



School District of Altoona

1903 Bartlett Avenue Altoona, WI 54720
715-839-6032 715-839-6066 FAX

Greg Fahrman, Superintendent

www.altoona.k12.wi.us

ALTOONA BOARD OF EDUCATION
Organizational Meeting
Altoona Commons Addition
May 7, 2012
6:30 p.m.

Agenda

1. Call to Order
2. Roll Call
3. Reading of Public Notice
4. Pledge of Allegiance
5. Election of Officers
 - a. President
 - b. Vice President
 - c. Clerk
 - d. Treasurer
6. Adjournment

The vision of the Altoona School District, in partnership with our students, their families, and our community, is to build a foundation for life-long learning and the emotional well-being of our students. We are dedicated to offering large school opportunities with a small school approach on our unique, single campus setting.



School District of Altoona

1903 Bartlett Avenue Altoona, WI 54720
715-839-6032 715-839-6066 FAX

Greg Fahrman, Superintendent

www.altoona.k12.wi.us

ALTOONA BOARD OF EDUCATION
Regular Meeting
Altoona Commons Addition
May 7, 2012
6:45 p.m.

Agenda

1. Call to Order
2. Roll Call
3. Reading of Public Notice
4. Pledge of Allegiance
5. Approval of Minutes
 - a. April 16, 2012 Regular Meeting
6. Public Participation (All remarks are to be addressed to the Board; members of the public may not discuss among themselves as an audience. Board members may ask questions of a speaker; however, no formal deliberations are allowed at this time.)
 - a. Non-Agenda items - public comment and concern
 - b. Agenda items - public comment and concern
7. Treasurer's Report
 - a. Approval of Checks for Payment
 - (1) General fund checks totaling \$975,493.22
 - (2) Student activity fund checks totaling \$10,266.16
 - (3) Debt service checks totaling \$-0-
8. Information
 - a. Committee Meeting Report
 - (1) Transportation Committee, April 17 and May 3
 - (a) Discuss Transportation Services through Student Transit
 - b. Administrative Report
 - (1) Semi-Annual Vista Update, Juanita Peck
 - (2) Curriculum Adoption: High School Math, and K-12 Art and Music, Karen Henry
 - c. General Information
 - d. President Report
 - (1) Committee Sign-up Process
 - (2) Proposed Board Calendar 2012/13
 - (3) WASB 2012 Spring Academy, May 5
 - (4) WASB Key Work in Action Workshop, May 19

- e. Superintendent's Report
 - (1) Energy Management Update – Spring Quarterly Report
 - (2) Open Enrollment Application Summary and Timeline, Joyce Orth
 - (3) Open Enrollment Exceptions, Joyce Orth
 - (4) Referendum Survey Update, Joyce Orth
 - (5) Tennis Court Renovation Project and Recommendation

- 9. Board Action after Consideration and Discussion
 - a. Consider Employment of Middle School Interim Principal and Approve 2012-2013 Contract
 - b. Consider Employment Recommendation to Fill Extracurricular Position
 - c. Consider Retirement of Special Education Aide
 - d. Consider Resignation of Gifted Talented Teacher/Coordinator
 - e. Consider Resignation of Bus Driver
 - f. Consider Resignation from 2011/12 Extra Assignment
 - g. Consider Approval of Summer Programming 2012
 - h. Consider Approval of Open Enrollment Exceptions for Application Date February 27, 2012
 - i. Consider Recommendation for Curriculum Adoptions
 - j. Consider Recommendation for Tennis Court Renovation Project
 - k. Consider Student Insurance Renewal for 2012/13
 - l. Consider Audit Contract for the Year Ended June 30, 2012
 - m. Consider Proceeding with Contracting Out for Transportation Services as of January 1, 2013

- 10. Anticipated Closed Session as Per Section 19.85(1)(c) - Wisc. Statutes
 - a. Consider approval of closed session minutes for April 16, 2012
 - b. Consider employment or performance evaluation data of a public employee over which the governmental body has jurisdiction to include discussion of proposed retirement agreement with support staff member – 19.82(1)(c)

- 11. Reconvene into Open Session and Take Necessary Action
 - a. Consider Retirement of Middle School Secretary

- 12. Adjournment

The vision of the Altoona School District, in partnership with our students, their families, and our community, is to build a foundation for life-long learning and the emotional well-being of our students. We are dedicated to offering large school opportunities with a small school approach on our unique, single campus setting.



School District of Altoona

1903 Bartlett Avenue Altoona, WI 54720
715-839-6032 715-839-6066 FAX

Greg Fahrman, Superintendent

www.altoona.k12.wi.us

ALTOONA BOARD OF EDUCATION
Regular Meeting
Altoona Commons Addition
April 16, 2012
6:30 p.m.

1. The Regular Meeting of the Altoona Board of Education was called to order by Board President, Edward Bohn at 6:30 p.m. in the Altoona commons addition.
2. Roll call was taken and the following were present:
Edward P. Bohn, President
Helen S. Drawbert, Vice President
Robin E. Elvig, Clerk
Robert (Red) A. Hanks, Treasurer
Michael J. Hilger, Member
Gregory J. Fahrman, Superintendent
Joyce M. Orth, Board Secretary
3. Reading of Public Notice. Report of notice was given. All posting requirements were met and posting places are noted: Altoona City Hall, Altoona Post Office, school district office, high school office, middle school office, and elementary school office.
4. Pledge of Allegiance
5. Spring Election Results and Administer Oath of Office. The April 3 referendum and election results were announced. The Oath of Office was administered to Michael Hilger.
6. Approval of Minutes. a. April 2, 2012 Regular Meeting. Motion by Hanks to approve the April 2 minutes as presented, seconded by Elvig. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0. b. April 11, 2012 Special Meeting, 2:30 p.m. Motion by Drawbert to approve the April 11 (2:30 pm) minutes as presented, seconded by Elvig. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. c. April 11, 2012 Special Meeting, 3:30 p.m. Motion by Hanks to approve the April 11 (3:30 pm) minutes as presented, seconded by Elvig. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0.
7. Public Participation. a. Non-Agenda items - public comment and concern. (1) Kathy Dahl, business manager, noted that the district received a worker's compensation dividend check in the amount of \$19,000 today. b. Agenda items - public comment and concern. None.
8. Treasurer's Report. a. Approval of Checks for Payment. Motion by Drawbert to approve general fund checks totaling \$ 514,472.35 student activity fund checks totaling \$6,515.09 and debt service checks totaling \$671,657.50 as presented, seconded by Hilger. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0. b. Approval of Treasurer's Report. Motion by Hilger to approve the Treasurer's Report as presented, seconded by Elvig. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0.

9. Information. **a. Committee Meeting Report.** None. **b. General Information.** None. **c. President Report.** (1) WASB GoLD Webinar. Helen Drawbert reviewed the April 5 webinar. The webinar featured TED Talk, “Listen, learn then.... lead,” by General Stanley McChrystal. (2) WASB Key Work in Action Workshops. Workshops are scheduled for April 28 and May 19 in Whitewater and Turtle Lake respectively. The workshops will focus on changes in standards, testing and evaluation of teachers and principals that will go into effect by 2014/15. Helen, Red and Mike plan to attend the May 19 session in Turtle Lake. (3) WASB 2012 Spring Academy. The Spring Academy is scheduled for May 5 at the Chula Vista Resort in Wisconsin Dells. Helen Drawbert, Red Hanks, Robin Elvig, and Mike Hilger will attend. (4) Draft Referendum Survey. A draft of the referendum survey discussed at the April 11 meeting was reviewed. Changes will be made to reflect that the survey is anonymous and questions will be expanded to include a comment box to ask why yes voters voted in favor of the question. The survey will be mailed to all district residents. It will be open for response through May 10. Helen offered to summarize the comment fields. **d. Superintendent’s Report.** (1) Enrollment Update Report. Student enrollments as of April 12, 2012 were reviewed: Pedersen, 623; middle school, 452; and high school, 443 for a district total of 1518. (2) Tennis Court Renovation Project Update. There was preliminary discussion about the project in light of the failed referendum. The project will come back to the board for discussion and action on May 7.
10. Board Action after Consideration and Discussion. **a. Consider Resignation of Elementary Summer School Jump Start Teacher.** Motion by Hanks to accept the resignation of Christine Bridges from her summer school teacher position, seconded by Elvig. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. **b. Consider Resignation Summer School Tennis Teacher.** Motion by Drawbert to accept the resignation of Krystle Ricci from her summer school teacher position, seconded by Elvig. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0. **c. Consider Resignation of Foodservice Employee.** Motion by Hanks to accept the resignation of Corita Conklin, food service, seconded by Drawbert. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0. **d. Consider Resignation of High School Boys Assistant Tennis Coach.** Motion by Drawbert to accept the resignation of Joe Wollum, high school boys’ assistant tennis for the 2011/12 season, seconded by Hilger. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0. **e. Consider Recommendation to Fill Extracurricular Position.** Motion by Hanks to employ Jeff Witte, high school golf assistant coach for the 2011/12 season as recommended, seconded by Elvig. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. **f. Consider Recommendation to Fill Foodservice Position.** Motion by Elvig to employ Nicole Zimmerman, foodservice, seconded by Drawbert. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0. **g. Consider Approval of Summer Programming 2012.** No action taken.
11. Anticipated Closed Session as Per Section 19.85 (1) (c), (1) (e), (1) (f) – Wisc. Statutes. Motion by Elvig to adjourn into closed session at 7:28 p.m., seconded by Hilger. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0. **a. Consider closed session minutes for February 20, 2012;** **b. Consider closed session minutes for March 5, 2012;** **c. Consider closed session minutes for March 15, 2012;** **d. Consider closed session minutes for April 11, 2012;** **e. Consider compensation for interim middle school principal and discuss possible candidates for interim dean of students – 19.85(1) (c), (1) (e), (1) (f) Wisc. Statutes.**
12. Reconvene into Open Session and Take Necessary Action. Motion by Hanks to reconvene at 8:27 p.m. and take no action, seconded by Elvig. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0.

13. Adjournment. Motion by Hanks to adjourn at 8:28 p.m., seconded by Elvig. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0.

The next Regular Meeting of the Altoona Board of Education is scheduled for Monday, May 7, 2012 at 6:30 p.m. in the Altoona commons addition.

Joyce M. Orth CAP, Board Secretary

District Clerk

Date

The vision of the Altoona School District, in partnership with our students, their families, and our community, is to build a foundation for life-long learning and the emotional well-being of our students. We are dedicated to offering large school opportunities with a small school approach on our unique, single campus setting.

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
04/12/2012	127650	10 E 400 949 162219 000	ARCADIA HIGH SCHOOL	track entry fee Arcadia 4/27/12		140.00
04/12/2012	127650	10 E 400 949 162117 000	ARCADIA HIGH SCHOOL	entry fee SB tourney Arcadia 5/12/12		100.00
				Totals for 127650		240.00
04/12/2012	127651	10 E 800 355 263300 000	AT&T	INVOICE DATE 4-1-12		51.32
				Totals for 127651		51.32
04/12/2012	127652	10 E 800 355 263300 000	AT&T	ACCOUNT 715 R71-1460 584 1 BILLING DATE: 4-1-12		1,119.73
				Totals for 127652		1,119.73
04/12/2012	127653	10 E 400 949 162119 000	BLOOMER HIGH SCHOOL	entry fee for track meet at Bloomer HS 5/1/12		100.00
				Totals for 127653		100.00
04/12/2012	127654	10 E 100 411 110000 000	CULLIGAN WATER SERVICE	CULLIGAN ANNUAL ORDER		8.60
				Totals for 127654		8.60
04/12/2012	127655	10 E 200 411 120600 000	DELTA EDUCATION, LLC	Science Supplies		536.19
				Totals for 127655		536.19
04/12/2012	127656	10 E 400 949 162219 000	ELEVA-STRUM SCHOOL DISTRI	track meet at Eleva Strum 4/10/12		110.00
				Totals for 127656		110.00
04/12/2012	127657	10 E 800 310 221910 000	FIRST CHOICE COMPUTER	Blanket PO for recycling of electronic equipment for 2011-12		89.00
				Totals for 127657		89.00
04/12/2012	127658	10 E 800 310 221910 000	GALACTIC TECH	Technical support for New Web server		157.50
				Totals for 127658		157.50
04/12/2012	127659	10 E 800 310 221910 000	GOOGLE, INC.	archiving and discovery services		10.08
				Totals for 127659		10.08
04/12/2012	127660	10 E 100 411 253300 000	HILLYARD, INC - EAU CLAIR	HOSE DRAIN		30.34
04/12/2012	127660	10 E 200 411 253300 000	HILLYARD, INC - EAU CLAIR	HOSE DRAIN		30.34
04/12/2012	127660	10 E 400 411 253300 000	HILLYARD, INC - EAU CLAIR	HOSE DRAIN		30.34
				Totals for 127660		91.02
04/12/2012	127661	10 E 800 420 162000 000	LIDS TEAM SPORTS	womens track apparel - to be reimbursed by HS track fundraiser		1,619.39
				Totals for 127661		1,619.39
04/12/2012	127662	10 E 400 949 162117 000	POYNETTE HIGH SCHOOL	entry fee for Poynette SB tourney 5/5/12		120.00
				Totals for 127662		120.00
04/12/2012	127663	10 E 100 417 110000 000	QUILL CORPORATION	COPY PAPER		348.30
				Totals for 127663		348.30

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER		DESCRIPTION	
04/12/2012	127664	10 E 400 949 162117 000	SCHOOL DISTRICT OF GILMAN	Entry fee for JV softball on 04/14/12	100.00
				Totals for 127664	100.00
04/12/2012	127665	10 E 200 411 125500 000	SCHMITT MUSIC CENTERS	Rico Royal 2 1/2	12.98
04/12/2012	127665	10 E 400 320 254410 000	SCHMITT MUSIC CENTERS	Vito bass clarinet repair	208.00
				Totals for 127665	220.98
04/12/2012	127666	10 E 800 941 252000 000	SCHOOL DISTRICT OF ASHLAN	ANNUAL MEMBERSHIP FEE FOR 2011-2012 NWSBO	50.00
				Totals for 127666	50.00
04/12/2012	127667	10 E 400 949 162119 000	OSSEO-FAIRCHILD SCHOOL DI	entry fee for track meet at OF 5/4/12	100.00
				Totals for 127667	100.00
04/12/2012	127668	10 E 400 949 162219 000	RICE LAKE AREA SCHOOL DIS	entry fee for track at Rice Lake 4/13/2012	160.00
				Totals for 127668	160.00
04/12/2012	127669	99 E 800 411 223720 000	SCHUFLETOWSKI, DEBBY	Meals 2/24/2012 - CLUSTER A	47.04
				Totals for 127669	47.04
04/12/2012	127670	10 E 100 411 110400 000	TEACHER DIRECT	Classroom supplies	47.04
				Totals for 127670	47.04
04/12/2012	127671	10 E 400 949 162117 000	THORP SCHOOL DISTRICT	entry fee JV SB at Thorp 5/19/12	65.00
				Totals for 127671	65.00
04/12/2012	127672	10 E 800 730 270000 000	UNEMPLOYMENT INSURANCE	ACCOUNT #: 696007-000-2 UNEMPLOYMENT INSURANCE	23.76
				Totals for 127672	23.76
04/12/2012	127673	10 E 800 310 231100 000	WISC DEPT OF JUSTICE	Background Checks, March 2012	266.00
				Totals for 127673	266.00
04/12/2012	127674	10 E 400 943 161339 000	WISCONSIN HIGH SCHOOL FOR	WHSFA state fees	125.00
				Totals for 127674	125.00
04/12/2012	127675	10 E 400 310 125400 000	WSMA	Solo/Ensemble HS	497.50
04/12/2012	127675	10 E 400 943 125400 000	WSMA	Large Group Festival - CHOIR HS	114.00
				Totals for 127675	611.50
04/12/2012	127676	10 A 000 000 715628 000	YOUTH FRONTIERS, INC.	Down payment for 2013 Courage Retreat	500.00
04/12/2012	127676	21 E 800 310 213000 814	YOUTH FRONTIERS, INC.	Down payment for 2013 Courage Retreat	250.00
				Totals for 127676	750.00
04/12/2012	127677	27 E 700 411 158100 341	ACTION CITY	Field trip to action city for adaptive PE students	363.00
				Totals for 127677	363.00

CHECK DATE	CHECK ACCOUNT						VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER						DESCRIPTION		
04/16/2012	127678	50 E 800 415 257210 000					WESTERN DAIRYLAND E.O.C.,	early childhood March meals	30.00	
04/16/2012	127678	50 E 800 415 257220 000					WESTERN DAIRYLAND E.O.C.,	early childhood March meals	54.60	
								Totals for 127678	84.60	
04/23/2012	127679	10 L 000 000 811670 000					AXA EQUITABLE	Payroll accrual	1,000.00	
04/23/2012	127679	10 L 000 000 811670 000					AXA EQUITABLE	Payroll accrual	1,000.00	
								Totals for 127679	2,000.00	
04/23/2012	127680	10 L 000 000 811690 000					GREAT LAKES HIGHER EDUCAT	Payroll accrual	288.87	
								Totals for 127680	288.87	
04/23/2012	127681	10 L 000 000 811680 000					OKLAHOMA DEPARTMENT OF HU	Payroll accrual	74.91	
								Totals for 127681	74.91	
04/23/2012	127682	10 L 000 000 811670 000					RELIASTAR LIFE INS COMPAN	Payroll accrual	150.00	
04/23/2012	127682	10 L 000 000 811670 000					RELIASTAR LIFE INS COMPAN	Payroll accrual	150.00	
								Totals for 127682	300.00	
04/23/2012	127683	10 L 000 000 811690 000					VALUE AUTO MART OF EAU CL	Payroll accrual	50.00	
								Totals for 127683	50.00	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	233.00	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	226.18	
04/23/2012	127684	27 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	224.61	
04/23/2012	127684	80 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	3.16	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	48.40	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	233.00	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	3,021.94	
04/23/2012	127684	27 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	404.12	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	48.40	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	226.18	
04/23/2012	127684	27 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	224.61	
04/23/2012	127684	80 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	3.16	
04/23/2012	127684	10 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	3,021.94	
04/23/2012	127684	27 L 000 000 811650 000					WEST CENTRAL EDUCATION AS	Payroll accrual	404.12	
								Totals for 127684	8,322.82	
04/23/2012	127685	10 L 000 000 811680 000					WI SCTF	Payroll accrual	46.98	
04/23/2012	127685	27 L 000 000 811680 000					WI SCTF	Payroll accrual	7.02	
04/23/2012	127685	10 L 000 000 811680 000					WI SCTF	Payroll accrual	187.50	
								Totals for 127685	241.50	
04/23/2012	127687	10 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	99.32	
04/23/2012	127687	27 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	43.46	
04/23/2012	127687	10 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	99.32	
04/23/2012	127687	27 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	43.46	
04/23/2012	127687	10 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	3,624.66	
04/23/2012	127687	27 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	509.34	
04/23/2012	127687	10 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	313.20	
04/23/2012	127687	27 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	43.80	
04/23/2012	127687	50 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	3.00	
04/23/2012	127687	99 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	3.00	
04/23/2012	127687	10 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	10,645.53	
04/23/2012	127687	27 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	1,643.47	
04/23/2012	127687	10 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	84,466.33	
04/23/2012	127687	27 L 000 000 811631 000					WEA INSURANCE TRUST	Payroll accrual	16,055.79	

