



School District of Altoona

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

Dr. Connie Biedron, Superintendent

www.altoona.k12.wi.us

ALTOONA BOARD OF EDUCATION
Regular Meeting
District Board Room
1903 Bartlett Avenue
January 9, 2017
6:30 p.m.

Agenda

1. Call to Order
2. Roll Call
3. Reading of Public Notice
4. Pledge of Allegiance
5. Rules for Meeting
6. Approval of Minutes
 - a. December 19, 2016 Regular Meeting
7. Public Participation (All remarks are to be addressed to the Board; discussion among citizens present is not permitted. 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
8. Treasurer's Report.
 - a. Approval of Checks for Payment
 - (1) General Fund checks totaling \$996,534.31
 - (2) Student Activity Fund checks totaling \$7,748.01
9. Information
 - a. School Showcase
 - (1) Student Representative's Update, Emily Studinski
 - (2) Pupil Nondiscrimination Self-Evaluation, Alan McCutcheon
 - (3) New High School Courses Planned for 2017/18, Jason LeMay
 - (4) Overview of Middle School Schedule Changes for 2017/18, Dan Peggs
 - b. Committee Reports
 - c. General Information
 - (1) Announcement of Candidates for School Board, Mike Hilger
 - d. President's Report
 - (1) WASB Legal and Human Resources Conference, February 23

Please note meeting location:
District Board Room
1903 Bartlett Ave

Please enter through the main
entrance of the Altoona
Intermediate/Middle School
building

Altoona Board of Education, January 9, 2017

- e. Superintendent's Report
 - (1) Studer Education Mid-Year Update, Dr. KK Owen
 - (a) Strategic Plan Update
 - (2) On Track for the Future! Building Projects Update
 - (3) Enrollment Update Report
 - (4) Crisis Plan Update
 - (5) Meeting with Eau Claire Community Foundation, January 4
 - (6) CESA 10 Professional Advisory Committee Meeting, January 6
 - (7) CESA 10 Board of Control Meeting, January 12
 - (8) Cluster A School Board Retreat, February 8
 - (9) Other Meetings, News and Events (Items announced in this category are not intended for discussion)
- 10. Board Action after Consideration and Discussion
 - a. Consider Employment Recommendation to Fill Part-Time Special Education Paraprofessional Position
 - b. Consider Adoption of Job Description for Literacy Coach (Building Level)
 - c. Consider Final Adoption of Policy 346 – Student Assessment
 - d. Consider Final Adoption of Policy 361.2 – Library Media Center Material Selection and Reconsideration
 - e. Consider Final Adoption of Policy 362.1 – Interlibrary Loan
 - f. Consider 2017 Resolutions and Give Direction to the Delegate
- 11. Anticipated Closed Session as Per Section 19.82 (1) (c), (1) (f) - Wisc. Statutes
 - a. Consider Approval of Closed Session Minutes for August 8, 2016
 - b. Consider Approval of Closed Session Minutes for November 7, 2016
 - c. Considering employment and possible resignation of a public employee over which the governmental body has jurisdiction – 19.85 (1) (c)
 - d. Preliminary discussion concerning possible next steps - specific public business of a competitive or bargaining nature – 19.85 (1) (f)
 - e. Consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility – Annual Evaluation of the Superintendent – 19.85 (1) (c)
- 12. Reconvene into Open Session and Take Necessary Action
- 13. 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.

ALTOONA SCHOOL BOARD AGREEMENT

- We base our decisions on the best interest of the students.
- We are guided by our Vision, Mission and our Strategic Plan.
- We believe that every employee makes a contribution to the success of every student.
- We conduct ourselves within commonly understood principles of integrity.
- We listen carefully and respectfully to ensure all voices are heard.
- We practice good stewardship of our tax dollars.
- We seek to operate with as much transparency as possible.
- We do not engage in drama or political rhetoric.
- We seek a way around obstacles; reframing from an attitude of “we can’t,” to “how can we?”

Adopted: 9/19/11

Amended: 1/21/13



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Dr. Connie Biedron, Superintendent

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ALTOONA BOARD OF EDUCATION

Regular Meeting
District Board Room
1903 Bartlett Avenue
December 19, 2016
6:30 p.m.

1. The Regular Meeting of the Altoona Board of Education was called to order by Board Vice President, Helen Drawbert at 6:30 pm in the District board room.
2. Roll call was taken and the following were present and absent:
Robin E. Elvig, President; Absent (Arrived at 6:47 p.m.) Dr. Connie Biedron, Superintendent
Helen S. Drawbert, Vice President Joyce M. Orth, Board Secretary
Michael J. Hilger, Clerk
Bradley D. Poquette, Treasurer
David A. Rowe, Member
3. Reading of Public Notice. Report of notice was presented. 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. Rules for Meeting
6. Approval of Minutes. a. December 5, 2016 Regular Meeting. Motion by Drawbert to approve the minutes as presented, seconded by Poquette. Drawbert, yes; Rowe, yes; Hilger, yes; Poquette, yes; Elvig, absent. Motion carried 4-0.
7. Public Participation. a. Non-Agenda items - public comment and concern. Dave Rowe thanked Robin and Dave Elvig for hosting the holiday gathering. b. Agenda items - public comment and concern. None.
8. Treasurer's Report and Business Services Report. a. Approval of Checks for Payment. Motion by Rowe to approve General Fund checks totaling \$2,529,592.90 and Student Activity Fund checks totaling \$4,870.07 as presented, seconded by Hilger. Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes; Elvig, absent. Motion carried 4-0. b. Approval of Treasurer's Report. Motion by Rowe to approve the Treasurer's Report as presented, seconded by Hilger. Hilger, yes; Poquette, yes; Drawbert, yes; Rowe, yes; Elvig, absent. Motion carried 4-0. c. Expenditures, Revenues and Cash Position. Expenditures and revenues as of December 14, 2016 were included in the packet. Two cash position graphs (general fund 2011/12 to 2016/17) were also included.
9. Information. **a. President's Report.** (1) 2017 Resolutions. Board members will review the 2017 Resolutions from the WASB Policy and Resolutions Committee and share any concerns or suggestions with Dave Rowe, Delegate, at the next board meeting.

(2) Special Board Meeting/Work Session. The January 11 work session will include the presentation of a master plan proposal from Rettler Corporation for an athletic complex. The meeting will start at 8:00 a.m. **b. Superintendent's Report.** (1) Senior Tax Exchange Program. The program was discussed in light of a November 29 Leader-Telegram article concerning STEP. (2) School Calendar. The proposed calendar for 2017/18 was reviewed. See 10.c. (3) Meeting with County Highway Commissioner. Dr. Biedron met with Jon Johnson, highway commissioner, Eau Claire County on December 9 to address overflow parking at the elementary school. School staff have developed a plan to alleviate parking issues at special events in the future. Dr. Biedron will request a follow-up meeting to discuss other options. (4) Fab Lab Grant. A grant request for \$25,000 has been submitted to the Wisconsin Economic Development Corporation. Grant funding would be supplemented with an application match of \$26,500. (5) On Track for the Future! Building Projects Update. Construction bills are being finalized. (6) Studer Education Update. Dr. KK Owen, Studer Education, will present an update to the board on January 9, and Dr. Biedron will present a survey update on January 23. Board members will share names of possible focus group participants with Dr. Biedron. (7) Other Meetings, News and Events. None.

10. Board Action after Consideration and Discussion. a. Consider Recommendation to Fill Food Service Assistant Position. Motion by Drawbert to employ Jeff Hardy in the food service assistant (custodian) position, as recommended, seconded by Rowe. Poquette, yes; Drawbert, yes; Rowe, yes; Hilger, yes; Elvig, yes. Motion carried 5-0. b. Consider Recommendation for Additional English Language Teacher (EL) Position. Motion by Hilger to approve the additional part-time (.50) English language teacher position on a limited-term for the remainder of 2016/17 as recommended, seconded by Poquette. Drawbert, yes; Rowe, yes; Hilger, yes; Poquette, yes; Elvig, yes. Motion carried 5-0. c. Consider Adoption of School Calendar for 2017/18. Motion by Drawbert to adopt the school calendar for 2017/18 as presented, seconded by Poquette. Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes; Elvig, yes. Motion carried 5-0. d. Consider Initial Adoption of Policy 346 – Student Assessment. Motion by Drawbert to approve initial adoption of Policy 346 as presented, seconded by Rowe. Hilger, yes; Poquette, yes; Drawbert, yes; Rowe, yes; Elvig, yes. Motion carried 5-0. e. Consider Initial Adoption of Policy 361.2 – Library Media Center Material Selection and Reconsideration. Motion by Drawbert to approve initial adoption of Policy 361.2 as presented, seconded by Hilger. Poquette, yes; Drawbert, yes; Rowe, yes; Hilger, yes; Elvig, yes. Motion carried 5-0. f. Consider Initial Adoption of Policy 362.1 – Interlibrary Loan. Motion by Rowe to approve initial adoption of Policy 362.1 as presented, seconded by Drawbert. Drawbert, yes; Rowe, yes; Hilger, yes; Poquette, yes; Elvig, yes. Motion carried 5-0. g. Consider Amendment of Policy 363.3 – Technology for Students with Special Needs. Motion by Drawbert to amend Policy 363.3 as presented, seconded by Poquette. Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes; Elvig, yes. Motion carried 5-0. h. Consider Intergovernmental Agreement with the School District of Belleville for Purchase of Administrative Literacy Services for 2016/17. Motion by Drawbert to approve the 66.0301 with the School District of Belleville for 2016/17 as presented, seconded by Hilger. Hilger, yes; Poquette, yes; Drawbert, yes; Rowe, yes; Elvig, yes. Motion carried 5-0.
11. Adjournment. Motion by Rowe to adjourn at 7:30 p.m., seconded by Drawbert. Poquette, yes; Drawbert, yes; Rowe, yes; Hilger, yes; Elvig, yes. Motion carried 5-0.

The next Regular Meeting of the Altoona Board of Education is scheduled for Monday, January 9, 2017 at 6:30 p.m. in the District board room.

Joyce M. Orth CAP, Board Secretary

District Clerk

Date

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CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	
	NUMBER	NUMBER	NUMBER		DESCRIPTION	AMOUNT
10/12/2016	0	10 E 400 411	141000	CREDIT CARD	BILLED TO WRONG ACCT IN ERROR, S/B 141000	40.99
	0	10 E 400 411	143000	CREDIT CARD	BILLED TO WRONG ACCT IN ERROR, S/B 141000	-40.99
					Totals for 0	0.00
12/14/2016	132850	10 E 100 413	110200	TIME FOR KIDS	Time for Kids print copies for all second grade students. A. Faraca	-566.42
					Totals for 132850	-566.42
12/15/2016	132875	10 E 400 310	162205	ECKARDT, CASEY	OFFICIAL	85.00
					Totals for 132875	85.00
12/15/2016	132876	80 E 200 310	392205	JOHNSON, JEFF	OFFICIAL	50.00
					Totals for 132876	50.00
12/15/2016	132877	80 E 200 187	392205	LAUTERBACH, TYLER	GAME WORKER	15.00
	132877	80 E 200 187	392205	LAUTERBACH, TYLER	GAME WORKER	15.00
					Totals for 132877	30.00
12/15/2016	132878	10 E 400 187	162105	OLIVER, KARI	GAME WORKER	40.00
	132878	80 E 200 187	392205	OLIVER, KARI	GAME WORKER	20.00
	132878	80 E 200 187	392205	OLIVER, KARI	GAME WORKER	15.00
	132878	10 E 400 187	162205	OLIVER, KARI	GAME WORKER	30.00
	132878	10 E 400 187	162205	OLIVER, KARI	GAME WORKER	20.00
	132878	80 E 200 187	392205	OLIVER, KARI	GAME WORKER	15.00
					Totals for 132878	140.00
12/15/2016	132879	80 E 200 187	392205	OLIVER, LUKE	GAME WORKER	20.00
					Totals for 132879	20.00
12/15/2016	132880	80 E 200 187	392205	OLIVER, PAYTON	GAME WORKER	15.00
	132880	10 E 400 187	162205	OLIVER, PAYTON	GAME WORKER	15.00
					Totals for 132880	30.00
12/15/2016	132881	10 E 400 310	162105	PRIES, DARYL	OFFICIAL	85.00
					Totals for 132881	85.00
12/15/2016	132882	10 E 400 310	162105	SCHROYER, TYLER	OFFICIAL	85.00
					Totals for 132882	85.00
12/15/2016	132883	80 E 200 187	392205	STOUT, SIERRA	GAME WORKER	15.00
	132883	10 E 400 187	162105	STOUT, SIERRA	GAME WORKER	35.00
					Totals for 132883	50.00
12/15/2016	132884	80 E 200 310	392205	SVEDARSKY, KARLA	OFFICIAL	25.00
	132884	80 E 200 310	392205	SVEDARSKY, KARLA	OFFICIAL	50.00
					Totals for 132884	75.00
12/15/2016	132885	10 E 800 310	252105	CLINICARE CORP/EC ACADEMY DIV	T.P SPECIALIZED NOV 2016	1,869.15
					Totals for 132885	1,869.15
12/15/2016	132886	10 E 800 320	253300	EAU CLAIRE COUNTY TREASURER	TAX BILL FOR 2016 809 7TH ST W	12.00
					Totals for 132886	12.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER	NUMBER		DESCRIPTION		
12/15/2016	132887	10 E 800 310	252105	DIVERSIFIED BENEFIT SERVICES I	DECEMBER HRA ADMIN SERVICES		756.57
					Totals for 132887		756.57
12/15/2016	132888	10 E 800 310	221300	WISCONSIN DEPARTMENT OF PUBLIC	EDUCATOR EFFECTIVENESS SYSTEM		10,640.00
					STATE MODEL FEES		
					Totals for 132888		10,640.00
12/15/2016	132889	10 E 400 949	162120	SPARTA HIGH SCHOOL DANCE TEAM	Dance competition entry fee		170.00
					Totals for 132889		170.00
12/15/2016	132890	10 E 800 411	223100	VARSITY ATHLETIC APPAREL, INC	Chenille varsity letters for		141.75
					athletics.		
	132890	10 E 800 411	223100	VARSITY ATHLETIC APPAREL, INC	Chenille varsity letters for		842.50
					athletics.		
					Totals for 132890		984.25
12/15/2016	132891	10 E 800 341	256730	DUQUAINE, ADAM & SARAH	STUDENT TRANSPORTATION		441.75
					REIMBURSEMENT DEC. 2016		
					Totals for 132891		441.75
12/15/2016	132892	10 E 800 341	256730	ELLIS, KIM	STUDENT TRANSPORTATION		589.00
					REIMBURSEMENT DEC. 2016		
					Totals for 132892		589.00
12/15/2016	132893	10 E 800 341	256730	FARNLOF DEVEREAUX, JESSE & KIM	STUDENT TRANSPORTATION		589.00
					REIMBURSEMENT DEC. 2016		
					Totals for 132893		589.00
12/15/2016	132894	10 E 800 341	256730	FLATEN, JOHN AND BECKY	STUDENT TRANSPORTATION		147.25
					REIMBURSEMENT DEC. 2016		
					Totals for 132894		147.25
12/15/2016	132895	10 E 800 341	256730	KELLY, JON AND SAMANTHA	STUDENT TRANSPORTATION		147.25
					REIMBURSEMENT DEC. 2016		
					Totals for 132895		147.25
12/15/2016	132896	10 E 800 341	256730	KUCHTA, PAUL AND ANGELA	STUDENT TRANSPORTATION		294.50
					REIMBURSEMENT DEC. 2016		
					Totals for 132896		294.50
12/15/2016	132897	10 E 800 341	256730	LILLO, ADAM & KASCHANDRA	STUDENT TRANSPORTATION		147.25
					REIMBURSEMENT DEC. 2016		
					Totals for 132897		147.25
12/15/2016	132898	10 E 800 341	256730	MINK, MATT & DANIELLE	STUDENT TRANSPORTATION		441.75
					REIMBURSEMENT DEC. 2016		
					Totals for 132898		441.75
12/15/2016	132899	10 E 800 341	256730	PARKER, ROB AND HEATHER	STUDENT TRANSPORTATION		147.25
					REIMBURSEMENT DEC. 2016		
					Totals for 132899		147.25
12/15/2016	132900	10 E 800 341	256730	PAULS, TODD AND HEATHER	STUDENT TRANSPORTATION		589.00
					REIMBURSEMENT DEC. 2016		
					Totals for 132900		589.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER			DESCRIPTION	
12/15/2016	132901	10 E 800 341 256730		QUAM, JAMIE & STEPHANIE	STUDENT TRANSPORTATION REIMBURSEMENT DEC. 2016	147.25
	132901	10 E 800 341 256730		QUAM, JAMIE & STEPHANIE	STUDENT TRANSPORTATION REIMBURSEMENT DEC. 2016	883.50
					Totals for 132901	1,030.75
12/15/2016	132902	10 E 800 341 256730		RIDDLE, PAM	STUDENT TRANSPORTATION REIMBURSEMENT DEC. 2016	294.50
					Totals for 132902	294.50
12/15/2016	132903	10 E 800 341 256730		ROTH, CHAD & AMANDA	STUDENT TRANSPORTATION REIMBURSEMENT DEC. 2016	294.50
					Totals for 132903	294.50
12/15/2016	132904	10 E 800 341 256730		ROTH, DEAN & HILLARY	STUDENT TRANSPORTATION REIMBURSEMENT DEC. 2016	224.15
					Totals for 132904	224.15
12/15/2016	132905	10 E 800 341 256730		SWANSTROM, DANA & TAMMY	STUDENT TRANSPORTATION REIMBURSEMENT DEC. 2016	294.50
					Totals for 132905	294.50
12/20/2016	132906	10 L 000 000 811670		AMERIPRISE FINANCIAL SERVICES	Payroll accrual	1,150.00
					Totals for 132906	1,150.00
12/20/2016	132907	10 L 000 000 811680		WI SCTF	Payroll accrual	46.98
	132907	27 L 000 000 811680		WI SCTF	Payroll accrual	7.02
					Totals for 132907	54.00
12/20/2016	132908	10 E 800 570 254400		ADVANCE ACCEPTANCE/ALL-LINES L	CONTRACT 12278101DMS PAYMENT 2 & 3 OF 36	3,698.68
					Totals for 132908	3,698.68
12/20/2016	132909	10 E 700 440 172000		APPLE COMPUTER INC	IPAD MINI 10 PACK	3,740.00
					Totals for 132909	3,740.00
12/20/2016	132910	10 E 100 411 253300		HILLYARD, INC - EAU CLAIRE	INV#S: 602339728, 602339727	425.96
	132910	10 E 200 411 253300		HILLYARD, INC - EAU CLAIRE	INV#S: 602339728, 602339727	425.96
	132910	10 E 400 411 253300		HILLYARD, INC - EAU CLAIRE	INV#S: 602339728, 602339727	425.96
					Totals for 132910	1,277.88
12/20/2016	132911	10 E 800 310 254300		HOMETECH INNOVATIONS LLC	RACK MOUNT	310.00
					Totals for 132911	310.00
12/20/2016	132912	10 E 400 354 161100		JOSTENS (YEARBOOK)	2016-2017 Diploma's and Diploma covers	1,590.43
					Totals for 132912	1,590.43
12/20/2016	132913	10 E 800 342 221400		SCHOOL DISTRICT OF BELLEVILLE	NLA TRAINING NOV 30, 2016	500.00
					Totals for 132913	500.00
12/20/2016	132914	27 E 700 411 218100		WPS	Testing Supplies-THS-R KIT	176.00
					Totals for 132914	176.00
12/22/2016	132916	27 E 700 370 436000		MARRIAGE & FAMILY HEALTH SERVI	CHILD/ADOLESCENT DAY	390.36

