



# 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  
District Board Room  
809 7<sup>th</sup> Street West  
January 4, 2016  
6:30 p.m.

### *Agenda*

1. Call to Order
2. Roll Call
3. Reading of Public Notice
4. Pledge of Allegiance
5. Rules for Meeting
6. Approval of Minutes
  - a. December 21, 2015 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
    - (2) Student Activity Fund checks
9. Information
  - a. School Showcase
    - (1) Alternate Education Program and Completion Options, Alan McCutcheon
    - (2) Overview of Educator Effectiveness System and Process, and Evaluation Update for 2014/15, Principals
  - b. Committee Reports
    - (1) Parks and Recreation Committee, December 28
  - c. General Information
  - d. President's Report
    - (1) Superintendent Evaluation Process

Altoona Board of Education, January 4, 2016

- e. Superintendent's Report
  - (1) Fabrications Laboratories (Fab Lab) Grant
  - (2) On Track for the Future! Building Projects Update
  - (3) Studer Education Update
  - (4) Other Meetings, News and Events (Items announced in this category are not intended for discussion)
- 10. Board Action after Consideration and Discussion
  - a. Consider Support of the Fabrication Laboratories Grant
  - b. Consider Amend Policy 151 – Board Policy Adoption
  - c. Consider Change in Start and End Times for 2016/17
- 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  
715-839-6032 715-839-6066 FAX

Dr. Connie Biedron, Superintendent

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ALTOONA BOARD OF EDUCATION  
Regular Meeting  
Altoona Commons Addition  
December 21, 2015  
6:30 p.m.

1. The Regular Meeting of the Altoona Board of Education was called to order by Board President, Helen Drawbert, at 6:30 p.m. in the District board room.
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 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. December 7, 2015 Regular Meeting. Motion by Elvig to approve the minutes for December 7, as presented, seconded by Rowe. Elvig, yes; Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes. Motion carried 5-0. b. December 15, 2015 Special Meeting/Expulsion Hearing. Motion by Rowe to approve the minutes for December 15, as presented, seconded by Hilger. 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) Dave Rowe shared an update concerning the man-made river planned for the northwest quadrant of River Prairie. At the recent City Council meeting, several stakeholders commented that the water feature was a significant factor for them in choosing the River Prairie development. The resolution for the river passed with two no votes. Dave noted that he is concerned about the ongoing costs associated with the project. (2) Dave Rowe also commented on feedback from taxpayers about their property tax bills. The upcoming Rails Review newsletter will address the issue. (3) Helen Drawbert mentioned that Jack Blackburn will deliver a copy of the document showing the prior work done on the multi-use trail on KB.

- b. Agenda items - public comment and concern. Mary Mickel, representing RAVE (Register and Vote Eau Claire) gave an overview of the organization. The non-partisan group's purpose is to increase voter registration in Eau Claire County by providing information to residents on the new voter ID requirements, early voting options and resources for rides to polling places. See 10.f.
8. Treasurer's Report. a. Approval of Checks for Payment. Motion by Elvig to approve General fund checks totaling \$751,396.54 and Student activity fund checks totaling \$1,946.29 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. Motion by Elvig to approve the Treasurer's Report as presented, seconded by Rowe. Poquette, yes; Elvig, yes; Rowe, yes; Hilger, yes; Drawbert, yes. Motion carried 5-0. c. Expenditures and Revenues. The reports as of December 16, 2015 were included in packets. d. Appointment of Associated Trust Company, National Association to serve as Fiscal Agent. Mike Markgren reviewed his recommendation that Associated Trust Company, National Association serve as fiscal agent in connection with certain outstanding bond issues as specified by resolution. See 10.e.
9. Information. a. **Committee Reports.** None. b. **General Information.** (1) Policy Discussion. Policy 151 – Board Policy Adoption and Review was discussed. c. **President's Report.** (1) Superintendent Evaluation Process. Board members will complete the evaluations and return them to Joyce by January 11. A special meeting was scheduled for January 18 at 8:30 a.m. to review the compiled evaluations. (2) Resolution Supporting Increased Voter Registration. See 7.b. and 10.f. d. **Superintendent's Report.** (1) Review of Falls Sports and Overview of Coach Evaluations. Scott Hayden, athletic director, shared a review of falls sports and an overview of evaluations for the fall-season varsity coaches. (2) Wrestling Cooperative. Student interest in a wrestling program will be surveyed. A possible coop program with Regis is under discussion. (3) Enrollment Update Report. Student enrollments as of December 8 were reviewed: elementary school: 588; intermediate school: 246; middle school 315; and high school, 426 for a total of 1,575. (4) Economic Development Work Group Committee. Dr. Biedron reviewed the topics of discussion at the December 9 meeting. The possibility of extending or adding-to TID #4 was discussed as it relates to the highway 12 corridor. This discussion will be ongoing. (5) Cluster Board Retreat. The Cluster-wide board retreat will be held on February 17 in Augusta. Tom Thibodeau will present, "Showcasing Servant Leadership." (6) On Track for the Future! Building Projects Update. The December 2015 elementary school progress update from Market & Johnson was distributed. Asbestos removal will begin under the stage in the middle school building over break. (7) Studer Education Update. Results from the Staff Engagement survey will be reviewed with the leadership team on January 7. A Support Services survey will be conducted in mid-January. (8) Proposed Change in Start and End Times for 2016/17. The bus pick-up times were reviewed. The earliest bus pick-up time would be 6:40 a.m. for elementary students under the change in start-time. The arrival time at the school would be between 7:15-7:20 a.m. (8:00 a.m. school start time). For students in grades 4-12, the earliest bus pick-up time would be 7:20-7:25 a.m. An additional bus route needed is not related to the new school or proposed change in start time. (9) Alternate Education Program and Completion Options. Resources explaining alternative education programs and high school completion credential options were included in packets for board review. Alan McCutcheon, pupil services director, will share an update from the committee and answer questions at the January 4 board meeting. (10) Other Meetings, News and Events (Items announced in this category are not intended for discussion). Items announced included: Student Transit's ribbon cutting and the "Fab Lab" grant.
10. Board Action after Consideration and Discussion. a. Consider Resignation of High School Study Hall Aide. Motion by Elvig to accept the resignation of Barb Chilson effective at the end of the work day on January 8, 2016 as presented, seconded by Poquette. Elvig, yes; Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes. Motion carried 5-0.

