



# School District of Altoona

809 7<sup>th</sup> St West Altoona, WI 54720  
715-839-6032 715-839-6066 FAX

Dr. Connie Biedron, Superintendent

[www.altoona.k12.wi.us](http://www.altoona.k12.wi.us)

ALTOONA BOARD OF EDUCATION  
Regular Meeting  
Altoona Commons Addition  
August 4, 2014  
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. July 21, 2014 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 \$192,925.67
    - (2) Student activity fund checks totaling \$12.95
9. Information
  - a. Committee Reports
  - b. General Information
  - c. President's Report
    - (1) WASB Summer Leadership Institute, August 2
    - (2) WASB Fall Regional Meeting, October 1
  - d. Superintendent's Report
    - (1) Books in the Park 2014
    - (2) Mentor Luncheon, August 11
    - (3) PBIS Award

Altoona Board of Education, August 4, 2014

- (4) District Office Move
- (5) Board Meetings – Location
- (6) Economic Development Skills Gap Initiative
- (7) Other Meetings, News and Events (Items announced in this category are not intended for discussion)

10. Board Action after Consideration and Discussion

- a. Consider Resignation of Crossing Guard
- b. Consider Employment Recommendation to Fill Custodian Position
- c. Consider Employment Recommendation to Fill Grade 2 Teacher Position
- d. Consider Approval of Recommendation for School Resource Officer Position Contingent on City Council Approval
- e. Consider Recommendation to Allocate Funds Toward the Retirement of Impending Referendum Debt
- f. Consider Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$23,000,000
- g. Consider Resolution Providing for a Referendum Election on the Question of the Approval of an Initial Resolution Authorizing the Issuance of General Obligation Bonds in an Amount Not to Exceed \$23,000,000

11. 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



# School District of Altoona

1903 Bartlett Avenue Altoona, WI 54720  
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Dr. Connie Biedron, Superintendent

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ALTOONA BOARD OF EDUCATION  
Regular Meeting  
Altoona Commons Addition  
July 21, 2014  
6:30 p.m.

1. The Regular Meeting of the Altoona Board of Education was called to order by Board President, Helen Drawbert at 6:31 p.m. in the Altoona commons addition.
2. Roll call was taken and the following were present:  
Helen S. Drawbert, President  
Robin E. Elvig, Vice President  
Michael J. Hilger, Clerk  
Bradley D. Poquette, Treasurer  
David A. Rowe, Member  
Dr. Connie M. Biedron, Superintendent  
Joyce M. Orth, Board Secretary
3. Reading of Public Notice. Report of notice was given. All posting requirements were met and posting places are noted: Altoona City Hall, Altoona Post Office, school district office, high school office, middle school office, and elementary school office.
4. Pledge of Allegiance
5. Rules for Meeting
6. Approval of Minutes. a. July 7, 2014 Regular Meeting. Motion by Elvig to approve the July 7 minutes as presented, seconded by Rowe. Elvig, yes; Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes. Motion carried 5-0 b. July 9, 2014 Special Meeting. Motion by Rowe to approve the July 9 minutes as presented, seconded by Poquette. Rowe, yes; Hilger, yes; Poquette, yes; Elvig, yes; Drawbert, yes. Motion carried 5-0.
7. Public Participation. a. Non-Agenda items - public comment and concern. (1) Bonnie Fisher and Rachel Torud shared background information about the Project \$13 and read the names of 28 contributors as of this time. b. Agenda items - public comment and concern. None.
8. Treasurer's Report. a. Approval of Checks for Payment. Motion by Elvig to approve general fund checks totaling \$165,697.80 and student activity fund checks totaling \$120.00 as presented, seconded by Rowe. Hilger, yes; Poquette, yes; Elvig, yes; Rowe, yes; Drawbert, yes. Motion carried 5-0. b. Approval of Treasurer's Report. Postponed.
9. Information. a. **Committee Reports**. None. b. **General Information**. None. c. **President's Report**. (1) Scope of Referendum. The recommended motion for the referendum scope was reviewed. (See 10.h.)

**d. Superintendent's Report.** (1) District Office Move. The district office will be closed on Friday, July 25 for the move to the new District Office at 809 7<sup>th</sup> Street West. (2) Budget Update. Expenses and revenues as of July 16 were reviewed. (3) Library Board Meeting. The July 16 meeting was reviewed. Facility/space needs were among the items of discussion. (4) NewsTalk. Dr. Biedron was a guest on WAYY's 790 Today show on July 17. (5) Proposal for School Resource Officer Position. A cost-share proposal for a full-time school resource officer was reviewed. Under the proposal the school district and city would share the position salary at a 2014/15 cost of \$15,120 to each entity. The ongoing position would start in January 2015. The proposal will be placed back on the agenda for approval on August 4. (6) High School Geography Resource Proposal. A proposal for geography resources (The Human and Physical World 2015) for grades 9-12 was reviewed. Option 1, totaling \$5,241.30 is recommended for approval. It includes both online and print resources. See 10.e. (7) Professional Educator Handbook Revisions. The proposed revisions were reviewed. (8) Other Meetings, News and Events (Items announced in this category are not intended for discussion). Items announced included the high school flooring project, now underway; ongoing debate over the Common Core and New Balanced Assessment; events on Friday including the last session of Books in the Park and last day of Rails Camp, and a recent meeting with Matt Hill of the Chippewa Valley Council Boy Scouts. Additionally, it was clarified that an estimated 82% of our students reside in the City of Altoona.

10. Board Action after Consideration and Discussion. a. Consider Resignation of High School Study Hall Aide. Motion by Poquette to accept the resignation of Kelly Garbisch, high school study hall aide, seconded by Hilger. Elvig, yes; Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes. Motion carried 5-0.
- b. Consider Resignations from Extra Assignments. Motion by Elvig to accept the extra assignment resignations from Melanie Engen, high school forensics; Joan Gard, high school forensics; Wendy Nelson, high school assistant drama; and Ryan Wundrow, high school assistant golf, as presented, seconded by Rowe. Rowe, yes; Hilger, yes; Poquette, yes; Elvig, yes; Drawbert, yes. Motion carried 5-0.
- c. Consider Recommendation to Fill Extra Assignment Positions. Motion by Elvig to approve the employment of coaches/advisors for the 2014/15 season as recommended: Angela Jeske, head high school forensics; Hailey Neumueller, assistant high school forensics; Tammy VanBlarcom, assistant high school drama; Connie Oas, head color guard/flags; Jacob Lerum, co-assistant high school football; Jacob Bernardy, co-assistant high school football; Tyler Salmeri, assistant high school football; Erin Turner, head high school girls' tennis; Mike Revello, head high school cross country; and Paul Meznarich, high school cross country, seconded by Poquette. Hilger, yes; Poquette, yes; Elvig, yes; Rowe, yes; Drawbert, yes. Motion carried 5-0.
- d. Consider Revisions to the Professional Educator Handbook. Motion by Elvig to approve the professional educator handbook revisions as presented, seconded by Hilger. Poquette, no; Elvig, yes; Rowe, no; Hilger, yes. Drawbert, no. Motion failed 2-3. Motion by Poquette to approve the professional educator handbook revisions with changes (in italics) to the Normal Hours of Work paragraph to read, "Although professionals' work is not limited to any specific number of hours or days per week, the minimum hours of work for full-time employees in positions authorized as "40 hours per week" are considered to be *an average of eight (8) hours per day plus a day plus a duty-free 30-minute lunch period*. The teacher's work day begins no later than 7:30 a.m. and ends no earlier than 3:45 p.m. with the exception of Friday's and the day prior to holiday breaks when staff may leave at the end of the day following the departure of the buses. If meetings should run later than 3:45 p.m., professional educators...." seconded by Drawbert. Poquette, yes; Elvig, no; Rowe, yes; Hilger, yes; Drawbert, yes. Motion carried 4-1.
- e. Consider High School Geography Resource Proposal. Motion by Elvig to approve the Geography: The Human and Physical World resources in the amount of \$5,241.30 as presented (see 9.d. (6)), seconded by Rowe. Elvig, yes; Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes. Motion carried 5-0.
- f. Consider Amendment of Policy 830 – Community Use of School Facilities. Motion by Elvig to approve amendment of Policy 830 as presented, seconded by Rowe. Rowe, yes; Hilger, yes; Poquette, yes; Elvig, yes; Drawbert, yes. Motion carried 5-0.

g. Consider 66.0301 Agreement with Menomonie School District for Special Education Services for 2014/15. Motion by Rowe to approve the 2014/15 agreement with the Menomonie school district for special education services for the visually impaired totaling \$6,950 as presented, seconded by Poquette. Hilger, yes; Poquette, yes; Elvig, yes; Rowe, yes; Drawbert, yes. Motion carried 5-0. h. Consider Scope of Referendum. Motion by Hilger to proceed with a November 4, 2014 referendum in an amount not to exceed \$23,000,000 for the purpose of paying the costs to construct a new energy-efficient elementary school on KB and to make capital maintenance, safety and health-related building and site improvements to the current campus, seconded by Elvig. Poquette, yes; Elvig, yes; Rowe, yes; Hilger, yes; Drawbert, yes. Motion carried 5-0.

11. Adjournment. Motion by Elvig to adjourn at 8:00 p.m., seconded by Rowe. Elvig, yes; Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes. Motion carried 5-0.

The next Regular Meeting of the Altoona Board of Education is scheduled for Monday, August 4, 2014 at 6:30 p.m. in the Altoona commons addition, 1827 Bartlett Avenue.