CHECK DATE	CHECK ACCOUNT						VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER						DESCRIPTION	
							TREATMENT. ID#S: 26784, 29205		
							Totals for 132916	390.36	
01/03/2017	132917	10 E 400 310 162205	JOAS, TEDDY	OFFICIAL			45.00		
	132917	10 E 400 310 162205	JOAS, TEDDY	OFFICIAL			45.00		
				Totals for 132917			90.00		
01/03/2017	132918	80 E 200 187 392205	LAUTERBACH, TYLER	GAME WORKER			15.00		
				Totals for 132918			15.00		
01/03/2017	132919	10 E 400 187 162205	OLIVER, KARI	GAME WORKER			20.00		
	132919	80 E 200 187 392205	OLIVER, KARI	GAME WORKER			20.00		
	132919	10 E 400 187 162205	OLIVER, KARI	GAME WORKER			30.00		
				Totals for 132919			70.00		
01/03/2017	132920	10 E 400 187 162205	OLIVER, PAYTON	GAME WORKER			15.00		
				Totals for 132920			15.00		
01/03/2017	132921	10 E 400 310 162205	SVEDARSKY, KARLA	OFFICIAL			45.00		
	132921	10 E 400 310 162205	SVEDARSKY, KARLA	OFFICIAL			45.00		
				Totals for 132921			90.00		
01/02/2017	132922	10 L 000 000 811670	AMERIPRISE FINANCIAL SERVICES	Payroll accrual			1,150.00		
				Totals for 132922			1,150.00		
01/02/2017	132923	10 L 000 000 811680	WI SCTF	Payroll accrual			46.98		
	132923	27 L 000 000 811680	WI SCTF	Payroll accrual			7.02		
				Totals for 132923			54.00		
01/03/2017	132924	10 E 800 310 252105	DIVERSIFIED BENEFIT SERVICES I	FLEX SPENDING ACCT DEC ADMIN FEES			145.00		
				Totals for 132924			145.00		
01/03/2017	132925	10 E 100 411 253300	HILLYARD, INC - EAU CLAIRE	INV#S: 700258212, 602315926,602347096			499.08		
	132925	10 E 200 411 253300	HILLYARD, INC - EAU CLAIRE	INV#S: 700258212, 602315926,602347096			499.08		
	132925	10 E 400 411 253300	HILLYARD, INC - EAU CLAIRE	INV#S: 700258212, 602315926,602347096			499.09		
				Totals for 132925			1,497.25		
01/03/2017	132926	10 E 800 293 291000	MATRIX TRUST COMPANY	KNUDSON \$250, RIEDER \$250			500.00		
				Totals for 132926			500.00		
01/03/2017	132927	10 E 200 320 254300	ROSHELL ELECTRIC, INC.	troubleshoot middle school kitchen. No power in bathroom,			452.89		
				Totals for 132927			452.89		
01/03/2017	132928	10 E 800 310 231100	SCHOOL DISTRICT OF ALTOONA	AES, AMS, AHS SUBSTITUTE LUNCHES NOV 1-DEC 30,2016			524.70		
				Totals for 132928			524.70		
01/03/2017	132929	10 E 100 411 254300	SHERWIN-WILLIAMS	CITY LOFT, SNOWFALL			113.28		
	132929	10 E 200 411 254300	SHERWIN-WILLIAMS	CITY LOFT, SNOWFALL			113.28		

CHECK DATE	CHECK ACCOUNT				VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER					
01/03/2017	132929	10 E 800 411 232100	SHERWIN-WILLIAMS		CITY LOFT, SNOWFALL	113.29	
	132929	10 E 100 411 254300	SHERWIN-WILLIAMS		REPOSE GRAY, TAPE, EX BOND	27.08	
	132929	10 E 200 411 254300	SHERWIN-WILLIAMS		REPOSE GRAY, TAPE, EX BOND	27.08	
	132929	10 E 800 411 232100	SHERWIN-WILLIAMS		REPOSE GRAY, TAPE, EX BOND	27.07	
					Totals for 132929	421.08	
01/03/2017	132930	10 E 100 411 254300	VIKING ELECTRIC SUPPLY INC		SYL M400UED37	13.73	
	132930	10 E 200 411 254300	VIKING ELECTRIC SUPPLY INC		SYL M400UED37	13.73	
	132930	10 E 400 411 254300	VIKING ELECTRIC SUPPLY INC		SYL M400UED37	13.74	
					Totals for 132930	41.20	
01/03/2017	132931	10 E 200 320 254300	WI DEPT OF SAFETY & PROFESSION		Permit to operate fee for compressors	50.00	
	132931	10 E 400 320 254300	WI DEPT OF SAFETY & PROFESSION		Permit to operate fee for compressors	50.00	
					Totals for 132931	100.00	
12/14/2016	161700587	80 E 200 310 392205	BLACK, ROBERT		OFFICIAL	50.00	
	161700587	80 E 200 310 392205	BLACK, ROBERT		OFFICIAL	50.00	
	161700587	80 E 200 310 392205	BLACK, ROBERT		OFFICIAL	50.00	
	161700587	80 E 200 310 392205	BLACK, ROBERT		OFFICIAL	50.00	
					Totals for 161700587	200.00	
12/14/2016	161700588	10 E 400 310 162205	CZYSCON, WAYNE		OFFICIAL	85.00	
					Totals for 161700588	85.00	
12/14/2016	161700589	10 E 400 310 162205	DEROUSSEAU, DAVID		OFFICIAL	85.00	
					Totals for 161700589	85.00	
12/14/2016	161700590	10 E 400 310 162105	GIBSON, JEREMY		OFFICIAL	85.00	
					Totals for 161700590	85.00	
12/14/2016	161700591	10 E 400 310 162105	GRETZLOCK, PATRICK		OFFICIAL	85.00	
					Totals for 161700591	85.00	
12/14/2016	161700592	10 E 400 310 162205	HANCOCK, FREDERICK		OFFICIAL	85.00	
					Totals for 161700592	85.00	
12/14/2016	161700593	10 E 400 310 162105	HUTH, JARRED		OFFICIAL	85.00	
					Totals for 161700593	85.00	
12/14/2016	161700594	10 E 400 310 162105	HUTTER, RONALD		OFFICIAL	45.00	
	161700594	80 E 200 310 392205	HUTTER, RONALD		OFFICIAL	50.00	
	161700594	80 E 200 310 392205	HUTTER, RONALD		OFFICIAL	50.00	
	161700594	80 E 200 310 392205	HUTTER, RONALD		OFFICIAL	25.00	
					Totals for 161700594	170.00	
12/14/2016	161700595	10 E 400 310 162105	LERUM, JACOB		OFFICIAL	45.00	
					Totals for 161700595	45.00	
12/14/2016	161700596	10 E 400 310 162205	MCCANN, DANIEL		OFFICIAL	45.00	
					Totals for 161700596	45.00	
12/14/2016	161700597	10 E 400 310 162205	MIDDENDORP, ALLEN		OFFICIAL	45.00	
					Totals for 161700597	45.00	

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
12/14/2016	161700598	10 E 400 310 162205	NELSON, DALE	OFFICIAL		85.00
				Totals for 161700598		85.00
12/14/2016	161700599	10 E 400 310 162105	PRINCE, JEFFREY	OFFICIAL		85.00
				Totals for 161700599		85.00
12/14/2016	161700600	10 E 400 310 162105	PRINCE, RICK	OFFICIAL		85.00
				Totals for 161700600		85.00
12/14/2016	161700601	10 E 400 310 162105	PRINCE, TIMOTHY	OFFICIAL		85.00
				Totals for 161700601		85.00
12/14/2016	161700602	10 E 400 310 162105	RASMUSSEN, ROBERT	OFFICIAL		45.00
	161700602	10 E 400 310 162205	RASMUSSEN, ROBERT	OFFICIAL		45.00
	161700602	10 E 400 310 162105	RASMUSSEN, ROBERT	OFFICIAL		45.00
				Totals for 161700602		135.00
12/14/2016	161700603	80 E 200 310 392205	SKOUG, JOSHUA	OFFICIAL		25.00
	161700603	80 E 200 310 392205	SKOUG, JOSHUA	OFFICIAL		25.00
				Totals for 161700603		50.00
12/14/2016	161700605	10 E 400 310 162205	SUMNER, JOHN	OFFICIAL		45.00
	161700605	80 E 200 310 392205	SUMNER, JOHN	OFFICIAL		50.00
	161700605	10 E 400 310 162105	SUMNER, JOHN	OFFICIAL		45.00
	161700605	10 E 400 310 162205	SUMNER, JOHN	OFFICIAL		45.00
	161700605	80 E 200 310 392205	SUMNER, JOHN	OFFICIAL		50.00
	161700605	10 E 400 310 162105	SUMNER, JOHN	OFFICIAL		45.00
	161700605	80 E 200 310 392205	SUMNER, JOHN	OFFICIAL		25.00
				Totals for 161700605		305.00
12/14/2016	161700606	10 E 400 310 162205	TAHTINEN, SCOTT	OFFICIAL		85.00
				Totals for 161700606		85.00
12/14/2016	161700607	80 E 200 310 392205	WHITESIDE, DENNIS	OFFICIAL		25.00
	161700607	10 E 400 310 162205	WHITESIDE, DENNIS	OFFICIAL		45.00
				Totals for 161700607		70.00
12/14/2016	161700608	10 E 400 310 162105	WHITE, NICHOLAS	OFFICIAL		85.00
				Totals for 161700608		85.00
12/14/2016	161700609	80 E 200 187 392205	DECKER, JORDAN	GAME WORKER		15.00
				Totals for 161700609		15.00
12/14/2016	161700610	10 E 400 187 162205	HOFF, CHRISTINE	GAME WORKER		40.00
	161700610	10 E 400 187 162105	HOFF, CHRISTINE	GAME WORKER		40.00
	161700610	80 E 200 187 392205	HOFF, CHRISTINE	REVERSE OVERPAYMENT		-20.00
				Totals for 161700610		60.00
12/14/2016	161700611	10 E 400 187 162105	JORGENSEN, MEGHAN	GAME WORKER		30.00
	161700611	10 E 400 187 162105	JORGENSEN, MEGHAN	GAME WORKER		30.00
	161700611	10 E 400 187 162205	JORGENSEN, MEGHAN	GAME WORKER		30.00
	161700611	10 E 400 187 162105	JORGENSEN, MEGHAN	GAME WORKER		30.00
				Totals for 161700611		120.00
12/14/2016	161700612	10 E 400 187 162105	KENT, STEVEN	GAME WORKER		25.00
	161700612	10 E 400 187 162105	KENT, STEVEN	GAME WORKER		25.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
12/14/2016	161700612	10 E 400	187 162205	KENT, STEVEN	GAME WORKER	40.00
					Totals for 161700612	90.00
12/14/2016	161700613	10 E 400	187 162205	SPRINGER, WENDY	GAME WORKER	40.00
					Totals for 161700613	40.00
12/14/2016	161700614	10 E 400	187 162205	SUMNER, JOHN	GAME WORKER	25.00
	161700614	10 E 400	187 162105	SUMNER, JOHN	GAME WORKER	50.00
	161700614	10 E 400	187 162105	SUMNER, JOHN	GAME WORKER	25.00
					Totals for 161700614	100.00
12/14/2016	161700615	80 E 200	187 392205	TAFEL, WILLAMINA	GAME WORKER	15.00
	161700615	80 E 200	187 392205	TAFEL, WILLAMINA	GAME WORKER	15.00
					Totals for 161700615	30.00
12/14/2016	161700616	10 E 400	187 162205	WEISHEIPL, DAVID	GAME WORKER	40.00
	161700616	10 E 400	187 162205	WEISHEIPL, DAVID	GAME WORKER	40.00
	161700616	10 E 400	187 162105	WEISHEIPL, DAVID	GAME WORKER	40.00
					Totals for 161700616	120.00
12/15/2016	161700617	10 E 800	342 221400	BALLENTINE, JEFFERY	TIES CONFERENCE MILEAGE, PARKING	132.56
					Totals for 161700617	132.56
12/15/2016	161700618	10 E 400	440 223100	BIG ATHLETICS	T shirts for resale	441.85
					Totals for 161700618	441.85
12/15/2016	161700619	21 E 200	411 140000	EMERSON, GREGORY	Fuel Up to Play 60 Promotion- Smoothies, go-gurts, string cheese	109.55
					Totals for 161700619	109.55
12/15/2016	161700620	10 E 800	432 222200	FOLLETT SCHOOL SOLUTIONS, INC.	Elementary School January Book Order-CREDIT MEMO	-78.00
	161700620	10 E 800	432 222200	FOLLETT SCHOOL SOLUTIONS, INC.	MS LIBRARY BOOKS	1,942.24
	161700620	10 E 800	432 222200	FOLLETT SCHOOL SOLUTIONS, INC.	MS LIBRARY BOOKS	2,056.95
					Totals for 161700620	3,921.19
12/15/2016	161700621	10 E 100	320 254300	G & K SERVICES, INC.	INV#S: 1017217843, 844,845	63.00
	161700621	10 E 200	320 254300	G & K SERVICES, INC.	INV#S: 1017217843, 844,845	63.00
	161700621	10 E 400	320 254300	G & K SERVICES, INC.	INV#S: 1017217843, 844,845	63.00
	161700621	10 E 100	320 254300	G & K SERVICES, INC.	INV#1017173135, 10177173136,1017173137	53.55
	161700621	10 E 200	320 254300	G & K SERVICES, INC.	INV#1017173135, 10177173136,1017173137	53.55
	161700621	10 E 400	320 254300	G & K SERVICES, INC.	INV#1017173135, 10177173136,1017173137	53.55
	161700621	10 E 100	320 254300	G & K SERVICES, INC.	DUSTMOP, MOP FRM. AHS	21.99
	161700621	10 E 200	320 254300	G & K SERVICES, INC.	DUSTMOP, MOP FRM. AHS	21.99
	161700621	10 E 400	320 254300	G & K SERVICES, INC.	DUSTMOP, MOP FRM. AHS	21.98
	161700621	10 E 100	320 254300	G & K SERVICES, INC.	AHS DUSTMOP, MOP FRM	21.99
	161700621	10 E 200	320 254300	G & K SERVICES, INC.	AHS DUSTMOP, MOP FRM	21.99
	161700621	10 E 400	320 254300	G & K SERVICES, INC.	AHS DUSTMOP, MOP FRM	21.98
					Totals for 161700621	481.57
12/15/2016	161700622	10 E 200	320 254300	JOHNSON CONTROLS, INC.	Replace condenser coil on RTU	6,440.00