b. Consider Employment Recommendation to Fill Extracurricular Positions. Motion by Elvig to employ coaches for the 2015/16 season as recommended: Jen Varsho, middle school girls' basketball; Jeff Calkins, middle school girls' basketball; and Brad O'Connell, head high school baseball, seconded by Rowe. Rowe, yes; Hilger, yes; Poquette, yes; Elvig, yes; Drawbert, yes. Motion carried 5-0. c. Consider Amendment of Policy 423 – Public School Open Enrollment. Motion by Elvig to approve amendment of Policy 423 as presented and with current provisions pertaining to open enrollment for special education students for the 2015/16 school year remaining in place until the end of the (2015/16) school year, seconded by Rowe. Hilger, yes; Poquette, yes; Elvig, yes; Rowe, yes; Drawbert, yes. Motion carried 5-0. d. Consider Deletion of Policy Section H: Negotiations. Motion by Hilger to delete policy Section H: Negotiations in its' entirety as presented, seconded by Elvig. Poquette, yes; Elvig, yes; Rowe, yes; Hilger, yes; Drawbert, yes. Motion carried 5-0. e. Consider Resolution Appointing Associated Trust Company, National Association to Serve as Fiscal Agent in Connection With Outstanding Bond Issues. Motion by Rowe to approve the Resolution Appointing Associated Trust Company, National Association to Serve as Fiscal Agent in Connection With Outstanding Bond Issues as presented, seconded by Elvig. Elvig, yes; Rowe, yes; Hilger, yes; Poquette, yes; Drawbert, yes. Motion carried 5-0. f. Consider Resolution Supporting Increased Voter Registration. Motion by Poquette to approve the Resolution Supporting Increased Voter Registration, as presented, seconded by Elvig. Rowe, yes; Hilger, yes; Poquette, yes; Elvig, yes; Drawbert, yes. Motion carried 5-0. g. Consider 2016 Resolutions for Delegate Assembly. Motion by Poquette to give the Delegate authority to act on the board's behalf at the 2016 Delegate Assembly, seconded by Hilger. Hilger, yes; Poquette, yes; Elvig, yes; Rowe, yes; Drawbert, yes. Motion carried 5-0.

11. Adjournment. Motion by Elvig to adjourn at 8:15 p.m., seconded by Rowe. Poquette, yes; Elvig, yes; Rowe, yes; Hilger, yes; Drawbert, yes. Motion carried 5-0.

The next Regular Meeting of the Altoona Board of Education is scheduled for Monday, January 4, 2016 at 6:30 p.m. in the District board room.