Joyce M. Orth CAP, Board Secretary

\_\_\_\_\_  
District Clerk

\_\_\_\_\_  
Date

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CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
07/17/2014	130409	10 E 800 355 263300		AT&T	TELEPHONE	1,086.30
					Totals for 130409	1,086.30
07/17/2014	130410	10 E 800 310 221210		HART, HOLLY	PAYMENT FOR WORK ON TECH GRANT	870.00
					Totals for 130410	870.00
07/17/2014	130411	10 E 800 310 128000		INNOVATIVE EDUCATOR CONSULTING	REGISTRATION FOR KUCHTA, BALLENTINE, PHIPPEN AND SIVERTSON - INNOVATION MATTERS	800.00
					Totals for 130411	800.00
07/17/2014	130412	10 E 400 411 125400		NEFF MOTIVATION, INC	Neff awards for senior plaques	49.50
					Totals for 130412	49.50
07/17/2014	130413	10 E 800 382 223700		SCHOOL DISTRICT OF FALL CREEK	FINAL BILLING CLUSTER 1	43.08
					Totals for 130413	43.08
07/17/2014	130414	10 E 800 310 162101		SCHRANK, BENJAMIN	PROFESSIOINAL FEE FOR JULY 27 AND 28	2,000.00
					Totals for 130414	2,000.00
07/17/2014	130415	10 E 800 310 231100		SNA OF WISCONSIN	SNA-Wisconsin Job Posting	25.00
					Totals for 130415	25.00
07/17/2014	130416	10 E 800 310 231500		WELD, RILEY, PRENN & RICCI	GENERAL LABOR, ADMIN CONTRACT, LOAN	2,097.00
					Totals for 130416	2,097.00
07/23/2014	130417	10 L 000 000 811200		AP EXAMS	AP EXAMS - ACCOUNT #: 500035	10,884.00
					Totals for 130417	10,884.00
07/23/2014	130418	10 E 400 942 241000		AWSA (ASSOC WI SCH ADMIN)	NASSP/AWSA Membership Dues - PEPOWSKI	765.00
					Totals for 130418	765.00
07/23/2014	130419	10 E 800 310 252105		DIVERSIFIED BENEFIT SERVICES I	ADMIN SERVICES AND MAILINGS	777.93
					Totals for 130419	777.93
07/23/2014	130420	21 E 100 411 110000		FIRST BOOK NATIONAL OFFICE	Shipping costs for Books In The park Books	22.50
					Totals for 130420	22.50
07/23/2014	130421	10 E 150 411 110000		GREATSTATE PUBLISHERS	Great State Wisconsin newspaper subscriptions	1,853.78
					Totals for 130421	1,853.78
07/23/2014	130422	10 R 800 345 500000		SCHOOL DISTRICT OF FALL CREEK	SPEC ED OE OVER PAYMENT	7,176.74
					Totals for 130422	7,176.74
07/23/2014	130423	10 E 800 435 120000		SCHOOL SOFTWARE GROUP	ALLNUAL FEE FOR BYOC	4,178.00
					Totals for 130423	4,178.00
07/23/2014	141500003	10 A 000 000 715632		WEA INSURANCE TRUST	August billing 2014 in	36,028.66

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER			DESCRIPTION	
					July/retiree	
					Totals for 141500003	36,028.66
07/23/2014	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	190.58
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	3.55
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	34.32
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	3.48
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	1,907.88
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	136.29
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	32.75
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	14,094.19
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	953.98
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	1,339.12
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	101.05
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	1,907.88
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	136.29
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	32.75
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	13,354.67
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	953.98
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	1,260.79
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	101.05
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	180.50
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	3.55
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	31.62
	141500020	27 L 000 000	811631	WEA INSURANCE TRUST	Payroll accrual	3.48
	141500020	10 L 000 000	811631	WEA INSURANCE TRUST	AUGUST 2014 BILLING IN JULY	-7,728.63
					Totals for 141500020	29,035.12
07/17/2014	141500021	99 E 800 342	223720	BIEDRON, CONSTANCE	mileage reimbursement	739.20
					Totals for 141500021	739.20
07/17/2014	141500022	10 E 800 310	263300	MARCO INC	SOFTWARE AND TRAINING ON EMANAGER	498.49
					Totals for 141500022	498.49
07/17/2014	141500023	10 E 800 291	221300	ROFF, LISA	2 CREDITS - ST MARY'S UNIVERSITY	100.00
					Totals for 141500023	100.00
07/17/2014	141500024	10 E 800 942	232100	ROTARY CLUB OF EAU CLAIRE	MEMBERSHIP DUES AND FEES QUARTER ENDED 06/30/14	161.25
					Totals for 141500024	161.25
07/23/2014	141500025	10 E 800 341	256270	STUDENT TRANSIT EAU CLAIRE, IN	SUMMER SCHOOL FIELD TRIPS	388.87
	141500025	10 E 800 341	256210	STUDENT TRANSIT EAU CLAIRE, IN	RAILS PROGRAM	4,400.00
					Totals for 141500025	4,788.87
07/23/2014	201400016	10 L 000 000	811612	WELLS FARGO BANK	Payroll accrual	6,112.54
	201400016	27 L 000 000	811612	WELLS FARGO BANK	Payroll accrual	423.87
	201400016	10 L 000 000	811611	WELLS FARGO BANK	Payroll accrual	4,328.61
	201400016	27 L 000 000	811611	WELLS FARGO BANK	Payroll accrual	271.82
	201400016	10 L 000 000	811611	WELLS FARGO BANK	Payroll accrual	1,012.37
	201400016	27 L 000 000	811611	WELLS FARGO BANK	Payroll accrual	63.57
	201400016	10 L 000 000	811612	WELLS FARGO BANK	Payroll accrual	160.00
					Totals for 201400016	12,372.78



CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	
	NUMBER	NUMBER		DESCRIPTION	AMOUNT
07/23/2014	201400017	10 L 000 000	811611 WELLS FARGO BANK	Payroll accrual	4,328.61
	201400017	27 L 000 000	811611 WELLS FARGO BANK	Payroll accrual	271.82
	201400017	10 L 000 000	811611 WELLS FARGO BANK	Payroll accrual	1,012.37
	201400017	27 L 000 000	811611 WELLS FARGO BANK	Payroll accrual	63.57
				Totals for 201400017	5,676.37
07/23/2014	201400018	10 L 000 000	811613 WISCONSIN DEPT OF REVENUE	Payroll accrual	20.00
	201400018	10 L 000 000	811613 WISCONSIN DEPT OF REVENUE	Payroll accrual	2,812.29
	201400018	27 L 000 000	811613 WISCONSIN DEPT OF REVENUE	Payroll accrual	223.96
				Totals for 201400018	3,056.25
07/23/2014	201400019	10 L 000 000	811622 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	2,375.05
	201400019	27 L 000 000	811622 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	88.98
	201400019	10 L 000 000	811621 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	1,717.15
	201400019	27 L 000 000	811621 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	224.58
	201400019	10 L 000 000	811622 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	2,375.05
	201400019	27 L 000 000	811622 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	88.98
	201400019	10 L 000 000	811621 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	1,717.15
	201400019	27 L 000 000	811621 WISCONSIN RETIREMENT SYSTEM	Payroll accrual	224.58
				Totals for 201400019	8,811.52
07/23/2014	201400020	10 L 000 000	811691 WEA TRUST ADVANTAGE	Payroll accrual	200.00
				Totals for 201400020	200.00
07/23/2014	201400021	10 A 000 000	711100 WELLS FARGO BANK/NET PR & DIRE PR & DD/7-23-14 (12 mo)		51,084.47
	201400021	27 A 000 000	711100 WELLS FARGO BANK/NET PR & DIRE PR & DD/7-23-14 (12 mo)		3,085.31
				Totals for 201400021	54,169.78
07/17/2014	201400022	10 L 000 000	811614 DIVERSIFIED BENEFIT SERVICES I	BENEFIT CARD SETTLEMENT ACTIVITY	411.95
				Totals for 201400022	411.95
07/23/2014	201400023	10 L 000 000	811614 DIVERSIFIED BENEFIT SERVICES I	Flex plan charges	44.00
				Totals for 201400023	44.00
07/23/2014	201400024	10 L 000 000	811614 DIVERSIFIED BENEFIT SERVICES I	Flex plan charges	677.14
				Totals for 201400024	677.14
07/23/2014	201400025	10 E 100 249	110000 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	62.29
	201400025	10 E 100 249	110100 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	92.65
	201400025	10 E 100 249	110101 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	135.47
	201400025	10 E 100 249	110200 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	82.34
	201400025	10 E 100 249	110300 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	97.01
	201400025	10 E 100 249	143000 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	20.97
	201400025	10 E 100 249	213000 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	31.39
	201400025	10 E 100 249	222200 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	23.97
	201400025	10 E 100 249	241000 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	114.37
	201400025	10 E 100 249	253300 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	37.82
	201400025	10 E 100 249	110100 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	27.49
	201400025	10 E 100 249	110101 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	28.94
	201400025	10 E 100 249	110200 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	46.23
	201400025	10 E 100 249	110300 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	23.12
	201400025	10 E 200 249	120000 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	10.92
	201400025	10 E 200 249	120600 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	52.80
	201400025	10 E 200 249	121000 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	3.36
	201400025	10 E 200 249	122000 DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	78.50