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				#2. This coil has had numerous refrigerant leaks repaired	
				Totals for 161700622	6,440.00
12/15/2016	161700623	10 E 400 411 121000	NASCO	high school art supplies	721.00
				Totals for 161700623	721.00
12/15/2016	161700624	10 E 800 470 120000	PEARSON EDUCATION	4th and 5th grade math workbooks - 10 5th grade, 15 4th grade	614.45
	161700624	10 E 100 412 110000	PEARSON EDUCATION	WTW 12. PO OLDENBERG	2,669.89
				Totals for 161700624	3,284.34
12/15/2016	161700625	10 E 200 342 241000	PEGGS, DANIEL	ACP CONFERENCE	63.18
				Totals for 161700625	63.18
12/15/2016	161700626	10 E 400 411 241000	RYDIN DECAL	2017-2018 student parking tags	261.03
				Totals for 161700626	261.03
12/15/2016	161700627	10 E 800 470 110000	SCHOOL SPECIALTY, INC.	5 Teacher's Manuals Sets for FOSS/Science.	2,469.80
				Totals for 161700627	2,469.80
12/15/2016	161700628	27 E 700 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	SEPT BILLING BEFORE RATES ESTABLISHED	3,186.65
	161700628	27 E 700 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	SEPT SPECIAL OLYMPICS	259.00
	161700628	10 E 200 341 256770	STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25324,25325,25326,25332,25333, 25335,25339,25346,25360	180.00
	161700628	10 E 400 341 256740	STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25324,25325,25326,25332,25333, 25335,25339,25346,25360	490.00
	161700628	10 E 400 341 256770	STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25324,25325,25326,25332,25333, 25335,25339,25346,25360	1,128.80
	161700628	10 E 150 341 256770	STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25324,25325,25326,25332,25333, 25335,25339,25346,25360	101.25
	161700628	80 E 200 341 256790	STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25324,25325,25326,25332,25333, 25335,25339,25346,25360	140.00
	161700628	27 E 700 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25324,25325,25326,25332,25333, 25335,25339,25346,25360	280.00
	161700628	27 E 700 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	OCT 2016 TENDERCARE	555.00
				Totals for 161700628	6,320.70
12/15/2016	161700629	10 E 400 411 121000	YOUNGBERG, KIMBERLY	mileage for picking up clay order in mpl's over weekend	97.74
				Totals for 161700629	97.74
12/20/2016	161700632	10 L 000 000 811636	MADISON NATIONAL LIFE INS CO,	INSURANCE ADJUSTMENTS	-134.01
	161700632	10 L 000 000 811637	MADISON NATIONAL LIFE INS CO,	INSURANCE ADJUSTMENTS	-41.68
	161700632	10 L 000 000 811638	MADISON NATIONAL LIFE INS CO,	INSURANCE ADJUSTMENTS	-71.80

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	NUMBER	NUMBER	NUMBER			
12/20/2016	161700632	10 L 000 000	811638	MADISON NATIONAL LIFE INS CO,	Payroll accrual	264.94
	161700632	27 L 000 000	811638	MADISON NATIONAL LIFE INS CO,	Payroll accrual	73.21
	161700632	10 L 000 000	811637	MADISON NATIONAL LIFE INS CO,	Payroll accrual	266.78
	161700632	27 L 000 000	811637	MADISON NATIONAL LIFE INS CO,	Payroll accrual	7.84
	161700632	10 L 000 000	811636	MADISON NATIONAL LIFE INS CO,	Payroll accrual	1,454.65
	161700632	27 L 000 000	811636	MADISON NATIONAL LIFE INS CO,	Payroll accrual	322.16
	161700632	50 L 000 000	811636	MADISON NATIONAL LIFE INS CO,	Payroll accrual	9.19
	161700632	10 L 000 000	811637	MADISON NATIONAL LIFE INS CO,	Payroll accrual	228.16
	161700632	27 L 000 000	811637	MADISON NATIONAL LIFE INS CO,	Payroll accrual	43.96
	161700632	10 L 000 000	811636	MADISON NATIONAL LIFE INS CO,	Payroll accrual	1,468.63
	161700632	27 L 000 000	811636	MADISON NATIONAL LIFE INS CO,	Payroll accrual	322.16
	161700632	50 L 000 000	811636	MADISON NATIONAL LIFE INS CO,	Payroll accrual	9.19
	161700632	10 L 000 000	811638	MADISON NATIONAL LIFE INS CO,	Payroll accrual	227.97
	161700632	27 L 000 000	811638	MADISON NATIONAL LIFE INS CO,	Payroll accrual	39.98
				Totals for 161700632		4,491.33
12/20/2016	161700633	10 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	PREMIUM ADJUSTMENTS	6.52
	161700633	10 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	161.50
	161700633	27 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	38.53
	161700633	50 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	2.88
	161700633	10 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	419.78
	161700633	27 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	106.24
	161700633	50 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	19.48
	161700633	10 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	419.78
	161700633	27 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	106.24
	161700633	50 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	19.48
	161700633	10 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	161.50
	161700633	27 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	38.53
	161700633	50 L 000 000	811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	2.88
				Totals for 161700633		1,503.34
12/20/2016	161700634	10 E 800 240	291000	SECURITY HEALTH PLAN OF WI, IN	RETIREE INSURANCE PREMIUMS	38,337.41
	161700634	10 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	6,700.17
	161700634	27 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	1,308.67
	161700634	10 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	PREMIUM ADJUSTMENTS	-629.49
	161700634	10 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	6,881.17
	161700634	27 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	1,443.33
	161700634	10 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	61,527.78
	161700634	27 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	13,992.54
	161700634	10 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	61,528.26
	161700634	27 L 000 000	811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	13,992.90
				Totals for 161700634		205,082.74
12/19/2016	161700635	50 E 800 320	257220	CERTIFIED REFRIG & MECHANICAL	Repair for HS dishwasher	767.85
				Totals for 161700635		767.85
12/19/2016	161700636	50 E 800 415	257240	DEAN FOODS OF WISCONSIN	AES, AMS, AHS MILK NOV 29-DEC 11, 2016	3,065.73
				Totals for 161700636		3,065.73
12/19/2016	161700637	50 E 800 415	257220	EARTHGRAINS BAKING CO. INC.	INV#5218311980,52188312083. DEC 5 & 12	377.43
				Totals for 161700637		377.43
12/19/2016	161700639	50 E 800 415	257250	INDIANHEAD FOODSERVICE INC	INV#552953,554811,555876	300.32
	161700639	50 E 800 415	257220	INDIANHEAD FOODSERVICE INC	INV#552954,552955,553813,55381	2,569.51

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				5,554813,555878,555879	
	161700639	50 E 800 415 257220	INDIANHEAD FOODSERVICE INC	INV#552949,552950,553809,55381	1,825.82
				2,554809,555874,555875	
	161700639	50 E 800 415 257220	INDIANHEAD FOODSERVICE INC	INV#553807,552946,552947,55380	1,923.01
				5,553806,554805,554806,555870,	
				555871	
	161700639	50 E 800 411 257250	INDIANHEAD FOODSERVICE INC	INV#552951,552956,553807,54810	452.03
				,555872,555880	
	161700639	50 E 800 415 257250	INDIANHEAD FOODSERVICE INC	INV#552948, 554807. MS ALA	180.88
				CARTE DEC 5-12, 2016	
	161700639	50 E 800 415 257210	INDIANHEAD FOODSERVICE INC	INV#554812,553814	714.43
	161700639	50 E 800 415 257210	INDIANHEAD FOODSERVICE INC	INV#552952,553810,553811,55480	1,125.21
				8,555877	
	161700639	50 E 800 415 257210	INDIANHEAD FOODSERVICE INC	INV#553080,555873	545.16
				Totals for 161700639	9,636.37
12/19/2016	161700640	50 E 800 415 257220	PIZZA HUT OF EAU CLAIRE INC	INV#145843370009,	742.50
				70010,70011.	
				145843440009,40010,40011. DEC	
				2 & 9, 2016	
				Totals for 161700640	742.50
12/20/2016	161700641	10 E 800 310 162390	TURPIN, QUINCY	ATHLETIC TRAINER	100.00
	161700641	10 E 800 310 162390	TURPIN, QUINCY	ATHLETIC TRAINER	100.00
				Totals for 161700641	200.00
12/20/2016	161700642	10 E 400 440 223100	BIG ATHLETICS	Coaches embroidery on apparel	348.89
	161700642	10 E 800 420 162000	BIG ATHLETICS	Coaches embroidery on apparel	0.00
				Totals for 161700642	348.89
12/20/2016	161700643	27 E 700 411 158000	CAMBIUM LEARNING GROUP	Math Intervention Student Set	55.00
				Totals for 161700643	55.00
12/20/2016	161700644	10 E 800 310 223100	CESA #10	WIAA Streaming agreement	150.00
				Totals for 161700644	150.00
12/20/2016	161700645	10 E 400 411 162105	CHIPPEWA VALLEY SPORTING GOODS	WOMENS BASKETBALLS,	327.00
				SCOREBOOKS	
				Totals for 161700645	327.00
12/20/2016	161700646	10 E 400 411 121000	CONTINENTAL CLAY CO	clay for high school art	171.04
				Totals for 161700646	171.04
12/20/2016	161700647	10 E 400 411 126000	FLINN SCIENTIFIC INC.	Chemicals and lab supplies	94.15
				Totals for 161700647	94.15
12/20/2016	161700648	10 E 400 342 221400	LEMAY, JASON	TIES registration (Jason paid	313.00
				for with his personal credit	
				card)	
				Totals for 161700648	313.00
12/20/2016	161700649	27 E 700 411 156600	PEARSON EDUCATION	Speech and Language tests for	681.45
				language and phonology	
				Totals for 161700649	681.45
12/20/2016	161700650	27 E 700 411 158000	ROBERTSON, JENNIFER	Supplies purchased when	424.44

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				credit card not available. See receipts. Mostly used to set up AALC.	
				Totals for 161700650	424.44
12/20/2016	161700651	10 E 150 411 161306	SCHOOL SPECIALTY, INC.	Play materials for AIS play	32.44
	161700651	10 E 100 417 110000	SCHOOL SPECIALTY, INC.	CONSTRUCTION PAPER	153.00
	161700651	10 E 100 417 110000	SCHOOL SPECIALTY, INC.	11X17 paper	168.60
				Totals for 161700651	354.04
12/21/2016	161700652	10 L 000 000 811670	ING LIFE INS & ANNUITY CO	Payroll accrual	245.00
	161700652	27 L 000 000 811670	ING LIFE INS & ANNUITY CO	Payroll accrual	105.00
	161700652	10 L 000 000 811670	ING LIFE INS & ANNUITY CO	Payroll accrual	100.00
				Totals for 161700652	450.00
12/22/2016	161700654	10 E 800 436 120000	CONNECTIONS EDUCATION, LLC	Connections Education (Pearson)--Advanced placement HS Electives	1,085.00
				Totals for 161700654	1,085.00
12/22/2016	161700655	21 R 800 291 500000	FIRST TECHNOLOGIES INC	NIDA Electronics Kits + curriculum Quote #16-5191	6,405.00
				Totals for 161700655	6,405.00
12/22/2016	161700656	27 E 700 411 223300	MCCUTCHEON, DONALD	MEETINGS	66.60
				Totals for 161700656	66.60
12/22/2016	161700657	10 E 200 342 161340	PHIPPEN, JILL	LEGO ROBOTICS NOV 12, DEC 10, 2016	373.68
				Totals for 161700657	373.68
12/22/2016	161700658	27 E 700 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	SPECIAL OLYMPICS TENDERCARE	144.00
	161700658	27 E 700 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	INDRA DAY ROUTING	1,908.46
				Totals for 161700658	2,052.46
12/22/2016	161700659	10 E 800 342 221400	STUTTGEN, JASON	TIES CONF (12-11-2016) MILEAGE AND PARKING	170.80
				Totals for 161700659	170.80
01/02/2017	161700660	10 E 400 187 162205	HOFF, CHRISTINE	GAME WORKER	30.00
				Totals for 161700660	30.00
01/02/2017	161700661	10 E 400 310 162205	HUTTER, RONALD	OFFICIAL	45.00
				Totals for 161700661	45.00
01/02/2017	161700662	80 E 200 310 392205	JAROCKI, JONATHON	OFFICIAL	50.00
				Totals for 161700662	50.00
01/02/2017	161700663	10 E 400 187 162205	JORGENSEN, MEGHAN	GAME WORKER	40.00
	161700663	10 E 400 187 162205	JORGENSEN, MEGHAN	GAME WORKER	40.00
				Totals for 161700663	80.00
01/02/2017	161700664	10 E 400 310 162205	MCCANN, DANIEL	OFFICIAL	45.00
	161700664	10 E 400 310 162205	MCCANN, DANIEL	OFFICIAL	45.00
				Totals for 161700664	90.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	
	NUMBER	NUMBER	NUMBER		DESCRIPTION	AMOUNT
01/02/2017	161700665	80 E 200 310	392205	MIDDENDORP, ALLEN	OFFICIAL	25.00
					Totals for 161700665	25.00
01/02/2017	161700666	10 E 400 310	162205	PRINCE, JEFFREY	OFFICIAL	85.00
					Totals for 161700666	85.00
01/02/2017	161700667	10 E 400 310	162205	PRINCE, RICK	OFFICIAL	85.00
					Totals for 161700667	85.00
01/02/2017	161700668	10 E 400 310	162205	PRINCE, TIMOTHY	OFFICIAL	85.00
					Totals for 161700668	85.00
01/02/2017	161700669	80 E 200 310	392205	SKOUG, JOSHUA	OFFICIAL	25.00
					Totals for 161700669	25.00
01/02/2017	161700670	10 E 400 310	162205	SPONHOLZ, SCOTT	OFFICIAL	45.00
					Totals for 161700670	45.00
01/02/2017	161700671	10 E 400 187	162205	SUMNER, JOHN	GAME WORKER	75.00
	161700671	80 E 200 310	392205	SUMNER, JOHN	OFFICIAL	50.00
					Totals for 161700671	125.00
01/02/2017	161700672	80 E 200 187	392205	TAFEL, WILLAMINA	GAME WORKER	15.00
					Totals for 161700672	15.00
01/02/2017	161700673	10 E 400 187	162205	WEISHEIPL, DAVID	GAME WORKER	25.00
	161700673	10 E 400 187	162205	WEISHEIPL, DAVID	GAME WORKER	20.00
					Totals for 161700673	45.00
01/03/2017	161700675	10 E 800 320	254500	BOBCAT PLUS	service loaner while our skid steer was being repaired.	300.00
					Totals for 161700675	300.00
01/03/2017	161700676	10 E 800 342	248000	BOSS, LISA	NOV 16-DEC 21, 2016 AES TO DO.	40.48
					Totals for 161700676	40.48
01/03/2017	161700677	10 E 400 320	254300	CERTIFIED INC	INV #S: 56253, 56608. replace thermostat in early childhood building / replace ignitor for hot water boiler in High School	546.34
					Totals for 161700677	546.34
01/03/2017	161700678	10 E 800 342	252000	CHWALA, SHARON	JULY-DEC. 2016-BANKING AND CLUSTER MTGS	77.76
					Totals for 161700678	77.76
01/03/2017	161700679	10 E 100 320	254300	CITY OF ALTOONA	fire inspection fees	275.00
	161700679	10 E 200 320	254300	CITY OF ALTOONA	fire inspection fees	275.00
	161700679	10 E 400 320	254300	CITY OF ALTOONA	fire inspection fees	275.00
					Totals for 161700679	825.00
01/03/2017	161700680	10 E 800 411	221910	FIRST CHOICE COMPUTER	IT PICK UP ON 12-5-2016	282.00
					Totals for 161700680	282.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	
	NUMBER	NUMBER	NUMBER		DESCRIPTION	AMOUNT
01/03/2017	161700681	10 E 100 320 254300		G & K SERVICES, INC.	INV#S: 1017240279, 280, 281	60.15
	161700681	10 E 200 320 254300		G & K SERVICES, INC.	INV#S: 1017240279, 280, 281	60.15
	161700681	10 E 400 320 254300		G & K SERVICES, INC.	INV#S: 1017240279, 280, 281	60.15
					Totals for 161700681	180.45
01/03/2017	161700682	27 E 700 342 156700		JENSEN, PATRICIA	DEC 2016 MILEAGE REIMBURSEMENT	326.25
	161700682	27 E 700 342 156700		JENSEN, PATRICIA	DEC 2016 MILEAGE REIMBURSEMENT	326.24
					Totals for 161700682	652.49
01/03/2017	161700683	10 E 200 320 254300		JOHNSON CONTROLS, INC.	Continue repairs on RTU 1,2 and 4	2,183.88
	161700683	10 E 200 320 254300		JOHNSON CONTROLS, INC.	repairs to RTU 1,2 and 5	3,343.01
					Totals for 161700683	5,526.89
01/03/2017	161700684	10 E 800 342 221400		KALDOR, BROOKE	EXPENSE REIMBURSEMENT, MILEAGE & PARKING	203.54
					Totals for 161700684	203.54
01/03/2017	161700685	10 E 800 342 221400		MADSEN, JENNIFER	EXPENSE REIMBURSEMENT, MILEAGE	125.28
					Totals for 161700685	125.28
01/03/2017	161700686	10 E 800 342 252000		MARKGREN, MICHAEL	EXPENSE REIMBURSEMENT, MILEAGE OCT 5 & DEC 7,2016	126.44
					Totals for 161700686	126.44
01/03/2017	161700687	27 E 700 411 215000		PEARSON EDUCATION	SSIS Rating Scales: Parent & Teacher Forms	130.20
					Totals for 161700687	130.20
01/03/2017	161700688	10 E 200 342 161340		PHIPPEN, JILL	Money for mileage to and from Lego Robotics tournaments in LaCrosse (200 miles) and Oshkosh (492 miles).	373.68
					Totals for 161700688	373.68
01/03/2017	161700689	10 E 800 341 256710		STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25393-25398.	49,111.57
	161700689	27 E 700 341 256750		STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 25393-25398.	15,034.99
					Totals for 161700689	64,146.56
01/03/2017	161700690	27 E 700 411 156600		WEIX, DONNA	Mileage for itinerant services. NOV 1-DEC 31,2016	253.80
					Totals for 161700690	253.80
12/23/2016	201600837	10 A 000 000 711101		CCF BANK	NET PAYROLL-DECEMBER 23, 2016	238,205.68
	201600837	27 A 000 000 711101		CCF BANK	NET PAYROLL-DECEMBER 23, 2016	51,874.32
	201600837	50 A 000 000 711101		CCF BANK	NET PAYROLL-DECEMBER 23, 2016	9,763.66
	201600837	80 A 000 000 711101		CCF BANK	NET PAYROLL-DECEMBER 23, 2016	1,748.44
					Totals for 201600837	301,592.10
12/23/2016	201600838	10 L 000 000 811612		EFTPS	Payroll accrual	361.28
	201600838	27 L 000 000 811612		EFTPS	Payroll accrual	50.00
	201600838	50 L 000 000 811612		EFTPS	Payroll accrual	40.00
	201600838	10 L 000 000 811612		EFTPS	Payroll accrual	32,902.86