Joyce M. Orth CAP, Board Secretary

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

\_\_\_\_\_  
Date

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CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
12/16/2015	132014	10 E 400 187 162205		BARR, CASSANDRA	GAME WORKER	15.00
	132014	80 E 200 187 392100		BARR, CASSANDRA	GAME WORKER	18.00
	132014	80 E 200 187 392100		BARR, CASSANDRA	GAME WORKER	10.00
					Totals for 132014	43.00
12/16/2015	132015	80 E 200 187 392100		HOHMAN, CHANTE	GAME WORKER	18.00
					Totals for 132015	18.00
12/16/2015	132016	10 E 400 310 162205		AUSMAN, PAUL	OFFICIAL	45.00
					Totals for 132016	45.00
12/16/2015	132017	10 E 400 310 162205		FERN, JEFFREY	OFFICIAL	85.00
					Totals for 132017	85.00
12/16/2015	132018	80 E 200 310 392100		GANSCHOW, LUCAS	OFFICIAL	40.00
					Totals for 132018	40.00
12/16/2015	132019	10 E 400 310 162105		MARTIN, CADE	OFFICIAL	85.00
					Totals for 132019	85.00
12/16/2015	132020	10 E 400 310 162105		STEINMETZ, TERRENCE	OFFICIAL	85.00
					Totals for 132020	85.00
12/17/2015	132021	10 L 000 000 811670		AMERIPRISE FINANCIAL SERVICES	Payroll accrual	1,150.00
					Totals for 132021	1,150.00
12/17/2015	132022	10 L 000 000 811680		OKLAHOMA DEPARTMENT OF HUMAN S	Payroll accrual	244.89
					Totals for 132022	244.89
12/17/2015	132023	50 L 000 000 811690		RBS CITIZENS N.A.	Payroll accrual	60.00
					Totals for 132023	60.00
12/17/2015	132024	10 L 000 000 811680		WI SCTF	Payroll accrual	46.98
	132024	27 L 000 000 811680		WI SCTF	Payroll accrual	7.02
					Totals for 132024	54.00
12/21/2015	132025	10 E 800 342 221400		CESA 1	Personalized Learning Conference in Milw. members: Shelly Pierson, Andrea Steffen, Rachael Stilp, Terri Hanson, Jen Madsen, and Kelly Schirm. Nov. 2-4, Site Visit add on	2,416.00
					Totals for 132025	2,416.00
12/21/2015	132026	27 E 800 370 436000		CLINICARE CORP/EC ACADEMY DIV	MAASS, CHEYENNE O, NOV. 2015 SPECIALIZED	1,708.00
					Totals for 132026	1,708.00
12/21/2015	132027	10 E 800 320 253300		EAU CLAIRE COUNTY TREASURER	REAL ESTATE TAX BILL FOR 2015. TAX#201-1013-05-000	12.00
					Totals for 132027	12.00
12/21/2015	132028	10 E 100 411 253300		HILLYARD, INC - EAU CLAIRE	SALES ORDER #55394401	45.62
	132028	10 E 200 411 253300		HILLYARD, INC - EAU CLAIRE	SALES ORDER #55394401	45.62
	132028	10 E 400 411 253300		HILLYARD, INC - EAU CLAIRE	SALES ORDER #55394401	47.01

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
					Totals for 132028	138.25
12/21/2015	132029	10 E 150 310	122000	HMONG MUTUAL ASSISTANCE ASSOCI	Interpreting services	10.12
	132029	10 E 200 310	122000	HMONG MUTUAL ASSISTANCE ASSOCI	Interpreting services	10.13
	132029	10 E 100 310	122000	HMONG MUTUAL ASSISTANCE ASSOCI	Interpreting services	48.88
					Totals for 132029	69.13
12/21/2015	132030	10 E 200 411	122000	SCHOLASTIC INC (READ 180)	Read 180 Licenses	1,020.00
					Totals for 132030	1,020.00
12/21/2015	132031	10 E 800 435	120000	SCHOOL SOFTWARE GROUP	BYOC ANNUAL BASE AND USAGE FEE	4,154.00
					Totals for 132031	4,154.00
12/21/2015	132032	10 E 400 411	125400	THE MUSICIAN'S CHOICE, LLC	Music purchase for Clearwater Choral festival from October.	67.30
					Totals for 132032	67.30
12/29/2015	132033	80 E 200 187	392100	HOHMAN, CHANTE	GAME WORKER	18.00
					Totals for 132033	18.00
12/29/2015	132034	80 E 200 187	392100	STOUT, SIERRA	GAME WORKER	18.00
					Totals for 132034	18.00
12/29/2015	132035	10 E 400 310	162205	BRODA, SHANNON	OFFICIAL	85.00
					Totals for 132035	85.00
12/29/2015	132036	80 E 200 310	392100	CHILSON, JUSTIN	GAME WORKER	25.00
					Totals for 132036	25.00
12/29/2015	132037	10 E 400 310	162205	LOGSLETT, TRAVIS	OFFICIAL	85.00
					Totals for 132037	85.00
12/29/2015	132038	10 E 400 310	162105	PARR, KRYSTAL	OFFICIAL	45.00
					Totals for 132038	45.00
12/29/2015	132039	10 E 400 310	162205	ROMANOWSKI, DEAN	OFFICIAL	85.00
					Totals for 132039	85.00
12/29/2015	132040	10 E 400 310	162205	SCHMIDT, JEFFREY	OFFICIAL	85.00
					Totals for 132040	85.00
12/29/2015	132041	10 E 400 310	162105	WHITE, NICHOLAS	OFFICIAL	85.00
					Totals for 132041	85.00
12/29/2015	132042	10 E 800 320	254200	OIUM ASPHALT PAVING INC.	Charge for line painting the parking area/ Missed on original Invoice SEE INVOICE:2602	883.00
					Totals for 132042	883.00
12/29/2015	132043	10 E 800 310	223100	SANI SPORT SOLUTIONS	BOYS & GIRLS LOCKER ROOMS- 3 X PER YEAR 2 WEIGHT ROOMS- 3 X PER YEAR JR & SR HIGH FB GEAR- 1X PER YEAR	1,000.00
					Totals for 132043	1,000.00



CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
12/29/2015	132044	10 E 100 411 241000	SCHOOL DISTRICT OF FALL CREEK	"WHAT CONNECTED EDUCATORS DO DIFFERENTLY"		100.50
				Totals for 132044		100.50
12/29/2015	132045	10 E 800 310 231100	UW-MADISON - CENTER ON EDUCATI	WECAN Annual Billing for 2016		656.25
				Totals for 132045		656.25
12/16/2015	151600533	10 E 400 187 162105	CALKINS, JEFFREY	GAME WORKER		40.00
				Totals for 151600533		40.00
12/16/2015	151600534	80 E 200 187 392100	DECKER, JORDAN	GAME WORKER		18.00
	151600534	80 E 200 187 392100	DECKER, JORDAN	GAME WORKER		18.00
	151600534	80 E 200 187 392100	DECKER, JORDAN	GAME WORKER		10.00
				Totals for 151600534		46.00
12/16/2015	151600535	10 E 400 187 162205	DISALLE, JOHN	GAME WORKER		35.00
	151600535	10 E 400 187 162105	DISALLE, JOHN	GAME WORKER		20.00
	151600535	80 E 200 187 392100	DISALLE, JOHN	GAME WORKER		10.00
	151600535	80 E 200 187 392100	DISALLE, JOHN	GAME WORKER		18.00
	151600535	80 E 200 187 392100	DISALLE, JOHN	GAME WORKER		10.00
				Totals for 151600535		93.00
12/16/2015	151600536	10 E 400 187 162205	FREDERIKSEN, JEANNIE	GAME WORKER		40.00
	151600536	10 E 400 187 162105	FREDERIKSEN, JEANNIE	GAME WORKER		40.00
				Totals for 151600536		80.00
12/16/2015	151600537	10 E 400 187 162205	HESS, OSCAR	GAME WORKER		15.00
				Totals for 151600537		15.00
12/16/2015	151600538	80 E 200 187 392100	JACKSON, VICTORIA	GAME WORKER		18.00
	151600538	80 E 200 187 392100	JACKSON, VICTORIA	GAME WORKER		10.00
				Totals for 151600538		28.00
12/16/2015	151600539	10 E 400 187 162205	KENT, STEVEN	GAME WORKER		40.00
	151600539	10 E 400 187 162105	KENT, STEVEN	GAME WORKER		40.00
	151600539	10 E 400 187 162205	KENT, STEVEN	GAME WORKER		40.00
	151600539	10 E 400 187 162105	KENT, STEVEN	GAME WORKER		40.00
				Totals for 151600539		160.00
12/16/2015	151600540	80 E 200 187 392100	KOEHLER, ISAAC	GAME WORKER		10.00
				Totals for 151600540		10.00
12/16/2015	151600541	10 E 400 187 162105	TURPIN, QUINCY	ATH TRAINER		50.00
				Totals for 151600541		50.00
12/16/2015	151600542	10 E 400 187 162105	WEISHEIPL, DAVID	ATH TRAINER		40.00
	151600542	10 E 400 187 162205	WEISHEIPL, DAVID	ATH TRAINER		40.00
	151600542	10 E 400 187 162105	WEISHEIPL, DAVID	ATH TRAINER		40.00
	151600542	10 E 400 187 162205	WEISHEIPL, DAVID	ATH TRAINER		40.00
				Totals for 151600542		160.00
12/16/2015	151600543	80 E 200 310 392100	BIESTERVELD, JACOB	OFFICIAL		50.00
	151600543	80 E 200 310 392100	BIESTERVELD, JACOB	OFFICIAL		25.00
				Totals for 151600543		75.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER	NUMBER		DESCRIPTION		
12/16/2015	151600544	80 E 200 310	392100	CAMPBELL, SCOTT	OFFICIAL		50.00
					Totals for 151600544		50.00
12/16/2015	151600545	10 E 400 310	162205	FERN, JARED	OFFICIAL		85.00
					Totals for 151600545		85.00
12/16/2015	151600546	10 E 400 310	162205	FIEDLER, THOMAS	OFFICIAL		85.00
					Totals for 151600546		85.00
12/16/2015	151600547	10 E 400 310	162105	GIBSON, JEREMY	OFFICIAL		85.00
					Totals for 151600547		85.00
12/16/2015	151600548	10 E 400 310	162105	HANSON, MICHAEL	OFFICIAL		45.00
	151600548	80 E 200 310	392100	HANSON, MICHAEL	OFFICIAL		25.00
					Totals for 151600548		70.00
12/16/2015	151600549	80 E 200 310	392100	HAYDEN, CARTER	OFFICIAL		25.00
	151600549	80 E 200 310	392100	HAYDEN, CARTER	OFFICIAL		50.00
	151600549	80 E 200 310	392100	HAYDEN, CARTER	OFFICIAL		50.00
					Totals for 151600549		125.00
12/16/2015	151600550	10 E 400 310	162205	KLEINKE, CLIFFORD	OFFICIAL		45.00
					Totals for 151600550		45.00
12/16/2015	151600551	10 E 400 310	162105	KONWINSKI, DALE	OFFICIAL		85.00
					Totals for 151600551		85.00
12/16/2015	151600552	10 E 400 310	162205	MORNING IV, CHARLES	OFFICIAL		85.00
					Totals for 151600552		85.00
12/16/2015	151600553	10 E 400 310	162105	PARR, TRAVIS	OFFICIAL		85.00
					Totals for 151600553		85.00
12/16/2015	151600554	10 E 400 310	162105	RASMUSSEN, ROBERT	OFFICIAL		45.00
					Totals for 151600554		45.00
12/16/2015	151600555	10 E 400 310	162205	RIPPLINGER, DAVID	OFFICIAL		45.00
					Totals for 151600555		45.00
12/16/2015	151600556	10 E 400 310	162205	SANDEN, BRUCE	OFFICIAL		45.00
					Totals for 151600556		45.00
12/16/2015	151600557	10 E 400 310	162205	SPONHOLZ, SCOTT	OFFICIAL		45.00
	151600557	10 E 400 310	162105	SPONHOLZ, SCOTT	OFFICIAL		45.00
					Totals for 151600557		90.00
12/16/2015	151600558	80 E 200 310	392100	SUMNER, JOHN	OFFICIAL		25.00
	151600558	10 E 400 310	162205	SUMNER, JOHN	OFFICIAL		45.00
	151600558	10 E 400 310	162105	SUMNER, JOHN	OFFICIAL		45.00
	151600558	80 E 200 310	392100	SUMNER, JOHN	OFFICIAL		25.00
					Totals for 151600558		140.00
12/16/2015	151600559	10 E 400 310	162205	THOMPSON, RICK	OFFICIAL		85.00
					Totals for 151600559		85.00
12/16/2015	151600560	10 E 400 310	162205	WEISENBECK, NICHOLAS	OFFICIAL		85.00