CHECK	CHECK ACCOUNT				INVOICE			AMOUNT
DATE	NUMBER	NUMBER		VENDOR	DESCRIPTION			
07/23/2014	201400025	10 E 200 249	123000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		7.18	
	201400025	10 E 200 249	124000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		30.96	
	201400025	10 E 200 249	125400	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		1.55	
	201400025	10 E 200 249	125500	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		13.78	
	201400025	10 E 200 249	125510	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		27.66	
	201400025	10 E 200 249	126000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		36.00	
	201400025	10 E 200 249	127000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		49.68	
	201400025	10 E 200 249	132700	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		15.59	
	201400025	10 E 200 249	136320	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		3.58	
	201400025	10 E 200 249	141000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		3.44	
	201400025	10 E 200 249	143000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		28.49	
	201400025	10 E 200 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		55.16	
	201400025	10 E 200 249	222200	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		46.03	
	201400025	10 E 200 249	241000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		71.80	
	201400025	10 E 200 249	241100	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		0.58	
	201400025	10 E 200 249	253300	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		51.13	
	201400025	10 E 200 249	254300	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		24.90	
	201400025	10 E 400 249	121000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		17.11	
	201400025	10 E 400 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		110.31	
	201400025	10 E 400 249	123000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		48.04	
	201400025	10 E 400 249	124000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		63.88	
	201400025	10 E 400 249	125400	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		1.55	
	201400025	10 E 400 249	125500	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		13.78	
	201400025	10 E 400 249	126000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		92.30	
	201400025	10 E 400 249	127000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS		89.47	
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CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
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	201400025	27 E 700 249	159110	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	324.83
	201400025	27 E 700 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	10.24
	201400025	27 E 700 249	214400	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	7.46
	201400025	27 E 700 249	223300	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	13.01
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	201400025	10 E 100 249	110300	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	23.10
	201400025	10 E 150 249	110450	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	267.38
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	201400025	10 E 100 249	110000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	60.96
	201400025	10 E 200 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	16.94
	201400025	10 E 100 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA PAYMENTS	17.02
Totals for 201400025						3,525.46
Totals for checks						192,925.67

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL	153,939.83	7,176.74	22,958.67	184,075.24
21	SPECIAL REVENUE TRUST FUND	0.00	0.00	22.50	22.50
27	SPECIAL EDUCATION FUND	7,427.74	0.00	660.99	8,088.73
99	Cooperative Programs	0.00	0.00	739.20	739.20
***	Fund Summary Totals ***	161,367.57	7,176.74	24,381.36	192,925.67

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

CHECK	CHECK ACCOUNT			INVOICE		
DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	AMOUNT	
07/17/2014	8045	61 L 000 000 814109 000	HUDSON AREA LIBRARY	Book not returned	0.49	
07/17/2014	8045	61 L 000 000 814200 000	HUDSON AREA LIBRARY	Book not returned	5.36	
07/17/2014	8045	61 L 000 000 814217 000	HUDSON AREA LIBRARY	Book not returned	5.44	
07/17/2014	8045	61 L 000 000 814551 000	HUDSON AREA LIBRARY	Book not returned	1.66	
				Totals for 8045	12.95	
				Totals for checks	12.95	

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	12.95	0.00	0.00	12.95
***	Fund Summary Totals ***	12.95	0.00	0.00	12.95

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



# 2014 SUMMER LEADERSHIP INSTITUTE



**AUGUST 2, 2014**  
**CROWNE PLAZA - MADISON, WI**

Network with colleagues around the state and gain the knowledge and insights necessary to lead your district.

- The Finance Track, developed in cooperation with the Wisconsin Association of School Business Officials, will give board members a solid foundation in Wisconsin's school funding system.
- The Accountability Track, developed in coordination with the Wisconsin Department of Public Instruction, will provide board members with the latest information on state-level school reform and accountability initiatives.
- The Governance Track features experienced WASB consultants and will give board members a strong framework for leadership and effective board practices.

Attend sessions in one or multiple tracks to customize your learning.

## Topics

- Investing in Wisconsin Public Schools
- Educator Effectiveness—Preparing for 2014/15
- Leadership Style Impacts Your Interactions
- Implementing the Common Core
- Effectiveness School Board Practices-Establishing Protocols and Practices
- School District Budget Cycle
- Accountability in Wisconsin: How School and District Report Cards Can Help Inform School Improvement Efforts
- Communication and Trust Building
- A Tour of Wisconsin's House of School Finance
- New Assessments in Wisconsin: Smarter Balanced and the ACT High School Assessments
- Stress in Leadership Positions-Understand and Deal with the Stress to Improve Leadership Performance
- A Tour of Wisconsin's House of School Finance
- What Does the Data Tell You?

Event Detail: [http://wasb.org/websites/meetings\\_events/index.php?p=1318](http://wasb.org/websites/meetings_events/index.php?p=1318)

RSVP's to Joyce  
by July 1



**2014  
FALL REGIONAL  
MEETINGS  
& WORKSHOPS**

*SUPPORTING, PROMOTING AND ADVANCING PUBLIC EDUCATION*

**Region 4    October 1<sup>st</sup>    Florian Gardens**



→ **Your RSVP to Joyce by September 22** ←

donna.austad@eauclairewi.gov interact with your WASB regional director, celebrate accomplishments, and hear about WASB's activities and plans.

The Regional Meeting Feature Presentation will highlight board development tools you can use to ensure that your board is governing as effectively as possible. Excellence in the classroom begins with excellence in the boardroom.

#### Schedule At-A-Glance

---

- |              |   |
|--------------|---|
| 4:00-6:00 PM | Legality of Running a School Board – Optional Workshop<br>Financial Roles and Responsibilities – Optional Workshop  |
| 6 PM         | REGISTRATION / Networking   |
| 6:30 PM      | Dinner  |
| 7:30-9:00 PM | Program Agenda <ul style="list-style-type: none"> <li>• Regional Director Welcome</li> <li>• Member Recognition Awards</li> <li>• Elections (Select Regions)</li> <li>• Feature Presentation           <ul style="list-style-type: none"> <li>○ Excellence in the Classroom Begins with Excellence in the Boardroom</li> </ul> </li> <li>• EXECUTIVE DIRECTOR'S REPORT</li> </ul> |



#### 4:00-6:00 PM WORKSHOP

Prior to your Regional Meeting, take part in an optional workshop on the legal or financial roles and responsibilities of school boards:

In order to serve and govern effectively, school board members must comply with a variety of legal and financial requirements. The WASB is offering two-hour workshops prior to the 2014 Regional Meetings to address these critical roles and responsibilities:

- **The Legal Roles and Responsibilities of School Boards Workshop**  
Provides an overview of key areas of Wisconsin law, including open meetings, public records, conflicts of interest, liability and risk management, and a board's power and duties.
- **The Financial Roles and Responsibilities of School Boards Workshop**  
Provides an overview of key areas of school district budgeting for school board members, including relevant statutes, the budgeting process, effective and efficient resource utilization, and community participation.

Workshops will be held immediately prior to the Regional Meetings from 4-6 pm at the same facility. Members are welcome to attend workshops in any region. Regional Meeting registration is not required.

Registration fee: \$85 for workshop

## YOU ARE INVITED

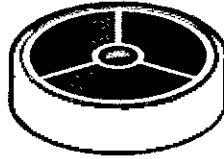
WHAT: NEW STAFF/MENTOR ORIENTATION  
LUNCHEON

WHEN: **MONDAY, AUGUST 11**

TIME: 12:00 PM (NOON)

WHERE: ALTOONA HIGH SCHOOL LMC

**Mentoring Matters**



July 21, 2014

Dr. Connie Biedron  
1903 Bartlett Ave  
Altoona, WI 54720

Dear Dr. Biedron:

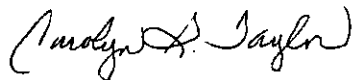
I am pleased to acknowledge that Altoona Middle School was selected by the Wisconsin PBIS Network as a School of Distinction for their work accomplished through the implementation of Positive Behavioral Interventions and Supports (PBIS).

The Wisconsin PBIS Network is a Wisconsin Department of Public Instruction (DPI) funded initiative. PBIS is a proactive approach that establishes safer and more effective schools and is currently being implemented in approximately 51 percent of Wisconsin schools at the Tier 1 level. Altoona Middle School was one of 60 schools statewide to be recognized as a School of Distinction for the 2013-14 school year.

Schools were recognized as Schools of Distinction based on an application process that included team and meeting information, implementation and outcome data, and a narrative that described the data, systems, and practices of PBIS implementation.

Congratulations and a job well done for the staff and students of Altoona Middle School. As a School of Distinction, Altoona Middle School will receive a banner and recognition at the Annual PBIS Leadership Conference this August, one free registration to the conference or the Behavior Education Program DVD, and a certificate. If Altoona Middle School is not present at the conference, the banner will be mailed to the school or district.

Sincerely,



Carolyn Stanford Taylor  
Assistant State Superintendent  
Division for Learning Support

CST: jh

## SKILLS GAP INITIATIVE

### **Overview**

The Regional Skills Gap Initiative was started by the EDC in fall of 2012 as part of the Economic Development Strategy for 2012 - 2014. Organizations across the public and private sectors are working together with the vision of building a stronger regional workforce and increasing high-quality employment opportunities.

### **Purpose**

To understand how the skills and education of the area's workforce match up to the staffing needs of regional employers.