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	7,123.16
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	1,300.44
04/23/2012	127687	50 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
04/23/2012	127687	99 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	1,150.79
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	170.50
04/23/2012	127687	50 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	6.75
04/23/2012	127687	80 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	0.00
04/23/2012	127687	99 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	5.89
04/23/2012	127687	10 A 000 000	715632 000	WEA INSURANCE TRUST	MAY 2012 BILLING IN APRIL/RETIREE	41,916.72
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	84,466.33
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	16,055.79
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	7,123.16
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	1,300.44
04/23/2012	127687	50 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
04/23/2012	127687	99 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	MAY 2012 BILLING IN APRIL	-4,284.65
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	10,645.53
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	1,643.47
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	1,150.79
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	170.50
04/23/2012	127687	50 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	6.75
04/23/2012	127687	80 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	0.00
04/23/2012	127687	99 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	5.89
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	3,624.66
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	509.34
04/23/2012	127687	10 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	313.20
04/23/2012	127687	27 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	43.80
04/23/2012	127687	50 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	3.00
04/23/2012	127687	99 L 000 000	811631 000	WEA INSURANCE TRUST	Payroll accrual	3.00
					Totals for 127687	292,316.33
04/18/2012	127688	10 E 200 354	120000 000	ALTOONA MIDDLE SCHOOL	student planner/correct error from extra curr acct-ms yearbook	836.00
					Totals for 127688	836.00
04/19/2012	127690	10 E 100 440	222200 000	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	33.00
04/19/2012	127690	10 E 200 440	213000 000	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	33.00
04/19/2012	127690	10 E 100 440	213000 000	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	16.50

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	
	NUMBER	NUMBER		DESCRIPTION	AMOUNT
04/19/2012	127690	27 E 700 440 158740 341	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	115.50
04/19/2012	127690	10 E 100 440 222200 000	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	896.32
04/19/2012	127690	10 E 200 440 213000 000	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	896.32
04/19/2012	127690	10 E 100 440 213000 000	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	448.16
04/19/2012	127690	27 E 700 440 158740 341	APPLE COMPUTER INC	12 iPad2 with Applecare Charge 7 to Sped Charge 1 to Elem Guidance Charge 2 to MS Guidance Charge 2 to Pedersen LMC Account Fax PO to 800-590-0325	3,137.20
				Totals for 127690	5,576.00
04/19/2012	127691	10 E 400 942 241000 000	AWSA (ASSOC WI SCH ADMIN)	AWSA & NASSP membership	974.64
04/19/2012	127691	10 E 100 942 241000 000	AWSA (ASSOC WI SCH ADMIN)	AWSA/NAESP Membership	851.80
				Totals for 127691	1,826.44
04/19/2012	127692	10 E 800 342 231100 000	BIEDRON, CONSTANCE	Mileage Reimbursement	207.02
				Totals for 127692	207.02
04/19/2012	127693	10 E 800 320 254500 000	BOBCAT PLUS	2,000 hr. maintenance checkup/repairs	737.34
04/19/2012	127693	10 E 800 320 254490 000	BOBCAT PLUS	repair broom for bobcat/ replace motor	1,977.78
				Totals for 127693	2,715.12
04/19/2012	127694	10 E 800 949 223100 000	CLOVERBELT CONF COMMISSIO	Leadership conference at OF 5/2/12	100.00
				Totals for 127694	100.00
04/19/2012	127695	10 E 800 411 254200 000	EAU CLAIRE COUNTY HIGHWAY	salt/sand mixture	45.29
				Totals for 127695	45.29
04/19/2012	127696	10 E 800 348 254500 000	EXXON MOBIL - PROCESSING	MARCH 2012 PURCHASES	350.00
				Totals for 127696	350.00
04/19/2012	127697	10 E 100 411 253300 000	HILLYARD, INC - EAU CLAIR	REPLACED DRAIN HOSE - ADVANCE	52.67

CHECK DATE	CHECK ACCOUNT						VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER						DESCRIPTION	
04/19/2012	127697	10 E 200 411 253300 000				HILLYARD, INC - EAU CLAIR	SCRUBBER		
							REPLACED DRAIN HOSE - ADVANCE	52.67	
							SCRUBBER		
04/19/2012	127697	10 E 400 411 253300 000				HILLYARD, INC - EAU CLAIR	REPLACED DRAIN HOSE - ADVANCE	52.66	
							SCRUBBER		
							Totals for 127697	158.00	
04/19/2012	127698	10 E 100 411 254300 000				HSBC BUSINESS SOLUTIONS	MARCH 2012 MENARDS PURCHASES	158.86	
04/19/2012	127698	10 E 200 411 254300 000				HSBC BUSINESS SOLUTIONS	MARCH 2012 MENARDS PURCHASES	158.86	
04/19/2012	127698	10 E 400 440 254300 000				HSBC BUSINESS SOLUTIONS	MARCH 2012 MENARDS PURCHASES	158.86	
							Totals for 127698	476.58	
04/19/2012	127699	10 E 800 411 162101 000				INSTRUMENTALIST PRODUCTS	National Choral Award	67.00	
							Totals for 127699	67.00	
04/19/2012	127700	10 E 100 411 110400 000				LAKESHORE CURRICULUM MATE	4th grade supplies	27.95	
							Totals for 127700	27.95	
04/19/2012	127701	27 E 700 411 156600 347				PATTERSON MEDICAL	Materials for Occupational therapist.	14.24	
04/19/2012	127701	27 E 700 411 156600 347				PATTERSON MEDICAL	Materials for Occupational therapist.	38.91	
							Totals for 127701	53.15	
04/19/2012	127702	10 E 800 411 221910 000				PETTY CASH FUND	DO PETTY CASH	19.29	
04/19/2012	127702	80 E 800 411 310000 000				PETTY CASH FUND	DO PETTY CASH	16.00	
04/19/2012	127702	27 E 700 411 158510 341				PETTY CASH FUND	Petty Cash HS	89.41	
							Totals for 127702	124.70	
04/19/2012	127703	10 E 100 411 110400 000				STAPLES	4th grade Supplies	55.33	
04/19/2012	127703	10 E 400 411 132700 400				STAPLES	binders	116.21	
04/19/2012	127703	10 E 100 411 110400 000				STAPLES	4th grade materials	32.67	
							Totals for 127703	204.21	
04/19/2012	127704	10 E 800 310 256210 000				ST JOSEPH'S HOSPITAL	FEB 2012 SERVICES	158.50	
							Totals for 127704	158.50	
04/19/2012	127705	10 E 800 320 256600 000				STUDENT TRANSIT EAU CLAIR	SHOP WORK	3,256.22	
04/19/2012	127705	27 E 800 320 256500 011				STUDENT TRANSIT EAU CLAIR	SHOP WORK	290.74	
							Totals for 127705	3,546.96	
04/19/2012	127706	10 E 100 411 110300 000				TEACHER DIRECT	CREDIT - CLEANER	-19.48	
04/19/2012	127706	10 E 100 411 110300 000				TEACHER DIRECT	Classroom Supplies	45.36	
							Totals for 127706	25.88	
04/19/2012	127707	80 E 700 342 161341 000				THIEDE, AMY	Mileage for travel to State Competition for Destination ImagiNation	144.30	
							Totals for 127707	144.30	
04/19/2012	127708	10 E 100 561 254300 000				TWO-WAY COMMUNICATIONS, I	Replace portable radio. Old one needed \$125.00 in repairs. New radio \$195.00./ Also replace defective charger.	229.20	
							Totals for 127708	229.20	

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER		DESCRIPTION	
04/19/2012	127709	10 E 200 411 254300 000	US LAMP INC	case of ballast for new lights Totals for 127709	268.45 268.45
04/19/2012	127710	10 E 800 480 221910 922	WALLACE COMPANY	Sophos Web Gateway solution including premium support until 06/30/2014 and licensing for 612 computers Totals for 127710	12,213.75 12,213.75
04/19/2012	127711	10 E 800 310 231100 000	WISC ASSOC OF SCHOOL BOAR	BACKGROUND SEARCH, SEARCH SERVICES - PHOTO COPIES Totals for 127711	207.40 207.40
04/19/2012	127712	10 E 700 943 172000 000	WELLSKOPF, JODIE	Refund for AP Test that was paid for, but student is not taking. Totals for 127712	66.00 66.00
04/26/2012	127713	10 E 800 355 263300 000	AT&T	MAR/APR TELEPHONE Totals for 127713	126.57 126.57
04/26/2012	127714	10 E 100 310 221400 000	CESA #10	RTI MAPPING TRAINING 3/28/12	100.00
04/26/2012	127714	10 E 200 310 221400 000	CESA #10	RTI MAPPING TRAINING 3/28/12	250.00
04/26/2012	127714	10 E 400 310 221400 000	CESA #10	RTI MAPPING TRAINING 3/28/12	350.00
04/26/2012	127714	27 E 700 310 223300 341	CESA #10	RTI MAPPING TRAINING 3/28/12 Totals for 127714	150.00 850.00
04/26/2012	127715	10 E 800 310 231400 000	EAU CLAIRE COUNTY TREASUR	ELECTION NOTICES OR CHARGES - APRIL 3RD Totals for 127715	870.78 870.78
04/26/2012	127716	10 E 400 942 162212 000	GCAW GOLF COACHES ASSOC O	membership fee - state golf coaches association 2012 Totals for 127716	40.00 40.00
04/26/2012	127717	10 E 800 310 162101 000	HOLMEN HIGH SCHOOL	Holmen Competition Totals for 127717	325.00 325.00
04/26/2012	127718	10 E 400 341 256740 000	LITCHFIELD RENT A CAR	Van rental for Leadership Academy/MaryAnn Modrak - CESA will reimbursing the district for expenses. Totals for 127718	120.00 120.00
04/26/2012	127719	10 E 800 310 162101 000	LOGAN SHOW CHOIR/PARENT O	Solo Competition Totals for 127719	50.00 50.00
04/26/2012	127720	10 E 400 411 126000 704	NATIONAL ASSOC OF BIOLOGY	NABT membership Totals for 127720	80.00 80.00
04/26/2012	127721	10 E 800 320 256600 000	NUSS TRUCK AND EQUIPMENT	Body damage repair to Bus 21 Totals for 127721	1,471.20 1,471.20
04/26/2012	127722	10 E 200 411 241000 000	STAPLES	LABELS	19.50

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER		DESCRIPTION	
				Totals for 127722	19.50
04/26/2012	127723	80 E 700 411 161341 000	THIEDE, AMY	Reimbursement for one elementary team's DI Materials	0.00
04/26/2012	127723	80 E 700 342 161341 000	THIEDE, AMY	Reimbursement for one elementary team's DI Materials	92.91
				Totals for 127723	92.91
04/26/2012	127724	10 A 000 000 711000 000	JOHNSON, CASEY	PR ACCOUNT CLOSED	84.91
				Totals for 127724	84.91
05/01/2012	127725	10 E 400 310 162117 000	BARCLAY, DAVID	OFFICIAL	60.00
				Totals for 127725	60.00
05/01/2012	127726	10 E 400 310 162204 000	CUNNINGHAM, JAMES	OFFICIAL	85.00
				Totals for 127726	85.00
05/01/2012	127727	10 E 400 310 162204 000	DICKENSEN, JOHN	OFFICIAL	35.00
				Totals for 127727	35.00
05/01/2012	127728	10 E 400 310 162117 000	FAHERTY, WILLIAM	OFFICIAL	70.00
				Totals for 127728	70.00
05/01/2012	127729	10 E 400 310 162117 000	FLUG, LEE	OFFICIAL	60.00
				Totals for 127729	60.00
05/01/2012	127730	80 E 200 310 162319 000	GOSSE, BRITTANY	Track Worker	35.00
				Totals for 127730	35.00
05/01/2012	127731	10 E 400 310 162117 000	HASTINGS, JEFFREY	OFFICIAL	60.00
				Totals for 127731	60.00
05/01/2012	127732	80 E 200 310 162319 000	HERMAN, KELLY	Track Worker	35.00
				Totals for 127732	35.00
05/01/2012	127733	10 E 400 310 162204 000	HOLMLUND, PETE	OFFICIAL	143.25
				Totals for 127733	143.25
05/01/2012	127734	80 E 200 310 162319 000	LIPPERT, STEVEN	Track Worker	35.00
				Totals for 127734	35.00
05/01/2012	127735	80 E 200 310 162319 000	LORENTZEN, ROBERT	MS TRACK	70.00
				Totals for 127735	70.00
05/01/2012	127736	10 E 400 310 162204 000	MELL, ROBERT	OFFICIAL	190.25
				Totals for 127736	190.25
05/01/2012	127737	10 E 400 310 162117 000	PETERSON, STEVE	OFFICIAL	100.00
				Totals for 127737	100.00
05/01/2012	127738	10 E 400 310 162204 000	RODE, JON	OFFICIAL	60.00
				Totals for 127738	60.00
05/01/2012	127739	10 E 400 310 162204 000	ROWLETT, WILLARD	OFFICIAL	65.00

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER		DESCRIPTION	
				Totals for 127739	65.00
05/01/2012	127740	80 E 200 310 162319 000	RUSSELL, CHARLES	Track Worker	50.00
				Totals for 127740	50.00
05/01/2012	127741	10 E 400 310 162204 000	SUMNER, EDWARD	OFFICIAL	200.00
				Totals for 127741	200.00
05/01/2012	127742	80 E 200 310 162319 000	XIONG, KONG	Track Worker	15.00
				Totals for 127742	15.00
04/12/2012	111200702	10 E 800 354 231100 000	EAU CLAIRE AREA CHAMBER O	2012 COMMUNITY PROFILE AND BUSINESS DIRECTORY 1/8 PAGE AD	295.00
				Totals for 111200702	295.00
04/12/2012	111200703	10 E 400 411 162119 000	CHIPPEWA VALLEY SPORTING	Women's indoor shot	65.00
				Totals for 111200703	65.00
04/12/2012	111200704	10 E 800 310 231400 000	EAU CLAIRE PRESS COMPANY	ACCOUNT# 001054 NOT OF ELECTION	41.29
				Totals for 111200704	41.29
04/12/2012	111200705	10 E 400 949 162219 000	EAU CLAIRE AREA SCHOOL DI	entry fee track meet at ECN 4/17/12	140.00
04/12/2012	111200705	10 E 400 949 162119 000	EAU CLAIRE AREA SCHOOL DI	entry fee for intra-city track meet 5/8/12 at ECM	225.00
				Totals for 111200705	365.00
04/12/2012	111200706	27 E 800 370 436000 341	L E PHILLIPS CAREER DEVEL	ALTERNATE YOUTH PROGRAM	1,017.50
				Totals for 111200706	1,017.50
04/12/2012	111200707	10 E 800 291 221300 000	MIELKE, JAY	Credit reimbursement	120.00
				Totals for 111200707	120.00
04/12/2012	111200708	10 E 400 342 162105 000	WUNDROW, RYAN	coaches stipend for State GBB tournament 2012	50.00
				Totals for 111200708	50.00
04/16/2012	111200709	50 E 800 415 257220 000	DOMINOS PIZZA	blanket order for Domino's pizza	427.50
				Totals for 111200709	427.50
04/16/2012	111200710	50 E 800 415 257220 000	EARTHGRAINS BAKING CO. IN	blanket order for earthgrains	49.04
04/16/2012	111200710	50 E 800 415 257220 000	EARTHGRAINS BAKING CO. IN	blanket order for earthgrains	102.22
04/16/2012	111200710	50 E 800 415 257220 000	EARTHGRAINS BAKING CO. IN	blanket order for earthgrains	177.40
04/16/2012	111200710	50 E 800 415 257220 000	EARTHGRAINS BAKING CO. IN	blanket order for earthgrains	73.51
				Totals for 111200710	402.17
04/16/2012	111200712	50 E 800 415 257220 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead Foodservice	22.50
04/16/2012	111200712	50 E 800 415 257220 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead Foodservice	104.80
04/16/2012	111200712	50 E 800 415 257210 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead Foodservice	594.55
04/16/2012	111200712	50 E 800 415 257220 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead	2,229.62

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER		DESCRIPTION	
				Foodservice	
04/16/2012	111200712	50 E 800 419 257220 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead	334.13
				Foodservice	
04/16/2012	111200712	50 E 800 415 257210 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead	632.44
				Foodservice	
04/16/2012	111200712	50 E 800 415 257220 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead	1,619.90
				Foodservice	
04/16/2012	111200712	50 E 800 415 257250 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead	366.43
				Foodservice	
04/16/2012	111200712	50 E 800 419 257220 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead	327.78
				Foodservice	
04/16/2012	111200712	50 E 800 415 257220 000	INDIANHEAD FOODSERVICE DI	blanket order for Indianhead	-125.98
				Foodservice	
				Totals for 111200712	6,106.17
04/16/2012	111200713	50 E 800 415 257220 000	KEMPS	blanket order Kemps	749.30
04/16/2012	111200713	50 E 800 415 257210 000	KEMPS	blanket order Kemps	359.20
04/16/2012	111200713	50 E 800 415 257220 000	KEMPS	blanket order Kemps	306.42
04/16/2012	111200713	50 E 800 415 257250 000	KEMPS	blanket order Kemps	500.00
				Totals for 111200713	1,914.92
04/23/2012	111200714	10 L 000 000 811670 000	AMERIPRISE FINANCIAL SERV	Payroll accrual	25.00
				Totals for 111200714	25.00
04/23/2012	111200715	10 L 000 000 811670 000	THRIVENT FINANCIAL	Payroll accrual	150.00
				Totals for 111200715	150.00
04/19/2012	111200716	10 E 400 342 162105 000	BRESINA, WENDY	state tourney stipend	50.00
				Totals for 111200716	50.00
04/19/2012	111200717	10 E 800 561 221910 000	DAKTECH COMPUTERS	Computer for new print server	1,099.00
				Totals for 111200717	1,099.00
04/19/2012	111200718	10 E 400 949 162218 000	EAU CLAIRE AREA SCHOOL DI	entry fee for match at EC	45.00
				North 4/28/12	
				Totals for 111200718	45.00
04/19/2012	111200719	10 E 800 480 222200 000	FOLLETT LIBRARY RESOURCES	Books and AV from Follett for	28.32
				Pedersen	
04/19/2012	111200719	10 E 800 432 222200 000	FOLLETT LIBRARY RESOURCES	Books and AV from Follett for	28.32
				Pedersen	
04/19/2012	111200719	10 E 800 432 222200 000	FOLLETT LIBRARY RESOURCES	Books and AV from Follett for	-50.33
				Pedersen - CREDIT	
				Totals for 111200719	6.31
04/19/2012	111200720	10 E 100 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	50.91
04/19/2012	111200720	10 E 200 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	50.91
04/19/2012	111200720	10 E 400 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	50.90
04/19/2012	111200720	10 E 100 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	40.14
04/19/2012	111200720	10 E 200 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	40.14
04/19/2012	111200720	10 E 400 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	40.14
04/19/2012	111200720	10 E 100 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	37.46
04/19/2012	111200720	10 E 200 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	37.46
04/19/2012	111200720	10 E 400 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	37.45
				Totals for 111200720	385.51

CHECK DATE	CHECK NUMBER	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
04/19/2012	111200721	10 E 100 320 254300 000	GARBERS ELECTRIC MOTOR	WOOD COUPLERS, COUPLERS, WOODS INSERTS	145.82
04/19/2012	111200721	10 E 200 320 254300 000	GARBERS ELECTRIC MOTOR	WOOD COUPLERS, COUPLERS, WOODS INSERTS	145.82
04/19/2012	111200721	10 E 400 320 254300 000	GARBERS ELECTRIC MOTOR	WOOD COUPLERS, COUPLERS, WOODS INSERTS	145.81
				Totals for 111200721	437.45
04/19/2012	111200722	10 E 400 342 162105 000	GARNETT, KEVIN	coaches stipend state tourney 2011/2012	50.00
				Totals for 111200722	50.00
04/19/2012	111200723	10 E 800 348 256210 000	HOLIDAY CREDIT OFFICE	GAS FOR BUSES - MARCH 2012	3,970.38
04/19/2012	111200723	27 E 800 348 256250 011	HOLIDAY CREDIT OFFICE	GAS FOR BUSES - MARCH 2012	1,323.46
				Totals for 111200723	5,293.84
04/19/2012	111200724	80 E 700 342 161341 000	KENT, KATHLEEN	Mileage for travel to State Competition for Destination ImagiNation	144.30
				Totals for 111200724	144.30
04/19/2012	111200725	80 E 700 342 161341 000	MARTIN, MELISSA	Mileage for travel to State Competition for Destination ImagiNation	72.15
				Totals for 111200725	72.15
04/19/2012	111200726	80 E 700 342 161341 000	MODRAK, MARY ANN	Mileage for travel to State Competition for Destination ImagiNation	144.30
				Totals for 111200726	144.30
04/19/2012	111200727	10 E 100 411 110300 000	REALLY GOOD STUFF, INC.	Classroom Supplies	163.17
				Totals for 111200727	163.17
04/19/2012	111200728	10 E 100 412 110200 000	SCHOOL SPECIALTY INC.	Folders and Binders	115.44
				Totals for 111200728	115.44
04/19/2012	111200729	80 E 700 342 161341 000	VANBLARCOM, TAMMY	Mileage for travel to State Competition for Destination ImagiNation	72.15
				Totals for 111200729	72.15
04/23/2012	111200730	10 E 800 713 270000 921	MARCZINKE, STEVE	WC AMOUNT DUE	1,108.80
				Totals for 111200730	1,108.80
04/26/2012	111200731	10 E 200 411 120500 000	BRAHAN, SARA	Reimburse for supplies	107.27
				Totals for 111200731	107.27
04/26/2012	111200732	10 E 800 310 221210 000	ESTREM-FULLER, NANCY	Educational Consultant	690.00
				Totals for 111200732	690.00
04/26/2012	111200733	10 E 400 411 124000 000	FAIRBANKS, ANITA	Supplies	145.02
				Totals for 111200733	145.02
04/26/2012	111200734	27 E 700 411 158310 341	MARCZINKE, STEVE	Mileage from November through April 23	81.59