CHECK DATE	CHECK NUMBER	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
Totals for 151600560					85.00
12/16/2015	151600561	10 E 400 310 162105	ZWIEFELHOFER, ROBERT	OFFICIAL	85.00
Totals for 151600561					85.00
12/23/2015	151600562	10 L 000 000 811670	ING LIFE INS & ANNUITY CO	Payroll accrual	160.00
	151600562	10 L 000 000 811670	ING LIFE INS & ANNUITY CO	Payroll accrual	305.00
	151600562	27 L 000 000 811670	ING LIFE INS & ANNUITY CO	Payroll accrual	105.00
Totals for 151600562					570.00
12/21/2015	151600563	10 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	467.37
	151600563	27 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	73.32
	151600563	50 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	15.81
	151600563	10 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	184.09
	151600563	27 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	24.23
	151600563	50 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	2.05
	151600563	10 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	460.64
	151600563	27 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	91.67
	151600563	50 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	19.77
	151600563	10 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	178.35
	151600563	27 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	32.01
	151600563	50 L 000 000 811634	MINNESOTA LIFE INSURANCE CO	Payroll accrual	2.72
	151600563	10 L 000 000 811631	MINNESOTA LIFE INSURANCE CO	PREMIUM ADJUSTMENT	1.38
Totals for 151600563					1,553.41
12/21/2015	151600564	10 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	7,216.84
	151600564	27 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	1,503.48
	151600564	10 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	63,660.85
	151600564	27 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	13,424.88
	151600564	10 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	6,749.70
	151600564	27 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	1,597.12
	151600564	10 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	61,043.25
	151600564	27 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	Payroll accrual	13,424.88
	151600564	10 L 000 000 811631	SECURITY HEALTH PLAN OF WI, IN	PREMIUM ADJUSTMENTS	-6,517.61
	151600564	10 E 800 240 291000	SECURITY HEALTH PLAN OF WI, IN	RETIREE INSURANCE PREMIUMS	34,199.43
Totals for 151600564					196,302.82
12/21/2015	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	229.44
	151600565	27 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	25.05
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	1,409.40
	151600565	27 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	263.53
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	222.89
	151600565	27 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	32.56
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll Accrual	-63.75
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	218.37
	151600565	27 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	26.04
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	1,377.09
	151600565	27 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	264.91
	151600565	80 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	0.00
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	203.29
	151600565	27 L 000 000 811631	WEA INSURANCE TRUST	Payroll accrual	32.81
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll Accrual	-10.08
	151600565	10 L 000 000 811631	WEA INSURANCE TRUST	Payroll Accrual	3.75
Totals for 151600565					4,235.30
12/21/2015	151600566	10 E 800 386 239000	CESA #10	TITLE 1 2ND QUARTER	2,794.79