### **Objectives**

- Increase interaction between businesses, workforce agencies, and educational institutions.
- Increase awareness of in-demand skills to maximize limited retraining funds.
- Increase information about employment opportunities available to job seekers.
- Enhance quality of employment and career data for students, parents, counselors, teachers and dislocated workers to make decisions.

### **What People are Saying**

"I applaud the Eau Claire regional workforce initiative for recognizing and acting on the need to collaborate with both private and public sectors to address regional talent. Their efforts demonstrate a strong, forward-thinking commitment to their communities and youth."

Robin Kroyer-Kubicek, DPI Career Pathways Consultant

## ACKNOWLEDGMENTS

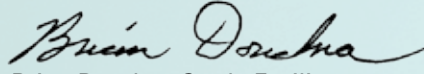
The Eau Claire Area Economic Development Corporation (EDC) wishes to thank all who were part of this skills gap project. Thoughts were shared freely during the research, writing, editing, and consensus building phases. This provided greater clarity on the findings and recommendations. Candid feedback will continue to be beneficial as the project leads implement the report's recommendations.

Thank you to the Steering Committee members for their service and participation. Also thank you to Edna Perkins for her efforts in facilitating the employer focus groups. Additional thanks to Workforce Resource, Inc. for its support of the regional occupation survey.

Special thanks to Mary Jo Van Gompel, Pat Trowbridge, Angie Niska, Becky Seelen, and Mari Kay-Nabozny for their work in developing and editing this report.

The EDC facilitated this effort in response to needs expressed by area employers during business retention visits. The EDC is not the solution to this effort; however, it hopes that this report's recommendations will lead to actions to narrow the regional skills gap.

Sincerely,

  
Brian Doudna, Study Facilitator

## STEERING COMMITTEE

Name	Organization
Colleen Bates	Eau Claire County Board, CVTC Board, Workforce Resource Board
Dave Benedict	Wisconsin Department of Workforce Development – Trade Adjustment Assistance
Patty Chambers	Eau Claire Energy Cooperative, WESTconsin Credit Union
Joan Coffman	St. Joseph's Hospital
Denise Escher	Silver Spring Foods, Inc.
Brett Geboy	Eau Claire Area Chamber of Commerce
Paul Glittenberg	Phillips–Medisize Corporation
Scott Hodek	WI Department of Workforce Development
Kerry Kincaid	Eau Claire City Council
John Kohlhepp	First Supply, LLC
Randy Lieble	National Presto Industries, Inc.
Dr. Durwin Long	UW–Eau Claire Continuing Education
Dan Lytle	Workforce Resource, Inc.
Kristan Motszko	Eau Claire Area School District
Denise Parker	Junior Achievement of Wisconsin
Rudy Pereira	Royal Credit Union
Dale Peters	City of Eau Claire
Susan Peterson	Junior Achievement of Wisconsin
Heidi Pipkorn	Realityworks
Jan Porath	United Way of the Greater Chippewa Valley
Shelly Pryse	Group Health Cooperative of Eau Claire
Dan Taft	CESA 10
Pat Trowbridge	Eau Claire Area Economic Development Corporation
MaryJo VanGompel	Literacy Volunteers of the Chippewa Valley
Roxann Vanderwyst	Chippewa Valley Technical College

## PROJECT PARTNERS

- **Area educational institutions:** University of Wisconsin–Eau Claire, Chippewa Valley Technical College, Eau Claire Area School District, School District of Altoona, and CESA 10
- **Area employers** from healthcare, service, manufacturing, and technology sectors
- **Businesses organizations:** Chippewa Valley Society for Human Resource Management (CVSHRM), Chippewa County Economic Development Corporation, Dunn County Economic Development Corporation, Greater Menomonie Area Chamber of Commerce, Chippewa Falls Area Chamber of Commerce, and Eau Claire Area Chamber of Commerce
- **Government:** City of Eau Claire and Eau Claire County
- **Workforce agencies:** Wisconsin Department of Workforce Development, Workforce Resource, Inc., Job Center of Wisconsin, and Dislocated Workers Program
- **Non-profits:** United Way of the Greater Chippewa Valley, Junior Achievement of Wisconsin, and Literacy Volunteers of the Chippewa Valley



# NARROWING THE SKILLS GAP

A REGIONAL WORKFORCE INITIATIVE



## ACKNOWLEDGMENTS


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3	KEY FINDINGS		
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12	BUSINESS CHECKLIST		



# EXECUTIVE SUMMARY

Over the past year, organizations across the public and private sectors worked together to conduct this study. The Eau Claire Area Economic Development Corporation (EDC) facilitated this effort with the objective of understanding how the skills and education of the area's workforce match up to the staffing needs of regional employers. Though the workforce is talented and area institutions provide high-quality education, there is a fundamental gap between the skills of the workforce and employers' needs. This gap is known as "the skills gap."

## OBJECTIVES

The goal of this report is to make public the recommendations from the Steering Committee to create a better prepared workforce. This report does not duplicate Tim Sullivan's report, "The Road Ahead: Restoring Wisconsin's Workforce Development" or Competitive Wisconsin Inc.'s "Be Bold 2" study. This report will:

- Communicate key findings and set the stage for partnerships that will build a workforce that is able to adapt to the evolving skill requirements of regional employers.
- Provide local community and business leaders with suggestions on how their organizations could play a role in moving recommendations forward.
- Position regional organizations to effectively utilize new state programs and initiatives to benefit local workforce development efforts.

## METHODOLOGY

This collaborative effort included two components:

1. Regional market research consisting of focus groups and an employer survey
2. Formation of the Steering Committee to develop actionable and measurable recommendations to address gaps in workforce development efforts

Data collected through the employer survey was insufficient to provide specific, data-driven recommendations due to low participation. However, the Steering Committee and workforce development agencies provided united anecdotal evidence from daily work experience. Further, the Steering Committee was able to open lines of communication that will benefit future efforts.

## KEY FINDINGS

Through this study, the Steering Committee identified a common theme—a need for enhanced communication. The systems to support educational attainment necessary to narrow the skills gap are in existence. The challenge

is coordinating efforts so that these systems are fully utilized. Four key findings were identified:

1. Individuals entering the workforce do not necessarily possess critical skills.
2. Local labor market information and trends are not easily accessible to consumers of education.
3. Communication, coordination of information, and outreach efforts are not aligned to effectively address the skills gap.
4. Targeted resources are needed to support efforts to narrow the skills gap.

## RECOMMENDATIONS

This report outlines five recommendations to begin addressing the key findings.

1. Gather timely local labor market information.
2. Communicate local labor market information based on the data generated in recommendation 1.
3. Reduce educational and training barriers for students with economic challenges.
4. Develop a regional strategy to recruit individuals trained in disciplines not available through area educational institutions.
5. Address outreach barriers impacting placement of students and adults in career exploration and work experiences.

Participation by organizations—such as the following—will be critical to leverage resources that narrow the skills gap:

- Employers
- Workforce development agencies
- Education institutions
- Economic development corporations
- Chambers of commerce
- Chippewa Valley Society for Human Resource Management (CVSHRM)

# BACKGROUND

While there are many individuals looking for jobs, area employers are having difficulty finding qualified employees to fill specialized positions.

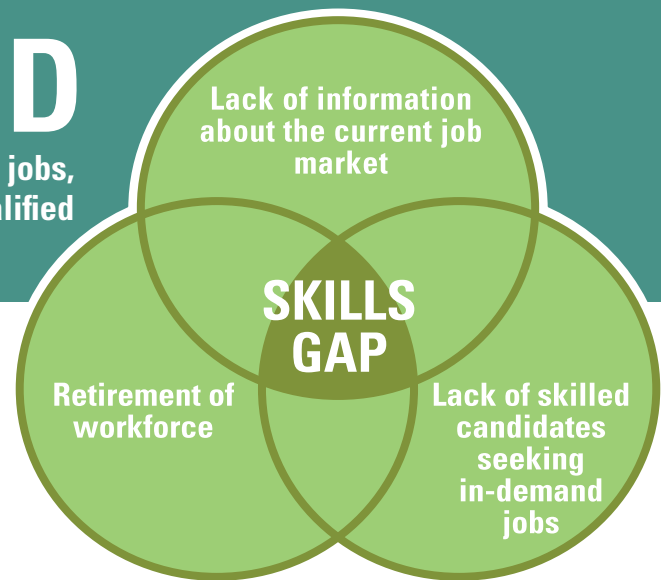
Economic activity is starting to rebound after the Great Recession. Nationally, employers are creating jobs at a slower pace than in previous economic recoveries.<sup>1</sup> Unemployment rates in the region are relatively low. In July 2013, the unemployment rate in the Eau Claire MSA was 6.0 percent<sup>2</sup> compared to the national rate of 7.3 percent.<sup>3</sup>

Based on the results of the focus groups, regional employers are struggling to fill existing positions for in-demand occupations. However, many individuals struggle to find positions for which they are qualified. Therefore, while there are individuals looking for jobs, regional employers continue to have difficulty finding qualified employees to fill specialized positions.

Further, there are concerns about workforce trends. Baby Boomers are quickly approaching retirement age and employers are concerned about losing their experience, skills, and wealth of industry knowledge. Students, parents, and dislocated workers have a difficult time finding information about the ever-changing regional job market and what will be the most viable careers.

When these factors are combined, the result is a troubling gap between our workforce supply and the needs of local businesses—the skills gap.