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	
	NUMBER	NUMBER		DESCRIPTION	AMOUNT
				Totals for 111200734	81.59
04/26/2012	111200735	10 E 800 342 256210 000	SALTER, DOUGLAS	meal purchase	3.96
				Totals for 111200735	3.96
04/26/2012	111200736	10 E 400 942 162105 000	WUNDROW, RYAN	basketball coaches clinic	375.00
				Totals for 111200736	375.00
05/01/2012	111200737	10 E 400 310 162117 000	ASH JR, ROBERT (TED)	OFFICIAL	216.00
				Totals for 111200737	216.00
05/01/2012	111200738	10 E 400 310 162117 000	CAMPBELL, SCOTT	OFFICIAL	35.00
				Totals for 111200738	35.00
05/01/2012	111200739	10 E 400 310 162117 000	DAKE, PETER	OFFICIAL	175.00
				Totals for 111200739	175.00
05/01/2012	111200740	10 E 400 310 162204 000	FIEBER, PHILLIP	OFFICIAL	60.00
				Totals for 111200740	60.00
05/01/2012	111200741	10 E 400 310 162204 000	HUTTER, RONALD	OFFICIAL	35.00
				Totals for 111200741	35.00
05/01/2012	111200742	10 E 400 310 162204 000	JAROCKI, JONATHON	OFFICIAL	35.00
				Totals for 111200742	35.00
05/01/2012	111200743	10 E 400 310 162204 000	JOHNSON, RANDY	OFFICIAL	79.20
				Totals for 111200743	79.20
05/01/2012	111200744	10 E 400 310 162117 000	MARKOW, DAVID	OFFICIAL	180.00
				Totals for 111200744	180.00
05/01/2012	111200745	10 E 400 310 162117 000	RASMUSSEN, ROBERT	OFFICIAL	105.00
				Totals for 111200745	105.00
05/01/2012	111200746	10 E 400 310 162204 000	REUTER, THOMAS	OFFICIAL	42.20
				Totals for 111200746	42.20
05/01/2012	111200747	10 E 400 310 162117 000	RUMPHOL, CHARLES	OFFICIAL	70.00
				Totals for 111200747	70.00
05/01/2012	111200748	10 E 400 310 162204 000	SCHLEWITZ, GARY	OFFICIAL	70.00
				Totals for 111200748	70.00
05/01/2012	111200749	10 E 400 310 162204 000	SCHLEWITZ, STEVEN	OFFICIAL	35.00
				Totals for 111200749	35.00
05/01/2012	111200750	10 E 400 310 162204 000	SUMNER, JOHN	OFFICIAL	165.00
				Totals for 111200750	165.00
05/01/2012	111200751	10 E 400 310 162204 000	THIESING SR, SCOTT	OFFICIAL	70.00
				Totals for 111200751	70.00
05/01/2012	111200752	10 E 400 310 162117 000	TRUSS, ANTHONY	OFFICIAL	35.00
				Totals for 111200752	35.00

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
05/01/2012	111200753	80 E 200 310 162319 000	WATT, JACOB	Track Worker		15.00
				Totals for 111200753		15.00
05/01/2012	111200754	10 E 400 310 162117 000	WEISHEIPL, DAVID	OFFICIAL		140.00
				Totals for 111200754		140.00
05/01/2012	111200755	10 E 400 310 162117 000	ZWIEFELHOFER, ROBERT	OFFICIAL		65.60
05/01/2012	111200755	10 E 400 310 162204 000	ZWIEFELHOFER, ROBERT	OFFICIAL		65.60
				Totals for 111200755		131.20
04/23/2012	201100590	10 L 000 000 811614 000	EMPLOYEE BENEFITS COOPERA	Payroll accrual		468.98
04/23/2012	201100590	27 L 000 000 811614 000	EMPLOYEE BENEFITS COOPERA	Payroll accrual		427.93
04/23/2012	201100590	10 L 000 000 811614 000	EMPLOYEE BENEFITS COOPERA	Payroll accrual		970.90
04/23/2012	201100590	27 L 000 000 811614 000	EMPLOYEE BENEFITS COOPERA	Payroll accrual		125.20
04/23/2012	201100590	80 L 000 000 811614 000	EMPLOYEE BENEFITS COOPERA	Payroll accrual		22.50
				Totals for 201100590		2,015.51
04/23/2012	201100591	10 L 000 000 811670 000	HORACE MANN LIFE INS COMP	Payroll accrual		469.00
04/23/2012	201100591	27 L 000 000 811670 000	HORACE MANN LIFE INS COMP	Payroll accrual		16.00
04/23/2012	201100591	99 L 000 000 811670 000	HORACE MANN LIFE INS COMP	Payroll accrual		200.00
				Totals for 201100591		685.00
04/23/2012	201100592	10 L 000 000 811671 000	GREAT-WEST RETIREMENT SER	Payroll accrual		1,924.33
04/23/2012	201100592	27 L 000 000 811671 000	GREAT-WEST RETIREMENT SER	Payroll accrual		500.00
				Totals for 201100592		2,424.33
04/23/2012	201100593	10 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		11,764.83
04/23/2012	201100593	27 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		1,749.11
04/23/2012	201100593	50 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		391.15
04/23/2012	201100593	80 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		50.75
04/23/2012	201100593	99 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		65.62
04/23/2012	201100593	10 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		4,061.74
04/23/2012	201100593	27 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		603.87
04/23/2012	201100593	50 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		135.04
04/23/2012	201100593	80 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		17.53
04/23/2012	201100593	99 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		22.65
04/23/2012	201100593	10 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		579.50
04/23/2012	201100593	50 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		10.00
04/23/2012	201100593	80 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		7.50
04/23/2012	201100593	10 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		24,975.51
04/23/2012	201100593	27 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		3,023.09
04/23/2012	201100593	50 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		500.28
04/23/2012	201100593	80 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		54.73
04/23/2012	201100593	99 L 000 000 811612 000	WELLS FARGO BANK	Payroll accrual		105.90
				Totals for 201100593		48,118.80
04/23/2012	201100594	10 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		17,367.16
04/23/2012	201100594	27 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		2,582.01
04/23/2012	201100594	50 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		577.42
04/23/2012	201100594	80 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		74.92
04/23/2012	201100594	99 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		96.87
04/23/2012	201100594	10 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		4,061.74
04/23/2012	201100594	27 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		603.87
04/23/2012	201100594	50 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		135.04
04/23/2012	201100594	80 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		17.53
04/23/2012	201100594	99 L 000 000 811611 000	WELLS FARGO BANK	Payroll accrual		22.65

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
Totals for 201100594						25,539.21
04/23/2012	201100595	10 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		32.50
04/23/2012	201100595	50 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		55.00
04/23/2012	201100595	80 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		7.50
04/23/2012	201100595	10 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		14,221.04
04/23/2012	201100595	27 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		2,005.38
04/23/2012	201100595	50 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		293.88
04/23/2012	201100595	80 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		49.07
04/23/2012	201100595	99 L 000 000 811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual		67.91
Totals for 201100595						16,732.28
04/23/2012	201100596	10 L 000 000 811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual		12,764.14
04/23/2012	201100596	27 L 000 000 811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual		1,621.57
04/23/2012	201100596	80 L 000 000 811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual		43.99
04/23/2012	201100596	10 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		1,199.12
04/23/2012	201100596	27 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		150.03
04/23/2012	201100596	50 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		88.46
04/23/2012	201100596	99 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		77.20
04/23/2012	201100596	10 L 000 000 811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual		205.30
04/23/2012	201100596	10 L 000 000 811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual		12,969.44
04/23/2012	201100596	27 L 000 000 811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual		1,621.57
04/23/2012	201100596	80 L 000 000 811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual		43.99
04/23/2012	201100596	10 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		2,809.83
04/23/2012	201100596	27 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		700.63
04/23/2012	201100596	50 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		464.76
04/23/2012	201100596	80 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		13.93
04/23/2012	201100596	99 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		77.20
04/23/2012	201100596	10 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		1,610.71
04/23/2012	201100596	27 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		550.60
04/23/2012	201100596	50 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		376.30
04/23/2012	201100596	80 L 000 000 811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual		13.93
Totals for 201100596						37,402.70
04/23/2012	201100597	10 L 000 000 811691 000	WEA TRUST ADVANTAGE	Payroll accrual		10.44
04/23/2012	201100597	10 L 000 000 811691 000	WEA TRUST ADVANTAGE	Payroll accrual		147.40
04/23/2012	201100597	10 L 000 000 811670 000	WEA TRUST ADVANTAGE	Payroll accrual		3,665.68
04/23/2012	201100597	27 L 000 000 811670 000	WEA TRUST ADVANTAGE	Payroll accrual		140.13
04/23/2012	201100597	10 L 000 000 811670 000	WEA TRUST ADVANTAGE	Payroll accrual		5,705.02
04/23/2012	201100597	27 L 000 000 811670 000	WEA TRUST ADVANTAGE	Payroll accrual		525.00
04/23/2012	201100597	80 L 000 000 811670 000	WEA TRUST ADVANTAGE	Payroll accrual		78.25
04/23/2012	201100597	10 L 000 000 811669 000	WEA TRUST ADVANTAGE	Payroll accrual		2,352.50
04/23/2012	201100597	27 L 000 000 811691 000	WEA TRUST ADVANTAGE	Payroll accrual		65.94
04/23/2012	201100597	10 L 000 000 811691 000	WEA TRUST ADVANTAGE	Payroll accrual		89.67
04/23/2012	201100597	27 L 000 000 811691 000	WEA TRUST ADVANTAGE	Payroll accrual		38.44
04/23/2012	201100597	10 L 000 000 811691 000	WEA TRUST ADVANTAGE	Payroll accrual		413.00
04/23/2012	201100597	27 L 000 000 811691 000	WEA TRUST ADVANTAGE	Payroll accrual		20.00
Totals for 201100597						13,251.47
04/23/2012	201100598	10 A 000 000 711100 000	WELLS FARGO BANK/NET PR & PR & DIRECT DEPOSIT/4-23-12			189,785.65
04/23/2012	201100598	27 A 000 000 711100 000	WELLS FARGO BANK/NET PR & PR & DIRECT DEPOSIT/4-23-12			30,393.81
04/23/2012	201100598	50 A 000 000 711100 000	WELLS FARGO BANK/NET PR & PR & DIRECT DEPOSIT/4-23-12			7,818.59
04/23/2012	201100598	80 A 000 000 711100 000	WELLS FARGO BANK/NET PR & PR & DIRECT DEPOSIT/4-23-12			929.15
04/23/2012	201100598	99 A 000 000 711100 000	WELLS FARGO BANK/NET PR & PR & DIRECT DEPOSIT/4-23-12			1,020.29
Totals for 201100598						229,947.49

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER		DESCRIPTION	
04/20/2012	201100600	38 E 800 674 289000 000	BOARD OF COMMISSIONERS OF	Unfunded Liability Loan Pay Off	194,042.00
04/20/2012	201100600	38 E 800 684 289000 000	BOARD OF COMMISSIONERS OF	Unfunded Liability Loan Pay Off	1,004.77
				Totals for 201100600	195,046.77
04/27/2012	201100601	10 E 800 358 221910 000	CHARTER COMMUNICATIONS	INTERNET - DAHL	47.46
				Totals for 201100601	47.46
04/27/2012	201100602	10 E 800 411 252000 000	WELLS FARGO BANK	Service fees	515.83
				Totals for 201100602	515.83
04/27/2012	201100603	10 E 800 310 252100 000	EMPLOYEE BENEFITS COOPERA	Admin fees - Mar	132.00
				Totals for 201100603	132.00
04/27/2012	201100604	10 L 000 000 811614 000	EMPLOYEE BENEFITS COOPERA	Medical excess	5.00
				Totals for 201100604	5.00
04/27/2012	201100605	10 L 000 000 811614 000	EMPLOYEE BENEFITS COOPERA	Medical excess	10.00
				Totals for 201100605	10.00
04/27/2012	201100606	10 E 100 320 254490 000	E O JOHNSON COMPANY	Printer/copier lease	2,133.99
04/27/2012	201100606	10 E 200 320 254490 000	E O JOHNSON COMPANY	Printer/copier lease	1,467.20
04/27/2012	201100606	10 E 400 320 254490 000	E O JOHNSON COMPANY	Printer/copier lease	2,254.79
04/27/2012	201100606	10 E 800 320 254490 000	E O JOHNSON COMPANY	Printer/copier lease	189.73
04/27/2012	201100606	50 E 800 320 257220 000	E O JOHNSON COMPANY	Printer/copier lease	54.90
				Totals for 201100606	6,100.61
04/27/2012	201100607	10 E 100 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES-EARLY CHILDHOOD & Storage	247.17
04/27/2012	201100607	10 E 100 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES-EARLY CHILDHOOD & Storage	217.76
				Totals for 201100607	464.93
04/27/2012	201100608	10 E 100 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES	5,114.75
04/27/2012	201100608	10 E 100 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES	2,791.50
04/27/2012	201100608	10 E 200 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES	2,047.79
04/27/2012	201100608	10 E 200 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES	3,800.87
04/27/2012	201100608	10 E 400 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES	6,550.59
04/27/2012	201100608	10 E 400 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES	5,481.18
				Totals for 201100608	25,786.68
04/27/2012	201100609	10 E 800 355 263300 000	AT&T	Early Childhood	103.28
				Totals for 201100609	103.28
04/27/2012	201100610	10 E 800 355 263300 000	AT&T	DO fax	229.86
				Totals for 201100610	229.86
04/30/2012	201100611	10 E 100 320 254300 000	WM OF NORTHERN WISCONSIN,	Blanket P.O.	441.82
04/30/2012	201100611	10 E 200 320 254300 000	WM OF NORTHERN WISCONSIN,	Blanket P.O.	441.82
04/30/2012	201100611	10 E 400 320 254300 000	WM OF NORTHERN WISCONSIN,	Blanket P.O.	441.81
				Totals for 201100611	1,325.45
04/30/2012	201100612	10 E 800 411 252000 000	MAGIC-WRIGHTER	Service fees	8.40
				Totals for 201100612	8.40

<u>CHECK</u>	<u>CHECK ACCOUNT</u>		<u>VENDOR</u>	<u>INVOICE</u>	<u>AMOUNT</u>
<u>DATE</u>	<u>NUMBER</u>	<u>NUMBER</u>		<u>DESCRIPTION</u>	

Totals for checks 975,493.22

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL	577,885.39	0.00	83,110.36	660,995.75
21	SPECIAL REVENUE TRUST FUND	0.00	0.00	250.00	250.00
27	SPECIAL EDUCATION FUND	88,262.26	0.00	6,621.55	94,883.81
38	NON-REFERENDUM DEBT	0.00	0.00	195,046.77	195,046.77
50	FOOD SERVICE	10,999.12	0.00	8,990.26	19,989.38
80	COMMUNITY SERVICE	1,431.59	0.00	941.11	2,372.70
99	Cooperative Programs	1,907.77	0.00	47.04	1,954.81
***	Fund Summary Totals ***	680,486.13	0.00	295,007.09	975,493.22

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

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
04/12/2012	7675	61 L 000 000 814400 000	LEHMEIER, CRAIG	WSMA adjudicator		130.00
				Totals for 7675		130.00
04/12/2012	7676	61 L 000 000 814209 000	WASC	TWO ADDITIONAL STUDENTS FOR THE JAM IN GREEN BAY		136.00
				Totals for 7676		136.00
04/17/2012	7677	61 L 000 000 814120 000	ALTOONA HIGH SCHOOL	Balloons from Rails Balloons for Prom		30.00
				Totals for 7677		30.00
04/17/2012	7678	61 L 000 000 814228 000	BRAHAN, HANNAH	SB FUNDRAISER HIGHEST SELLER		25.00
				Totals for 7678		25.00
04/17/2012	7679	61 L 000 000 814209 000	COCA-COLA BOTTLING C	BLANKET PURCHASE ORDER FOR THE SCHOOL STORE		635.04
				Totals for 7679		635.04
04/17/2012	7680	61 L 000 000 814228 000	HENNING, CORTLYN	SB FUNDRAISER HIGHEST SELLER		75.00
				Totals for 7680		75.00
04/17/2012	7681	61 L 000 000 814102 000	JOSTENS	Caps and Gowns		180.00
04/17/2012	7681	61 L 000 000 814102 000	JOSTENS	Caps and Gowns		1,820.00
04/17/2012	7681	61 L 000 000 814102 000	JOSTENS	Caps and Gowns		40.00
				Totals for 7681		2,040.00
04/17/2012	7682	61 L 000 000 814228 000	POIRIER, JANESEA	SB FUNDRAISER HIGHEST SELLER		100.00
				Totals for 7682		100.00
04/17/2012	7683	61 L 000 000 814120 000	SCHROYER, DAWN	Mardi Gras Supplies		208.31
04/17/2012	7683	61 L 000 000 814120 000	SCHROYER, DAWN	Supplies for Prom		88.29
04/17/2012	7683	61 L 000 000 814120 000	SCHROYER, DAWN	Supplies For Prom		224.10
				Totals for 7683		520.70
04/18/2012	7684	61 L 000 000 814228 000	PLANERT, EMILEE	softball expenses		193.45
				Totals for 7684		193.45
04/25/2012	7685	61 L 000 000 814228 000	GREATER MIDWEST FUND	SB fundraiser		3,352.30
				Totals for 7685		3,352.30
04/25/2012	7686	61 L 000 000 814400 000	J & M FUNDRAISING, I	spring fundraiser		1,181.00
				Totals for 7686		1,181.00
04/25/2012	7687	61 L 000 000 814400 000	KOLIS, JEANNE	flute tutor		370.00
				Totals for 7687		370.00
04/25/2012	7688	61 L 000 000 814228 000	LIDS TEAM SPORTS	softball jerseys		1,133.27
				Totals for 7688		1,133.27
04/25/2012	7689	61 L 000 000 814403 000	LIES, JUDY	Accompanist for Large Group		150.00
				Totals for 7689		150.00
05/01/2012	7690	61 L 000 000 814216 000	SCHOOL DISTRICT OF A	box top 4 education/deposited full check into extra curr some for 7th grade courage retreat		194.40

<u>CHECK</u>	<u>CHECK</u>	<u>ACCOUNT</u>		<u>INVOICE</u>	
<u>DATE</u>	<u>NUMBER</u>	<u>NUMBER</u>	<u>VENDOR</u>	<u>DESCRIPTION</u>	<u>AMOUNT</u>
				Totals for 7690	194.40
				Totals for checks	10,266.16

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
61	EXTRA CURRICULAR FUND	10,266.16	0.00	0.00	10,266.16
***	Fund Summary Totals ***	10,266.16	0.00	0.00	10,266.16

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



School District of Altoona

1903 Bartlett Avenue Altoona, WI 54720
715-839-6032 715-839-6066 FAX

Greg Fahrman, Superintendent

www.altoona.k12.wi.us

ALTOONA BOARD OF EDUCATION
TRANSPORTATION COMMITTEE MEETING
District Board Room
April 17, 2012
9:00 a.m.