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	
	NUMBER	NUMBER		DESCRIPTION	AMOUNT
12/21/2015	151600566	10 E 800 411 223100	CESA #10	PLAYON 15-16 WIAA TOURNEY VIDEO STREAMING AGREEMENT	150.00
				Totals for 151600566	2,944.79
12/21/2015	151600567	10 E 800 435 222200	EAU CLAIRE PRESS COMPANY	OCT 2015-OCT 2016 IP BYPASS ACCESS ONLINE ARCHIVES	1,500.00
				Totals for 151600567	1,500.00
12/21/2015	151600568	27 E 800 382 218200	EAU CLAIRE AREA SCHOOL DIST	SERVICE PT & DHH 2015-16	27,272.00
	151600568	27 E 800 382 436670	EAU CLAIRE AREA SCHOOL DIST	SERVICE PT & DHH 2015-16	10,941.00
				Totals for 151600568	38,213.00
12/21/2015	151600569	10 E 800 432 222200	FOLLETT SCHOOL SOLUTIONS, INC.	ES Library November Book Order.	842.99
	151600569	10 E 800 432 222200	FOLLETT SCHOOL SOLUTIONS, INC.	EDUCATIONAL MATERIAL	143.15
				Totals for 151600569	986.14
12/21/2015	151600570	27 E 800 370 436000	LE PHILLIPS CAREER DEV CTR	YOUTH PROG KOMRO, TITEL. NOV, 2015	550.00
				Totals for 151600570	550.00
12/21/2015	151600571	10 E 400 411 125500	MORGAN MUSIC COMPANY	Replacement pad (bassoon) repair. ACCT# 9579	6.00
				Totals for 151600571	6.00
12/21/2015	151600572	10 E 800 470 110000	PEARSON EDUCATION	PES: Grade 1 Math Manipulatives, FRACTION CARDS	163.68
				Totals for 151600572	163.68
12/21/2015	151600573	10 E 200 411 161340	SCHEPPKE, MARK	Mileage to Lego Tournaments in La Crosse and Appleton November 21 and December 13	310.50
				Totals for 151600573	310.50
12/21/2015	151600574	10 E 150 411 110450	SCHOOL SPECIALTY, INC.	Tri-fold boards for colonial fair	97.10
				Totals for 151600574	97.10
12/21/2015	151600575	10 E 800 291 221300	STANGEL, STACEY	REIMBURSE 6 CREDITS X \$50.00= \$300.00	300.00
				Totals for 151600575	300.00
12/21/2015	151600576	27 E 800 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	INV #S: 24067, 24071, 24073, 24075, 24087, 24082, 24106	322.80
	151600576	10 E 200 341 256770	STUDENT TRANSIT EAU CLAIRE, IN	INV #S: 24067, 24071, 24073, 24075, 24087, 24082, 24106	652.50
	151600576	10 E 400 341 256740	STUDENT TRANSIT EAU CLAIRE, IN	INV #S: 24067, 24071, 24073, 24075, 24087, 24082, 24106	2,296.30
	151600576	10 E 400 341 256770	STUDENT TRANSIT EAU CLAIRE, IN	INV #S: 24067, 24071, 24073, 24075, 24087, 24082, 24106	250.00
	151600576	80 E 200 341 256790	STUDENT TRANSIT EAU CLAIRE, IN	INV #S: 24067, 24071, 24073, 24075, 24087, 24082, 24106	480.00
	151600576	27 E 800 341 256750	STUDENT TRANSIT EAU CLAIRE, IN	INV#S: 24112, 24110	3,404.47
				Totals for 151600576	7,406.07
12/22/2015	151600577	50 E 800 415 257240	DEAN FOODS OF WISCONSIN	STATEMENT DATE 12-13-2015.	2,792.70