Some reports such as those published by the University of Wisconsin–Milwaukee<sup>4</sup> and the University of Wisconsin–Madison<sup>5</sup> have claimed that the skills gap does not exist. Although that debate will continue and this report will not address it, the Steering Committee confirmed confusion and frustration among individuals in the workforce, consumers of education, and businesses. Opportunities exist for improving outcomes for all parties involved.



Wisconsin Governor Scott Walker’s 2013-2015 budget has earmarked \$100 million to the Department of Workforce Development to implement the Wisconsin Fast Forward Program. This program includes funding to develop a cutting-edge labor market information system to help individuals make more informed educational buying decisions related to career paths. An additional \$15 million is allocated to provide employer-focused worker training grants and establish the Office of Skills Development (OSD) at the Department of Workforce Development to manage the grant program.

By examining these issues locally, we will position the region to maximize the potential for garnering state and local resources to address regional workforce challenges.

1. Loreta J. Mester and Elif Sen, “Has Job Quality Been ‘Job One’ in the Economic Recovery?” Research Rap Special Report, Federal Reserve Bank of Philadelphia, August 14, 2013.
2. “Unemployment Rates for Metropolitan Areas,” Bureau of Labor Statistics, July 2013.
3. Bureau of Labor Statistics, August 2013.
4. Marc V. Levine, “The Skills Gap and Unemployment in Wisconsin: Separating Fact from Fiction,” University of Wisconsin–Milwaukee, Center for Economic Development Working Paper, February 2013.
5. Jennifer Cunha, Megan Loritz, Ben Nerad, and Phil Sletten, “Examining the Skills Gap in Wisconsin,” University of Wisconsin–Madison, Robert M. La Follette School of Public Affairs, Spring 2013.

# THE CASE FOR PARTNERING IN TALENT DEVELOPMENT EFFORTS

By 2020, 37.3 percent of the region's workforce will be at retirement age (55 years and older).<sup>1</sup> Nationally, employers report hiring substantial numbers of new entrants who are poorly prepared, requiring additional company investment to improve workforce readiness skills.

The skills gap survey conducted as part of this study was not able to validate this finding due to low participation. However, the Steering Committee and workforce development agencies provided united anecdotal evidence from their daily work experience that support this as a regional trend.

While employers are able to provide remedial or on-the-job training, 74 percent of regional businesses have less than 20 employees.<sup>2</sup> These small businesses do not typically have the resources to independently contract for customized labor training. To fill critical talent needs, these companies rely on individuals who come prepared with critical skills. To build this quality workforce, businesses, educational institutions, and workforce development agencies need to communicate to identify needs and coordinate consortium-based implementation efforts.

1. "Wisconsin Population & Household Projections," State of Wisconsin Department of Administration, Demographic Services Center, 2008.

2. "Quarterly Census of Employment and Wages," Bureau of Labor Statistics, 4<sup>th</sup> Quarter, 2012.

## KEY FINDINGS

There were many areas of opportunity that emerged from this study. The Steering Committee summarized its learnings into four key findings focused on skills, access to information, communication, and resources.

The systems needed to address the key findings and to narrow the skills gap are largely in place. Coordinating across systems to fully utilize existing assets and to secure additional resources must be a focus.

Another valuable insight from this study is the list of occupations most commonly identified as difficult to recruit for: CNC machine operators, computer programmers, diesel technicians, engineers (mechanical and electrical), health care procedure coders, information systems, nursing, and welders.

- 1 Individuals entering the workforce do not necessarily possess critical skills.
- 2 Local labor market information and trends are not easily accessible to consumers of education.
- 3 Communication, coordination of information, and outreach efforts are not aligned to effectively address the skills gap.
- 4 Targeted resources are needed to support efforts to narrow the skills gap.

## KEY FINDING

### Individuals entering the workforce do not necessarily possess critical skills.

The EDC brought together several focus groups comprised of individuals from regional industry sectors to identify key occupations and skills that employers are requiring in those occupations. The focus groups included business leaders, union members, and human resource professionals with a total of 30 businesses represented. Each group was facilitated by Edna Perkins, an experienced human resources manager.

When asked “What are the skills that you are looking for in a new employee?” the groups developed nearly identical lists. After consulting with educational partners, the lists were grouped into two categories: Core Skills and Employability Skills.

Through this research, the Steering Committee concluded that the majority of applied skills, such as those taught in degree and certification programs, are aligned with employers’ expectations. However, based on the employer focus groups, individuals entering the workplace today may not have obtained all of these core and employability skills. For students to learn critical skills in high school, partnerships with business and industry are an essential component of the educational process.

#### CORE SKILLS

Core skills are normally acquired in school and, for the most part, are the core academic subjects identified by the Wisconsin Department of Public Instruction’s Agenda 2017: Every Child College and Career Ready. The following items identified by the focus groups are considered core skills:

- Writing in English
- Strong math skills
- Strong reading comprehension
- Comfortable/competent use of information technology
- Strong written and verbal communication

#### EMPLOYABILITY SKILLS

Employability skills enable a new employee to use knowledge acquired in school to perform in the workplace. Employability skills include those based on cognitive abilities as well as more social and emotional skills. The following items identified by the focus groups are considered employability skills:

- Strong interpersonal skills
- Customer service skills
- Strong critical and independent thinking
- Problem solving
- Demonstrate creativity/innovation
- Leadership – ability to use interpersonal skills to coach and develop others
- Professional behavior
- Ability to work in a diverse workplace
- Dependable
- Safety conscious
- Team player
- Adaptable to change/flexible
- Take ownership/initiative
- Apply knowledge
- Maintain composure under pressure
- Strong work ethic



**KEY  
FINDING**

## **Local labor market information and trends are not easily accessible to consumers of education.**

While there is an abundance of workforce-related data available at the state level, its usefulness in addressing the regional skills gap is limited. Local information cannot be extrapolated from existing state data, especially related to short-term demand and retirement trends within a given occupation.

Individuals need this information to make sound education and career decisions within this region. Workforce agencies need this information to support dislocated workers and apply for grants that can benefit the region. Educational institutions can use this information in student recruitment and curriculum planning. Businesses benefit from a larger pool of skilled job applicants.



**KEY  
FINDING**

## **Communication, coordination of information, and outreach efforts are not aligned to effectively address the skills gap.**

Communication and interaction between agencies, educators, parents, and businesses are major difficulties in narrowing the skills gap. The challenge for the business community is the ability to communicate with a unified voice to educational institutions regarding critical workforce skills. Employers should also be more active in communicating and distributing information to assist in creating the workforce needed to grow their companies. Sharing data, communicating skill expectations, and engaging with students, parents, teachers, and workforce agencies will be a vital part of meeting future talent requirements.



**KEY  
FINDING**

## **Targeted resources are needed to support efforts to narrow the skills gap.**

A major barrier to addressing this study's findings is lack of resources. This report identifies partners and estimates out-of-pocket resources needed to advance each recommendation.

In order to obtain resources to address the skills gap, the workforce development and education strategy must include strengthening and creating partnerships with the business community. Outcomes of such partnerships include: expanded training and educational programs for critical skill development or career pathways, coordinated recruiting efforts for key occupations, and distribution of information about the local labor market and related opportunities.

# & RECOMMENDATIONS & ACTION PLANS

The Steering Committee developed five recommendations to address the key findings.

- 1 Gather timely local labor market information.
- 2 Communicate local labor market information based on the data generated in recommendation 1.
- 3 Reduce educational and training barriers for students with economic challenges.
- 4 Develop a regional strategy to recruit individuals trained in disciplines not available through area educational institutions.
- 5 Address outreach barriers impacting placement of students and adults in career exploration and work experiences.

## IMPLEMENTATION

Participation by organizations—such as the following—will be critical to leverage resources that narrow the skills gap:

- Employers
- Workforce development agencies
- Education institutions
- Economic development corporations
- Chambers of commerce
- Chippewa Valley Society for Human Resource Management (CVSHRM)

## OVERSIGHT

A monitoring task force will continue to meet as part of the next phase in this initiative. This group will monitor progress and support the workgroups in addressing barriers to success.

*"I applaud the Eau Claire regional workforce initiative for recognizing and acting on the need to collaborate with both private and public sectors to address regional talent. Their efforts demonstrate a strong, forward-thinking commitment to their communities and youth. "*

Robin Kroyer-Kubicek, DPI  
Career Pathways Consultant

## Gather timely local labor market information.

(Addresses findings 2 & 4)

*"First Supply employees do not necessarily come from specific degree programs and our turnover is very minimal. We will experience a large turnover in the next five to ten years as many of our long-term employees retire. Recommendation 1 would keep the public, job seekers, students, educators, and agencies informed about what employers need in the current and future workforce."*

John Kohlhepp, General Manager—First Supply, LLC

### CURRENT ISSUE

Local labor market information cannot be extrapolated from existing data, especially related to short-term demand and retirement trends within a given occupation.

### WHY IS THIS IMPORTANT?

There is a great deal of data available at the federal level and new tools in development at the state level; however, significant gaps in regional labor market data will continue. For regional organizations to make informed resource allocation decisions, local occupational data is vital.

### PROJECT LEAD

Scott Hodek—Regional Labor Economist, Wisconsin Office of Economic Advisors, CVSHRM, Manufacturing Works, and Workforce Resource, Inc.