1. The meeting of the Transportation Committee was called to order by committee chair Red Hanks at 9:05 a.m. in the District board room.
2. Roll call was taken and the following were present:
Robert "Red" Hanks, Chair Alice Mayer, Transportation Supervisor
Mike Hilger, Member Greg Fahrman, Superintendent
Terry Flick, Member Kathy Dahl, Business Manager
3. Report of Notice. All posting requirements were met.
4. Approval of Minutes. a. August 10, 2011 Transportation Committee Meeting.
The minutes were approved as presented.
5. Items for Discussion. a. Review Transportation Expense Report. A cost analysis report was reviewed. b. Transportation Services for 2012/13. Potential future bus transportation services with Eau Claire Transit were discussed. Kathy will get a proposal from them for committee consideration and input to the board following.
6. Adjournment. Motion to adjourn at 10:04 a.m.

Recorded by Red Hanks



School District of Altoona

1903 Bartlett Avenue Altoona, WI 54720
715-839-6032 715-839-6066 FAX

Greg Fahrman, Superintendent

www.altoona.k12.wi.us

ALTOONA BOARD OF EDUCATION
TRANSPORTATION COMMITTEE MEETING
District Board Room
May 3, 2012
9:30 a.m.

Agenda

1. Call to Order
2. Roll Call
3. Report of Notice
4. Approval of Minutes.
 - a. April 17, 2012 Transportation Committee Meeting
5. Items for Discussion.
 - a. Review Information/Preliminary Proposal for Transportation Services and Possible Contracting Out for Those Services
6. Adjournment



School District of Altoona
"Home of the Railroaders"

Focus Group Portfolio

Jonathon Burton

Lexis Weiland

Katie Westaby

Judy Wibel

INMGT 750 Organization Development

University of Wisconsin - Stout

Dr. Kersten

December 6, 2011

Table of Contents

Executive Summary.....	Page 3
Project Scope.....	Page 5
Discussion of Intervention.....	Page 5
Focus Group Results.....	Page 6
Overall Results.....	Page 10
Project Recommendations.....	Page 11
Conclusion.....	Page 13
Appendix A: Focus Group Questions.....	Page 15
Appendix B: Focus Group Raw Data.....	Page 16
Appendix C: Document Analysis.....	Page 28
Appendix D: Client Agreement.....	Page 36
Appendix E: Participant Recruitment Scripts	
Community Group.....	Page 38
Business Group.....	Page 39
Appendix F: References.....	Page 40

Executive Summary

The Altoona School District needs appropriate funds to maintain its historical level of excellence in education. In April 2012, the community will vote on a referendum to close this gap. The last referendum in 2010 did not pass. Prior to that, in 2002, 2005 and 2006 the community passed the referendums. In preparation for 2012, the district wished to gather perceptions from the community in an effort to develop communication mechanisms regarding the referendum. The district collaborated with UW-Stout to embark on this mission by utilizing students enrolled in the graduate course, INMGT 750 Organizational Development. To determine perceptions of the Altoona School District and the April 2012 referendum, this project was comprised of two focus groups (community and business). Qualitative responses to focus group questions were themed to provide the following results and recommendations.

Results

- Overall Positive Perception of the Altoona School District
- Community Members Need More Information Regarding the Referendum
 - Specific Consequences of Failed Referendum
 - Allocation of Referendum Resources if Passed
 - Alternative Options to a Referendum
- Communication between the School and Community Could Improve

Recommendations

- Engage the School Board as a Vehicle of Communication Within the Community
- Develop a Newsletter as a Means of Regular Communication in Addition to the Website
- Provide Clear, Concise, & Comprehensive Information Regarding the Referendum

- Conduct Town Hall Meetings Regarding the Upcoming Referendum
- Inform the Community “Open to the Public” School Board Meetings
- Make Continuous Improvements to the Community-School Relationship
- Continue Improvements to the School District Website to Allow for Easier Navigation

Project Scope

- Met with Mrs. Peck to discuss project details – October 17, 2011
- Met with Mr. Fahrman to discuss current and previous referendums – October 25, 2011
- Toured Altoona – October 25, 2011
- Created recruitment script – October 31, 2011
- Instructor reviewed recruitment script – November 1, 2011
- Presented recruitment script to Mrs. Peck - November 2, 2011
- Created focus group questions – November 4, 2011
- Instructor reviewed questions – November 6, 2011
- Client reviewed questions – November 7, 2011
- Conducted focus groups – November 16 & 17, 2011
- Analyzed results – November 18 – 29, 2011
- Developed formal report – November 30 – December 5, 2011
- Presented results – December 6, 2011

Deliverables Included: Formal Written Report & PowerPoint Presentation

Discussion of Intervention

In the spring of 2011, UW-Stout students conducted a survey for the Altoona School District with a recommendation to perform focus groups. Current students were consulted to facilitate two focus groups regarding perceptions of the Altoona School District and the upcoming referendum. The first focus group was held on Wednesday, November 16th, 2011 and consisted of community members (n = 4) while the second occurred on Thursday, November

17th, 2011 and included business owners (n = 3 and 1 school board member). The client recruited participants via telephone using a verbal script (Appendix E).

Client's focus group objectives were gathered beforehand in meetings. Graduate students created a list of questions (Appendix A) to be utilized during each focus group. To ensure the discussion was not exclusively negative, the first and last questions regarding perceptions of the school district were framed in a positive manner.

During the focus groups, one researcher facilitated the discussion, two took notes on the conversation, and one noted nonverbal behavior. Participants were given name tags and invited into the room where coffee and pie were offered. The facilitator briefly introduced each group member and their roles within the group, then outlined the ground rules and initiated the discussion.

Participants individually responded to the vast majority of questions and discussed them with other members. The second focus group had a significant amount of conversation between a participant and the school board member and client afterwards. Three researchers analyzed the qualitative notes by creating themes based on responses. One researcher then unified the themes into key categories to create results and recommendations.

Focus Group Results

The qualitative data listed below represents the central themes from the focus group discussions. The results are divided into two sections; the first section presents the central themes identified from the community focus group and the second section presents the central themes identified for the business focus group. Included with each theme are examples of comments relating to that theme. Comments are representative, not inclusive.

Community Focus Group (11/16/11)

Excellence & value of the school district.

Positive learning environment.

- “Strong academics”
- “Kids are well-prepared for college”
- “The learning environment is good and I am really impressed.”

Character of faculty & staff.

- “The character and passion of teachers is very high.”
- “Staff is excellent. They care about the kids and about the job”

Extracurricular activities.

- “Have many different extracurricular activities for many different interests.”
- “The music program is outstanding, particularly choral music.”
- “Athletics are very strong.”

District communication with community.

Information received via email, website, and newsletter

- “Emails... middle school and elementary level.”
- “I am not receiving regular emails; emails seem to be falling off for general school information; however, I do receive emails regarding extracurricular activities.”
- “I receive so many emails and I don’t pay attention like I should.”
- “Community member developed *Weekly Happenings* newsletter for the community; this is how I receive my information regarding happenings in the school.”

Perceptions of the referendum.

Dread, fear, & polarization.

- “Scared.”
- “The previous referendum was polarizing.”
- “Wish we could pass it and be done with it.”

More information required.

- “Major issue in neighborhood last time was lack of information or misinformation.”
- “Provide information that illustrates what will happen at a personal level if the referendum doesn’t pass and give examples.”
- “Give people information that they can understand.”
- “Sell how the referendum will help people without kids in school.”

Voter characteristics.

- “Parents will vote yes because they can see the direct benefits.”
- “Get more voters... focus on getting fixed income folks to vote and why they should vote for it.”
- “Those with no children or community members whose children have graduated already are most likely to vote no.”

Business Focus Group (11/17/11)

Excellence & value of the school district.

Reputation of & respect for the district.

- “Altoona has an outstanding reputation.”
- “Altoona is recommended by the University as a good place to live.”

- “I value the excellence of the school. They always strive for it [excellence]. Altoona is a tier above many other districts in the area.”

Community-oriented & collaborative.

- “The district works well with the city... community oriented.”
- “Collaboration of programs with other area schools.”

District communication with businesses.

Website

- “Website is the biggest tool...”
- “Go on the website”
- “Visit the Facebook website”

Perceptions of the referendum.

More information required

- “The goal is to be informative so everyone will have the answers.”
- “One thing I struggle with is the background information. A lot of what I hear is that we are stretched for money and we need it. I haven’t heard about other options. What is the budget? Where do the dollars go? Are there other options? How did we get here?”
- “What happens if the referendum doesn’t pass? Does the district go bankrupt?”
- “Would like to see research that backs that up to help me understand this is the option and this is why we need it.”
- “Mandates are huge... the general public doesn’t understand these.”

Voter Characteristics

- “It’s hard to tell who would vote yes and who would vote no.”

- “If we had a house full of teachers we would all vote yes.”
- “People who are uninformed are likely to vote no, I would guess.”

Overall Results

Overall, similar themes were found regarding perceptions of the school district and referendum in the community and business focus group. All individuals in the focus groups listed characteristics that support the positive reputation of the Altoona School District, with the business group focusing on the reputation of the school and the community group focusing on the learning environment, faculty, and extra-curricular activities.

The sample of participants in the community focus group had an overwhelmingly positive response to the referendum however the business group did not. A business participant voiced concerns regarding the property tax increase and the allocation of received referendum funds. In addition, there is an interest to know what other options are being considered besides referendum. Both groups identified the need for more information to be shared with the community regarding the referendum such as the reasons for requiring it and consequences.

All group members listed a variety of ways they were receiving information about the school district. Groups indicated receiving much of their information about the school via email, newsletters, and the website. It is important to provide information through multiple sources. Based on the number of students at Altoona School District receiving free or reduced lunch, many families may not own a computer. There may also be a number of senior citizens who do not have an email address or access to the website. Providing the latest school district news both online and through the mail would provide assurance that that greatest number of community members have access to the information.

Both groups identified demographics that would be likely to vote no to the referendum. There was agreement that uninformed or misinformed individuals would vote no. One participant recommended explicitly stating the impacts community members without children would see in the area. Participants in both groups suggested clearly stating the consequences of a failed referendum in the information given out.

Project Recommendations

Develop a Newsletter as a Means of Regular Communication

Based on the lack of responses for prior interventions using technology, email and website postings may not be the best way to contact this demographic. Even the general population of Altoona may not be ready to communicate solely via the internet (i.e., low turn-out on last year's computerized survey). Current newsletters often highlight topics that parents and caregivers need to know, however including a greater focus on community could improve public relations. This may be an opportunity to engage student groups at the school.

Provide Clear, Concise, & Comprehensive Information Regarding the Referendum

Many individuals will not read a lengthy article, but information should cover the majority of what community members want to know. Provide *specific* consequences for a failed referendum. Let community members know about other considered options and why they are not feasible. Presenting this information via a variety of mediums would be most beneficial. Begin the movement to garner this support as early as possible.

Conduct Town Hall Meetings Regarding the Upcoming Referendum

Meetings should include an informational period regarding the referendum as well as a question and answer period. Consider having a drop box for questions to encourage that all questions get asked even if a person is apprehensive about asking. Encourage *everyone* to submit

a question to facilitate dialogue. Make the drop box available at the beginning, middle and end of the meeting. Read through questions at the end of the meeting. Follow-up to unanswerable questions should be addressed at the next town hall meeting. Announce the next meeting.

Inform the Community About “Open to the Public” School Board Meetings

In addition to emails and website announcements, consider newsletters, flyers, and posters (tangible mediums) to reach older adults and other community members who may not have access to a computer.

Engage the School Board as a Vehicle of Communication within the Community

Develop a partnership with local churches, clubs and businesses as a means of communication. Ask permission to advertise town hall meetings and school board meetings in their bulletins or even ask to have a five-minute slot at one of their functions. Let the general public know they are welcome and wanted at the meetings. This practice of communication may initially be focused on the upcoming referendum but should continue as a regular means of communication and building relationships.

Make Continuous Improvements to the Community-School Relationship

Include in the district mission to improve community relations. Strategies should be included in the District Strategic Plan and specific action items with measurable goals assigned. Student and community member interactions may be beneficial for both groups. Examples may include but are not limited to: Fall leaf raking, sidewalk shoveling, etc.

Continue Improvements to the School District Website to Allow for Easier Navigation

Based on our analysis of the website (Appendix C) and the results of last year's survey intervention, the school district should strive to make further improvements the website. Collect feedback from everyday users of the website such as faculty, staff, students, and parents. Seek to

improve ease of locating information by reducing the amount of content on the homepage and making the site easier to scan unfamiliar users. Post links to important information on the front page. Better organize information so that the website is more streamlined.

Tips for Future Interventions (Surveys, Focus Groups, etc.)

- Use random selection to find participants. Third parties should have full access to community addresses and phone numbers.
- If possible, invitations should come from a third party person, in this instance UW-Stout students, to eliminate bias or predisposition.
- School board to be informed of projects with UW-Stout and other possible organizations to increase engagement and successful community participation.
- Consider the location to assure that participants are comfortable and that background noise is kept to a minimum to avoid distraction.
- Adhere to ethical standards including confidentiality.

Conclusion

The focus group intervention was an important step to identify insight into community perceptions of the proposed referendum. Various opinions and perceptions were gathered regarding the April 2012 referendum. The polarity of thought at the business focus group provided especially useful information. The Altoona School District can use this information to shape the referendum process over the next four months. Beyond the referendum, it is recommended that the district leverage opportunities to create better communication systems as a component of the Strategic Plan to improve relationships between the school and the community.

The results also provided reassurance that the community supports and believes in the school. There is much evidence to suggest that Altoona is a preferred location to raise a child.

Appreciation of the teachers and their high level of commitment are evident. Perceptions indicate that the school prepares the students well academically and to excel in college. Therefore, it is imperative that opportunities to improve relationships between the school and community are leveraged.

Specifically in terms of the referendum, there appears to be a disconnect with how community members receive information and the amount of information received. The results suggest that many Altoona community members, including parents and business owners, would like increased communication from the Altoona School District beyond posting on the website. In addition, the community desires more information specifically regarding the budget. Measured outcomes are important to the community as well.

These findings should be shared with the school board and other key constituents and stakeholders. The project recommendations could be included as a component of the District Strategic Plan and planning process. Allow for thorough documentation with defined action plan, measurement, and evaluation of progress.

The UW-Stout Organization Development students would like to thank the Altoona School District for this opportunity. The process has been a good learning opportunity involving real world experience.

Appendix A

Focus Group Questions

1. What do you think the Altoona School System is doing well?

2. How are you currently receiving information about the schools?
(sporting events/programs, meetings, school performance, volunteer opportunities, school needs, etc.)
 - Do you want different information?
 - Is there a better way to get you the information?
(meetings, newsletters, brochures, newspaper, e-mails, etc.)

3. What information do you want to know about the referendum in order to make an informed decision when voting?

4. What are your feelings about the upcoming referendum?
 - Who do you think will vote yes? Why?
 - Who do you think will vote no? Why?

5. Business Group Only: What more can the school district do for area businesses?
 - Can they partner with you?
 - What knowledge or skills are students lacking?

6. What is it that you value most about the Altoona School District?

Closing Statement: Thank you again for participating. Do you have any questions for us or feel that we left something out that you'd like to discuss?

Appendix B

Focus Group Raw Data

1. What do you think the Altoona School System is doing well?

Focus Group 1

- Boils down to feeling when walking through building... sincere nurturing spirit. Commitment to kids in school. Having kids... they are learning. The learning environment is good and I am really impressed. Sorry that Greg is leaving... he has brought much to school.
- Strong academics... preparing kids very well for college.
- Character and passion of teachers is very high. Try to get young parents to at least consider Altoona. No bullying going on it seems. It used to go on every day. All different groups of children bond very well.
- Strategic planning process has been good... involved people in the community. Input is being asked from lots of different kinds of people. Staff is excellent. They care about the kids and they care about the job.
- When you walk through school... values of dignity and respect have become part of the culture.
- Having everything under one roof is great. Makes transition easy when switching grades.
- Rewarding good behavior... activities on Fridays for good behavior.
- The music program is outstanding, particularly choral music. Daughter's favorite activity at school. Athletics are very strong.
- Field many different extracurricular activities for many different interests. Provide outlooks for people of different interests.
- Cooking club... good life skill... someone had to take initiative to set that up.

Focus Group 1

P1:

- Kids are in college; academics are strong
- Altoona is preparing them well for college
- Daughter has been accepted to college
- Music program is ranked very highly and athletic programs (great extracurricular activities, meet many interests; not just sports)

P2:

- Character and passion of teachers
- I am a big advocate of school system
- My kids have enjoyed the school
- Very little bullying; when I asked my son about any fighting that goes on he just gave me a funny look; children get along well

P3:

- I am external to the school environment
- Strategic planning process is great
- Great that the school is getting input from all backgrounds
- Wonderful staff (care about kids)

P4:

- Feeling when walking through the building; nurturing spirit
- Commitment to students
- Good learning environment; I am impressed

- I am sorry that Greg is leaving; he has brought commitment to the school especially through the challenges the school has faced
- Dignity, respect, great values (apart of the culture)
- Everything under one roof is great (easy transition)
- Rewarding good behavior (events on Fridays); students really look forward to this
- Cooking club is offered (diverse extracurricular activities)

Focus Group 1 (Nonverbal Cues)

- Woman leans forward to listen
- Attentive listening
- Honest use of gestures
- Head nodding

Focus Group 2

- Positive about the school... how efficient it is. Outstanding reputation. Altoona recommended by university as a place to live.
- Statistical analysis and work that goes into program... measuring the outcomes is impressive.
- Respect for school... is a top notch school. Relocated here. Administration is strong. Strategic planning meetings. As a whole... the district is doing a great job.
- Collaboration of programs among area schools. Always looking to expand knowledge. Board is always looking to expand. Leading edge of school.
- Work well with the city... community oriented. Sports program with city and school works well.

Focus Group 2

- I had four kids and grandkids go through Altoona schools. Very positive, good, efficient, outstanding reputation. Altoona recommended by UWEC. UWEC says that Altoona is a good school to go to. They worked well with city. Community-oriented. Sports program - good.
- Impressed by statistical analysis program for the early reading (SAGE), and all the work that goes in to it. Impressed with measuring outcomes.
- I am from Fall Creek. Used to be a rival. Always had respect for Altoona. A top notch school and that's why we (he and his family) relocated. Administration really strong. I have a 9 month old child. As a whole Altoona School District is doing a great job.
- clustering group (surrounding cities) best technology. Looking to expand knowledge. 3 of 5 members are level 5 (people on school board). leading edge. If you need a special teacher you can get one.

Focus Group 2 (Nonverbal Cues)

P3:

- Head nodding regarding other comments for what the school system is doing well

2. How are you currently receiving information about the schools? Do you want different information? Is there a better way to get you the information?

Focus Group 1

- Emails... middle school and elementary level
- High school... not so much email, except for extracurricular activities.
- Mailings
- Things that come home in backpacks

Are you getting enough information?

- I think so... between mailings and email.
- Networking with other parents is important.
- Email has trailed off for high school students
- Announcements at school are not a reliable way for students to get information. See announcements are from the website.
- So many emails that I don't pay attention like I should.
- "People Across Altoona"... I enjoy this. Nice source of featured information about student accomplishments.
- Important to know what is going on.