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	
	NUMBER	NUMBER	NUMBER		DESCRIPTION	AMOUNT
12/23/2016	201600838	27 L 000 000	811612	EFTPS	Payroll accrual	6,162.82
	201600838	50 L 000 000	811612	EFTPS	Payroll accrual	503.49
	201600838	80 L 000 000	811612	EFTPS	Payroll accrual	140.02
	201600838	10 L 000 000	811611	EFTPS	Payroll accrual	21,096.76
	201600838	27 L 000 000	811611	EFTPS	Payroll accrual	4,548.88
	201600838	50 L 000 000	811611	EFTPS	Payroll accrual	752.19
	201600838	80 L 000 000	811611	EFTPS	Payroll accrual	135.94
	201600838	10 L 000 000	811611	EFTPS	Payroll accrual	5,009.40
	201600838	27 L 000 000	811611	EFTPS	Payroll accrual	1,063.86
	201600838	50 L 000 000	811611	EFTPS	Payroll accrual	175.93
	201600838	80 L 000 000	811611	EFTPS	Payroll accrual	31.78
	201600838	10 L 000 000	811611	EFTPS	Payroll accrual	5,009.40
	201600838	27 L 000 000	811611	EFTPS	Payroll accrual	1,063.86
	201600838	50 L 000 000	811611	EFTPS	Payroll accrual	175.93
	201600838	80 L 000 000	811611	EFTPS	Payroll accrual	31.78
	201600838	10 L 000 000	811611	EFTPS	Payroll accrual	21,096.76
	201600838	27 L 000 000	811611	EFTPS	Payroll accrual	4,548.88
	201600838	50 L 000 000	811611	EFTPS	Payroll accrual	752.19
	201600838	80 L 000 000	811611	EFTPS	Payroll accrual	135.94
					Totals for 201600838	105,789.95
12/23/2016	201600839	10 L 000 000	811671	GREAT-WEST RETIREMENT SERVICES	Payroll accrual	1,455.90
	201600839	27 L 000 000	811671	GREAT-WEST RETIREMENT SERVICES	Payroll accrual	500.00
					Totals for 201600839	1,955.90
12/23/2016	201600840	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	72.09
	201600840	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	79.88
	201600840	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	32.35
	201600840	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	15.30
	201600840	10 L 000 000	811670	WEA TRUST ADVANTAGE	Payroll accrual	3,054.00
	201600840	27 L 000 000	811670	WEA TRUST ADVANTAGE	Payroll accrual	384.00
	201600840	10 L 000 000	811670	WEA TRUST ADVANTAGE	Payroll accrual	1,316.68
	201600840	27 L 000 000	811670	WEA TRUST ADVANTAGE	Payroll accrual	583.34
	201600840	10 L 000 000	811670	WEA TRUST ADVANTAGE	Payroll accrual	233.00
	201600840	27 L 000 000	811670	WEA TRUST ADVANTAGE	Payroll accrual	0.00
	201600840	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	1,878.50
	201600840	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	84.00
					Totals for 201600840	7,733.14
12/23/2016	201600841	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	10.00
	201600841	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	16,202.81
	201600841	27 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	3,210.92
	201600841	50 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	276.36
	201600841	80 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	64.06
					Totals for 201600841	19,764.15
12/16/2016	201600842	10 E 800 249	259000	DIVERSIFIED BENEFIT SERVICES I	HRA REIMBURSEMENTS-12/16/16	6,072.92
					Totals for 201600842	6,072.92
12/09/2016	201600843	27 R 800 516	150000	EAU CLAIRE AREA SCHOOL DIST	15-16 TRANS AID	12,962.35
					Totals for 201600843	12,962.35
12/12/2016	201600844	10 E 800 411	252000	MAGIC-WRIGHTER	NOV 2016 TRANSACTIONS-45	22.50
					Totals for 201600844	22.50
12/12/2016	201600845	10 E 100 331	253300	XCEL ENERGY, INC.	HS, FB FIELD,AIS, MS,	1,228.83

CHECK DATE	CHECK ACCOUNT					VENDOR	INVOICE	
	NUMBER	NUMBER					DESCRIPTION	AMOUNT
							GARAGE, ELE GAS	
	201600845	10 E 200 331 253300			XCEL ENERGY, INC.		HS, FB FIELD,AIS, MS,	995.37
							GARAGE, ELE GAS	
	201600845	10 E 200 336 253300			XCEL ENERGY, INC.		HS, FB FIELD,AIS, MS,	8,633.86
							GARAGE, ELE GAS	
	201600845	10 E 400 331 253300			XCEL ENERGY, INC.		HS, FB FIELD,AIS, MS,	43.16
							GARAGE, ELE GAS	
	201600845	10 E 400 336 253300			XCEL ENERGY, INC.		HS, FB FIELD,AIS, MS,	7,797.63
							GARAGE, ELE GAS	
	201600845	10 E 100 331 253300			XCEL ENERGY, INC.		EEC, ALT ED, STORAGE	33.63
	201600845	10 E 100 336 253300			XCEL ENERGY, INC.		EEC, ALT ED, STORAGE	197.49
	201600845	10 E 800 331 253300			XCEL ENERGY, INC.		EEC, ALT ED, STORAGE	61.75
	201600845	10 E 800 336 253300			XCEL ENERGY, INC.		EEC, ALT ED, STORAGE	198.01
							Totals for 201600845	19,189.73
12/20/2016	201600846	10 E 100 331 253300			EC ENERGY COOPERATIVE		AES GAS. ACCT#13417001	3,829.12
							Totals for 201600846	3,829.12
12/30/2016	201600847	10 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	17,061.18
	201600847	27 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,171.03
	201600847	80 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	148.50
	201600847	10 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,264.81
	201600847	27 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	1,262.59
	201600847	50 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	461.06
	201600847	80 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	54.12
	201600847	10 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	17,061.18
	201600847	27 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,171.03
	201600847	80 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	148.50
	201600847	10 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,264.81
	201600847	27 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	1,211.80
	201600847	50 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	461.06
	201600847	80 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	54.12
	201600847	27 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	50.79
	201600847	10 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	17,637.46
	201600847	27 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,171.03
	201600847	10 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,109.55
	201600847	27 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	1,307.82
	201600847	50 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	498.82
	201600847	80 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	2.64
	201600847	10 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	17,637.46
	201600847	27 L 000 000 811621			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,171.03
	201600847	10 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	3,109.55
	201600847	27 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	1,307.82
	201600847	50 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	498.82
	201600847	80 L 000 000 811622			WISCONSIN RETIREMENT SYSTEM		Payroll accrual	2.64
							Totals for 201600847	102,301.22
12/23/2016	201600848	10 L 000 000 811614			DIVERSIFIED BENEFIT SERVICES I		FSA BENEFITS CARDS-12/18/16	231.00
							Totals for 201600848	231.00
12/23/2016	201600849	27 L 000 000 811614			DIVERSIFIED BENEFIT SERVICES I		FSA REIMBURSEMENTS-12/23/16	1,800.00
							Totals for 201600849	1,800.00
12/23/2016	201600850	10 E 800 249 259000			DIVERSIFIED BENEFIT SERVICES I		HRA REIMBURSEMENTS-12/23/16	2,900.83
							Totals for 201600850	2,900.83

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
12/30/2016	201600851	10 E 800 310 252100		EMPLOYEE BENEFITS CORPORATION	COBRA ADMINISTRATIVE FEES	129.00
					Totals for 201600851	129.00
01/02/2017	201601006	10 L 000 000 811635		DELTA DENTAL	Payroll accrual	8,050.49
	201601006	27 L 000 000 811635		DELTA DENTAL	Payroll accrual	1,951.91
	201601006	50 L 000 000 811635		DELTA DENTAL	Payroll accrual	75.83
	201601006	10 L 000 000 811635		DELTA DENTAL	Payroll accrual	8,050.49
	201601006	27 L 000 000 811635		DELTA DENTAL	Payroll accrual	1,951.91
	201601006	50 L 000 000 811635		DELTA DENTAL	Payroll accrual	75.83
	201601006	10 L 000 000 811635		DELTA DENTAL	INSURANCE ADJUSTMENTS	-48.76
					Totals for 201601006	20,107.70
12/30/2016	201601007	10 L 000 000 811614		DIVERSIFIED BENEFIT SERVICES I	FSA BENEFIT CARDS-12/25/16	407.65
					Totals for 201601007	407.65
12/30/2016	201601008	10 E 800 249 259000		DIVERSIFIED BENEFIT SERVICES I	HRA REIMBURSEMENTS-12/30/16	9,910.20
					Totals for 201601008	9,910.20
12/31/2016	201601014	10 R 800 280 500000		CCF BANK	DECEMBER NET FEES	-91.26
	201601014	10 E 800 941 252000		CCF BANK	DECEMBER NET FEES	269.43
					Totals for 201601014	178.17
					Totals for checks	996,534.31

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL	590,416.74	-91.26	199,934.54	790,260.02
21	SPECIAL REVENUE TRUST FUND	0.00	6,405.00	109.55	6,514.55
27	SPECIAL EDUCATION FUND	129,591.32	12,962.35	24,198.44	166,752.11
50	FOOD SERVICE	14,574.27	0.00	14,589.88	29,164.15
80	COMMUNITY SERVICE	2,698.48	0.00	1,145.00	3,843.48
***	Fund Summary Totals ***	737,280.81	19,276.09	239,977.41	996,534.31

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

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
12/15/2016	8284	61 L 000 000 814433 000	J & M FUNDRAISING, I	Butterbraid Fundraiser-ALTOONA HS BAND- FALL 2016		1,925.00
				Totals for 8284		1,925.00
12/20/2016	8285	61 L 000 000 814433 000	BOB ROGERS TRAVEL	Check to Bob Rogers Travel Company (Orlando Band Trip 2017)		4,600.00
				Totals for 8285		4,600.00
12/22/2016	8286	61 L 000 000 814433 000	J & M FUNDRAISING, I	Check for Butterbraids (missed order/already filled)		91.00
				Totals for 8286		91.00
01/03/2017	8287	61 L 000 000 814801 000	EQUAL RIGHTS DIVISIO	DEC STUDENT WORK PERMIT		60.00
				Totals for 8287		60.00
01/03/2017	8288	61 L 000 000 814480 000	UW-STOUT MBEA	DECA districts 1, for competition. 20 STUDENTS REGISTRATION, CHAPTER FEE		525.00
				Totals for 8288		525.00
12/15/2016	????????	61 L 000 000 814209 000	GRASER, PHILLIP	DJ and Lighting for the BASH		250.00
				Totals for 161700630		250.00
12/15/2016	????????	61 L 000 000 814465 000	MISSISSIPPI WELDERS	helium for Rails Balloon Bouquets		297.01
				Totals for 161700631		297.01
				Totals for checks		7,748.01

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	7,748.01	0.00	0.00	7,748.01
***	Fund Summary Totals ***	7,748.01	0.00	0.00	7,748.01

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

Introduction to the Pupil Nondiscrimination Self-Evaluation

The self-evaluation required by PI 9.06 of the Wisconsin Administrative Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students and ensure that all students are college or career ready on graduation.

Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under section 118.13 of the Wisconsin Statutes. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

In 2000-01, school districts were required to conduct a second self-evaluation, which was referred to as Cycle II. The Cycle II evaluation required more than an assessment of whether compliance had been achieved with the procedural requirements of the law. In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In other words, school districts were asked to report “how they are doing” in achieving these goals.

In 2006, the department reviewed the self-evaluation process and determined that information on all but three of the required elements identified in PI 9.06 were being collected by school districts and submitted to the department as part of other reporting requirements. The three elements are:

- “... methods, practices, curriculum, and materials used in ... counseling...” (PI 9.06(1)(c), Wis. Admin. Code); and
- “trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code); and
- “participation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).

In 2006-07 and 2011-12, school districts were required to complete Cycle III of the self-evaluation focusing on these three elements. Cycle III continues for 2016-17, requiring school districts to evaluate these elements, create an evaluation report, and assure the department of their work.

General Instructions

During school year 2016-17, all districts must:

1. Evaluate the status of nondiscrimination and equality of educational opportunity in the school district. The evaluation shall include the following:
 - Methods, practices, curriculum and materials used in counseling;
 - Participation trends and patterns and school district support of athletic, extracurricular and recreational activities; and
 - Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
2. Provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.
3. Prepare a written report of the evaluation which shall be available for examination by residents of the school district.
4. Assure the department the evaluation has been completed.