### SUPPORTING PARTNERS

Economic development corporations, Wisconsin Department of Workforce Development, chambers of commerce, and educational institutions

### FUNDING REQUIREMENT

\$5,000 annually

### MEASUREMENTS

- Gather local data that fills existing gaps in federal and state reports
- Number of employers that participate
- Number of organizations that use the data to accomplish objectives

### ACTION PLAN

1. Gather local data on key occupations. For each key occupation, inquire on:
  - Current number of employees
  - Current number of open positions
  - Level of education and/or certifications desired
  - Number of employees hired in the last 12 months
  - Projected change in the number of positions over the next 2 years
  - Projected number of retirements within the next 5 years
2. Interpret data collected in step 1.

*"At the nationwide level, there is a wealth of information on everything from projected skill needs to occupational demand. As we narrow that geography to local and regional levels, many of those resources disappear. If we want the data necessary for businesses, educators, local government, and others to make informed choices that impact the local skills gap, we'll need to gather it ourselves."*

Scott Hodek, Regional Labor Economist—Wisconsin Office of Economic Advisors

## Communicate local labor market information based on the data generated in recommendation 1. (Addresses finding 2)

*"It is clear that much of what needs to be accomplished in this workforce initiative is about 'communication.' Collecting and sharing pertinent workforce data will allow employers to convey their evolving workforce needs and can be used to adjust curriculum on any level of education. Whether you are a student, a dislocated worker, an individual making a career change (or counseling an individual who is doing so) this information will help identify current workforce opportunities and...choices. 'Narrowing the Skills Gap' is about determining where the jobs will be and providing a road map on how to successfully make the journey. Working together, we can make this happen."*

Colleen Bates, Eau Claire County Board of Supervisors, CVTC District Board, West Central Wisconsin Workforce Development Board

### CURRENT ISSUE

There is limited or no access to regional information about key occupations. It will be critical to communicate this information in an effective manner so that it is actionable.

### WHY IS THIS IMPORTANT?

The data gathered in recommendation 1 must be communicated to key partners and audiences so that each can take appropriate action towards narrowing the skills gap. Individuals need this information to make sound education and career decisions. Workforce agencies need this information to support dislocated workers and to apply for grants. Educational institutions can use it for curriculum planning, marketing and enhancing course catalogs. Businesses can use the information in employee recruitment efforts and will benefit from a larger pool of skilled job applicants.

### PROJECT LEAD

Eau Claire Area Economic Development Corporation, educational institutions, and Manufacturing Works

### SUPPORTING PARTNERS

School district(s), employers of target occupations, and workforce development agencies

### FUNDING REQUIREMENTS

- \$50,000 outreach budget
- In-kind marketing and graphic design support

### MEASUREMENTS

- Participation levels in specific degree and certificate programs tied to key occupations
- Applications to programs related to key occupations
- Number of open positions in key occupations
- Amount of grant funds awarded to provide direct training to individuals for key occupations

### ACTION PLAN

1. Create a framework for sharing local occupational information:
  - Regional wages
  - Companies that hire occupation
  - Regional statistics on: current number of jobs, future projections and retirements
  - Skills and degree requirements
  - Degrees and certifications available
  - Cost of education and degree programs
  - Regional education providers
2. Distribute this information through multiple channels to increase access and awareness. Channels should include:
  - Summary report
  - Press releases and media coverage
  - Educational institutions' program information and course catalogs
  - Communication channels utilized by educational institutions, workforce development agencies and local employers
  - Targeted marketing campaigns to dislocated workers, parents, and others



## 3

## Reduce educational and training barriers for students with economic challenges.

(Addresses findings 3 & 4)

### CURRENT ISSUE

Many individuals who are strong candidates for degree and certificate programs related to key occupations face barriers to pursuing these programs. The nature of these barriers include family responsibilities, transportation, living expenses, and more.

### WHY IS THIS IMPORTANT?

Assisting strong candidates in overcoming barriers to education can significantly increase their success rates in degree and certificate programs. These residents can, then, improve their quality of life, contributing to the well-being of the region overall. Further, increasing the success rate of training programs quickly grows the pool of skilled workers for local employers.

### PROJECT LEAD

United Way of the Greater Chippewa Valley

### SUPPORTING PARTNERS

Chippewa Valley Technical College and potential business service providers

### MEASUREMENT

- Certification and degree completion rates and change in household incomes of participants receiving microgrants

### ACTION PLAN

One initiative underway is the development of microgrants for individuals entering an educational program or obtaining employment related to a key occupation. Microgrants can apply to tuition and barriers such as child care and transportation related expenses.

*“Chippewa Valley Technical College prepares the workforce for this region. 69 percent of our graduates secure employment in the Chippewa Valley after graduation. Roughly 30 percent of our incoming students have distracting financial problems that hinder their educational studies; many of whom are not eligible for traditional financial aid. Specialized microgrant programs can alleviate short-term financial burdens, allowing students to finish their certificate or degree program. This support can provide a financial bridge to a better future for our students.”*

Margo Keys, Ph.D. Vice  
President Student Services—CVTC

## 4

## Develop a regional strategy to recruit individuals trained in disciplines not available through area educational institutions.

(Addresses finding 3)

### CURRENT ISSUE

One root cause of the skills gap is that degree and certification programs are not available locally for certain key occupations. An example of this is electrical engineering. The result is local employers left trying to fill positions by recruiting individuals from other geographies. This can be a large undertaking involving significant expense with a low rate of success.

### WHY IS THIS IMPORTANT?

By building brand equity for the region among target audiences, businesses will have more success recruiting critical talent. A coordinated effort among businesses that need critical talent will be more efficient and effective than having each business go it alone.

### PROJECT LEAD – NEAR TERM

Momentum West

### PROJECT LEAD – LONG TERM

Western Wisconsin educational institutions

### SUPPORTING PARTNERS

Economic development organizations, chambers of commerce, staffing agencies, CVSHRM, and local companies in need of importing critical talent

### FUNDING REQUIREMENTS

To be determined by employers recruiting specific occupations

### MEASUREMENTS

- Number of outreach activities made to educational institutions out-of-market
- Number of resumes or leads collected through out-of-market initiatives

### ACTION PLAN – NEAR TERM

Engage local employers and employment agencies to develop a regional recruitment strategy to address specific critical talent needs. This effort should focus on recruiting individuals with education and training in disciplines that are not available at local institutions.

### ACTION PLAN – LONG TERM

Bring engineering-related curriculum to universities in western Wisconsin.

*“Accu-Tech Plastics exports products across the world, but we have a low profile in the Chippewa Valley. As a company, we have a tough time recruiting mechanical engineers into the area. Knowing the best avenues to recruit this talent and increasing our region’s ability to attract this talent is vital to growing our company.”*

Tom Skrtic, Co-Owner—  
Accu-Tech Plastics, Inc.

# 5

## Address outreach barriers impacting placement of students and adults in career exploration and work experiences. (Addresses finding 1)

*“As we look to expand work-based learning opportunities for our students, connecting with employers through a data-rich website would be very beneficial. In addition, enhancing the site so that students can express interest in potential internships would allow me to better support students and families in making informed decisions.”*

Kristan Motszko, School to Careers Coordinator—Eau Claire Area School District

### CURRENT ISSUE

Many students seek to explore careers while in high school or when entering a degree or certificate program. Unfortunately, students and educational institutions face barriers in securing these positions. The Pk–12 system and workforce agencies have staff dedicated to implementing outreach. However, placement is low due to the business community’s lack of awareness of programs, ability to provide opportunities for students, and agencies’ abilities to maintain employer contacts by placement activity.

### WHY IS THIS IMPORTANT?

Assisting students in learning about the real world of work is vital to them finding a pathway of interest early in their career exploration.

### PROJECT LEAD

Economic development corporations, CVSHRM, school districts, and CESA 10

### SUPPORTING PARTNERS

Chambers of commerce, educational institutions, and Manufacturing Works

### FUNDING REQUIREMENT

\$3,000 annually

### MEASUREMENTS

- Number of businesses listed in the database to participate in programming
- Number of work experience placements

### ACTION PLAN

1. Create a relationship management website that allows business, education, and workforce partners to update contact information and program offerings regularly. The site will become a placement tool for high schools seeking to place students in work-based learning experiences.
2. Economic development organizations should incorporate this website in their annual communications to employers.
3. Enhance the website by creating additional partnerships with CVSHRM and other organizations to increase utilization and connection to area businesses.
4. Employers and educational institutions need to coordinate marketing efforts to communicate skill expectations to area residents:
  - Implement a coordinated media relations and marketing strategy tied to specific occupations prior to spring and fall enrollment
  - Create an occupations web page and a pamphlet for distribution throughout the area containing information about resources available to job seekers.

# BUSINESS CHECKLIST

## ADDRESSING YOUR SKILLS GAP

**Each business can play a role in narrowing the skills gap. To the right is a quick reference of ways that businesses can contribute.**

### **(Grades 4–12) Working to Build Your Future Workforce**

- Communicate talent needs to educators related to specific occupations.
- Become a partner in work experience programs with your area Pk–12 school district.
- Provide tours to schools, agencies and the media to communicate about careers.
- When launched, use relationship management website.
- Sponsor internships, job shadowing, mentoring and other learning experiences to increase young people’s workplace skills.
- Offer a company representative to serve on the monitoring task force for future phases of this report or on a curriculum advisory committee with your local school district.
- Publicize your involvement in the above programs in employee and community newsletters, and with the media.

### **Educating Potential Applicants about Your Company’s Opportunities & Expectations**

- Use your website to communicate skills and competencies that are required of employees.
- Be sure to include education and skill requirements for each position posted on your company website.
- Provide links to educational institution’s programs.
- Consider joint marketing efforts with educational institutions to recruit for degree programs that match hard-to-fill positions.
- Consider allowing your company’s logo to be used on degree program recruitment materials.