Focus Group 1

P1:

- I am not receiving **regular e-mails**; e-mails seem to be "falling off" for general school information; however, I do receive e-mails regarding extracurricular activities
- Mailings, website
- Announcements are not reliable at school; daughter does not hear announcements at school because other students are talking

P2:

- Network with other parents

P3:

- Community member developed weekly happenings newsletter for the community; this is how I receive my information regarding happenings in the school

P4:

- Emails (sometimes there are too many e-mails; can get overwhelming)
- I get information from my children's backpack

Focus Group 1 (Nonverbal Cues)

- Seems to be zoning out
- Other man pulled out phone
- Nodding head in agreement
- Man playing with paper
- Agreement from others about People Across Altoona

Focus Group 2

- At school board meeting each grade level showed what they were doing... how they met their goals. Website is the biggest tool... here's where we are, here are our benchmarks... here's where we need to focus.
- Perception is everything... where are the results? Senior showed pictures to school board for a project and nothing else. Discussion would have been more of a help with the project. This is a product of the school system ready to go out into the world.
- More talk would have been nice
- As a member of public... show me how to feel good about what is being done. (meetings, newsletters, brochures, newspaper, e-mails)
- go on the website
- Facebook website

- Super will write a newsletter. Discussion about having additional letters going out. Looking at sending out more info
- Email newsletter... all in one spot would make it more convenient.

Focus Group 2

- Website and Facebook. Do they (Altoona School District) do a newsletter??? Superintendent does one at the beginning. More information by letter would be good. Email newsletter would be good, helpful.
- I'm all ears. The goal is to be as informative as possible. Problem is to get people involved. Open meeting and only 1-3 citizens are there.
- We are working at changing the \$\$ amount. Will be revamping that. Show the public we have concern.

Focus Group 2 (Nonverbal Cues)

P1:

- Questioning look (regarding whether or not participant gets newsletter)

3. What information do you want to know about the referendum in order to make an informed decision when voting?

Focus Group 1

- I just vote for it... personally I support the school, whatever it is frankly. Well-versed in cuts, I know we need money to maintain programs
- Major issue in neighborhood last time. Lack of information or misinformation. Greg's meeting was helpful, though it was small subset. A lot of misinformation being spread, propaganda. Don't need to focus on parents, but people without kids
- Provide information that illustrates what will happen at a personal level if it doesn't pass. Examples.
- People are getting more conservative with tax dollars. Referendum will be tougher this year.
- Up against the economy, many people don't have extra money to pay.
- Eau Claire referendum... give people information that they can understand. People understand capital improvements. More difficult to sell an "operational" referendum. People don't believe it until it happens that those things go away.
- How do you give ownership for people without kids in the schools? Sell it on a positive note. People get defensive when focus is not on product. Sell how the referendum will help.
- How does a good school happen to the community? Use data and statistics on how good schools create a strong community. Sell this and you don't have to sell the referendum (no focus on politics)
- When people relocate... school is at top of the list. What is good about the school? We want best and brightest in the community.

Focus Group 1

P1:

- The school district should provide information that shows the impact of what will happen if the referendum doesn't pass; this is important because people are getting more conservative.

P3:

- Focus on community members who do not have a child in the Altoona School District.
- Use statistics to show the importance of a good school in Altoona.

- What happens if we don't have a good school in our community?

P4:

- "I just vote for the referendum."
- "I support the school".
- "I have my opinions on what it will take to pass".
- aware of cuts within the school district
- We are up against the economy; a lot of people do not have the money; difficult to sell an operational referendum
- People don't care because their children are not in the school anymore. How do we make them care?
- This is what you are getting for your money; "sell" the referendum on a positive note; focus on the product (the children who are preparing for college)
- Often, the number one priority before moving to a new community is to determine the quality of the schools.

Focus Group 1 (Nonverbal Cues)

- Thoughtful consideration on their faces when guy spoke.
- Played with nametag back

Focus Group 2

- Goal is to be informative so everyone will have all the answers.
- one of the issues we have is to get people involved. How do we get information out? We are looking at changing the dollar amount of the referendum to be discussed Monday night.
- One thing I struggle with is the background information. A lot of what I hear is that we are stretched for money and we need it. Haven't heard about other options. What is the budget? Where do the dollars go? Are there other options? How did we get here?
- What happens if referendum doesn't pass? Does the district go bankrupt? Where is the research that supports a referendum as the only option.
- School district did well to try to answer the questions through strategic planning. Strategic planning process was informative and helpful to the community. Shows the community that we are trying to take steps to get information out.
- Trying to get out to all citizens on county board... no one comes to meetings. No difference is school or county. People need to ask questions. Hard to communicate with public.
- Difficult to go online to find where my tax money goes. Where's the information to support need for referendum. Two different issues. One is supportive information of why this is the option. Two is getting the information out.
- City and school have all this information. This information is complicated. School system has a complicated budget... someone needs to go through budget with you.
- Getting people the information early... getting the ball rolling early. There's a lot that goes into an informed decision.
- Coffee and dessert nights
- Look back at other referendums to see what did and did not work.

Focus Group 2

- The background information. A lot of what I've heard is we are stretched for dollars. But I haven't heard what other options or out there. What is the budget? Where do the dollars go? Are there other options? What happens if it doesn't pass? Charter school and private schools. Would

like to see research that backs that up to help me understand this is the option and this is why we need it.

- Eye-opening about the strategic planning. Good step toward informing the public. Good step to showing the community early. Inform the public.
- We are reaching out but it's hard getting to all them. We had budget meeting but hardly a soul there. Nobody comes to the meetings. McDonalds for coffee in the morning and everyone is complaining but nobody comes to the meetings. Hard to get the information out. It's hard to answer questions when nobody asks them.

What do you suggest?

- I could spend 2 hours Googling it. What information is where and how to find it.
- The pie charts are available. The school is a complicated budget, very complicated. It would have to be explained.
- It's not easy to get people involved. Trying to think how you can get people moving on it. It's hard when people think it's not until April but we need time to make an informed decision.

Focus Group 2 (Nonverbal Cues)

P1:

- Chewing on fingernails regarding talk about budget cuts and going over the budget
 - biting fingernails again

P2:

- Using a lot of hand gestures to talk about budget cuts and what happens if the referendum does not pass

P4:

- Taking notes regarding P2's comments about the budget cuts and strategic planning process

4. What are your feelings about the upcoming referendum?

Focus Group 1

- Dread the process... polarizing of communities.
- General sentiment of fear.

Who do you think will vote yes? Why?

Who do you think will vote no? Why?

- Parents will vote yes because they see direct benefits
- Is there a way for the school can benefit the community (people without children in the community). If school can be brought together with community.
- Education on how tax base is affected by how school system attracts new people to spread the effects of tax increase out.
- Fact sheet talking about what makes the community great. Stats out there that people support the school. Problem last time was trying to sell the school. Try to sell the great community that is produced
- Survey about why parents decided to settle here... use this as a stat. Quality of school as reason for settling here as a school. We verbalized how good the schools were and we settled here because of that.
- Greg Fahrman going to group meetings in town... get on agenda and take questions at these meetings at a local level.

- Recognize that 51% of students qualify for reduced lunch.... many people are struggling because of tax increase. Focus on this demographic to make sure we get this vote.
- Get more voters... focus on getting fixed income folks to vote and why it is important for them to vote for it. Not many registered voters.
- Challenge to this to make argument about teacher salary... not going to vote to give them more.
- Very interesting demographic in town. Geographically apparent where affluent and fixed income communities are.

Focus Group 1

P1:

- Scared
- Previous referendum was polarizing.

P3:

- Worried; it was tough last time
- "Wish we could pass it and be done with it."

Who do you think will vote yes? Why?

P2:

- Parents

Who do you think will vote no? Why?

P1:

- I would suggest surveying parents to determine why they decided to settle in Altoona
 - Was it the school?
 - P1 said she would assume many parents did come to Altoona because of the school
 - If it weren't for the quality of the schools the population may be significantly lower
 - Greg could go to local gathering places (church) to talk for 10 minutes and take questions to bring up these statistics to point out that importance of quality schools
- Young couples have moved here because of the schools

P2:

- Those with no children or community members whose children have graduated already most likely be the ones to vote "no"
- By bringing more people into the community, taxes will actually go down

P3:

- More people from outside the district are coming to Altoona schools
- Fact sheet to tell people that great communities have great schools (statistics); the school sells itself
- (In response to P4's comment) The underprivileged may think teachers make enough money as it is so they would choose to vote "no".

P4:

- Many families in Altoona are struggling, ~51% get free or reduced lunch
- Focus on this demographic
- Get them to vote and understand the importance of the referendum even during tough times
- Diverse demographics in Altoona; issues line up along that demographic

Focus Group 1 (Nonverbal Cues)

- Laughter... except for one guy.
- Girl eventually seemed to zone out

- Holding head/scratching it

Focus Group 2

- Hard to tell who would vote yes and who would vote no. I always ask people whether they went to school and had teacher and facilities... who paid for it? Taxpayers. Hard to change people's mind unless they understand it.
- Come from a family of educators... no brainer for me. Need to pour into the schools. People that are not informed are likely to vote no, I would guess.
- If we had a house full of teachers we would all vote yes.
- I don't have kids in school, yet it takes up a large part of taxes. I don't mind paying for the school. It goes back to what are the outcomes... are they measuring them? Where's the research that substantiates the referendum instead of assuming that we need a referendum?
- Show me why it's needed... what is the deal?
- Mandates are huge... general public doesn't understand these. Special needs children are huge. Spend a large percentage of funding on special needs which is mandated by state. Public doesn't care to find out.
- School district is obligated to take children that come. 40K for one student, for example.
- Public isn't aware of mandated things.
- School is mandated to teach ESL courses for foreign language.
- Teachers certain groups are mandated.

Focus Group 2

- It's hard to tell. My stock answer over the years... Did you go to school? Did you have a teacher? Who paid for that? There's a good chance that there were a lot of people who didn't have kids that also paid for it.
- Both my parents were teachers, my sister, wife, and sister-in-law. For me it's a no brainer because you need to pour into the schools. No votes will be the people who are not informed.
- I don't have kids in school but it takes a huge percent of my taxes. Small classes... disciplinary actions are going down. Where's the research that supports this? Class size matters? Show me why it's needed.
- The mandates they deal with are such a big item and the general public doesn't understand how many mandates the school operates under. Special needs % (2 million of 14 million, just for special needs). This is something that is mandated by the state. Have to pay that first.
- We are obligated under state law to take every child. No matter what the need. Teenagers that need diapers changed. These are things that the public is not aware of. It's mandated.
- ELL (English), come from foreign country and have to provide interpreter. Shortage of interpreters. Blind, so many things are mandated.
- How would you want the information, being that it is so complex??
 - Do you want things such as ...
 - Like to see results about how each class scored. How to disseminate it. The website. Put the information out there.
- Student presented at the school board meeting... perception is everything. A memory stick was put in computer and pictures were shown. I wanted results not pictures. Something lacking in the meeting. I wanted more discussion, more facts, more verbalization would have been nice.
- What we try to do is get them (the students) involved (in the meetings) a few times a year.
- What were the t-shirts sold for? How many were sold? Where did the money go?

Focus Group 2 (Nonverbal Cues)

P2:

- Tension between P1 and P2 regarding issue of who will vote yes and no
- Pulled back from making comment that he may not vote yes unless participants know why this referendum is needed
- Always very serious regarding issues of where much of the school district's costs are coming from; special needs, interpreters, etc.
- A lot of hand gestures regarding participants ideas of how results could be disseminated; strong feelings

P3:

- Head nodding, agreeing with P1's statement regarding those who will vote yes are those who are informed

P4:

- Taking more notes regarding P2's concerns regarding student's final product at school board meeting

5. Business Group Only: What more can the school district do for area businesses? Can they partner with you? What knowledge or skills are students lacking?

Focus Group 2

- A little bit more communication, but it's partly my fault. I would be interested into looking into a partnership. I get things for donations to senior class or extracurriculars.
- Goes back to question of what the school is there for? We're hit up all the time for fundraising. Helping in the community is huge. Shows the "giveback" of the community... help to create a goodwill perception for the community.
- one problem we have is that we don't have a hometown paper. Challenge to rely on Eau Claire leader.
- I enjoyed the paper a lot.
- What can the businesses do for the school? I think the relationship is good. I think if the kids are educated they are helping businesses.

What about training kids for business?

- Altoona has done a good job. This is important.
- Kids should be geared toward helping the community.

Focus Group 2

- I would like more communication but that's my fault as well. Partnership... I would be interested in looking at that.
- Elementary and middle school is not vocational. I get hit up for fundraisers. The raking leaves was a huge success and things like that are huge. It shows that kids/schools give back. Huge to start that at a young age.
- We do not have a local town paper. Eau Claire leader is a challenge since they cover a large area.
- I don't look at it that way... what can schools do for business? Rather what can business do for schools? If they (schools) educate the kids they are helping.
- What about how school (educating kids) helps business??
- I agree, that's what I was going to say. Junior achievement is good.
- 4H, Girl Scouts, Boy Scouts, Lions Club. I don't think kids should be a raking leaves as a priority.

Focus Group 2 (Nonverbal Cues)

P1:

- Head nodding, regarding lack of local newspaper

P2:

- Head nodding, regarding lack of local newspaper

6. What is it that you value most about the Altoona School District?

Focus Group 1

- Commitment and professionalism of the staff... true caring. Kids are cared about in the district.
- Passion and competence of the faculty and interest in children. Kids are well-prepared for college and can't say that for every district. Wish athletics and music weren't kept so separate. Community should be one and all for athletics and music. Music teachers and coaches don't get support
- Quality academics... kids come out with excellent base of knowledge that serves them well. Kids have a well-rounded background.
- Staff, admin, teachers, everyone has obvious caring for the community. Do amazing things with limited resources.
- Be interesting if entire community had this opportunity to take this survey. Not enough opportunities to let communities know how much school works for the community.

Focus Group 1

P1:

- Value and quality academics; kids graduate with great base of knowledge
- Small district; well-rounded background

P2:

- Commitment and passion; impressed at parent teacher conferences; staff work overtime just because they care about children
- Kids well prepared for college
- Balance between extracurricular activities
- I wish that extracurricular activities were not kept so separate (music support athletics, vice versa)

P3:

- Staff, administration, teachers; all caring
- Keep plugging away with very little resources

P4:

- Commitment of staff
- Kids are cared about

Focus Group 1 (Nonverbal Cues)

- Seemed passionate
- Picking at hand
- Nodding

Focus Group 2

- My whole family went through the school. Some members have been pretty successful and we have received a good education. University has been a huge asset for the school as well
- Education is what makes things go. Things now are much more challenging and detailed... we have to look at how can we make kids successful in the future. Future is where it's at and we have

to work with that. We have to be on top of technology and changes... foreign languages will be important in the future. Future is a hard sell.

- Dean of University (Eau Claire) is from Altoona.
- I value the excellence of school... they are always striving for it. Grew up in Midwest... school districts are excellence... Altoona is a tier above many schools in the area.

Focus Group 2

- My whole family went through the school and they are successful. We all have received a good education. It's nice having the university next door to fall back on them.
- Education is what makes things go. I graduated in 1958 and things are so much more challenging and detailed. Look at what is your dream for the future. Return on the 200 you spend today will reflect in 15-20 years down the road. Next few years there will be a push on foreign language. Arabic, Chinese, the wave of future, and technology.
- Dean of UWEC is an Altoona graduate.
- I value the excellence of it. They are always striving for that. People outside of Midwest always say that the Midwest is impressive.

Focus Group 2 (Nonverbal Cues)

P2:

- Very serious face, arms crossed, head down when P4 was talking about the children as the future
- No comment, seemed a little angry about other participant's comments

Closing Statement: Do you have any questions for us or feel that we left something out that you'd like to discuss?

Focus Group 1

P2:

- I would like to see more than 4 people answer these same questions
- I think people without children in the school district would still speak highly about the schools
- I would not say anything bad about teachers having summers off; usually teachers are spending time expanding their knowledge over the summer

Focus Group 2

- School budget calculation is very complex and involves many different things.
- Unsure of people who would settle in a failed community. People don't pass over community with a good school.
- 92' referendum was like a 3-legged stool.
- This year with no referendum, raise taxes some take money out of Fund balance. Bankrupt in three years. Funding from state is not consistent and unsure where you can get it.
- Try not to borrow money by keeping fund balance.
- Need referendum to avoid going bankrupt.
- Revenue caps... some districts go to referendum quite often. Has to do with frugality of district at time of revenue caps. Altoona is frugal. Schools are feeling the pinch for the first time because they were so big and didn't have to go to referendum for a while.
- Try to be as economical as possible.

Focus Group 2

- 1 or 2% raise. We will give you 67%. They don't give us 67 anymore. Only 62%. Depends on poverty level. They pitted non-children families against the children. Who would choose a community with a failing school?... (The school is the heart of the community)...No one.
- 92 Governor Thompson set in. 2/3rds funding was the second leg. Revenue caps. Cuts this year in the 3 legged stool. They cut 553 dollars for each student. 600,000 in savings with insurance rates but it was eaten up by the cuts (553 cut per student). Funding from the state is so unpredictable. Not sure which month you will get it.
- We still have to borrow money for 15 to 30 days. But we pay it back as soon as we can.
- The revenue caps. Some schools referendums all the time. Some have never done any. It has to do with the frugality of the school system at the time of the revenue caps. Altoona was always very frugal. Chippewa falls had new tennis courts, new signs, etc. Chippewa and Menomonie are just now feeling the pinch.
- We try not to go outside and find help. We try to do it ourselves. We try to be as economical as we can.

Appendix C

Document Analysis

What Document	Why Analyze	Why Not Analyze	Recommendation: Include/Exclude
Mission/Vision Card	<ul style="list-style-type: none"> Learn more about Altoona School District Practice organizational development skills; how can we improve Altoona Schools District's existing artifacts 	<ul style="list-style-type: none"> The mission and vision were recently revised, so if we made suggestions for change they may not be received well 	<ul style="list-style-type: none"> Include because it is an accessible reminder of the mission and vision; I would suggest minor changes be made regarding the appearance of the card (suggestions mentioned below)
Altoona Schools Website	<ul style="list-style-type: none"> Contains school information Used by many people (parents, teachers, staff, community members) 	<ul style="list-style-type: none"> Many different pages and purposes 	<ul style="list-style-type: none"> Include because it's a highly used resource Feedback from users could be very helpful
1998 Survey	<ul style="list-style-type: none"> To gain historical knowledge. To see what has been tried in the past. 	<ul style="list-style-type: none"> The document is 13 years old. Follow-up/evaluation information is not included. 	<ul style="list-style-type: none"> Recommend including because we may discover a lingering trend and can get a sense of the culture. Has it changed? Does it need to change?
2010 Survey	<ul style="list-style-type: none"> The survey serves the same purpose as our focus groups. Information included in the report might give insight regarding the focus group questions/process we develop (what questions to ask). 	<ul style="list-style-type: none"> The response rate for the survey was low and the demographics surveyed are different than the demographics we are targeting. 	<ul style="list-style-type: none"> Recommend including in our analysis because the issues highlighted in the survey might apply to other demographics. The report also gives recommendations on how to proceed.
Pamphlet	<ul style="list-style-type: none"> The pamphlet gives an example of how the district is communicating/reaching out to parents. It also gives an example of possibly how referendum funding will be used by the district. 	<ul style="list-style-type: none"> The information is not directly pertinent to our focus group project. 	<ul style="list-style-type: none"> Recommend including as possible supplementary material for focus groups. Do people find pamphlets such as this helpful? Does it increase their chances of getting involved in these workshops?

Document Analysis

Document Name: Mission and Vision Card

Document Type: Printed Document

Analyst: Lexis Weiland

Author: Unknown

Date: Unknown

Location: Altoona Schools

Analysis Question	Content	Issue
1) What is the purpose of the document?	This document serves as an everyday reminder of Altoona School District's mission and vision.	The issue is whether this document is serving its purpose. The document is very busy which makes it difficult to read because of aerial photo on the front. Font size could also be increased to improve readability. I would also suggest including the revision date. There is no issue. Document is too long. Mission does not need full sentences.
2) Is the purpose stated or implied?	The purpose is implied.	There may be limited access to the document.
3) What words or expressions could benefit from more explicit definition of explanation?	The document could use less explanation rather than more explanation.	
4) Who is the intended reading audience?	The intended audience of this document is faculty, students, parents, and community members who are involved in the Altoona School District.	
5) What process, if any, is used in the department/organization to elicit feedback on documents?	The document is not reviewed, only the mission and vision are reviewed.	A sample of the document should have been printed and brought to a School Board Meeting for feedback.
6) What does this document add to the team's knowledge?	The document adds minimal to the team's knowledge because the mission and vision are available on the Altoona School District website. It does tell us that Altoona School District is dedicated to their new mission and vision.	There is no issue.

