Abbotsford Board of Education minutes of _____ Date

Pc: File

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