REQUIRED PARTICIPANTS

PI 9.06(2) requires school districts to provide an opportunity for pupils, teachers, administrators, parents, and residents to participate in the self-evaluation process.

Benchmarks

- Participants are representative of the diversity within the school community.
- Information about the self-evaluation process, and the opportunity to participate, is accessible to everyone within the community.

PROCESS

School districts are not required to use any particular process in conducting the self-evaluation. Each individual school district should choose a plan that will work best for that district.

The department recommends the following as basic structure for the self-evaluation:

1. School district staff assemble relevant data/evidence.
2. School district establishes a self-evaluation team composed pupils, teachers, administrators, parents, and community members.
3. Self-evaluation team reviews the assembled data/evidence.
4. Self-evaluation team makes findings and recommendations for improvement based on the review of the assembled data/evidence.
5. School district staff prepare a self-evaluation report based on the findings recommendations of the self-evaluation team.

Benchmarks

- The self-evaluation process addressed the status of nondiscrimination and equality of educational opportunity in all three required areas of inquiry.
- Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process.

REPORT

School districts are not required to use any particular format for the report. Each individual school district should choose a report format that will work best for that district.

The department recommends the following structure for the report:

1. A summary of the self- evaluation process.
2. A summary of the findings of the self-evaluation team.
3. A summary of the recommendations for improvement made by the self-evaluation team.
4. A plan for achieving recommend improvements.

The school board must review and approve the self-evaluation report. The written report of the self-evaluation shall be available for examination by residents of the school district.

Benchmarks

- The self-evaluation report has been reviewed and approved by the school board.
- The self-evaluation report is available to all school district residents.

ASSURANCE

The self-evaluation must be complete and the school district must submit an assurance regarding the self-evaluation to the department no later than **April 1, 2017**.

Benchmark

- The self-evaluation assurance is on file at DPI.

A CAUTION REGARDING DATA

In conducting the evaluation, all relevant data and information, from all available sources, should be considered and evaluated by the evaluation team. This may include data that has already been submitted to the department or other agencies.

Take care to avoid disclosure of confidential information about small groups of students, either directly or indirectly. A group is considered small if the number of students in the group is five or less. Indirect disclosure occurs when data are reported both for all students in a group and for

a large subset of this group leaving only a small subset not reported. Sometimes, you will be unable to report data about groups larger than five in order to avoid possible indirect disclosure of confidential information about the smaller group. The disaggregated data should be compared with overall enrollment data to determine if there is proportionate representation.

Benchmarks

- Identifying student information and records are kept confidential during the self-evaluation process.
- The self-evaluation report does not include any confidential student information.

Technical assistance:

The Department of Public Instruction is committed to providing technical assistance and support to school districts in conducting this evaluation and fulfilling reporting requirements.

You may contact the Pupil Nondiscrimination Program Consultant with questions or comments:

Paul Sherman
paul.sherman@dpi.wi.gov
(608) 267-9157

Businesses, CESA Equity Leaders, colleges or universities, community organizations, elders or tribal agencies, private equity consultants, and parents may also be able to offer expertise, assistance and support.

Instructions for Evaluating Methods, Practices, Curriculum, and Materials Used in Counseling

This section asks the district to examine the methods, practices, curriculum and materials used in counseling. In doing so, the district should consider all of the protected groups listed under section 118.13, of the Wisconsin Statutes: sex, race, religion, creed, age, national origin, ancestry, pregnancy, marital status, parental status, sexual orientation, and disability.

Benchmarks

- Equity and diversity are integrated into all aspects of counseling to ensure nondiscrimination.
- No forms of bias or stereotyping are present in counseling strategies.
- Counselors emphasize that courses, programs, roles and careers are open to all regardless of protected class status.
- Counselors demonstrate high expectations for all students.

Ideas for evaluation

- Review how the district's equity policies and practices are incorporated into counseling.
- Evaluate the degree to which issues of students' primary language backgrounds, dialects, cultures, gender, race, sexual orientation, and disability are adequately considered in counseling.
- Determine whether opportunities are available for students to explore new, nontraditional career, or higher wage opportunities.
- Review counseling materials to ensure the absence of bias or stereotyping.
- Develop and implement strategies for improvement

Suggested Questions

The questions provided in these instructions are only suggested questions. Some questions may not be relevant for a particular district. Some self-evaluation teams may also wish to consider additional questions.

1. What are the district's policies and practices regarding multiple perspectives in and through counseling?
2. The following questions pertain to the type of training counselors have received.
 - How have they been trained to recognize bias or stereotypes?

- How have they been trained to recognize and present multiple perspectives in and through counseling?
 - How often has the above training occurred? Was the training optional or required?
 - How effective was the training in improving counseling?
3. How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?
 4. Does the district provide culturally and linguistically accessible support services to students and families?
 5. Does academic planning and support services assist students in closing the achievement gap?
 6. How are counseling or student services aligned with mainstream curriculum, instruction and assessment?

Instructions for Evaluating Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

In this section, the district is asked to review participation trends in athletic, extracurricular and recreational activities. In doing so, the department suggests that data from at least the past three years be reviewed. This is necessary for an accurate assessment. Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

Benchmarks

- Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.
- Interscholastic athletic programs for boys and girls are comparable in type, scope and support.
- School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey.
- School assemblies, special programs and speakers reflect the diverse pluralistic nature of the school and the larger community.
- School emblems, mascots, team names and other symbols are free from racial, ethnic, gender, disability or other type of bias or stereotyping.

Ideas for evaluation

- Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years.
- Disaggregate data on the basis of race, national origin, sex, and disability.
- Compare data with overall enrollment data. "School enrollments" can serve as a baseline.
- Identify any factors that might influence enrollment.
- Review separate programs in inter-scholastic athletics for boys and girls to ensure that they are comparable in type, scope and support.
- Review guidelines and procedures to assess (by school) the athletic interests and other extracurricular interests of students.
- Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities.

- Review special presentations and programs to determine if they reflect the diverse interests of students.
- Develop and implement strategies to increase participation by underrepresented groups.
- Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support

Suggested Questions

The questions provided in these instructions are only suggested questions. Some questions may not be relevant for a particular district. Some self-evaluation teams may also wish to consider additional questions.

Athletic programs and activities

1. Review participation data in athletic programs and activities for at least the past three years. Review data by race, sex, national origin or disability. Identify trends and patterns.
 - Are some groups underrepresented in athletic programs and activities?
 - If so, how?
2. Are effective procedures in place to track participation in athletic programs and activities by race, sex, disability, and national origin?
3. In responding to the following questions, review interscholastic athletic opportunities for male and female students.
 - Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?
 - Are the opportunities comparable in scope and type?
 - If not, can the district show a history and continuing practice of program expansion for the underrepresented sex?
 - If not, can the district demonstrate that the interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the present programs?
4. Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:
 - coaching and other staff salaries
 - provision of uniforms
 - equipment and supplies
 - scheduling of games and practice times
 - provision of transportation
 - opportunity to receive experienced coaching, academic tutoring, medical, or other type of services
 - access to locker rooms, practice and competitive facilities
 - publicity efforts
 - availability of pep band, cheerleaders, pom pon, et cetera for all teams.
5. Are school mascots, team names, and logos free from bias or stereotyping?
6. Does attendance at athletic events reflect the diversity of the students in the school?
7. Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping?

8. Do coaches receive training to prevent hazing and harassment of, and by, athletes?
9. Does the selection of specific sports and levels of competition accommodate the interests and abilities of: members of both sexes, students with special needs, students with limited-English proficiency, or diverse racial/ethnic groups?
10. Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?
11. Are special accommodations available for students with disabilities?

Other extracurricular, recreational, and school-sponsored or approved activities

12. Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns.
 - To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by race, gender, national origin or disability?
 - If not, how do they differ?
13. Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?
14. Are activities provided to meet the expressed interests of all groups?
15. Are students and their parents/guardians encouraged to organize extracurricular activities or clubs that target their needs as members of a protected class? Has the district surveyed students, staff and parents/guardians to determine what these needs or interests may be?
16. Are special accommodations available for children with disabilities?
17. Is there a fair process by which all groups seeking school-approved status can apply? Are all groups that follow the process and meet criteria approved?
18. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?

Instructions for Evaluating Trends and Patterns in Awarding Scholarships and Other Forms of Recognition

This section asks the district to evaluate the trends and patterns in awarding scholarships and other forms of recognition and achievement. In doing so, the department suggests that data from at least the past three years be reviewed. Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

Benchmarks

- All scholarships and other forms of recognition are awarded in a way that does not discriminate.
- Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.
- Information about award opportunities is accessible to all parents and students.
- Application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping.

Ideas for Evaluation

- Collect data on award recipients and applicants for the last three years.
- Disaggregate data on the basis of race, national origin, sex, and disability.
- Compare data with overall enrollment data. “School enrollments” can serve as a baseline.
- Identify discrepancies sufficiently large enough to warrant further examination. The department suggests that a disparity of 5% be considered significant.
- Review application materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping.
- Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.

Suggested Questions

The questions provided in these instructions are only suggested questions. Some questions may not be relevant for a particular district. Some self-evaluation teams may also wish to consider additional questions.

Awards that are directly administered

The following questions refer to scholarships, awards, and other forms of recognition that school districts or individual schools directly administer. Examples include varsity letters, "Student of the Month" awards, and post-secondary scholarships.

1. Review data and information on award recipients and applicants for at least the past three years. Identify trends and patterns.
 - To what extent do the applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
 - To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
 - What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?
2. What procedures are in place to track and analyze applications for and awarding of scholarships and other forms of recognition by protected class status? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?
3. What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?

Other scholarships and awards

The following questions refer to those scholarships, awards, and other forms of recognition that are not sponsored by the school district but require an active role by school officials. Examples of an active role include nominating or writing letters of recommendation.

4. To what extent do students assisted by school officials for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin and disability?
5. What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?
6. What annual procedures are in place to track and analyze the role of school officials in assisting students? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?

New additions to the Altoona High School course offerings include:

Art

Senior Studio (possible AP Art)

Business

Advanced Marketing

Health

Food & Fitness

Mathematics

Statistics

Social Studies

Topics in History: Genocide in the Twentieth Century

Street Law (possible dual credit course w/ CVTC Criminal Justice)

Technology Education

Basic Electronics (Dual Credit)

Graphic Design

Railroader Industries

Other

Certified Nursing Assistant

IT Software Development

AP Seminar

Academies (informational only)

Engineering Academy

IT Software Academy

Healthcare Academy

January 9, 2017

To: Altoona School Board

From: Jason LeMay, High School Principal & Andrea Steffen, Director of Curriculum & Instruction

Dear Board Members and Dr. Biedron:

Listed above are the new course offerings at Altoona High School that are planned for the 2017-18 school year.

They are listed by departments. Course descriptions and additional details are included on the following pages.

The information regarding the academies (pages 7-9) are information only and are part of an overall larger plan that will be implemented in 2018-19. The courses listed are proposed offerings and will be dependent on enrollment numbers in courses and scheduling.

A revised and updated course catalog will be provided at the January 23 Board meeting. At this time questions will be fielded and additional information will be provided at that time.

For your consideration,

Jason LeMay & Andrea Steffen

ART

Title: Senior Studio (possible AP Art with some tweaks)

Grade: 12th

Additional Fees: TBD

Credit: .5

Length of Course: Semester

Prerequisite: Four semesters of art

Course Description:

Are you planning to go on to an art-related career? If so, you may want to consider this course. If you have taken 4 or more semesters of art during your high school career, then you can create your own senior studio! You can choose your medium (art material) and the type of art you want to create! For 18 weeks you will spend one hour a day preparing for a senior show at the end of the semester, at which you will be displaying your work for the public.

BUSINESS

Title: Advanced Marketing/Marketing II

Grade: 11th or 12th grade

Additional Fees: None

Credit: .5

Length of Course: Semester

Prerequisite: Marketing I

Course Description:

This course will continue to develop Marketing skills and foundations attained in Marketing I with emphasis on advertising, event planning, product creation, business financials, technology advancements in business, and social media relations. The course will incorporate the use of the school store and take leadership roles in running the DECA chapter by getting involved throughout the region.

HEALTH

Title: Food & Fitness

Grade: 10th, 11th, & 12th

Additional Fees:

Credit: .5

Length of Course: Semester

Prerequisite: None

Course Description:

In this class, students will learn the basics of the kitchen, including meal planning and nutrition. We will have food labs where students learn the fundamentals of the kitchen, while making informed decisions about what they eat and the components of a healthy lifestyle. In this class, you will learn about more than just food and nutrition. The class will also put a great emphasis on teamwork, problem solving, and collaborative learning.

MATHEMATICS

Title: Statistics

Grade: 11th & 12th

Additional Fees: None

Credit: 1

Length of Course: Year

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II

Course Description:

This course is designed as a college prep course for the student who is not necessarily majoring in a mathematics or science field. Successful completion of this course should prepare the student for Pre-Calculus or Calculus. Students learn to explore, summarize, and display data; design surveys and experiments; use probability to understand random behavior; make inferences about populations by looking at samples from those populations; and make inferences about the effect of treatments from designed experiments. The topics covered include functions, logarithms, trigonometry, probability, sequences and statistics

SOCIAL STUDIES

Title: Topics in History: Genocide in the Twentieth Century

Grade: 11-12

Additional Fees: None

Credit: .5

Length of Course: semester

Prerequisite: Completion of Social Studies 9

Course Description:

This class will examine the in-depth historical, social, and political events surrounding genocide events. Students will investigate the official definition of genocide, apply that definition to several case studies (including the Armenian genocide, the Holocaust and Darfur), and explore reasons for international action and inaction. The class will utilize primary source documents, videos, and online resources.

Title: Street Law (possible dual credit course with CVTC with Criminal Justice)

Grade: 11-12 (or instructor approval)

Additional Fees:

Credit: .5

Length of Course:

Prerequisite: Completion of Social Studies 9

Course Description:

This class will cover both constitutional and criminal law. The class will cover the basics of our criminal justice system and criminal law. Students will also take a deep dive into the Constitution to analyze past and present Supreme Court cases and decisions.

TECHNOLOGY EDUCATION

Title: Basic Electronics

Grade: 9th – 12th

Additional Fees: None

Credit: .50

Length of Course: Semester

Prerequisite: None

Course Description:

(offered EVEN Graduation years) Engineering Academy* Course Students will analysis DC and AC circuits in electromechanical systems. Content to be learned include Ohm's Law, Watts Law, circuit types, and function of relays and transformers. Content will be taught using Snap Circuits and NIDA Electronic modules. Students will learn to use Volt-Ohm meters and receive Snap-On VOM Industry Certificate. *Students will receive CVTC credit for dual-enrollment.*

Title: Graphic Design

Grade: 11th & 12th

Additional Fees: TBD

Credit: .50

Length of Course: Semester

Prerequisite: Successfully complete Introduction to Art

Course Description:

(offered EVEN graduation years) Students will be exposed to a variety of graphic design equipment and computer software used to create graphics projects. Software usage will include Adobe Photoshop and Adobe Illustrator. The curriculum will include use of design elements and visual images to develop digital products, careers in graphics, and historical trends in graphic design. Students will create logo designs, advertisements, page layout design and MORE!

Title: Railroader Industries

Grade: 11th and 12th

Additional Fees: TBD

Credit: .50 or 1.00

Length of Course: Semester or Year

Prerequisite: Successfully completed one of the following: CAD, Graphic Design, Woodworking, Metal Fabrication, Green Technologies, or Design & Engineering

Course Description:

(offered EACH graduation year) Engineering Academy Course* Students will design, produce, distribute products from the concept to market product in the NEW Altoona Fabrication Laboratory. Students will learn to use 3D Printer, Laser Engraver, Banner Printer, Vinyl Cutter and corresponding software to design and operate equipment in safe and productively. Projects may be produced for school learning activities as well as for personal achievement.

*See notes on Engineering Academy and other Academies

OTHER**Title:** Certified Nursing Assistant**Grade:** 11th and 12th**Additional Fees:** \$50 (covers cost of scrubs, watch, and workbook)**Credit:** .5**Length of Course:** Semester**Prerequisite:** None**Course Description:**

This 120hour course prepares students for employment as a Certified Nursing Assistant ("CNA"). Course includes 60 hours of classroom/lab experience and 60 hours in a clinical setting. Course prepares students to care for patients under the supervision of a licensed professional nurse.