Document Name: School District of Altoona Website

Author: Unknown, updated by the School District

Document Type: Website

Date: 11/4/2011

Analyst: Karie Westaby

Location: <http://www.altoona.k12.wi.us/>

Analysis Question	Content	Issue
1) What is the purpose of the document?	<ul style="list-style-type: none">• View school calendars/events• Access email accounts• Find information about the school (HS, MS, & Elem)• View staff members• Implied	<ul style="list-style-type: none">• The website fits the purposes, but could be more user friendly (see comments under #3).
2) Is the purpose stated or implied?	<ul style="list-style-type: none">• Support Services• District• Community	<ul style="list-style-type: none">• No issues• Support Services could be named Services because it includes more than the implied counseling, tutoring, etc. Also, the clicked link should display services in the content section, not change the choices on the sidebar• Websites generally should have the name of the link (District) matched with the title that appears on the following page (should be District, not Office of the Superintendent)• The word community is not in the same line as the other choices across the top• Home page has too much content• No issues because it serves those audiences
3) What words or expressions could benefit from more explicit definition or explanation?	<ul style="list-style-type: none">• Parents• Faculty• Community Members	<ul style="list-style-type: none">• It would be helpful to have a feedback link, however you can contact the school to let them know if you have suggestions or comments.
4) Who is the intended reading audience?	<ul style="list-style-type: none">• The district has little money to update the website so significant changes are hard to implement• Feedback is received in the form of user complaints• The team uses the website to gather needed information.	<ul style="list-style-type: none">• Some information is difficult to find and searching the website doesn't yield the best results
5) What process, if any, is used in the department/organization to elicit feedback on documents?		
6) What does this document add to the team's knowledge?		

Document Name: 1998 Survey/Survey Highlight Report

Author: Community Liaisons-

Pam Huxtable, Ann Kaiser, and Karen Solberg

Document Type: Survey

Date: March 1998

Analyst: Judy Wibel

Location: Altoona School File

Analysis Question	Content	Issue
1) What is the purpose of the document? 2) Is the purpose stated or implied? 3) What words or expressions could benefit form more explicit definition of explanation? 4) Who is the intended reading audience? 5) What process, if any, is used in the department/organization to elicit feedback on documents? 6) What does this document add to the team's knowledge?	To get feedback from parents, school staff and students regarding "recurring concerns." Yes the purpose is stated. Target dates for goal completion were not listed. Altoona School District, decision makers, change agents, the general public. A phone number was listed (Altoona School District) for anyone who wanted more information. Historical information.	The document does not state what the original recurring concerns were. The original issue/concern is not clear. The reader cannot tell if the goal was accomplished. Follow-up was not documented. Documentation should have been attached regarding follow-up. Some of the same questions are being asked. Were the issues ever addressed? Were the problems ever resolved?

Document Name: 2010 Altoona School District Survey Portfolio

Author: Dale Kiesow & Jason Forehand

Document Type: Report

Date: 2010

Analyst: Jonathon Burton

Location: Altoona School District

Analysis Question	Content	Issue
1) What is the purpose of the document?	To report results from a survey administered to parents and staff in the Altoona School District regarding lack of support for a 2010 referendum to maintain the budget for three years.	No issues. The purpose of the document is made clear in the Executive Summary.
2) Is the purpose stated or implied?	The purpose is implied.	When dealing with those who may be uneducated, the purpose should be stated explicitly.
3) What words or expressions could benefit from more explicit definition of explanation?	"Referendum"	The referendum was not described. What was included in the referendum?
4) Who is the intended reading audience?	Faculty Parents District administrators	Parts of the results section were difficult to read graphically. Portions of the results could have been presented in a more simplified manner to increase understanding.
5) What process, if any, is used in the department/organization to elicit feedback on documents?	Feedback was captured by the questions on the survey. No contact information was provided on the document regarding where to access additional information.	Need to allow users of the information to access more information if necessary. Contact information should be provided.
6) What does this document add to the team's knowledge?	Insights of parents and staff regarding issues with the previous referendum. Possible avenues for focus group questions and which demographics to access.	Focus groups are recommended along with potential question topics, but no examples of questions were provided.

Document Name: Workshops Celebrating Month of the Young Adolescent 2011

**Author: Altoona School District PTO,
School District of Altoona Community Room**

Document Type: Pamphlet

Date: October 2011

Analyst: Jonathon Burton

Location: Altoona School District

Analysis Question	Content	Issue
1) What is the purpose of the document?	Give information regarding Adolescent-focused workshops being offered by the Altoona School District	No issue. The purpose is clear.
2) Is the purpose stated of implied?	Implied	No issues
3) What words or expressions could benefit form more explicit definition of explanation?	Cyberbullying, Social Media	Older parents may not understand what these terms mean.
4) Who is the intended reading audience?	Parents of middle school children in the district.	No issues.
5) What process, if any, is used in the department/organization to elicit feedback on documents?	The back of the document serves as an RSVP form where parents can sign up for different workshops. The document also outlines three different ways to RSVP and lists them.	No issues.
6) What does this document add to the team's knowledge?	Examples of programs/workshops funded by the school and possibly by referendum funds. Demonstration of where the money is being spent. Could be referenced when discussing referendum in focus groups.	The information is not directly related to our focus group project.

Document Analysis - Central Themes

While reviewing the documents, we found four patterns within and between the artifacts that should be addressed.

Implied Purpose

Four of the five documents have an implied purpose. This could be problematic because inexplicit information does not give the users a rationale for reading the document. A stated purpose would provide users with a framework and expectations about the content of the document.

Document Feedback

The mission and vision card and the website could be improved with feedback from readers or users. The mission and vision card is difficult to read and the website has a few layout problems.

Artifact Length

Some of the reviewed artifacts were too lengthy and few members of the intended audiences would read that amount of information. The district's mission has seven bullet points in complete sentences. The website contained multiple pages with too much content. The homepage has over 17 paragraphs with different links in the content section.

Quality Results

Finally, one of the surveys had results that were difficult to read and another didn't describe a plan to use the results. The complete OD process was not documented making it difficult to assess any progress that may have occurred. Also, many of the other documents had information that was not clearly explained or was missing operational definitions.

Document Analysis - Summary

What we learned about the organization:

The website has a great amount of content which shows the School District is very busy and has a strain on monetary resources. The district aspires to excel in communication and technology but struggles in these areas partially due to limited resources. It is evident that the School District is being proactive in its approach to identifying factors which garner support for referendums that provide resources for the entire district. The School District also seems receptive to recommendations and feedback from the community.

Culture of the organization:

Numerous interventions over the years demonstrate the School District's desire to advance, flourish, and serve the community. There are elements of an adhocracy present with emphasis on flexibility, innovation, and creativity. There are also elements of a clan culture evidenced by teamwork and a strong commitment to providing beneficial educational programming for students and the community. The School District views itself as major factor in the success of the Altoona community, both present and future.

How to implement the change process in the organization:

New processes should contain a specific, detailed plan to implement any changes. Documentation of all steps of the change process including intervention and evaluation should be provided. A full report will not only guide future change efforts but will also lead to more efficient results. To facilitate change, the strengths of the focus group process must be leveraged such that the correct questions are asked and greatest amount of data is obtained from community members to help the School District readily identify how communication can be bettered in the community. A focus on teamwork, communication, flexibility, innovation, and commitment is key to make the process successful.

Appendix D

CLIENT CONTRACT & AFFILIATION AGREEMENT

Student Names	Client Name	Client Contacts
Jonathan Burton	Altoona School District	Juanita Peck
Lexis Weiland	1903 Bartlett Ave.	715-579-2615
Katelyn Westaby	Altoona, WI 54720	Greg Fahrman
Judy Wibel		715-839-6032 ext. 501

For INMGT 750 Organizational Development with instructor, Dr. Jeanette Kersten

Summary

Students will create a recruitment script for Mrs. Peck for finding members for the focus groups. Students will carry out two focus groups (business members and members from the community) to determine:

- What information the individuals and business owners want regarding the referendum?
- In what format they'd like the information?
- Why people do or don't vote?
- What situation would ensure a yes vote from the groups?

Students will gather responses in the focus groups and present the results to the clients and classmates. Mrs. Peck will also receive focus group facilitator training.

Project Activities

- Instructor review of recruitment script – October 31
- Present recruitment script to Mrs. Peck - November 2
- Instructor review of questions – November 2
- Client review of focus group questions – November 7
- Conduct focus groups - November 14-16 (Times to be determined)
- Instructor view portfolio & present client results portfolio– December 5 - 12

Confidentiality/Privacy Statement

All involved parties will adhere to ethical standards. Information gathered from this project is confidential and is the property of the Altoona School District. No identifying information will be noted during the focus groups. Students will present to classmates who are aware that client information should not be discussed out of the class setting. All data and results will be handed back to the client after the final presentation.

Feedback Process

Clients will receive feedback via texts, emails, and phone calls. Clients and students will have meetings to review material and present results. Clients, students, and instructors will have meetings to review data.

Roles, Responsibilities, & Expectations of Student & Client

Students will satisfactorily gain information regarding the referendum from the focus groups and analyze results to develop a report. Students are consulting on this project and will not be financially compensated. Mrs. Peck will recruit participants for the focus groups and provide feedback regarding focus group questions. Mr. Fahrman will be available if feedback or input is needed throughout the process.

Assessment of Success

Client and student agreement will determine that the objectives (listed above in the summary) were accomplished.

The students and clients have discussed the above information and agree to the project objectives, activities, and stated conditions.

Juanita Peck, VISTA, Altoona School District

Date

Greg Fahrman, Superintendent, Altoona School District

Date

Jeanette Kersten, Assistant Professor, UW-Stout

Date

Jonathan Burton, Graduate Student, UW-Stout

Date

Lexis Weiland, Graduate Student, UW-Stout

Date

Judy Wibel, Graduate Student, UW-Stout

Date

Katelyn Westaby, Graduate Student, UW-Stout

Date

Appendix E

Community Recruitment Script

Hello (insert name.) my name is Juanita Peck; I am the VISTA partnership facilitator for the Altoona School District. I was wondering if you had a quick minute to hear about an upcoming event?

If yes:

Thank you! At the District we have a strong desire to strengthen the relationships between the Altoona schools and the community. I am calling today to invite you to a small informal gathering to discuss the ways in which we can accomplish this. Our goal is to gather information from the community and to develop an action plan to establish a better stronger relationship. Your input is very important to us! The meeting will be held at _____ on Wednesday evening at 6:30, November 16th and will last about an hour and a half. The Altoona School District wants to know your thoughts! We are ready to listen! And even more good news is that we will be serving pie and coffee to go along with our good conversation that evening! Is this something that you would consider participating in?

If yes:

Great! For this project we are getting help from Stout graduate students as well as their instructor. They will be conducting the meeting that evening. There are a limited amount of spaces so please be sure to let me know if you cannot attend and I will find someone else in your place. I will give you my phone number so if you have to cancel please call me at _____. Thank you so much and I will give you a reminder call as the date gets closer. Have a good night. Good bye.

If no:

Is there a better time when I should I call you back?

If yes:

Ok thanks. I will make a note to call you back at that time and will give you details about the event. Thank you and have a good night.

If no:

Ok no problem. Do you know of anyone else who would be interested?

If no:

Ok, well thanks anyways and if you happen to change your mind you can reach me, Juanita Peck, at the school. Have a good night. Thanks. Goodbye.

If yes:

Can I get their number? Thank you. And if you happen to change your mind or if you ever have any concerns about Altoona schools you can reach me, Juanita Peck, the partnership coordinator at the school. Thanks for your time. Have a good night. Good bye.

Business Recruitment Script

Hello (insert name), my name is Juanita Peck; I am the VISTA partnership facilitator for the Altoona School District. I was wondering if you had a quick minute to hear about an upcoming event?

If yes:

Thank you! At the District we have a strong desire to strengthen the relationships between the Altoona schools and the Altoona businesses. I am calling today to invite you to a small informal gathering to discuss the ways in which we can accomplish this. Our goal is to gather information from businesses and develop an action plan to establish a better stronger relationship and better applicants for you in the future. Your input is very important to us! The meeting will be held at _____ on Thursday evening at 6:30, November 17th and will last approximately an hour and a half. The Altoona School District wants to know your thoughts! Your feedback is valuable to us and we want to pay it forward in the form of well-educated employees of the future. And even more good news is that we will be serving pie and coffee to go along with our good conversation that evening! Is this something you would consider participating in?

If yes:

Great! For this project we are getting help from Stout graduate students as well as their instructor. They will be conducting the meeting that evening. There are a limited amount of spaces so please be sure to let me know if you cannot attend and I will find someone else in your place. I will give you my phone number so if you have to cancel please call me at _____. Thank you so much and I will give you a reminder call as the date gets closer. Have a good night. Good bye.

If no:

Is there a better time when I should I call you back?

If yes:

Ok thanks. I will make a note to call you back at that time and will give you details about the event. Thank you and have a good night.

If no:

Ok no problem. Do you know of any other Altoona businesses that might be interested?

If no:

Ok, well thanks anyways and if you happen to change your mind you can reach me, Juanita Peck, at the school. Have a good night. Thanks. Goodbye.

If yes:

Can I get the number? Thank you. And if you happen to change your mind or if you ever have any concerns about Altoona schools you can reach me, Juanita Peck, the partnership coordinator at the school. Thanks for your time. Have a good night. Good bye.

Appendix F

References

- Bate, P., Khan, R., & Pye, A. (2000). Towards a culturally sensitive approach to organization structuring: Where organization design meets organization development. *Organization Science*, 11(2), 197-211.
- Bruggen, E., & Willems, P. (2009). A critical comparison of offline focus groups, online focus groups and e-Delphi. *International Journal of Market Research*, 51, 363 – 381.
- Kiesow, D., & Forehand, J. (2011). Altoona School District survey portfolio. In *School District of Altoona*. Retrieved October 12, 2011 from http://www.altoona.k12.wi.us/cms_files/resources/ASDPerceptionsSurvey2011Redact.pdf
- School District of Altoona. (2011). Strategic planning 2011. In *School District of Altoona*. Retrieved October 24, 2011 from <http://www.altoona.k12.wi.us/community/strategicplanning.cfm>
- Wisconsin Department of Public Instruction. (2011). Custom referenda/resolution reports. In *Wisconsin Department of Public Instruction*. Retrieved October 25, 2011 from http://www2.dpi.state.wi.us/sfsref/ref_Home.aspx

2011-12 Curriculum Adoption Includes High School Math, and K-12 Art, Music

Product Description	Qty	Amt	
Elementary Music			
Gameplan for Kindergarten		\$435.00	
*Comprehensive music curriculum based on National Standards using Orff Schulwerk method			
*Presently used for grades 1-4			
Reading/picture books to go with Gameplan K-4		\$129.50	
Bass Metallophone		\$669.00	
Alto Glockenspiel		\$99.50	
Low Tubano		\$227.88	
Medium Tubano		\$190.20	
	Sub Total	1751.11	
*This would complete Orff instrument & drum sets and provide enough instruments for 30 students in a class	Shipping	175.11	
	Total	\$1,926.19	
MS/HS Art			
Kiln		\$2,749.00	
Kiln furn.		\$379.00	
Pottery wheels	2	\$1,598.00	
Digital camera	2	\$580.00	
Paper cutter		\$227.58	
(Shipping to be determined)	Sub Total	\$5,533.58	
HS Math			
Algebra 1	6 year Student Package	135	\$10,586.70
Geometry	6 year Student Package	110	\$8,900.10
	Glencoe Algebra Triumphs (846-0)	10	Free
	Glencoe Algebra CCSS Study Guide (2-6)	10	Free
	Glencoe Algebra Triumphs (859-0)	10	Free
	Glencoe Algebra CCSS Study Guide (8-4)	10	Free
	IPAD 16 Gigabyte	1	Free
	Additional (Free) material	4	Free
	(Shipping to be determined)	Sub Total	\$19,486.80
Pre-calculus	A&E Mathematics Precalculus National Core Text Edition 006	64	\$8,772.30
	STEWART/PRECALCULUS		
	National Inst/Teacher Edition	1	Free
	Instructor Guide	1	Free
	Lesson Plans	1	Free
	Complete Solutions	1	Free
	Printed Test Bank	1	Free
	PowerLecture with ExamView	1	Free
	DVD program	1	Free
	Notetaking Guide	1	Free
	Shipping and Handling		\$564.30
	Total		\$9,336.60
	College Algebra and Trigonometry (used)	10	\$200.00
	Total		\$36,483.17

Altoona Board of Education
Committee Sign-up

Please list your committee preferences and return to Joyce by May 10.
Committee appointments will be made on May 21

Standing Committees - as per Policy BCE:

Policy Committee
(2 member committee)

✓ if willing
to chair:

Legislative Committee
(2 member committee)

✓ if willing
to chair:

Transportation Committee
(2 member committee)

✓ if willing
to chair:

Finance Committee
(2 member committee)

✓ if willing
to chair:

Other Board Committees/Assignments:

Union Negotiation Committee
(2 member committee)

✓ if willing
to chair:

Non-Union Negotiation Committee
(2 member committee)

✓ if willing
to chair:

State Convention Delegate:

State Convention Delegate Alternate:

CESA Representative:

CESA Alternate:

District Committees:

Educational Planning Council
(meets 4 x year, 8-11 a.m.)

Altoona Area Foundation
(meets quarterly, evenings)

Technology Committee
(meets as needed, usually afternoons)

Facility Advisory Committee
(meets as needed)

School Improvement Team
(meets in large group, 1x per year)

Parks & Rec Committee
(meets as needed)

ALTOONA BOARD OF EDUCATION
Proposed Board Calendar for 2012/13

July 2	Regular Meeting
July 16	Regular Meeting
August 6	Regular Meeting
August 20	Regular Meeting
September 4 (Tuesday)	Regular Meeting
September 17	Regular Meeting
October 1	Regular Meeting
October 22 *	Annual Budget Hearing/Annual Meeting/Regular Meeting
November 5	Regular Meeting
November 19	Regular Meeting
December 3	Regular Meeting
December 17	Regular Meeting - Distribute Supt Eval Forms
January 7	Regular Meeting - Supt Eval
January 21	Regular Meeting - Finalize Supt Eval
February 4	Regular Meeting - Prob Exts; Prelim Notice of Nonrenewal
February 18	Regular Meeting - Board Eval
March 4	Regular Meeting - Notice of Nonrenewal
March 18	Regular Meeting - Open Enr Applications
April 8 *	Regular Meeting
April 22 *	Regular Meeting
May 6	Organizational Meeting/Regular Meeting
May 20	Regular Meeting
June 3	Regular Meeting
June 17	Regular Meeting

* Second meeting in October on 4th Monday of the month; in April meetings are on 2nd & 4th Mondays

Please Note: This calendar may be subject to change
as necessary. Please check our website to
confirm meeting dates, location, and time.




2012 SPRING ACADEMY


A FOUNDATION IN SCHOOL BOARD GOVERNANCE FOR NEW AND EXPERIENCED SCHOOL BOARD MEMBERS

MAY 5, 2012
CHULA VISTA RESORT - WISCONSIN DELLS, WI

The purpose of the WASB Spring Academy is to provide a foundation in the roles and responsibilities of being an effective school board member for new and experienced board members. The day will provide a range of break-outs from which you can select to personalize your learning experience.