### **Recruitment**

- Join a recruitment consortium for a specific occupation.
- Provide general feedback with links to local training programs in emailed rejection letters to applicants.
- Consider offering part-time employment for in-demand occupations to increase flexibility of the positions.





# School District of Altoona

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

Dr. Connie M. Biedron, Superintendent

www.altoona.k12.wi.us

July 16, 2014

RE: Proposal for School Resource Officer Position

**Recommended Motion:**

Motion to approve the School Resource Officer Position to begin January 5, 2015, or as soon as practical; position costs to be shared with the City as presented, contingent on joint approval of the Altoona City Council.

Dear Board Members,

I have been in discussions with Jesse James, Altoona Police and Fire Chief, for the past several months regarding the possibility of securing the services of a full time School Resource Officer (SRO) for the district. Of course one of the biggest hurdles is our budget constraints.

I believe we have come up with a possible solution. We have discussed sharing the salary (50/50 school district/city) for the nine month period he/she would be in the district. That cost would be \$30,240.00 for each of us annually.

Since the city's budget cycle is set on the calendar year and our budget cycle is July 1 through June 30 we encountered another hurdle. In working through this issue, we determined that for this school year, pending approvals, the SRO position would not start until January 5, 2015 making our budget commitment, \$15, 120.00 for 2014/15 with the understanding that the commitment in subsequent years would be \$30,240.00 (or half of current salary).

The City would also need to approve this proposal in their 2015 budget. Chief James has asked, and I recommend that we make an ongoing (multi-year not limited-term) commitment to this position. This item is on the July 21 agenda for discussion only.

---

This recommendation is related to the following Strategic Goals:

**Strategic Goal 1: Address the learning needs of the whole student**

Objective 1: Address the emotional well-being of each student

**Strategic Goal 4: Practice good stewardship of resources**

Objective 1: Provide and maintain safe facilities that support instructional and recreational programming

**Strategic Goal 5: Build trusting relationships and partnerships with the community**

Objective 1: Create open lines of communication with the community

---

Please call me if you have any questions.

Sincerely,

Connie Biedron

July 30, 2014

To: Altoona School Board

Fr: Michael Markgren, Business Manager

RE: Recommendation to Allocate Funds Toward Retirement of Impending Referendum Debt

Under the district's current financial conditions, we are recommending a district contribution of \$400,000 annually for a five-year period, 2014/15 - 2018/19. The contribution would be made from the General Fund toward the retirement of the impending referendum debt. Taking this step will significantly reduce the additional levy and mill rate required to make the debt service payments.

Your action solidifies and makes your commitment to this contribution official.

As always, we will continue to monitor our financial status. With sustained growth, prudent decisions, and some help from the state, the financial picture will continue to be strong, allowing us to ask you to renew this commitment beyond the five-year period.

INITIAL RESOLUTION  
AUTHORIZING GENERAL OBLIGATION BONDS  
IN AN AMOUNT NOT TO EXCEED \$23,000,000

BE IT RESOLVED by the School Board of the School District of Altoona, Eau Claire County, Wisconsin that there shall be issued pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$23,000,000 for the public purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus.

Adopted and recorded August 4, 2014.

\_\_\_\_\_  
Helen S. Drawbert  
District President

ATTEST:

\_\_\_\_\_  
Michael J. Hilger  
District Clerk

(SEAL)



RESOLUTION PROVIDING FOR A REFERENDUM ELECTION  
ON THE QUESTION OF THE APPROVAL  
OF AN INITIAL RESOLUTION AUTHORIZING  
THE ISSUANCE OF GENERAL OBLIGATION BONDS  
IN AN AMOUNT NOT TO EXCEED \$23,000,000

WHEREAS, the School Board of the School District of Altoona, Eau Claire County, Wisconsin (the "District"), has heretofore duly adopted a resolution entitled: "Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$23,000,000" (the "Initial Resolution"); and

WHEREAS, the School Board deems it to be desirable and in the best interest of the District to direct the District Clerk to submit the question approved in the Initial Resolution to the electors for approval or rejection at the regularly scheduled election to be held on November 4, 2014.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District as follows:

Section 1. Referendum Election Date. The District Clerk is hereby directed to call a referendum election to be held in the District at the regularly scheduled election to be held on November 4, 2014 for the purpose of submitting to the qualified electors of the District the proposition of whether the Initial Resolution shall be approved.

Section 2. Notice to Electors. The District Clerk is directed to give notice by:

- (a) causing a Notice to Electors in substantially the form attached hereto as Exhibit A to be published in the Eau Claire Leader-Telegram within ten days after the date hereof.
- (b) causing a Notice of Election in substantially the form attached hereto as Exhibit B to be published in the Eau Claire Leader-Telegram in the issue published the fourth Tuesday before the referendum election.
- (c) causing a Notice of Referendum (which includes the facsimile of the sample ballot) in substantially the form attached hereto as Exhibit C to be published in the Eau Claire Leader-Telegram in the issue published immediately preceding the referendum election. This Notice shall also be posted in each polling place on election day.

If any of the municipalities within the District use an electronic voting system employing a ballot label and ballot card, the Notice of Referendum set forth in Exhibit C shall also include a true, actual-size copy of the ballot label and ballot card in the form in which they will appear on election day.

Section 3. Polling Places and Hours. The District electors must vote at the referendum election at the times and polling places at which they cast their ballots in regularly scheduled elections.

Section 4. Referendum Election Officials. The election officials appointed in each of the municipalities within the District shall conduct the election.

Section 5. Official Referendum Ballot Form. The ballot to be used at the referendum election shall be prepared in accordance with the provisions of Sections 5.64(2) and 7.08(1)(a), Wisconsin Statutes. The ballot shall be substantially in the form attached hereto as Exhibit D.

The District Clerk shall cause to be printed sufficient ballots for use at said referendum election, both as actual ballots in those polling places which do not use voting machines and as absentee ballots where voting machines are used and as specimen ballots (the latter to be of a different and easily identifiable color from the actual ballot). The form of the ballot shall be filed with the official responsible for providing the ballots for the election, and the District Clerk shall file a copy of the ballot with the clerk of each county having territory within the District, as soon as possible after the date hereof but in no event later than 70 days prior to the election, as provided in Section 8.37, Wisconsin Statutes. If the District prepares the ballots, they should be delivered to the municipal clerks running the election at least 52 days prior to the November general election, to allow the municipal clerks to comply with their obligation to provide absentee ballots under Section 7.15, Wisconsin Statutes.

The municipal clerks of the municipalities within the District shall receive applications for absentee ballots and initial the same when issued to qualified absentee voters.

Section 6. Canvass. The returns of the referendum election shall be canvassed by the Board of Canvassers of each municipality within the District. Each Board of Canvassers shall certify the returns of the referendum election to the District Clerk. The District Clerk and two other reputable citizens appointed by the District Clerk prior to the date of the referendum election shall act as the District's Board of Canvassers for this referendum election. This Board of Canvassers shall meet in open session no later than 9:00 a.m. on the Tuesday after the election to determine the result of the referendum election. The canvass shall be open to the public and the District Clerk is directed to give due notice of said meeting.

Section 7. DPI Notice. Pursuant to the provisions of Section 120.115(1), Wisconsin Statutes, the District Clerk shall notify the Department of Public Instruction of the date of the referendum election and shall provide the Department with a copy of the Initial Resolution within 10 days after the adoption of the Initial Resolution and shall further notify the Department of the results of the referendum within 10 days following the election using the method prescribed by the Department.

Adopted and recorded August 4, 2014.

\_\_\_\_\_  
Helen S. Drawbert  
District President

ATTEST:

\_\_\_\_\_  
Michael J. Hilger  
District Clerk

(SEAL)

EXHIBIT A

NOTICE TO THE ELECTORS  
OF  
SCHOOL DISTRICT OF ALTOONA  
EAU CLAIRE COUNTY, WISCONSIN

NOTICE IS HEREBY GIVEN that the School Board of the above-named School District, at a meeting duly called, noticed, held and conducted on August 4, 2014, adopted an initial resolution entitled:

INITIAL RESOLUTION  
AUTHORIZING GENERAL OBLIGATION BONDS  
IN AN AMOUNT NOT TO EXCEED \$23,000,000

Said Initial Resolution was adopted pursuant to the provisions of Chapter 67 of the Wisconsin Statutes to authorize a borrowing in an amount not to exceed \$23,000,000 through the issuance of general obligation bonds of the District for the public purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus.

Copies of said Initial Resolution and a detailed breakdown of the program to be financed with the proceeds of the proposed Bond issue are on file in the District Office located at 809 7th Street W, Altoona, WI 54720 and may be inspected weekdays except holidays, between the hours of 9:00 a.m. and 4:00 p.m.

The School Board has called for a referendum election on the Initial Resolution to be held on November 4, 2014.

Dated August 4, 2014.

BY ORDER OF THE  
SCHOOL BOARD

Michael J. Hilger  
District Clerk

EXHIBIT B

NOTICE OF ELECTION  
SCHOOL DISTRICT OF ALTOONA  
NOVEMBER 4, 2014

NOTICE IS HEREBY GIVEN, that at an election to be held in the School District of Altoona on Tuesday, November 4, 2014 the following question will be submitted to a vote of the people:

"Shall the School District of Altoona, Eau Claire County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$23,000,000 for the public purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus?"