In addition to using a textbook, the CNA course allows students to view instructional nursing skills videos, practice nursing skills, and complete nursing assistant skills testing. Course skills taught include: bed making, personal care and hygiene, transporting patients, taking temperature, pulse and respiration, and feeding patients. Learn to assist patients with activities of daily living, assisting patients to their highest level of functioning, and maintain resident rights and patient confidentiality.

The State of Wisconsin requirements for certification will not be met if student is absent for 8 clock hours for any reason.

Student and parent(s) must sign an Agreement to reimburse the school district the full cost of the class and books if you drop or fail the class.

Upon successful completion of the course, students will be eligible to earn a state Certified Nursing Assistant certification, and his/her name will be placed in the nursing assistant directory for the State of Wisconsin.

Title: Information Technology Software Academy**Grade:** 11th & 12th**Additional Fees:** TBD**Credit:** 1**Length of Course:** Year**Prerequisite:** TBD**Course Description:**

This academy prepares individuals to provide technical assistance in resolving software-based computer problems in today's digital office environments. These courses represent most of the first semester in CVTC's IT-Software Developer and IT-Mobile Developer associate degree programs.

IT SOFTWARE ACADEMY

CVTC Course	High School Course	CVTC Credits
Web 1 – HTML & CSS	Web 1 – HTML & CSS	3
Database 1	Database 1	3
Programming Fundamentals	Programming Fundamentals	3
IT-Software Developer Exploration	IT-Software Developer Exploration	Embedded

Title: AP Seminar

Grade: 11th & 12th

Additional Fees: TBD

Credit: 1

Length of Course: Year

Prerequisite: Enrollment in additional AP courses

Course Description:

AP Seminar gives students an introduction to conducting independent analysis of complex ideas across various disciplines. It involves reading and understanding advanced source material in the form of texts and other media. You're expected to synthesize information from different sources and formulate research questions based on these source materials. You'll elaborate on these ideas through essays, oral presentations, and team projects. The goal of the class is to provide students with the tools to evaluate information accurately and make compelling, evidence-based arguments.

ALTOONA HIGH SCHOOL ENGINEERING ACADEMY*

CVTC Course	High School Course	CVTC Credits	Length	
Basic Electronics: DC/AC OR	Basic Electronics	2	Semester	2017-18
Engineering Electronics		3		
CAD, Basics	CAD	3	Semester	2017-18
Engineering Principles AND	Engineering & Design I	1	Semester	2017-18
Manufacturing Workplace Safety		2		
Related Welding	Welding	1	Semester	2017-18
Machine Tool Process AND	Metal Fabrication	3	Year	2018-19
Blueprint Reading		1		
Automated Processes	Railroader Industries**	2	Year	2019-2020

NANO Engineering Technology

The Nano Engineering Technology program will prepare you to work with nano and micro systems in electronics, food processing, bio-technology, nanoscience, medical devices, pharmaceutical production, and other industrial laboratory applications.

CAREER CLUSTER: STEM & IT

POSSIBLE CAREERS:

- Micro or Nano Systems Engineering Technician
- Biotechnologist/Biological Laboratory Technician
- Quality Assurance Technician
- Research Technician
- Materials Engineering Technician
- Cleanroom Technician
- Microscope Operator
- Scanning Electron Microscope Operator

Manufacturing Engineering Technology

The Manufacturing Engineering Technologist program provides training for those seeking a career in engineering and engineering technology in support of metal fabrication, plastics processing, and consumer products manufacturing and assembly.

CAREER CLUSTER: STEM & IT

POSSIBLE CAREERS:

- Manufacturing Technologist
- Engineering Technician
- CAD/CAM Technician
- CAD Operator/Drafter
- Design Technician
- Quality Assurance Technician
- Process Technician
- Cost Estimating Engineer
- Mechanical Designer

RELATED DUAL CREDIT OFFERINGS:

Solid Modeling I (3 credits)
 Solid Modeling II (3 credits)
 Intro to Biotechnology (3 credits)

CERTIFICATIONS

- CAD Operator Certificate
- SolidWorks Certified
- Snap-On Certificate
- American Welding Society Certificate
- OSHA 10 Certification

*The following sequencing and plans are a work in progress. They may be adjusted and modified as needed.

**Railroader Industries will also have crosswalks with art department and BITS & Marketing classes.

RAILROADER INDUSTRIES

From a simple banner to custom designed and manufactured item, Railroader Industries will meet a wide variety of needs for local individuals and businesses as well as for companies located outside of our immediate area. Using knowledge gained through a variety of courses, students interested in the areas of design, manufacturing, and marketing will all be able participate.

RELATED COURSE OFFERINGS:

- Graphic Design (InDesign, Photoshop, Illustrator, etc.)
- Marketing

IT SOFTWARE ACADEMY*

CVTC Course	High School Course	CVTC Credits	Length	
Web 1 – HTML & CSS	Web 1 – HTML & CSS	3	Semester	2016-17
Database 1	Database 1	3	Semester	2016-17
Programming Fundamentals	Programming Fundamentals	3	Semester	2016-17
IT-Software Developer Exploration	IT-Software Developer Exploration	Embedded		

IT Software Academy

This academy prepares individuals to provide technical assistance in resolving software-based computer problems in today's digital office environments. These courses represent most of the first semester in CVTC's IT-Software Developer and IT-Mobile Developer associate degree programs.

RELATED COURSE OFFERINGS:

- Oral Interpersonal Communication (3 credits) **
 Math & Logic (3 credits) **

These courses represent most of the first semester in CVTC's IT-Software Developer and IT-Mobile Developer associate degree programs.

HEALTHCARE ACADEMY*

CVTC Course	High School Course	CVTC Credits	Length	
Certified Nursing Assistant	Certified Nursing Assistant	3	Semester	2017-18
Intro to Healthcare	Intro to Healthcare	2	Semester	2018-19
Medical Terminology	Medical Terminology	3	Year	2018-19

Nursing Assistant

This 120 hour course will prepare a student for the Wisconsin Certification exam. The nursing assistant course is a prerequisite for many associate degree health programs.

Health Patient Care

Students enrolled in this academy will learn the basics of entry level healthcare for professions that have direct patient care. This exploratory option provides a foundational knowledge that can be used as a student learns about pathways.

ALL POSSIBLE CERTIFICATIONS

- Adobe Certified
- CNA (Certified Nurse's Aide)
- MS Office
- American Welding Society (AWS)
- Autodesk Certified User (CAD)
- Snap-On
- SolidWorks

TERMS

High School Academies

High School Academies are a series of courses that lead to a degree program. Academies are designed to meet high school needs with broad goals of offering program exploration, a recognized industry credential or embedded technical diploma, or up to a full semester of an associate degree program. Academies may include any combination of Transcribed Credit or “Youth Options” course sections.

Youth Options

The Youth Options program allows public high school juniors and seniors who meet certain requirements to take courses at a technical college, two-year college, or four-year college. Approved courses count toward high school graduation and college credit. The school board must pay for any course (including tuition, books, and fees) that is taken for high school credit and that is not comparable to a course offered in the school district. For High School Academies, a special Youth Options section can be contracted to meet specific high school scheduling needs.

Transcribed Credit/Dual Credit

Transcribed credit courses are taught in high schools by certified high school teachers using the technical college competencies and grading scale. Students who choose to enroll in a transcribed credit course will earn both high school and college credit simultaneously.

High school teachers can become certified to teach Transcribed Credit courses in their high school if they meet both the current DPI licensing requirements and the certification requirements of the Higher Learning Commission and Wisconsin Technical College System.



2017 LEGAL AND HUMAN RESOURCES CONFERENCE



FEBRUARY 23 – WISCONSIN DELLS, KALAHARI RESORT & CONFERENCE CENTER

Your RSVP to Joyce by January 27

The WASB 2017 Legal and Human Resources Conference is designed to give school board members and administrators the latest legal information to help them in governing their districts as effectively as possible. The conference features WASB staff and industry experts.

Thursday, February 23 - Choose one session in each time period

8:30 AM Registration and Continental Breakfast

**9:00 AM Investigating Employee Misconduct OR
Mental Health Issues in Schools: The Impact on Students and Staff**

10:10 AM BREAK

**10:20 AM Teacher Retention Strategies OR
Workers' Compensation Declassified**

11:30 AM LUNCH

**12:30 PM Nonrenewal of Teacher Contracts OR
The Ever-Changing Landscape of Cyber Risk**

1:40 PM BREAK

**1:50 PM Employee Handbook Update OR
ACA Update: Change, Timing and Perspective**

3:00 PM ADJOURN

SCHOOL DISTRICT OF ALTOONA ENROLLMENT DATA FOR 2016/17

2015/16 September and June Totals:

	K4	K	K .5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Totals
9/18/15	99	112	0	128	137	117	106	140	121	104	98	107	106	112	103	1590
5/12/16	97	113	0	129	136	119	108	139	120	103	94	108	104	110	101	1581

2016/17 Monthly District Totals:

	K4	K	K .5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Totals
16-Sep-16	103	118	0	107	125	134	116	104	127	117	100	99	106	99	115	1570
17-Oct-16	107	116	0	108	127	135	116	105	128	117	100	99	106	100	115	1579
21-Nov-16	106	118	0	107	127	135	116	105	128	116	102	101	108	101	116	1586
12-Dec-16	106	117	0	108	128	136	119	105	128	116	103	101	108	101	116	1592
January																
February																
March																
April																
May																
June																
* K-12= on campus only															Average Enrollment:	1582

Sept - Present

School Totals This Month:

	K4	K	Gr 1	Gr 2	Gr 3	Total	Last Month
Elementary School	106	117	108	128	136	595	593
		Gr 4	Gr 5				
Intermediate School	119	105				224	221
		Gr 6	Gr 7	Gr 8			
Middle School	128	116	103			347	346
		Gr 9	Gr 10	Gr 11	Gr 12		
High School	101	108	101	116		426	426
					Total:	1592	1586

February 8, 2017



**Cluster A
School Board
Retreat**

Showcasing the

Future of Education

6:00pm Tour of the new Altoona Elementary School

6:30pm Welcome & Opening Remarks

6:40-7:15pm Dinner

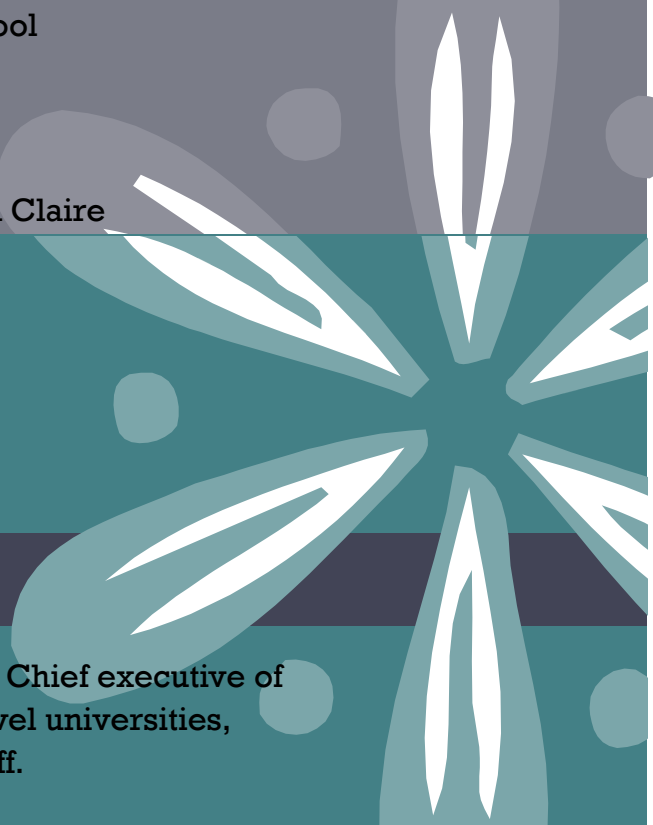
7:30-8:15pm Chancellor James Schmidt, UW-Eau Claire

Altoona Elementary School

157 Bartlett Avenue

Altoona, WI 54720

Since July 2013, Chancellor Schmidt has been the Chief executive of one of Wisconsin's foremost regional, masters-level universities, serving 10,000 students with 1,300 faculty and staff.



TITLE: Literacy Coach (Building Level)

JOB ANALYSIS: A major responsibility of the building Literacy Coach is to coordinate, monitor and assess school change. According to the International Literacy Association Standards, literacy coaches should have knowledge in four interrelated areas: literacy theory, effective literacy practices and assessments, coordinating and managing a literacy program, and working with adults, including knowledge of coaching and mentoring techniques. Within this framework, the following roles and responsibilities represent effective literacy coaching including a distribution of time for managing these responsibilities.

REPORTS TO: District Literacy Coach and Building Principal

COORDINATES WITH: Teachers, support staff, and other professionals.

PERFORMANCE RESPONSIBILITIES:

- The major role of the coach is to implement the model at the building level. Although continuous improvement depends on the efforts of everyone in the school, the coach is central to this work.

The coach:

- provides demonstrations of the framework
- conducts coach cycles
- leads and collaborates around the structure of various meetings at the department/grade level, etc.
- meets weekly with the principal
- assists in the development of professional development plans
- assists in vertical articulation of implementation of the model
- develops model classrooms
- coaches teachers to become mentors
- coordinates the School District of Altoona's literacy program
- works in new model classrooms each year, supporting apprenticeship approach
- continues to support existing and past model classroom's implementation efforts
- organizes collaborative learning communities
- provides instruction to struggling readers in intervention groups
- believes that all students can achieve, holds them to high standards and teaches in such a way to nurture their independent learning
- participates actively in Partnerships of Comprehensive Literacy (PCL) network of literacy coaches and attends sessions
- completes record keeping or any other paperwork accurately in an organized fashion
- spotlights students work and shares achievement with all stakeholders
- supports instruction and learning through the use of technology
- performs other tasks and accepts other responsibilities as assigned

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation of administrative support staff.

TERMS OF EMPLOYMENT: 195 contract days; salary to be established by the Board.

QUALIFICATIONS & EDUCATIONAL REQUIREMENTS:

Requirements:

1. Valid State of Wisconsin teacher certification.

Strongly preferred:

1. Ability to effectively facilitate problem-solving meetings as needed.
2. Excellent communication skills and an ability to effectively work within teams.
3. Successful experience as a classroom teacher.
4. Proven success as an instructional leader.
5. Interest in promoting a positive growth mindset.
6. Strives for personal, building-level and district-level continuous improvement.

Adopted:

The School District of Altoona strongly believes that balanced, ongoing assessment is essential to providing an education that is appropriate for each student. Routine collection, interpretation and application of assessment data are necessary to determine student learning and progress and to allow for accountability in teaching and learning.

In addition to standardized achievement tests, District assessment plans and procedures involve the use of a variety of formal and informal assessment techniques.

The District expects all assessments to be based on clearly articulated instructional goals and achievement expectations, to serve an instructionally-relevant purpose, to use reasonable and appropriate methodology, and to reasonably control for sources of bias and distortion that can lead to inaccurate assessment. Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individualized basis to the extent required by law and in accordance with established District policies and procedures.

Summary District assessment data will be used for developing and evaluating curriculum, developing and evaluating courses and programs, establishing District goals, making budgetary decisions, and developing remediation plans at the classroom, building, and District level when needed. Summary data will also be used to monitor the effectiveness of curriculum, materials, and instruction, to identify relevant trends with respect to groups of students, to provide accountability to parents and guardians, and to determine areas for staff development and study.

When maintained by the District, scores, grades, and other assessment data that are personally identifiable to an individual student are legally-protected student records that will not be disclosed except as otherwise permitted or required by applicable law and by the District's student records policies.

The District shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal Ref: 115.415, 115.77, 118.016, 118.13, 118.30, 118.33, 121.02 Wisc. Statutes

Federal Elementary and Secondary Education Act (Part A – Subpart 1)

ADOPTED:

The primary purpose of the School District of Altoona's library media program is to enrich and support student learning and the educational programming of the District.

The School Board delegates the review and selection of library media center (LMC) materials and resources to the District's administrative, library media, and instructional staff. The District also welcomes purchase and acquisition suggestions from parents, students, staff, and others. Within Board-approved budgetary allocations for acquisitions and subscriptions in any school year, specific acquisitions/subscriptions that have been through the review/selection process and approved by the Superintendent or the relevant building principal may be submitted as purchase orders using established District purchasing procedures. Gifts of LMC materials (not including donated equipment without content) shall go through the review and approval process prior to acceptance. Administrative procedures shall be established to further guide staff in the selection and management of LMC materials in accordance with this policy.