Saturday, May 5, 2012 - 8 am Welcome

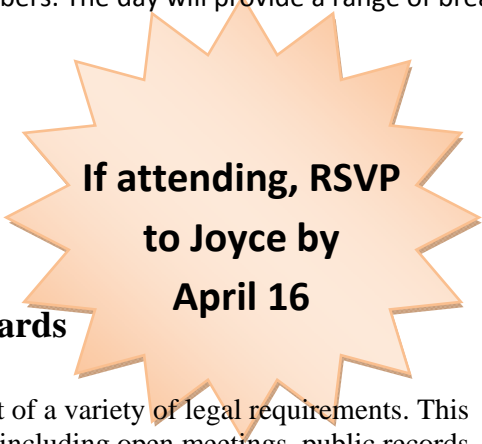
Track 1 - Introductory

8:15 am

Legal Authority and Duties of Wisconsin School Boards

In order to serve effectively, school board members must be cognizant of a variety of legal requirements. This presentation will provide an overview of key areas of Wisconsin law, including open meetings, public records, conflicts of interest, liability and risk management, and a board's powers and duties

Barry Forbes: WASB Co-Director of Employment and Labor Law Services



9:30 am **Investing in Wisconsin Public Schools**

WASB, WASBO and WSPRA have come together to develop an exciting new tool to comprehend the variables, stakeholders and nuances of financing Wisconsin's public schools. This interactive, hands-on activity will take you through a process of self discovery to lay a foundation for understanding Wisconsin school finance. Newer board members will find this exercise particularly enlightening and are encouraged to attend as it is an excellent introduction to school finance. David Carlson: WASB Organizational Consultant

11:15 am **The Key Work of School Boards**

School boards are no longer merely overseers of school systems. *The Key Work of School Boards* workbook was developed by the National Association of School Boards to help school boards execute their role in today's world: to improve student achievement and increase community engagement to promote student achievement. In this interactive session, you will delve into one of the components to develop an understanding of how to use the workbook. Deb Gurke: WASB Director of Governance and Leadership Development (GoLD)

12:15 pm - Lunch

1:15 pm **School Board Policy Development**

Board policies embody and document many of the board's significant decisions and expectations, and they provide the guides and the framework within which district employees operate as they approach their work and the day-to-day issues that call for the exercise of discretion. This session will orient new board members to the important work of policy development, address best practices, and highlight WASB resources that are available to assist school boards and administrators with their policy-related responsibilities.

Dan Mallin: WASB Legal and Policy Services Counsel

Track 2 - Advanced

8:15 am **The School District Budgeting Cycle**

The school district budget is one of the primary management tools for school administrators and school boards. Its main purpose is to translate the district's strategic initiatives into programs and services that support student learning. Referencing the WASB/WASBO *The Budget Cycle Handbook*, this presentation will discuss revenue sources and limits, budget planning and development, reconciliation and approval, budget management, and reporting. The role and responsibilities of the school board member in the budget process will also be discussed. David Carlson: WASB Organizational Consultant

9:30 am **The Evolution of a Challenge to School Board Governance**

Using 2011 Senate Bill 2 (expansion of open enrollment) as a case study, this session will explore how school boards and individual board members actively shape and determine educational policy at both the state and local levels. The case study will start by looking at the issue of open enrollment prior to the introduction of the bill, explore the legislative process, and then look at the substantial work that continues for school boards now that legislation has been enacted. The session will also explore how school boards partnered with the WASB to raise critical issues with the bill, and we'll identify the WASB resources that are available to school boards as they undertake their local implementation of the new legislation.

Dan Mallin: WASB Legal and Policy Services Counsel

Dan Rossmiller: WASB Director of Government Relations

11:15 am **Labor Relations in Wisconsin Public Schools**

While Act 10 has substantially changed and limited collective bargaining in Wisconsin, it has not eliminated bargaining. Boards and administrators must continue to be aware of prohibited practices under the bargaining law. The Wisconsin Employment Relations Commission has issued new rules governing the calculation of base-wage increases. This session will review board bargaining and other obligations under Act 10.

Barry Forbes: WASB Co-Director of Employment and Labor Law Services

12:15 pm - Lunch

1:15 pm **Communication as Leadership**

The complexity of the problems we face requires a leadership style that is very different than what worked in the past. In this interactive workshop, learn about leadership concepts that can help you navigate the whitewater of today's complex challenges.

Deb Gurke: WASB Director of Governance and Leadership Development (GoLD)

Tracks 1 & 2 - 2:15 pm

2:30 pm Legislative Update

Action by legislators in the statehouse can have dramatic impact on school districts, as evidenced by the many changes made during the 2011-12 legislative session. Learn about the latest developments of K-12 education initiatives and reform efforts, other emerging K-12 issues, and what you can do to influence your lawmakers, candidates and the issues discussed in the fall legislative races.

Dan Rossmiller: WASB Director of Government Relations

3:30 pm - Adjourn

WASB
WISCONSIN
ASSOCIATION OF
SCHOOL BOARDS

WORKSHOPS

*Key Work in Action Workshop:
Standards, Assessment &
Accountability*

APRIL 28, 2012 – CESA 2 - WHITEWATER, WI
MAY 19, 2012 – CESA 11 - TURTLE LAKE, WI

Changes in standards, testing and evaluation of teachers and principals are all aligning, and new accountability systems need to be in place by the 2014-15 school year. What does this mean for your school district?

The WASB Governance and Leadership Development (GoLD) team is offering workshops to help school boards understand these changes and prepare their districts.

In this interactive workshop, learn how to use the Key Work concepts to prepare for the changes required in this new system. Learn about Common Core, InTASC, and ISLLC standards, the foundation for the state's new accountability system. Learn about the framework of that system including SMARTER Balance assessments, the Accountability Index and Rating, and educator evaluation. Engage in conversation and reflect on questions that can help your board support these changes in your district.

8 AM Welcome

8:10 – Noon

Overview of Key Work Framework

Standards Chapter

Overview of Standards

Time for Reflection Questions

Break

Accountability Chapter

Overview of Comprehensive State Accountability System and Educator Effectiveness System

Time for Reflection Questions

Using Data to Make Decisions

Taking it Back to your District

If attending RSVP to
Joyce by:

April 18

Energy Management Update

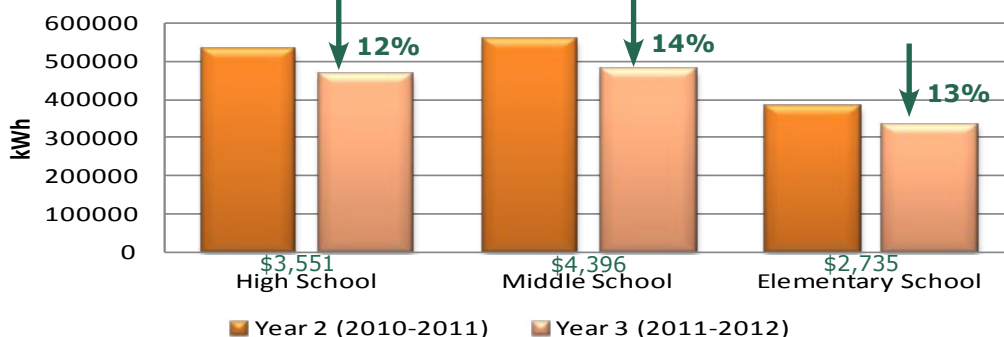
Quarterly Report

Spring 2012

Altoona School District



Electricity* Use - By School June 2011 - February 2012



Year to Date**

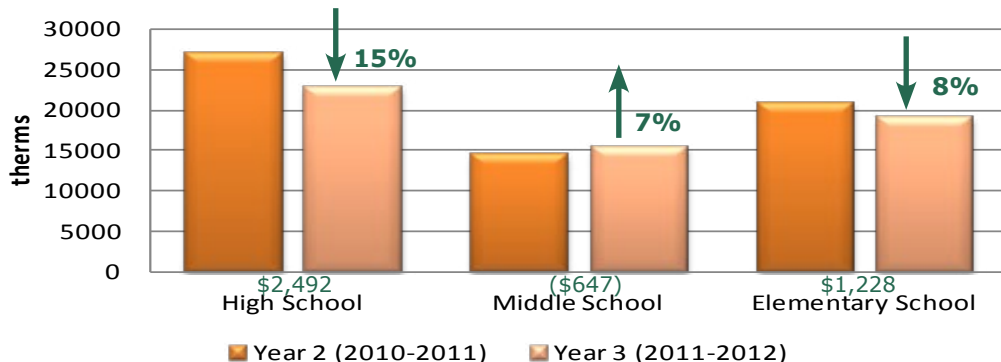
kWh Savings
\$10,682

13% kWh
reduction

**YTD begins June 1, 2011

*Electricity use does not include demand (kW) or associated savings

Natural Gas Use - By School June 2011 - February 2012



Year to Date**

therms Savings
\$3,073

8% therms
reduction

**YTD begins June 1, 2011

District Demand (kW) Savings = \$1,412

TOTAL ENERGY SAVINGS JUNE 2011 - FEBRUARY 2012 = \$15,167

School District

Projects that have recently saved energy in the school district include:

- Lighting upgrades at MS and Elementary School nearing completion
- Added MS and Elementary bathroom exhaust fans onto the occupancy sensor controls
- Scheduled all air handling equipment to be off over the holiday break
- Manually turned off milk coolers and air handling units that are not on the computer controlled schedule over the holiday break

Projects planned for the future include:

- Change lighting controls in both of the Middle School gyms to better control lighting levels
- Relocate freeze stat controls in air handlers to avoid trip outs of air handlers on cold mornings
- Implement demand limiting in all schools
- Install kW metering equipment in all schools
- Replace old, inefficient boilers in HS and Elementary School
- Replace remaining pneumatic controls with electronic so air compressors can be eliminated

Energy Saving Tips For . . .

Teachers

Use non-electrical items to build that special ambiance in your classroom. As teachers, you try to create a space where students feel comfortable and engaged. Instead of increasing the number of 'mood' lights that add to the school's plug load, consider using plants, fabric wall coverings, or paintings to make your classroom *feel* the way you want it to. Posters with motivational quotes and student artwork can also be very inspiring.

Custodians

Check all return vents to make sure they are not being blocked. Sometimes staff members will accidentally place a bookshelf, desk, or other furniture in front of a vent without knowing. In addition, posters are often also found covering vents in classrooms and offices. Blocking return vents will decrease the efficiency of the Heating, Ventilation, and Air Conditioning (HVAC) system - resulting in higher electric and natural gas bills.

Office Staff

Identify areas where using a PlugMiser™ might be appropriate. PlugMisers keep electrical equipment powered off when not needed, saving energy and prolonging their lifespan. PlugMisers use a sensor to power equipment back up when someone comes within range. Several pieces of equipment can be controlled with one sensor and multiple PlugMisers. Visit www.usatech.com for more information.

Food Service Staff

Keep freezers and refrigerators as full as possible. Just like at home, a full freezer or refrigerator will require less energy to keep the contents at the desired temperature. In addition, keep the light turned off in these spaces when no one is inside. This will not only reduce the need to compensate for the heat generated by the light bulb, but also reduce the kWh used during peak energy use times.

Students

Track the hours your classroom lights are on each day. Hang a piece of paper next to the light switch and note the time whenever the lights are turned on or off. At the end of the day or week, total up the number of hours the lights are on. Challenge the classroom down the hall to see who can reduce their lighting use the most.

NOTE: Make sure you have adequate light levels for the activities being done in the classroom at all times.



Parents

Encourage children to turn off lights at home that are not being used. The more children are reminded of this simple energy saving strategy, the more likely it will be habit forming. If students are in a habit of turning lights off at home, they will remind their teachers to turn the classroom lights off as well.

Caught Conserving Energy . . .

This photo shows a technical education classroom with the lights mostly turned off as the students were in the shop during this time. Good job conserving energy, especially during peak demand!

Congratulations to **Ms. Stamos, 5th Grade, at the Elementary School**, who was caught conserving energy in the last EMU! Next time it might be you!

EMU is a quarterly publication of CESA 10's Energy Management Program.

Questions, comments and suggestions can be directed to Melissa Rickert, CESA 10 Energy Manager
715.720.2123 or mrickett@cesa10.k12.wi.us



Open Enrollment Applicant Summary by Grade

For 2012/13 school year - April 30, 2012

Grade:	Non-Resident Applicants (In) 4/30/12:	Non-Resident Continuing Students Estimate (In):	Resident Applicants (Out) 4/30/12:	Resident Continuing Students Estimate (Out):
Early Childhood	0	0	0	0
K4	36	0	22	1
K	13	8	13 (12 students)	12
1	7	6	5	6
2	3	10	4 (3 students)	7
3	4	7	10 (9 students)	2
4	7	9	3 (2 students)	3
5	2	8	4	3
6	3	10	3	4
7	5	9	3	3
8	6	13	2	4
9	12	12	15 (12 students)	8
10	4	15	11 (10 students)	9
11	7	17	8 (6 students)	7
12	5	14	7 (5 students)	8
TOTALS	114	120 (estimate)	110 (98 students)	77 (estimate)
	<i>Non-Resident Applicants - Where They are From:</i>	<i>Prior Years - Applications In:</i>	<i>Resident Applicants - Where They Applied To:</i>	<i>Prior Years - Applications Out:</i>
	<u>Resident Districts:</u> Augusta - 1 Baldwin-Woodville - 3 Chippewa Falls - 16 Eau Claire - 84 Eleva Strum - 2 Fall Creek - 4 Glenwood City - 1 Mondovi - 1 Osseo-Fairchild - 2	11/12: <u>99</u> 10/11: <u>100</u> 09/10: <u>86</u> 08/09: <u>50</u>	<u>Nonresident Districts:</u> Appleton - 1 Augusta - 5 Barron - 1 Chetek-Weyerhauser - 10 Chippewa Falls - 6 Eau Claire - 69 Fall Creek - 11 Grantsburg - 1 McFarland - 1 Middleton Cross Plains - 1 Mondovi - 1 Northern Ozaukee - 2 Osseo Fairchild - 1	11/12: <u>114 (96 students)</u> 10/11: <u>84 (72 students)</u> 09/10: <u>64</u> 08/09: <u>25</u>



Orth, Joyce <jorth@altoona.k12.wi.us>

End of the Application Period and Next Steps

Cleaver, Mary Jo DPI <MaryJo.Cleaver@dpi.wi.gov>
Reply-To: "Cleaver, Mary Jo DPI" <MaryJo.Cleaver@dpi.wi.gov>
To: OEC, Altoona <jorth@altoona.k12.wi.us>

Tue, May 1, 2012 at 1:10 PM

To – District Administrators and Open Enrollment Coordinators

From – Mary Jo Cleaver, Open Enrollment Consultant

Subject – End of the Application Period and Next Steps

We made it through our first 3-month application period!

So, here are next steps:

WORKING WITH APPLICATIONS

Nonresident districts must enter paper applications into OPAL by the end of today. From the All Applications page, click on Add New App just above the list of applications in, on the right side of the page. Enter the information and be sure to Save.

Remember that you can export your applications into an Excel spreadsheet. From the All Applications page, click on Export to Excel (on the upper right, between the gray bars). Select the fields you want to export and click on Export to Excel.

We have modified the parent and address fields, so they should now include proper capitalization.

SENDING RECORDS

Resident school districts must send special education and expulsion records to the nonresident district on or before May 11. It is not necessary to wait for a request from the nonresident district. However, if the student is currently attending a public school other than the resident district, the nonresident district will have to request the records from the school district of attendance. You should not request records from private schools.

By May 25, the nonresident district must send the resident district an estimate of actual, additional costs to implement the special education and related services in the nonresident district. If the nonresident district does not provide this estimate, it may not charge any additional costs, unless it has not received a copy of the IEP. (If the IEP is not current, make the best estimate you can. If the IEP is later revised, you can prepare a new estimate at that time.)

APPROVING AND DENYING APPLICATIONS

Nonresident districts must notify parents of approval or denial no later than June 8. At this time, you must notify parents of approved students of the specific school or program to which the student is assigned.

Resident districts must notify parents of approval/denial no later than June 15. This later due date is to allow the resident districts time to review the special education cost estimate. If you are able to get any notices of denial out before then, it will be less confusing to parents.

Both districts need to enter approvals and denials into OPAL. Under the main Applications tab, click on Approve or Deny. Click the radio button for approval or denial. If the application is denied, you must enter the reason for denial. If the reason you want to deny is not there, it means you cannot deny for that reason. Be sure to Save. If you have a lot of applications to act on, it may help to use the filters to reduce the numbers you are working on at one time. For example, you could choose to act on one grade at a time.

Once you have entered the approvals and denials, you can use the Letters and School Assignments tabs. We have not yet combined the approval letters with the school assignment letters, so you will need to prepare and send both at the same time.

We will send out more detailed information about working with the OPAL pages in the near future.

PARENTS WHO MISSED THE DEADLINE

Parents who have missed the deadline for applying for the 2012-13 school year may submit applications for exceptions on or after July 1. They must meet one of the seven criteria in order to apply. Exceptions are only to the application period, not to the district's approval/denial criteria. If you fill all your spaces with applications submitted during the regular application period, you cannot then accept a student who applied with an exception application. If you still have students on your wait lists in July, you must accept those students before accepting any students who apply through the exception procedure.

As always, if you have any questions, please contact me (information below); or Jen Danfield, 608-264-6707, jennifer.danfield@dpi.wi.gov; or Merry Larsen, 608-266-2146, merry.larsen@dpi.wi.gov. If you want your email answered by the first available consultant, send it to openenrollment@dpi.wi.gov.

Mary Jo Cleaver
Public School Open Enrollment Consultant
Department of Public Instruction
608-267-9101 or toll-free 888-245-2732
fax: 608-267-9207
email: maryjo.cleaver@dpi.wi.gov
website: <http://dpi.wi.gov/sms/psctoc.html>

About 2011 Wisconsin Act 114 (Senate Bill 2)

2011 Wisconsin Act 114 (Senate Bill 2) was enacted by the state legislature and signed into law by the governor. The new law was effective immediately when it was published by the secretary of state. The bill:

- Extends the open enrollment application period from three weeks to three months.
- Provides the following exceptions to the open enrollment application period:
 - For students who have been the victim of a violent criminal offense.
 - For students who have been homeless in the current or immediately preceding school year.
 - For students who have been the victim of repeated bullying or harassment.
 - For students whose place of residence has changed as a result of military orders.
 - For students who have moved into the state.
 - For students whose place of residence has changed as a result of a court order or custody agreement or who have been placed in or removed from a foster home or a person other than the pupil's parent.
 - If the student's parent, the nonresident district and the resident district all agree the transfer is in the best interest of the child.
- The bill has many timelines and details, so it should not be assumed that the above description includes all criteria and requirements.

Exception Applications for Approval

Resident Students (Applications OUT) – Please approve the following Exception Applications:

Grade:	Applied to:	Exception Reason:	Application Date:
12	McFarland	Moved from out-of-state	2/27/12
10	Eau Claire	Moved from out-of-state	2/27/12

The resident school board may only deny an application for the following reasons:













- The resident school district determines that the criteria relied on by the applicant does not apply to the student.
- The cost to provide the special education and related services in the nonresident school district constitutes an undue financial burden to the resident district in light of its total economic circumstances
- The resident school district does not agree that the transfer is in the best interest of the child.




The resident district **may not deny** an application if it is based on the resident school district's finding that the student has been the victim of a violent crime.

Parents Right to Appeal:

If the resident district denies the application, the parent may file an appeal with the department within 30 days of receiving the notice of denial. The department must affirm the resident school board's decision unless it determines that the decision was arbitrary or unreasonable. If the resident district denied the application because it determined the transfer is not in the best interests of the student, the department must base its decision on the best interests of the student.