A copy of the entire text of the resolution directing submission of the question set forth above to the electorate and information concerning District boundaries can be obtained at the School District offices located at 809 7th Street W, Altoona, WI 54720.

Persons with questions regarding the referendum election should contact Connie Biedron, District Administrator.

Done in the School District of Altoona  
on October 7, 2014  
Michael J. Hilger  
District Clerk

EXHIBIT C

NOTICE OF REFERENDUM  
SCHOOL DISTRICT OF ALTOONA  
NOVEMBER 4, 2014

NOTICE IS HEREBY GIVEN, that at an election to be held in the School District of Altoona on November 4, 2014, the following proposed Initial Resolution of the School Board will be submitted to a vote of the people:

INITIAL RESOLUTION  
AUTHORIZING GENERAL OBLIGATION BONDS  
IN AN AMOUNT NOT TO EXCEED \$23,000,000

BE IT RESOLVED by the School Board of the School District of Altoona, Eau Claire County, Wisconsin that there shall be issued pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$23,000,000 for the public purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus.

The question will appear on the ballot as follows:

"Shall the School District of Altoona, Eau Claire County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$23,000,000 for the public purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus?"

EXPLANATORY STATEMENT AND EFFECT OF VOTE

The referendum election ballot will ask District electors to vote "yes" or "no" on the referendum election question as set forth above.

A "yes" vote on the question is in favor of the Initial Resolution set forth above and is a vote to approve the borrowing of \$23,000,000 by the School District of Altoona through the issuance of general obligation bonds for the purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of

Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus.

A "no" vote on the question is opposed to the Initial Resolution set forth above and is a vote to deny the School District of Altoona the authority to borrow \$23,000,000 through the issuance of general obligation bonds for the purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus.

In the event a majority of the electors voting vote "yes" on the question set forth above, the District will be authorized to undertake the program described above and borrow not in excess of \$23,000,000 therefor; if a majority vote "no" on the question set forth above, the District will not be so authorized.

LOCATION AND HOURS OF POLLING PLACES

[Information as to the location of the polling places is available in the District Office at 809 7th Street W, Altoona, WI 54720.]

*If the information below is not included in the publication, it should be completed and made available in the District Office.*

[At the election to be held on November 4, 2014 in the School District of Altoona the following polling place locations will be used for the municipalities and/or wards indicated:

<u>School District Electors</u> <u>Residing in</u>	<u>Vote at</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**ALL POLLING PLACES WILL BE OPEN AT 7:00 A.M. AND WILL CLOSE AT 8:00 P.M.**

If you have any questions concerning your polling place, contact the municipal clerk:

(Name of Municipal Clerk)	(Name of Municipal Clerk)
(Address)	(Address)
(Telephone)	(Telephone)
(Office Hours)	(Office Hours)

**All polling places are accessible to elderly and disabled voters.<sup>1</sup>**

INFORMATION TO ELECTORS<sup>2</sup>

Upon entering the polling place, an elector shall state his or her name and address and sign the poll book before being permitted to vote. Where ballots are distributed to electors, the initials of two inspectors must appear on the ballot.<sup>3</sup> Upon being permitted to vote, the elector shall retire alone to a voting booth or machine and cast his or her ballot except that an elector who is a parent or guardian may be accompanied by the elector's minor child or minor ward. An election official may inform the elector of the proper manner for casting a vote, but the official may not in any manner advise or indicate a particular voting choice.

On referendum questions, where **paper ballots** are used, the elector shall make a cross (X) in the square next to "yes" if in favor of the question, or the elector shall make a cross (X) in the square next to "no" if opposed to the question.

When using a *tactile ballot marking device (Vote-PAD)* to mark a paper ballot, the elector shall obtain from the inspectors, the assistive device and any audio or dexterity aids if required. On referendum questions, the elector shall fill in the oval or connect the arrow next to "yes" if in favor of the question, or the elector shall fill in the oval or connect the arrow next to "no" if opposed to the question.

On referendum questions, where **optical scan** voting systems are used, the elector shall fill in the oval or connect the arrow next to "yes" if in favor of the question, or the elector shall fill in the oval or connect the arrow next to "no" if opposed to the question.

<sup>1</sup> THIS NOTICE MUST CONTAIN A STATEMENT ABOUT THE ACCESSIBILITY TO THE ELDERLY AND DISABLED FOR EACH POLLING PLACE. IF ANY POLLING PLACES ARE NOT ACCESSIBLE OR IN COMPLIANCE WITH FEDERAL LAW, CONTACT THE GOVERNMENT ACCOUNTABILITY BOARD.  
<sup>2</sup> This section should be adapted depending upon what type of voting procedure is used.  
<sup>3</sup> Remove this sentence if only touch screen voting system(s) are used.

When using an electronic ballot marking device (“Automark”) to mark an optical scan ballot, the elector shall touch the screen at "yes" if in favor of the question, or the elector shall touch the screen at "no" if opposed to the question.

On referendum questions, where **touch screen** voting systems are used, the elector shall touch the screen next to "yes" if in favor of the question, or the elector shall touch the screen next to "no" if opposed to the question.

The vote should not be cast in any other manner. Not more than five minutes' time shall be allowed inside a voting booth or machine. Unofficial ballots or a memorandum to assist the elector in marking his or her ballot may be taken into the booth and copied. The sample ballot shall not be shown to anyone so as to reveal how the ballot is marked.

If the elector spoils a **paper** or **optical scan** ballot, he or she shall return it to an election official who shall issue another ballot in its place, but not more than three ballots shall be issued to any one elector. If the ballot has not been initialed by two inspectors or is defective in any other way, the elector shall return it to the election official, who shall issue a proper ballot in its place.<sup>4</sup> After casting his or her vote, the elector shall leave the voting machine or booth, properly deposit the ballot and promptly leave the polling place.

After an official **paper ballot** is marked, it shall be folded so the inside marks do not show, but so the printed endorsements and inspectors' initials on the outside do show. The elector shall leave the booth, deposit the folded ballot in the ballot box, or deliver the ballot to an inspector for deposit in the box, and shall leave the polling place promptly.

After an official **optical scan** ballot is marked, it shall be inserted in the security sleeve so the marks do not show. After casting his or her vote, the elector shall leave the booth, insert the ballot in the voting device and discard the sleeve, or deliver the ballot to an inspector for deposit. If a central count system is used, the elector shall insert the ballot in the ballot box and discard the sleeve, or deliver the ballot to an inspector for deposit. The elector shall leave the polling place promptly.

After an official **touch screen** ballot is cast, the elector shall leave the polling place promptly.

An elector may select an individual to assist in casting his or her vote if the elector declares to the presiding official that he or she is unable to read, has difficulty reading, writing or understanding English or that due to disability is unable to cast his or her ballot. The selected individual rendering assistance may not be the elector's employer or an agent of that employer or an officer or agent of a labor organization which represents the elector.

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<sup>4</sup> Remove this sentence if only touch screen voting system(s) are used.



The following is a sample of the official ballot:

OFFICIAL REFERENDUM BALLOT

November 4, 2014

**NOTICE TO ELECTORS: THIS BALLOT MAY BE INVALID UNLESS INITIALED BY TWO (2) ELECTION INSPECTORS. IF CAST AS AN ABSENTEE BALLOT, THE BALLOT MUST BEAR THE INITIALS OF THE MUNICIPAL CLERK OR DEPUTY CLERK.**

If you desire to vote on the question, make a cross (X) in the square at the **RIGHT** of "YES" if in favor of the question or make a cross (X) in the square at the **RIGHT** of "NO" if opposed to the question.

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Shall the School District of Altoona, Eau Claire County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$23,000,000 for the public purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus?

YES

NO

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Persons with questions regarding the referendum election should contact Connie Biedron, District Administrator.

Done in the School District of Altoona  
on November 3, 2014  
Michael J. Hilger  
District Clerk

EXHIBIT D

OFFICIAL REFERENDUM BALLOT

November 4, 2014

**NOTICE TO ELECTORS: THIS BALLOT MAY BE INVALID UNLESS INITIALED BY TWO (2) ELECTION INSPECTORS. IF CAST AS AN ABSENTEE BALLOT, THE BALLOT MUST BEAR THE INITIALS OF THE MUNICIPAL CLERK OR DEPUTY CLERK.**

To vote on the question, make a cross (X) in the square at the **RIGHT** of "YES" if in favor of the question or make a cross (X) in the square at the **RIGHT** of "NO" if opposed to the question.

---

---

Shall the School District of Altoona, Eau Claire County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$23,000,000 for the public purpose of paying the cost of constructing and equipping a new energy efficient elementary school on a school building site of approximately 56 acres and located on the south side of County Highway KB at the eastern border of the City of Altoona; and making capital maintenance, safety and health-related building and site improvements to the current campus?

YES

NO

(Reverse Side of Ballot)

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OFFICIAL REFERENDUM BALLOT  
November 4, 2014  
for  
School District of Altoona, Wisconsin

Polling Place: \_\_\_\_\_

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Ballot issued by

\_\_\_\_\_  
\_\_\_\_\_  
Initials of Inspectors of Election

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Absent Voter's Ballot issued by

\_\_\_\_\_  
Initials of Municipal Clerk or  
Deputy Clerk

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Certification of Elector Assistance

I certify that this ballot was marked by me for an elector who is authorized under the law to have assistance, upon request, and as directed by the elector.

\_\_\_\_\_  
(Signature of assisting individual)

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