LMC materials and resources of varying types and formats shall be selected and maintained primarily to help students:

- pursue the District's curriculum, academic standards and educational goals
- engage in self-directed learning
- obtain needed information
- become more informed and responsible members of the community
- understand and appreciate the cultural diversity and pluralistic nature of society in the United States and around the globe
- develop their creative capacities
- use discretionary time constructively and enjoyably

When selecting LMC materials to serve one or more of the goals identified above, consideration shall be given to a variety of factors, including but not limited to the following:

- budgetary considerations;
- an item's relationship to the existing collection, including especially the need for added materials in particular subject areas or within particular categories of literature, or the need to replace a resource that was damaged, destroyed, lost or stolen;
- the extent to which materials would support and enhance the District's curriculum and educational programs, as identified with the input of instructional staff;

- the extent to which an item is judged to be of contemporary significance and/or of likely lasting value within the District's collection;
- an evaluation of the item in relation to the intended audience for the item;
- the accessibility of the materials to individuals requiring special formats (e.g., certain students with disabilities and students with limited English proficiency);
- the extent to which an item is judged to meet present and anticipated user needs and interests;
- an evaluation of the item/material, especially reference materials and non-fiction works, for improper bias, misinformation, or stereotyping;
- the physical limitations of school facilities; and
- the availability of the material or substantially similar material through other in-District sources, through area libraries, through interlibrary loan, or through other reasonably accessible sources, including electronic sources.

The Board recognizes that occasional objections to LMC materials may occur despite the quality of the selection process. When parents or guardians or other individuals have concerns about particular LMC materials, these concerns shall be brought forward in accordance with established administrative procedures, carefully considered, and accorded the courtesy of a prompt reply by appropriate school personnel.

The District shall not unlawfully discriminate in the selection and evaluation of library media materials or resources on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established District procedures.

Legal Ref: 115.77, 118.13, 121.02(1)(h) Wisc. Statutes

Federal Individual With Disabilities Act

Cross Ref: Policy 362.1 Interlibrary Loan

ADOPTED:

The School District of Altoona's library media centers may participate in reciprocal resource sharing with other school and public libraries through interlibrary loan. Resource sharing is defined as lending school library media center materials for a specified period of time in response to a request that is submitted by another library, which may in turn loan the materials for use by a staff member, student, or other patron. The purpose of resource sharing is to obtain access to materials not available in one's local library media center. However, interlibrary loan activities are not intended as a replacement for library media center collection development.

1. Except as otherwise restricted by this policy, individual libraries, including the District's library media centers, have discretion as to whether a particular resource should or should not be loaned when it is requested through interlibrary loan. The following are exceptions:
 - Without obtaining the advance written permission of the Superintendent or building principal that is based on exceptional circumstances, the District's library media centers will not loan:
 - books in current and recurring demand, such as books which have holds and/or waiting lists at the library media center;
 - reference materials not ordinarily circulated outside of the library media center to students/patrons;
 - classroom instructional materials that are stored/maintained in the library media center but that are not ordinarily circulated to students/patrons;
 - materials currently on reserve for group or class use in the District;
 - non-print materials
2. District equipment or supplies that are not in the nature of a specific content resource, including most technology resources, are not available for sharing through the interlibrary loan process.

When the District sends materials to another library, the borrowing library is expected to return the materials by the agreed upon due date. In addition, the borrowing library is responsible for the costs of repairing or replacing any lost or damaged items, and for paying all shipping costs unless the District and the borrowing library have reciprocally agreed (for all of their mutual transactions) that the sender shall pay the shipping costs in each direction. Incidents of late, damaged, or lost items that are not promptly and

reasonably resolved by the borrowing library shall be taken into consideration in regards to any future lending requests by that same library.

When a District library requests and receives materials from another library, any student who borrows such materials is personally responsible for the loss, damage, or late return of the materials in accordance with applicable District rules and procedures and any additional restrictions imposed by the lending library.

Whether sending or receiving materials, District officers, employees and agents shall abide by federal copyright law and regulations in connection with interlibrary loan activities, including but not limited to the limitation that District staff shall neither make, distribute, nor request unlawful copies of copyrighted works.

Legal Ref: 43.72, 120.12(1), 121.02(1)(h) Wisc. Statutes

Federal Enhancing Education Through Technology Act

ADOPTED:

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**
2 Madison, Wisconsin
3 December 6, 2016
4

5 **REPORT TO THE MEMBERSHIP ON 2017 RESOLUTIONS**
6 WASB Policy & Resolutions Committee
7 Terry McCloskey, Three Lakes School Board, Chair
8
9

10 **Resolution 17-01: Technical Resolution—Revisions to Repeal Outdated Resolutions**

11 a) **Repeal Resolution 1.23 *School Calendar***

12 Rationale: 2011 Wisconsin Act 10 made significant changes to the collective bargaining law
13 affecting school district employees and prohibits the school calendar from being a subject of
14 bargaining.
15
16

17
18
19 b) **Repeal Resolution 1.24 (b) *Days of Instruction***

20
21 Rationale: 2011 Wisconsin Act 10 made significant changes to the collective bargaining law
22 affecting school district employees and prohibits the school calendar from being a subject of
23 bargaining.
24
25

26 c) **Repeal Resolution 3.116 *Administration of Certain Required State Assessments***

27
28 Rationale: The requirement that the ACT Explore test must be administered twice in the 9th
29 grade, once in the fall and once in the spring, which was enacted in 2013 Wisconsin Act 20,
30 the 2013-15 biennial budget, was repealed by 2015 Wisconsin Act 55, the 2015-17 biennial
31 budget.
32

33 **Resolution 17-02: Technical Resolution—Revisions to Amend Outdated Language**

34 a) **Amend Resolution 2.05 *Balanced Tax System*** as follows:
35
36

37 **2.05 Balanced Tax System**

38 The WASB recommends developing a well-balanced tax system that lowers Wisconsin's
39 heavy reliance on the income and property taxes while ~~maintaining the current two-thirds~~
40 ~~funding commitment for schools and~~ properly funding existing mandates. **(2003-10)**

41
42 Rationale: The state's two-thirds funding commitment was repealed in the 2003-05 state
43 biennial budget (2003 Wisconsin Act 33). From the 1996-97 school year through the 2002-
44 03 school year, the state committed by state statutes to fund two-thirds of public school
45 costs, calculated on a statewide basis.

1 b) **Amend Resolution 2.12 (g) State Aid Reduction** as follows:

2
3 **g) Enhance Flexibility**

4 No reductions in state support for school districts should be enacted without concurrent
5 relief in school district mandates, ~~including binding arbitration~~, and an increase in
6 flexibility being granted to meet school district operational needs. **(1991-16)**

7
8 Rationale: 2011 Wisconsin Act 10 made significant changes to the collective bargaining
9 law affecting school district employees and eliminated binding arbitration.

10
11
12 c) **Amend Resolution 3.18 State School Accountability System and ESEA Waiver** as
13 follows:

14
15 **3.18 State School Accountability System and ESEA Waiver**

16 The WASB supports the state's efforts to develop a state school accountability system for
17 all schools that receive public funds ~~as a necessary step to applying for a federal waiver~~
18 ~~from the accountability provisions of the current version of the Elementary and~~
19 ~~Secondary Education Act (ESEA) known as No Child Left Behind. The WASB further~~
20 ~~supports the state's efforts to obtain a federal ESEA flexibility waiver. (2012-10)~~

21
22 Rationale: Congress reauthorized the Elementary and Secondary Education Act (ESEA)
23 in December 2015 as the Every Student Succeeds Act (ESSA), as a replacement for the
24 No Child Left Behind Act. Under the ESSA, accountability waivers to states granted by
25 the U.S. Department of Education expired on August 1, 2016.

26
27
28 d) **Amend Resolution 6.13 State and Local Responsibility** to update the language as
29 follows:

30
31 **6.13 State and Local Responsibility**

32 The WASB recognizes that the Wisconsin Department of ~~Workforce Development~~ Safety
33 and Professional Services is responsible for monitoring school districts to ensure safe and
34 healthful school facilities. The WASB supports state statutes that recognize the state and
35 local responsibility to maintain modern, safe and healthful school buildings. **(1994-1)**
36 **(1997-1)**

37
38 Rationale: This change updates the name of the state agency responsible for administering and
39 enforcing laws to ensure safe and sanitary conditions in public and private buildings. 2011
40 Wisconsin Act 32, the 2011-13 biennial budget, created the Department of Safety and
41 Professional Services by combining the Department of Regulation and Licensing and the
42 Divisions of Safety and Buildings and Environmental and Regulatory Services from the
43 Department of Commerce.

1 **Resolution 17-03: Commencement of the School Term**

2
3 **Create:** The WASB supports legislation to allow PreK-8 school districts to begin their school
4 term before September 1.

5
6 **Rationale:** School districts have supported, without success, attempts to repeal the school start date
7 mandate law (s. 118.045, Stats.) since that law was enacted in 1999. Over the years, one argument
8 that the tourism industry has used to justify its support for the current mandate law is that starting
9 school prior to September 1 deprives that industry of seasonal workers needed to meet demand.
10 However, students in PreK-8 districts are not typically part of the teenage workforce that is employed
11 in the summer tourism industry. As a result, the impact of making this change on tourism and the
12 tourism workforce would be small, given the small number of PreK-8 districts (46) in the state.

13
14 An existing WASB resolution—Resolution 1.22 *Authority to Establish the School Calendar*—calls for
15 repealing the existing start date statute. This proposed resolution would amend the existing statute to
16 create a limited exception without affecting existing Resolution 1.22.

17
18
19 **Resolution 17-04: Increase Resources for Summer Learning**

20
21 **Amend** existing **Resolution 2.41(h)** as follows:

22
23 **h)** Include 100 percent of full-time equivalent (FTE) summer school membership for
24 each of the years used in the computation of the revenue cap. **(1995-17)**

25
26 **Rationale:** Research indicates that high-quality summer school programs can positively impact
27 student achievement, leading to demonstrable growth in learning and social skills while reducing the
28 summer learning slide. This proposed resolution supports a mechanism to provide additional resources
29 to districts to support summer school learning.

30
31 Summer school has long been aided by the state through the general aid formula, which allows
32 100 percent of the full-time equivalent (FTE) enrollment of summer school students to be fully
33 counted for aid purposes. Under current law, for revenue limit purposes, districts can include in
34 their membership counts 40 percent of the full-time equivalent (FTE) summer enrollment in
35 academic summer classes or laboratory periods that are for necessary academic purposes, as
36 defined in administrative rule by DPI. This proposed resolution, if adopted, would clarify that the
37 WASB supports allowing districts to count 100 percent of their full-time equivalent (FTE)
38 summer enrollment for revenue limit purposes.

39
40
41 **Resolution 17-05: Transportation Aid to Address Student Mobility**

42
43 **Create:** The WASB supports creating a state categorical aid targeted to assist districts with the
44 costs of transporting mobile or transient students to the school in which they were originally
45 enrolled when, within a given school year, such students move to another school within the
46 district.

1 Rationale: Keeping students in stable learning environments is important to student learning growth
2 and achievement. Changing schools multiple times during a year significantly impedes a student’s
3 academic and social growth. The research on highly mobile students, including homeless students,
4 indicates that a student can lose academic progress with each school change. Highly mobile students
5 have also been found to have lower test scores and worse overall academic performance than peers
6 who do not change schools frequently. High student mobility also creates a challenge for districts
7 because when students move from one school to another during the school year, the district must
8 revisit staffing and resources to ensure that all students’ needs are met.

9
10 Federal law—through the McKinney-Vento Act and Every Student Succeeds Act (ESSA)—
11 imposes requirements on school districts to keep homeless children and youths—those who lack
12 a fixed, regular, and adequate nighttime residence—and children in foster care in their school of
13 origin to promote school stability and greater educational outcomes overall, unless it is not in the
14 student’s best interest. In the interest of maintaining educational stability and improving student
15 achievement, school districts may choose to keep transient or mobile students who are not
16 “homeless” under federal law definitions in the same school even if they are not legally required
17 to do so.

18
19 In addition to state and local funds that may be available for providing transportation, limited
20 amounts of federal funds may be available to cover additional transportation costs to maintain
21 students in their schools of origin as required by law; however, these funds, even if available, are
22 unlikely to cover the full costs of such transportation.

23
24
25 ***Resolution 17-06: Annual Revenue Limit Adjustments***

26
27 **Substitute the following language for the language of current Resolution 2.41 (u):**

28
29 The WASB supports legislation to annually increase per pupil revenue limits statewide
30 by a dollar amount equal to the percentage increase, if any, in the consumer price index
31 (CPI-U) on a fiscal year basis applied to the statewide average revenue limit authority per
32 pupil.

33
34 Rationale: Revenue limits were implemented in 1993-94 by state lawmakers, as a means of
35 controlling increases in school property tax levies. Throughout most of the history of revenue limits,
36 lawmakers provided annual per pupil adjustments in the amount school districts could raise. These
37 adjustments helped school district budgets keep pace with inflation in school costs. Since 2009,
38 however, per pupil adjustments to revenue limits have not kept pace with inflation and in the 2015-16
39 and 2016-17 school years and thereafter no per pupil adjustment is provided.

40
41 This proposed resolution updates Resolution 2.41 (u) to clarify that it calls for a restoration of the
42 annual per pupil adjustments aligned to CPI-U of the type that were customarily provided by
43 lawmakers prior to 2009.

1 **Resolution 17-07: Narrowing Disparities in Allowable Revenue Under the Revenue Limits**
2

3 **Create:** The WASB supports legislation to require the Department of Public Instruction (DPI)
4 each year to identify in dollar terms a per-pupil revenue limit that approximates 95 percent of the
5 statewide average per-pupil revenue limit and to allow any district with a per-pupil revenue limit
6 that falls below that dollar amount identified by the DPI to increase its revenue limit each year
7 by up to \$100 per-pupil more than the dollar amount of the per-pupil adjustment generally
8 allowed by law without the need for referendum approval up to the dollar amount identified by
9 the DPI.

10
11 Rationale: Revenue limits were imposed on school districts by the state, beginning in 1993-94, and
12 have been in place for 24 years. Districts that were frugal and low-spending back in 1992-93 often
13 argue they have been unfairly locked-in to their per-pupil spending levels/patterns at that time by these
14 limits and can only break free if they can pass a referendum to increase their revenue limit. For some
15 districts, this may be difficult or unlikely.

16
17 Early on, lawmakers recognized that disparities in the ability of districts to pass referendums
18 could lead to widening of the gaps in budgetary resources between low-revenue-limit and high-
19 revenue-limit districts. They enacted the low revenue ceiling in the 1995-97 biennial budget act
20 (the same act that made revenue limits permanent). The low revenue ceiling allows school
21 boards of the lowest spending districts in the state to increase their per-pupil revenues up to the
22 dollar amount of this ceiling (set by the Legislature) without having to go to a referendum vote.

23
24 No school board is required to raise its per-pupil revenues to up to the dollar amount of the low-
25 revenue ceiling; rather, it is an option that gives the lowest-spending districts an opportunity—if
26 they choose to use it—to narrow their revenue disparity with the highest-spending districts.

27
28 The proposed resolution uses an approach similar in concept to the low-revenue ceiling but
29 distinguishable as different. Rather than allowing a district to increase its per pupil revenue limit
30 to a set figure in one fell swoop, it takes an incremental approach that allows a series of increases
31 over a several year period. The proposed resolution expresses support for an approach that would
32 allow districts with per-pupil revenue limits below a certain defined dollar amount to
33 incrementally increase their revenue limits each year by up to \$100 more per year than districts
34 above that certain defined dollar amount until they reach or “catch up” to that defined dollar
35 amount. No board would be required to raise its per-pupil revenues under this approach, the use
36 of which would be optional.

37
38
39 **Resolution 17-08: Impact Aid**
40

41 **Create:** The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking
42 Congress to fully fund Impact Aid as it did from the creation of the program in 1950 until 1969,
43 and will also work with the NSBA to try to secure greater funding of Impact Aid, including by
44 offering a proposed resolution to the NSBA urging NSBA to lobby Congress for a similar
45 increase in federal Impact Aid.

1 Rationale: Impact Aid is a federal program created in 1950 to provide financial assistance to
2 school districts financially "impacted" by federal activities. For example, when a school district
3 has federal land within its boundaries (e.g., Indian land or a military installation), such land is
4 exempt from taxation. The school district cannot receive property taxes for that land, even if
5 children who attend schools in the district reside there. Impact Aid compensates school districts
6 for this loss of local tax revenue.