Altoona School District Residents - Demographic Information. Please check all that best apply to you:



		Response Percent	Response Count
Parent/guardian of Current Elementary Student(s)		18.5%	30
Parent/guardian of Current Middle School Student(s)		18.5%	30
Parent/guardian of Current High School Student(s)		19.1%	31
Parent/guardian of Preschool Age Child(ren)		11.1%	18
Parent/guardian of Student(s) Currently Open Enrolled to Another School District		1.9%	3
Parent/guardian of Student(s) Currently Enrolled to Nonpublic School		3.1%	5
Parent/guardian of Student(s) Currently Enrolled in a Home School Education Program		0.6%	1
Parent/guardian of an AHS Graduate		24.7%	40
Community Member with No Students Enrolled in the Schools		34.6%	56
Student of Voting Age		0.0%	0
Alumni		8.0%	13
School District Employee - Support Staff		1.2%	2
School District Employee - Certified Staff		6.2%	10

Home Owner		64.2%	104
Renter		6.2%	10
Other (please specify)		6.8%	11
		answered question	162
		skipped question	0



Q1. Altoona School District Residents - Demographic Information. Please check all that best apply to you:

1	Grandparents of three Altoona students.	May 1, 2012 7:10 PM
2	Parent of a recent graduate of AHS	Apr 29, 2012 5:41 PM
3	Parent of 9 month old child	Apr 29, 2012 12:09 PM
4	Retired Couple	Apr 27, 2012 10:07 AM
5	Altoona City Resident	Apr 26, 2012 7:21 PM
6	Lutheran Social Services Group home	Apr 26, 2012 3:03 PM
7	Parent of a child who will be in the district someday	Apr 26, 2012 9:00 AM
8	Business owner	Apr 25, 2012 9:11 PM
9	Grandparent of Students at all 3 Schools	Apr 25, 2012 5:27 PM
10	Sr citizen/home owner	Apr 25, 2012 1:45 PM
11	grandparent of 8 Altoona students	Apr 20, 2012 9:05 AM

Did you vote in the April 3, 2012 Election on the School District's Referendum Question?

		Response Percent	Response Count
Yes		90.1%	146
No		9.9%	16
answered question			162
skipped question			0

If you did vote on the Referendum Question, did you vote yes or no?

		Response Percent	Response Count
I voted Yes on the Referendum Question		57.9%	84
I voted No on the Referendum Question		42.1%	61
		answered question	145
		skipped question	17

If you voted Yes on the Referendum Question, please tell us why:

	Response Count
	82
answered question	82
skipped question	80

If you voted No on the Referendum Question, please tell us why:

	Response Count
	61
answered question	61
skipped question	101

Comments:

	Response Count
	70
answered question	70
skipped question	92

May 3, 2012

To: Altoona School Board

Fr: Greg Fahrman and Kathy Dahl

Recommendation for Tennis Courts

The administration definitely sees the need for the reconditioning of the city tennis courts! The city has applied for two grants for the project and has been awarded one in the amount of \$10,000, and the second in the amount of \$40,000 is pending. Taking the grant funding into consideration, we feel this is the time to take on the project.

Projected Cost to School District: \$78,000 to \$110,000

The school portion of the payment may need to come via borrowed funds to spread the cost over several years. New untapped funding sources may also be considered.

School District of Altoona - Summer Program 2012

Course	Grades	Instructors (Pending Registrations)	Dates
RAIL Session 1	K-6	Deb Stuckert, Ann Faraca, Liz Herder, Jenny Riepe, Andy Schrader, Amy Kimmes, Paula Gorski	June 12 - 29
RAIL Session 2			July 9 – 27
Jump Start	1	Robin Lockrey, Bonita Norberg *	July 30-August 17 (M-Th)
Jump Start	2	Tina Denzine, Paula Gorski *	July 30-August 17 (M-Th)
Jump Start	3	Georgia Mollerud, Paula Gorski *	July 30-August 17 (M-Th)
Jump Start	4	Julie Scott, Deanna Schleusner	July 30-August 17 (M-Th)
Creative Problem Solving	K-6	Melissa Martin, Tammy VanBlarcom	July 9 - 27
Math Remediation	5-6	John Schilling	June 11-22
Reading Remediation	5-6	John Schilling	June 11-22
Reading/Language Arts Remediation	7-8	Mary Stamos	June 11-22
Math Remediation	7-8	Kim Wardean, Jo Adrian	June 11-22
Science/Social Studies Remediation	7-8	Ellen Barstad-Lill	June 11-22
Outdoor Adventures	5-9	Amanda Schultz, Nick Gagnon	June 12-29
Band and Band Lessons	5-12	Bob Baldwin	June 18-29, August 13-24
Online Core Credit Recovery	9-12	Greg Power, Jen Robertson	June 11 – July 3
Tennis – Session 1 – Intro to Tennis	4-6	Greg Emerson	June 12 - 29
Tennis – Session 1 - Beginners	4-6	Greg Emerson	June 12 - 29
Weight Training Girls	7-12	Ryan Wundrow	June 11 – August 3
Weight Training Boys	7-12	Ryan Wundrow	June 11 – August 3
WYSP	Ages 10-16	UWEC Staff	June 12 – July 13 (exception July 4-6)



About 2011 Wisconsin Act 114 (Senate Bill 2)

2011 Wisconsin Act 114 (Senate Bill 2) was enacted by the state legislature and signed into law by the governor. The new law was effective immediately when it was published by the secretary of state. The bill:

- Extends the open enrollment application period from three weeks to three months.
- Provides the following exceptions to the open enrollment application period:
 - For students who have been the victim of a violent criminal offense.
 - For students who have been homeless in the current or immediately preceding school year.
 - For students who have been the victim of repeated bullying or harassment.
 - For students whose place of residence has changed as a result of military orders.
 - For students who have moved into the state.
 - For students whose place of residence has changed as a result of a court order or custody agreement or who have been placed in or removed from a foster home or a person other than the pupil's parent.
 - If the student's parent, the nonresident district and the resident district all agree the transfer is in the best interest of the child.
- The bill has many timelines and details, so it should not be assumed that the above description includes all criteria and requirements.

Exception Applications for Approval

Resident Students (Applications OUT) – Please approve the following Exception Applications:

Grade:	Applied to:	Exception Reason:	Application Date:
12	McFarland	Moved from out-of-state	2/27/12
10	Eau Claire	Moved from out-of-state	2/27/12

The resident school board may only deny an application for the following reasons:

- The resident school district determines that the criteria relied on by the applicant does not apply to the student.
- The cost to provide the special education and related services in the nonresident school district constitutes an undue financial burden to the resident district in light of its total economic circumstances
- The resident school district does not agree that the transfer is in the best interest of the child.

The resident district **may not deny** an application if it is based on the resident school district's finding that the student has been the victim of a violent crime.

Parents Right to Appeal:

If the resident district denies the application, the parent may file an appeal with the department within 30 days of receiving the notice of denial. The department must affirm the resident school board's decision unless it determines that the decision was arbitrary or unreasonable. If the resident district denied the application because it determined the transfer is not in the best interests of the student, the department must base its decision on the best interests of the student.

2011-12 Curriculum Adoption Includes High School Math, and K-12 Art, Music

Product Description	Qty	Amt	
Elementary Music			
Gameplan for Kindergarten		\$435.00	
*Comprehensive music curriculum based on National Standards using Orff Schulwerk method			
*Presently used for grades 1-4			
Reading/picture books to go with Gameplan K-4		\$129.50	
Bass Metallophone		\$669.00	
Alto Glockenspiel		\$99.50	
Low Tubano		\$227.88	
Medium Tubano		\$190.20	
	Sub Total	1751.11	
*This would complete Orff instrument & drum sets and provide enough instruments for 30 students in a class	Shipping	175.11	
	Total	\$1,926.19	
MS/HS Art			
Kiln		\$2,749.00	
Kiln furn.		\$379.00	
Pottery wheels	2	\$1,598.00	
Digital camera	2	\$580.00	
Paper cutter		\$227.58	
(Shipping to be determined)	Sub Total	\$5,533.58	
HS Math			
Algebra 1	6 year Student Package	135	\$10,586.70
Geometry	6 year Student Package	110	\$8,900.10
	Glencoe Algebra Triumphs (846-0)	10	Free
	Glencoe Algebra CCSS Study Guide (2-6)	10	Free
	Glencoe Algebra Triumphs (859-0)	10	Free
	Glencoe Algebra CCSS Study Guide (8-4)	10	Free
	IPAD 16 Gigabyte	1	Free
	Additional (Free) material	4	Free
	\$3,193.32		
	(Shipping to be determined)	Sub Total	\$19,486.80
Pre-calculus	A&E Mathematics Precalculus National Core Text Edition 006	64	\$8,772.30
	STEWART/PRECALCULUS		
	National Inst/Teacher Edition	1	Free
	Instructor Guide	1	Free
	Lesson Plans	1	Free
	Complete Solutions	1	Free
	Printed Test Bank	1	Free
	PowerLecture with ExamView	1	Free
	DVD program	1	Free
	Notetaking Guide	1	Free
	Shipping and Handling		\$564.30
	Total		\$9,336.60
	College Algebra and Trigonometry (used)	10	\$200.00
	Total		\$36,483.17

May 3, 2012

To: Altoona School Board

Fr: Greg Fahrman and Kathy Dahl

Recommendation for Tennis Courts

The administration definitely sees the need for the reconditioning of the city tennis courts! The city has applied for two grants for the project and has been awarded one in the amount of \$10,000, and the second in the amount of \$40,000 is pending. Taking the grant funding into consideration, we feel this is the time to take on the project.

Projected Cost to School District: \$78,000 to \$110,000

The school portion of the payment may need to come via borrowed funds to spread the cost over several years. New untapped funding sources may also be considered.



2012/2013 RENEWAL REPORT

5071 West H Avenue
Kalamazoo, Michigan 49009-8501
Phone: 269-381-6630
Fax: 269-341-4614
E-mail: jgriesbach@1stAgency.com

ALTOONA SCHOOL DISTRICT

Coverage would be in force for all participants in **SCHOOL-SPONSORED AND SUPERVISED STUDENT** activities including interscholastic athletics and sponsored group travel.

An accident is defined as an unexpected, sudden and definable event, which is the direct cause of a bodily injury, independent of any illness, prior injury, or congenital predisposition.

The coverage would be for those medical/dental expenses **INCURRED WITHIN 52 WEEKS** from the date of the original accident. Treatment must begin within **60 DAYS** from the date of the accident by a legally licensed medical or dental practitioner (not a member of the insured's immediate family).

MEDICAL BENEFITS

Benefits are determined on the basis of **REASONABLE AND CUSTOMARY** for the geographic location where services are performed and are payable on the 100% basis.

A \$100.00 deductible will be applied to each claim regardless of other valid collectible insurance or plan payments.

Payment of all medical/dental expenses incurred from accidents is made **ONLY IN EXCESS** over any family or employer group coverage or plan that must contribute its maximum before this coverage has any liability. This is a program of supplemental coverage designed to pick up eligible balances left by the family or employer group insurance or plan and, if no other coverage or plan is available, to pay the medical/dental expenses incurred to the limits stated in the policy.

For the parents to have payable coverage on their son or daughter, when a member of an HMO (health maintenance organization or PPO (preferred provider organization), they must use the authorized medical vendors from the list provided them. Your coverage through our office is **EXCESS** coverage and does contain an exclusion for those bills incurred that were "payable" by other insurance or plan. If the parents or students choose not to use authorized medical vendors of their plan, they should be aware that your coverage will not be able to pay the bills incurred that would have been honored had they used the proper medical vendors.

REASONS WHY SCHOOL DISTRICTS PROVIDE BLANKET ACCIDENT COVERAGE:

- ◆ Positive public relations for the schools;
- ◆ When school coverage pays the medical/dental expenses, parents are less likely to pursue "borderline" negligence cases;
- ◆ Administrators have peace of mind knowing they have all students/athletes covered with the broadest benefits on the market today;
- ◆ Strong feelings of moral obligation;
- ◆ Reduction of benefits in parents group or individual medical coverage, (i.e. larger deductibles, higher co-pays and fewer overall benefits). In some cases coverage for dependent children may be excluded all together;
- ◆ Health care costs have increased dramatically in the last decade; and
- ◆ The number of people without health insurance continues to grow.

BASIC COVERAGE

Athletic Accident \$0/100 to \$25,000
Student Accident \$0/100 to \$25,000

2012/2013 RENEWAL

We do know three things for sure:

1. The number of families with inadequate or no insurance at all has increased dramatically in the last three years as well as larger deductibles and co-pays being implemented on those families that do have other insurance.
2. Inflation in medical costs continues to increase drastically especially in the areas of sports related injuries.
3. Because of the economic recession, more people are without primary health insurance coverage.

Some of the larger claims that were processed this past year include:

CLAIMANT	DATE OF ACCIDENT	TOTAL BILLS	OTHER INSURANCE	ACTIVITY
A		\$3,389.15	\$0.00	
B		\$21,795.00	\$15,885.40	
C		\$2,098.75	\$922.91	
D		\$2,216.00	\$1,500.00	
E		\$25,690.34	\$7,475.59	
F		\$9,981.25	\$0.00	
G		\$30,201.82	\$23,734.98	

The underwriting company is pleased to offer a slight reduction in the renewal premium for the 2012/2013-school year.

BASIC COVERAGE

Premium to cover all participants no matter how many for the 2012/2013 year

\$27,324.00

ADDITIONAL INFORMATION

In an effort to increase efficiency and "Go Green", would you prefer electronic policy/invoice delivery?

If yes, preferred email address: _____

SERVICE: The total staff at FIRST AGENCY, INC. wants to THANK YOU for the opportunity to service your school and its accident medical insurance needs. We are COMMITTED to PROVIDING you with the type of SERVICE YOU BOTH DESERVE and EXPECT.

JSG/tp

Audit Contract

This agreement is entered into this 13th day of April 2012, between School District of Altoona, hereafter referred to as the District, and Wipfli LLP, hereafter referred to as the auditor. The parties agree as follows:

Audit Scope

The auditor shall conduct an audit of the financial statements, including all funds of the District, as of and for the year ended June 30, 2012.

The audit shall be made in accordance with the following:

- Auditing standards generally accepted in the United States. The procedures necessary to comply with the auditing standards generally accepted in the United States, for purposes of this contract, include the applicable procedures outlined by the American Institute of Certified Public Accountants including the Industry Audit Guide, *Audits of State and Local Governments*, and by the Department of Public Instruction in the *Wisconsin School District Audit Manual*.
- The standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.
- The provisions of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, issued pursuant to the Single Audit Act, including 1996 revisions, and *State Single Audit Guidelines*, issued by the Wisconsin Department of Administration, if applicable.

Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context.

As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Schedule of Funding Progress
2. Schedule of Employer's Contributions

We have also been engaged to report on supplementary information that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States and will provide an opinion on it in relation to the financial statements as a whole:

1. Fiduciary Fund – Schedule of Changes in Assets and Liabilities
2. Schedule of Expenditures of Federal Awards
3. Schedule of State Financial Assistance

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. Also, we will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. Due to the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, irregularities, or illegal acts including fraud or defalcations may exist and not be detected by us. We will advise you, however, of any matters of that nature that come to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any losses that might be incurred during any later periods for which we are not engaged as auditors.

Financial statements presented in the auditor's report shall comply with accounting principles generally accepted in the United States and conform to the accounting system prescribed by the Department of Public Instruction.

The auditor shall express an opinion on the financial statements of all funds covered in the scope of this engagement. If the auditor is unable to express an unqualified opinion, the auditor shall state fully the reasons for qualification or disclaimer of opinion. The District recognizes it has the responsibility to correct any deficiency which results in a qualification or disclaimer of opinion.

Independence

Implicit in the auditor's expressions of an unqualified opinion on financial statements is the auditor's representation of independence with respect to those statements.

Professional and certain regulatory standards require us to be independent, in both fact and appearance. Any discussions that you have with Wipfli personnel regarding employment could pose a threat to our independence. Therefore, we request that you inform us immediately prior to any such discussions so that we can implement appropriate safeguards to maintain our independence.

In order for us to remain independent, professional and regulatory standards require us to maintain certain respective roles and relationships with you with respect to any nonattest services we may be asked to perform. Prior to performing such services in conjunction with our audit, management must acknowledge its acceptance of certain responsibilities.

We cannot perform management functions or make management decisions on behalf of your District. However, we will provide advice and recommendations to assist management in performing its functions and fulfilling its responsibilities.

Timing, Location, and Conduct of Audit Work

The District recognizes that its appropriate officers have the responsibility for the proper recording of transactions in the books of account, for the safeguarding of assets, and for the substantial accuracy of the financial statements. These District officers have the responsibility to close and balance all accounts and to have prepared the financial statements for all funds to be examined by the auditor.

You are responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the preparation of the supplementary information in conformity with accounting principles generally accepted in the United States. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon OR make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (a) management, (b) employees who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, regulators, or others.

The audit shall be conducted on District premises at a mutually agreeable time, and the District shall provide space deemed adequate by the auditor to conduct the examination officially.

The auditor shall review the adequacy of the internal control structure for all funds of the District including those concerned with maintaining compliance with finance-related legal provisions. If significant deficiencies or material weaknesses are noted, appropriate recommendations shall be reviewed with the appropriate administrator and then included in a separate letter to the District's school board.

The working papers for this audit are the property of Wipfli LLP and constitute confidential information. In accordance with our firm's document retention policy, we will retain our workpapers for your engagement for a period of seven years. All of your original records will be returned to you at the end of this engagement. After seven years, our workpapers and engagement files will be destroyed. Our working papers and files are not a substitute for the original records you should maintain. This is our standard policy unless we are notified in writing by the Department of Public Instruction or the United States Department of Education to extend that retention period. The District authorizes the auditor to respond directly to the inquiries from the Department of Public Instruction or the United States Department of Education including requests to review audit workpapers. Access to the requested workpapers will be provided to the cognizant agencies under the supervision of Wipfli LLP's audit personnel and at a location designated by our firm. The auditor shall notify the school board of any such inquiries or requests and of the auditor's reply thereto.

Reports

The auditor shall submit to the District's school board the following reports, when applicable, with copies of each for transmittal to the Department of Public Instruction and other agencies as required:

- Audited financial statements, as of and for the year ended June 30, 2012, with supplementary information as required by the Department of Public Instruction or requested by the District.
- An opinion on the financial statements and an opinion as to whether the schedules of expenditures of federal and state awards are presented fairly, in all material respects, in relation to the financial statements taken as a whole.
- Management letter.
- A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with the standards applicable to financial audits contained in *Government Auditing Standards*.
- An opinion on compliance with requirements applicable to major federal and state programs and a report on internal control over compliance in accordance with OMB Circular A-133 and *State of Wisconsin Single Audit Guidelines*.
- A schedule of findings and questioned costs.

Compensation and Terms of Payment

Dan Walker, CPA, will be your audit engagement partner.

Dan Walker, CPA, will be in charge of the engagement. It will be his responsibility to ensure District management receives good service.

Our fees will be billed as work progresses, and progress billings may be submitted. Based upon our discussions with representatives of the School District, the fee for this engagement will be \$9,900 and \$1,850 for the membership audit of the September 2011 and January 2012 pupil counts. Circumstances encountered during the conduct of the engagement that warrant additional procedures or expense could cause us to be unable to complete the engagement at the fee quoted. We will notify you of any such circumstances as they are assessed. We expect payment of our billings within 30 days after submission. Interest of 1.5% per month (equivalent to 18% per annum computed monthly) will be charged on the portion of your balance that is over 30 days.

School District of Altoona

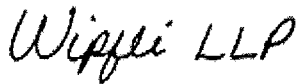
Page 6

April 13, 2012

This engagement includes only those services specifically described in this letter; any additional services not specified herein will be agreed to in a separate letter. In the event you request us to, or we are required to, respond to a subpoena, court order, government regulatory inquiries, or other legal process against the District or its management for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this or any prior engagements, you agree to compensate us for all time we expend in connection with such response, at our regular rates, and to reimburse us for all related out-of-pocket costs that we incur.

If the above terms are acceptable to you and the services outlined are in accordance with your requirements, please sign the original of this contract and return it to us in the enclosed envelope.

Sincerely,



Wipfli LLP

ACCEPTED: SCHOOL DISTRICT OF ALTOONA

By: _____

Date: _____

jkm

(03/12/12)

I:\NPO-GOV\JANET McLEAN\Engagement Letters\2012\06-2012\11995 aud eng ltr jun 12.docx