7
8 Between 1950 and 1969 Congress fully funded the Impact Aid program; but with the creation of
9 numerous new programs within the discretionary side of the federal budget, Impact Aid began
10 competing for discretionary dollars, a situation which has continued for the past 45 years. If all
11 1,300 school districts in the country that receive Impact Aid were fully funded, the total cost of
12 the program would be slightly over \$2 billion. However, the program is currently funded at about
13 \$1.1 billion—or approximately 55 percent of the amount necessary to fund all districts at the
14 level that was intended they should receive. This proposed resolution supports full funding of the
15 Impact Aid program.

16
17
18 ***Resolution 17-09: Educational Goals and Objectives***

19
20 **Substitute the following language for the language of current resolution 3.01(c):**

21
22 (c) recognition that a “well-rounded education” includes courses, activities, and programming
23 in subjects such as English, reading or language arts, writing, science, technology, engineering,
24 mathematics, foreign languages, civics and government, economics, arts, history, geography,
25 computer science, music, career and technical education, health, physical education, and any
26 other subject, as determined by the State or local school district, with the purpose of providing
27 all students access to an enriched curriculum and educational experience.

28
29 Rationale: A frequent criticism of No Child Left Behind (NCLB), the version of the federal
30 Elementary and Secondary Education Act (ESEA) in effect from 2001 to December 2015, was its
31 overemphasis on English language arts and mathematics as the only measures of student success. The
32 result, said critics, was a national trend of narrowing K-12 curricula and instruction toward those two
33 subjects and “teaching to the test.”

34
35 With this criticism in mind, Congress reauthorized the ESEA in late 2015, replacing NCLB with the
36 Every Student Succeeds Act (ESSA) in a way that encourages states and districts to embrace an
37 educational model that offers a comprehensive educational program to meet each student’s unique
38 academic needs, learning styles and interests. The ESSA encourages states to re-establish a “well-
39 rounded education” for all students, which covers a wide selection of academic subjects, including the
40 arts, humanities, sciences and social sciences, in addition to English language arts and mathematics.

1 The ESSA opens up opportunities for states and districts to invest in activities that support a “well-
2 rounded education” by authorizing Student Support and Academic Enrichment Grants under Title IV,
3 Part A meant to increase state and local capacity to provide, among other things, students access to a
4 “well-rounded education.” This grant program is a consolidation of several smaller, targeted NCLB
5 grants into a single formula-funded flexible block grant program. This frees school districts from
6 having to select a specific subject area or type of program and allows them room to create their own
7 unique program.

8
9 Beyond authorizing Student Support and Achievement Grants, ESSA also clearly opens up a well-
10 rounded education to include both in-school and out-of-school learning opportunities in Titles I, II and
11 IV. For example:

- 12
- 13 ○ Title I includes a requirement that all districts provide a “well-rounded program of instruction
14 that meets the needs of all students.”
- 15 ○ Title II allows funds to be used to help teachers “integrate comprehensive literacy instruction
16 into a well-rounded education.”
- 17 ○ Title IV encourages districts and local partners to provide “well-rounded education activities,
18 including activities that enable students to be eligible for credit recovery or retainment.”
- 19

20 This proposed resolution supports a strategy to meet these educational goals by recognizing the
21 elements of a “well rounded education,” which are more consistent with the language of the
22 ESSA than the reference to “comprehensive education” in the current language of Resolution
23 3.01 (c).

24

25

26 ***Resolution 17-10: Measuring College- and Career-Readiness***

27

28 **Create:** The WASB supports the use of a framework of multiple valid and reliable readiness
29 indicators to more accurately assess students' college- and career-readiness to succeed in life.

30
31 Rationale: Under the state’s current accountability framework, students’ readiness for college or
32 careers is determined largely on the basis of standardized test scores, particularly scores in the
33 domains of English language arts and mathematics. Some argue that this framework is too narrow and
34 that multiple measures of college-and career-readiness should be utilized to recognize students who
35 have demonstrated the knowledge, skills and dispositions that indicate a readiness for life (and
36 success) after high school. Under the federal Every Student Succeeds Act (ESSA), states must
37 develop robust, multi-measure statewide accountability systems and are able to identify new indicators
38 of Academic Progress and School Quality or Student Success, as long as the *indicators are proven to*
39 *increase student academic achievement or, at the high school level, graduation rates.*

40
41 This proposal would support the use of a framework of multiple research-based readiness
42 indicators to more accurately assess students' readiness to succeed in college, career and life.
43 One example of such a framework is the *Redefining Ready!* Campaign developed by the
44 American Association of School Administrators (AASA), the national school superintendents’
45 association.

1 **Resolution 17-11: Medicaid Direct Certification**

2
3 **Create:** The WASB supports the Department of Public Instruction initiative to create a
4 demonstration project which would enable participating school districts to test the use of Medicaid
5 enrollment to qualify children for free or reduced-price meals.
6

7 Rationale: In January 2016, the U.S. Department of Agriculture (USDA), which administers the
8 federal school meals program, published a policy memorandum titled *Request for Applications to*
9 *Participate in New Demonstrations to Evaluate Direct Certification with Medicaid*. Because direct
10 certification has the potential to improve student access to school meals, reduce administrative burden
11 for schools and local educational agencies, and improve certification accuracy, the new
12 demonstrations will evaluate the impact of using Medicaid data to directly certify students for both
13 free and reduced price meal eligibility.
14

15 The DPI School Nutrition Team (SNT) is submitting an application to USDA to participate in
16 these new demonstration projects for the 2017-2018 school year. This proposed resolution
17 expresses support for this demonstration project.
18
19

20 **Resolution 17-12: Mental Health Supports**

21
22 Amend Resolution 6.06 *Mental Health Supports* as follows:
23

24 **Mental Health Supports**

25 The WASB supports the provision of state funding adequate to: address the shortage of mental
26 health professionals in our state qualified to address the needs of school-age children and
27 young adults; provide adequate professional mental health supports in our schools and our
28 communities that wish to provide such supports; and permit schools to enter into effective
29 partnerships with agencies that are involved with mental health to provide for school-based
30 mental health programs, that could provide services, including but not limited to, the
31 following:
32

- 33 • Comprehensive student screening in every school;
- 34 • Professional development for ~~classroom teachers~~ all staff on recognition and
35 appropriate classroom response to support affected students;
- 36 • Professional mental health counselors and/ or services;
- 37 • Professional education and training to expand availability of mental health
38 professionals; and
- 39 • Public information programs related to mental health.
40

41 Rationale: This proposed amendment would clarify that the provision of mental health supports
42 to students by school districts is voluntary and that the objective of securing state funding to
43 address student mental health needs should allow for professional development for all licensed
44 professional staff and not solely for classroom teachers.

1 **Resolution 17-13: Sparsity Aid**

2
3 **Amend** Resolution 2.16 (a) *Sparsity Aid* as follows:

4
5 **(a) Sparsity Aid**

6 The WASB supports providing sparsity aid based on enrollment size and population density
7 (students per square mile), without regard to the percentage of the district's enrollment that is
8 eligible for free- and reduced-price lunch, ~~provided that, if any formula changes are made.~~ If
9 sparsity aid eligibility is expanded, additional funding should be provided to maintain sparsity
10 aid payments to districts that are currently eligible. (2012-2)

11
12 **Rationale:** This proposed resolution would clarify the intent that if changes are made to sparsity aid
13 that would allow more districts to qualify for this aid, funding should be increased so that payments to
14 previously eligible recipient districts do not have to be decreased or prorated.

15
16
17 **Resolution 17-14: Recovery School Districts**

18
19 **Substitute** the following language for the language of current Resolution 1.01 (b) *Recovery School*
20 *Districts* as follows:

21
22 **(b) Recovery School Districts**

23 The WASB opposes the creation in Wisconsin of a recovery school district or a similar state-
24 created authority designed to take over public schools or school buildings.

25
26 **Rationale:** This proposed resolution would reiterate the WASB's support for the governance of public
27 schools by locally elected boards and restate the WASB's opposition to proposals or programs to
28 remove governance from local school boards in unambiguous language. (2015 Wisconsin Act 55, the
29 2015-17 biennial state budget, created a program under which certain of the lowest performing,
30 vacant, or underutilized schools in Milwaukee County are to be transferred from management and
31 control of the locally elected school board to an Opportunity Schools and Partnership Program under
32 the management and control of a Commissioner supervised by the Milwaukee County Executive.

33
34
35 **Resolution 17-15: Weapons Possession**

36 **Amend** Resolution 6.11 (b) *Weapons Possession* as follows:

37
38 (b) The WASB supports safe learning environments for all children, free of guns and other
39 weapons. Further, the WASB opposes any initiatives at the state or federal level that would
40 legalize any further ability for anyone, with the exception of sworn law enforcement officers,
41 to bring a weapon or possess a weapon, including a facsimile or "look-alike" weapon,
42 concealed or otherwise, in school zones or lessen the consequences for violation of existing
43 safe school policies relating to guns and other weapons. Decisions about whether CCW
44 licensees may possess weapons in school buildings must remain exclusively in the hands of the
45 locally elected school board which governs the school.

1 Rationale: This proposed amendment would update the existing WASB resolution to reflect recent
2 changes in state law, as well as anticipated proposals to change state law with respect to individuals
3 possessing firearms in or on school grounds.
4

5 2011 Wisconsin Act 35, commonly referred to as the Carrying Concealed Weapon (CCW) law,
6 effectively allows those with training and registration to carry concealed weapons in most settings
7 unless specially prohibited by law. Act 35 became effective November 1, 2011, and changed the state
8 law governing firearms in or on school grounds or in school zones (i.e., within 1,000 feet of school
9 grounds). Under the amended law, there is a general prohibition on individuals, including students,
10 knowingly possessing firearms in or on school grounds. There is no exception provided for CCW
11 licensees. However, some exceptions make it lawful to possess a firearm:
12

- 13 (1) on private property that is not part of school grounds;
- 14 (2) for use in a program approved by a school in the school zone;
- 15 (3) in accordance with a contract entered into between a school in the school zone and the
16 individual or employer of the individual;
- 17 (4) by a law enforcement officer acting in his or her official capacity;
- 18 (5) when the firearm is unloaded and is possessed by an individual while traversing school
19 premises for the purpose of gaining access to public or private lands open to hunting, if the
20 entry on the school premises is authorized by school authorities;
- 21 (6) when the firearm is not loaded and is encased or in a locked firearms rack that is on a
22 motor vehicle;
- 23 (7) by a state-certified commission warden acting in his or her official capacity; or
- 24 (8) by a person legally hunting in a school forest if the school board has decided that hunting
25 may be allowed in the school forest.
26

27 In general, absent an exception in the law, firearms are not allowed on school grounds, regardless of
28 any rights afforded under Act 35 for carrying concealed weapons. Further, although a CCW licensee
29 may possess a firearm within 1,000 feet of school grounds, other individuals, including students, are
30 generally prohibited from such possession.
31

32 Legislation that was proposed last session and will be reintroduced in January would allow an
33 individual who has a CCW license to possess a firearm on the grounds of a school, but would prohibit
34 a CCW licensee from possessing a firearm in a building on the grounds of a school if instruction is
35 provided to students in the building and if the building has signs posted at all entrances that notify the
36 licensee not to enter or remain in the building while possessing a firearm.
37
38

39 ***Resolution 17-16: Education Savings Accounts***

40

41 Create: The WASB opposes the creation of Education Savings Accounts.
42

43 Rationale: The WASB has not taken a position with respect to Education Savings Accounts (ESAs).
44 This proposed resolution would establish a WASB position on ESAs.
45

46 Education Savings Account (ESA) programs (as known as “Vouchers 2.0”) are a type of private
47 school choice program that provides eligible students with public funding toward a private education.

1 They are a mechanism that enables a parent to direct their education funding to the schools, courses,
2 programs, and services of their choice. ESAs typically may be used fund private school tuition, online
3 education and other educational expenses. Assembly Republicans who hold a substantial majority
4 have proposed advancing ESAs in their 2017-18 Legislative Agenda, which they have labeled the
5 “Forward Agenda.”
6

7 Education Savings Accounts (ESAs) can be distinguished from voucher programs in that vouchers are
8 a *school choice* program. Vouchers generally provide interested parents with funding for *tuition* at a
9 religious or secular private school. ESAs, on the other hand, are an *educational* choice program.
10 ESAs are typically designed to fund *a broader set of educational expenses*, such as private school
11 tuition and fees, online learning programs, private tutoring, education therapies for students with
12 special needs, textbooks, or dual enrollment or higher education expenses. ESA programs also lay out
13 which expenses are allowed and what to do with any unused funds. In some cases, ESAs allow funds
14 to be used for college savings plans or for a student to enroll in college courses
15

16 ESAs are a new but rapidly expanding private school choice option. While the first voucher program
17 began in 1990, the first ESA program began more recently in 2011 in Arizona. Since then, ESA
18 programs have been adopted in Florida (in 2014), and Mississippi, Tennessee and Nevada. Eligibility
19 for ESAs can be limited to special populations (e.g., Florida or Tennessee, which limit participation to
20 special populations) or can be available to nearly all students (e.g., Nevada). The Nevada program
21 extends eligibility to all 450,000+ public school students in the state, making it the country’s most
22 expansive K-12 choice program ever enacted. In all five states that have enacted ESA programs,
23 students must leave or withdraw from public education in order for their family to access ESA funds.
24

25 Advocates for ESAs argue that they give parents greater control and ability to “unbundle” educational
26 services or access a wider range of services than vouchers do. They also argue that by allowing parents
27 to plan for their child’s unique needs, ESAs create a personal approach to education that can maximize
28 each child’s natural learning abilities.
29

30 Critics question whether educational providers who accept ESA funds will offer uniformly high-
31 quality services and, if not, whether parents will be able to differentiate between high-quality
32 providers and low quality providers. At their worst, ESA programs might simply enable low-
33 performing private schools of other providers to access millions of dollars of government
34 revenue.
35

36 It is an open question whether or how ESAs could be used in any in public schools given that the
37 Wisconsin Constitution requires public education to be “free and without charge for tuition to all
38 children.” Wisconsin statutes provide a number of pathways for non-public school students to
39 access public school courses at the high school level free of charge in their district of residence.
40 Under s. 118.145(4), Stats., pupils enrolled in private schools or tribal schools may take up to
41 two public high school courses each semester in the school district in which they reside if space
42 is available. Under s. 118.53, Stats., pupils who are home-schooled may take up to two public
43 high school courses each semester in the school district in which they reside if the school board
44 determines that they qualify for admission to those courses and space is available.

1 **Resolution 17-17: Gender Identity**
2

3 **Create:** The WASB encourages each member school board to take the initiative to assess
4 whether its policies and/or practices deny equal opportunities for students and/or school district
5 employees as a result of the person’s sex, including transgender status, change of gender, gender
6 identity, gender expression or gender nonconformity.
7

8 **Rationale:** While federal non-discrimination law—Title IX—has been the basis for conflicting
9 court rulings related to transgender individuals, as well as guidance from the Office for Civil
10 Rights and the U.S. Department of Justice over the past several years, school districts generally
11 have an obligation to support all students by providing a safe, positive environment. In this
12 period of unsettled law, school districts may be well advised to address the needs of
13 transgendered students to ensure their transgender status does not interfere with their ability to
14 access educational programs. This proposed resolution suggests that while the legal battles swirl,
15 a review of district policies and a thoughtful, case-by-case approach to addressing these needs is
16 advisable.
17

18 While school leaders await further resolution of their legal obligations to students from the courts
19 and, potentially, from Congress, applicable state legislatures, and administrative agencies, they
20 will continue to face policy challenges as they attempt to balance student rights and personal
21 privacy, provide safe learning environments for all students, and ensure that no student is
22 unnecessarily marginalized.
23

24 While federal circuit courts are currently divided on the issue of whether a different federal non-
25 discriminations law—Title VII—may be used by transgender employees as a basis to sue a
26 public employer for discrimination, the federal Equal Employment Opportunity Commission
27 (EEOC) has, since 2012, held that discrimination against transgender employees because of their
28 gender identity is prohibited by Title VII as discrimination because of sex. Although EEOC
29 rulings are not directly binding on employers, federal courts give deference to EEOC substantive
30 guidance and regulations to the extent the court finds them persuasive.
31

32 This proposed resolution suggests that with respect to both students and employees, school
33 leaders should continue to monitor further developments in this area and, in the absence of
34 binding court precedents, consider that it may be a best practice for boards to review their
35 board’s policies in this area.