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER		DESCRIPTION		
					NOV. 30-DEC. 6. AND DEC 7-DEC 13.	
					Totals for 151600577	2,792.70
12/22/2015	151600578	50 E 800 415 257220	EARTHGRAINS BAKING CO. INC.	INV#S: 521883106844, 52188306845, 521883066939, 52188306940		415.29
					Totals for 151600578	415.29
12/22/2015	151600580	50 E 800 415 257250	INDIANHEAD FOODSERVICE INC	HS & MS ALA CARTE. INV#S: 767441, 767438		174.95
	151600580	50 E 800 415 257220	INDIANHEAD FOODSERVICE INC	MS LUNCH. INV#S: 767437,909,601,768447,143910,7 469244,769245		3,709.66
	151600580	50 E 800 415 257220	INDIANHEAD FOODSERVICE INC	HS LUNCH. INV#S: 909420,767439,767440,767443,76 8450,768449,769246,770290,7692 48,768448,769247		2,333.53
	151600580	50 E 800 415 257210	INDIANHEAD FOODSERVICE INC	MS & HS BREAFAST. INV #S: 768446, 767442,769249,770291		1,622.46
	151600580	50 E 800 415 257220	INDIANHEAD FOODSERVICE INC	MS & HS SUPPLIES. INV#S: 768447,767443,768449		125.91
					Totals for 151600580	7,966.51
12/22/2015	151600581	50 E 800 411 257220	PIZZA HUT OF EAU CLAIRE INC	HS LUNCH. INV#S: 14584380006, 145843380007, 145843450009		470.40
	151600581	50 E 800 411 257220	PIZZA HUT OF EAU CLAIRE INC	MS LUNCH. INV#S: 145843380005, 145843450008		323.40
					Totals for 151600581	793.80
12/29/2015	151600582	10 E 400 187 162205	BARR, CASSANDRA	GAME WORKER		15.00
	151600582	10 E 400 187 162205	BARR, CASSANDRA	GAME WORKER		15.00
	151600582	80 E 200 187 392100	BARR, CASSANDRA	GAME WORKER		10.00
					Totals for 151600582	40.00
12/29/2015	151600583	80 E 200 187 392100	DECKER, JORDAN	GAME WORKER		18.00
					Totals for 151600583	18.00
12/29/2015	151600584	10 E 400 187 162205	DISALLE, JOHN	GAME WORKER		20.00
	151600584	10 E 400 187 162205	DISALLE, JOHN	GAME WORKER		40.00
					Totals for 151600584	60.00
12/29/2015	151600585	10 E 400 187 162205	FREDERIKSEN, JEANNIE	GAME WORKER		30.00
	151600585	10 E 400 187 162205	FREDERIKSEN, JEANNIE	GAME WORKER		30.00
					Totals for 151600585	60.00
12/29/2015	151600586	80 E 200 187 392100	HAYS, KEVIN	GAME WORKER		10.00
	151600586	80 E 200 187 392100	HAYS, KEVIN	GAME WORKER		10.00
					Totals for 151600586	20.00
12/29/2015	151600587	80 E 200 187 392100	JACKSON, VICTORIA	GAME WORKER		18.00
	151600587	10 E 400 187 162205	JACKSON, VICTORIA	GAME WORKER		15.00
	151600587	10 E 400 187 162205	JACKSON, VICTORIA	GAME WORKER		15.00
					Totals for 151600587	48.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	
	NUMBER	NUMBER			DESCRIPTION	AMOUNT
12/29/2015	151600588	10 E 400 187 162205		KENT, STEVEN	GAME WORKER	40.00
	151600588	10 E 400 187 162105		KENT, STEVEN	GAME WORKER	40.00
					Totals for 151600588	80.00
12/29/2015	151600589	10 E 400 187 162205		KLINE, PATRICK	GAME WORKER	30.00
	151600589	10 E 400 187 162105		KLINE, PATRICK	GAME WORKER	40.00
					Totals for 151600589	70.00
12/29/2015	151600590	10 E 400 187 162205		KOEHLER, ISAAC	GAME WORKER	25.00
					Totals for 151600590	25.00
12/29/2015	151600591	10 E 400 187 162205		TRAVIS, ETHYN	GAME WORKER	25.00
					Totals for 151600591	25.00
12/29/2015	151600592	10 E 400 187 162205		WEISHEIPL, DAVID	GAME WORKER	40.00
	151600592	10 E 400 187 162205		WEISHEIPL, DAVID	GAME WORKER	40.00
	151600592	10 E 400 187 162105		WEISHEIPL, DAVID	GAME WORKER	40.00
					Totals for 151600592	120.00
12/29/2015	151600593	80 E 200 310 392100		BIESTERVELD, JACOB	OFFICIAL	50.00
	151600593	10 E 400 310 162205		BIESTERVELD, JACOB	OFFICIAL	45.00
					Totals for 151600593	95.00
12/29/2015	151600594	10 E 400 310 162205		BLACK, ROBERT	OFFICIAL	85.00
					Totals for 151600594	85.00
12/29/2015	151600595	10 E 400 310 162205		CAMPBELL, SCOTT	OFFICIAL	45.00
					Totals for 151600595	45.00
12/29/2015	151600596	10 E 400 310 162205		HAGER, NATHAN	OFFICIAL	85.00
					Totals for 151600596	85.00
12/29/2015	151600597	10 E 400 310 162205		HANSON, MICHAEL	OFFICIAL	45.00
	151600597	80 E 200 310 392100		HANSON, MICHAEL	OFFICIAL	25.00
					Totals for 151600597	70.00
12/29/2015	151600598	80 E 200 310 392100		HAYDEN, CARTER	OFFICIAL	25.00
	151600598	80 E 200 310 392100		HAYDEN, CARTER	OFFICIAL	25.00
					Totals for 151600598	50.00
12/29/2015	151600599	10 E 400 310 162105		KONWINSKI, DALE	OFFICIAL	85.00
					Totals for 151600599	85.00
12/29/2015	151600600	10 E 400 310 162205		KOZUCH, JOSEPH	OFFICIAL	45.00
					Totals for 151600600	45.00
12/29/2015	151600601	10 E 400 310 162105		MORNING IV, CHARLES	OFFICIAL	85.00
					Totals for 151600601	85.00
12/29/2015	151600602	10 E 400 310 162205		RASMUSSEN, ROBERT	OFFICIAL	45.00
	151600602	10 E 400 310 162205		RASMUSSEN, ROBERT	OFFICIAL	45.00
					Totals for 151600602	90.00
12/29/2015	151600603	10 E 400 310 162205		SANDEN, BRUCE	OFFICIAL	45.00
	151600603	10 E 400 310 162205		SANDEN, BRUCE	OFFICIAL	45.00
					Totals for 151600603	90.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
12/29/2015	151600604	80 E 200 310	392100	SPONHOLZ, SCOTT	OFFICIAL	50.00
					Totals for 151600604	50.00
12/29/2015	151600605	10 E 400 310	162205	SUMNER, JOHN	OFFICIAL	45.00
	151600605	80 E 200 310	392100	SUMNER, JOHN	OFFICIAL	50.00
					Totals for 151600605	95.00
12/29/2015	151600606	10 E 400 310	162205	WILSON, KATIE	OFFICIAL	45.00
	151600606	80 E 200 310	392100	WILSON, KATIE	OFFICIAL	50.00
	151600606	10 E 400 310	162105	WILSON, KATIE	OFFICIAL	45.00
					Totals for 151600606	140.00
12/29/2015	151600607	80 E 800 310	299800	CITY OF ALTOONA	2ND INSTALLMENT OF SCHOOL RESOURCE OFFICER	15,120.00
	151600607	10 E 100 320	254300	CITY OF ALTOONA	Annual Fire Inspection fee	150.00
	151600607	10 E 200 320	254300	CITY OF ALTOONA	Annual Fire Inspection fee	150.00
	151600607	10 E 400 320	254300	CITY OF ALTOONA	Annual Fire Inspection fee	150.00
	151600607	10 E 800 320	254200	CITY OF ALTOONA	Annual Fire Inspection fee	75.00
					Totals for 151600607	15,645.00
12/29/2015	151600608	27 E 800 342	156700	JENSEN, PATRICIA	MILEAGE DEC 1-22, 2015	709.66
					Totals for 151600608	709.66
12/29/2015	151600609	10 E 800 342	232100	ORTH, JOYCE	Mileage and expense reimbursement	56.36
					Totals for 151600609	56.36
12/29/2015	151600610	10 E 100 320	254300	RTS ROOFING, INC.	Roof repairs to Elementary/ Invoice #7411 / Roof repairs to High School /Invoice #7394	270.98
	151600610	10 E 400 320	254300	RTS ROOFING, INC.	Roof repairs to Elementary/ Invoice #7411 / Roof repairs to High School /Invoice #7394	412.54
					Totals for 151600610	683.52
12/29/2015	151600611	10 E 200 342	124000	WINSAND, STACY	Mileage to NCTM Math conference 200 miles	112.00
					Totals for 151600611	112.00
12/18/2015	201500406	10 L 000 000	811614	DIVERSIFIED BENEFIT SERVICES I	FSA PAYMENTS	2,406.94
					Totals for 201500406	2,406.94
12/18/2015	201500407	10 E 100 249	110000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110101	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	143000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	222200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	241000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	253300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110101	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90





CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
12/18/2015	201500407	27 E 700 249	158530	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	158710	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	158730	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	158750	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	158760	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	159110	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	214400	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	223300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	223300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	110300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 150 249	110450	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	27 E 700 249	158310	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 200 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.90
	201500407	10 E 100 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	12.30
				Totals for 201500407		1,000.00
12/23/2015	201500408	10 L 000 000	811671	GREAT-WEST RETIREMENT SERVICES	Payroll accrual	1,317.00
	201500408	27 L 000 000	811671	GREAT-WEST RETIREMENT SERVICES	Payroll accrual	500.00
				Totals for 201500408		1,817.00
12/07/2015	201500409	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	17.50
	201500409	80 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	7.50
	201500409	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	15,324.62
	201500409	27 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	2,863.39
	201500409	50 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	126.57
	201500409	80 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	8.60
	201500409	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-6.46
12/21/2015	201500409	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	6.46
	201500409	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-17.50
	201500409	80 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-7.50
	201500409	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-15,324.62
	201500409	27 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-2,863.39
	201500409	50 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-126.57
	201500409	80 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-8.60
				Totals for 201500409		0.00
12/23/2015	201500410	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	1,878.50
	201500410	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	84.00
	201500410	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	53.57
	201500410	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	61.84
	201500410	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	1,608.35
	201500410	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	291.67
	201500410	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	5,888.92
	201500410	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	634.00
	201500410	80 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	78.25
	201500410	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	233.00
	201500410	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	0.00
	201500410	10 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	77.71
	201500410	27 L 000 000	811691	WEA TRUST ADVANTAGE	Payroll accrual	30.57
				Totals for 201500410		10,920.38
12/07/2015	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-33.19
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-7.76
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-7.76
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-33.19

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE	
	NUMBER	NUMBER			DESCRIPTION	AMOUNT
12/07/2015	201500411	10 L 000 000	811612	EFTPS	Payroll accrual	-23.07
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	20,371.12
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	4,094.12
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	447.26
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	26.52
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	4,807.09
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	957.46
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	104.60
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	6.20
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	20,371.12
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	4,094.12
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	447.26
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	26.52
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	4,807.09
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	957.46
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	104.60
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	6.20
	201500411	10 L 000 000	811611	EFTPS	Payroll Accrual	-168.10
	201500411	10 L 000 000	811612	EFTPS	Payroll accrual	423.78
	201500411	50 L 000 000	811612	EFTPS	Payroll accrual	40.00
	201500411	80 L 000 000	811612	EFTPS	Payroll accrual	7.50
	201500411	10 L 000 000	811612	EFTPS	Payroll accrual	30,901.51
	201500411	27 L 000 000	811612	EFTPS	Payroll accrual	5,401.66
	201500411	50 L 000 000	811612	EFTPS	Payroll accrual	226.14
	201500411	80 L 000 000	811612	EFTPS	Payroll accrual	24.18
12/21/2015	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-20,371.12
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	-4,094.12
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	-447.26
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	-26.52
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-4,807.09
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	-957.46
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	-104.60
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	-6.20
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	33.19
	201500411	10 L 000 000	811612	EFTPS	Payroll accrual	-423.78
	201500411	50 L 000 000	811612	EFTPS	Payroll accrual	-40.00
	201500411	80 L 000 000	811612	EFTPS	Payroll accrual	-7.50
	201500411	10 L 000 000	811612	EFTPS	Payroll accrual	-30,901.51
	201500411	27 L 000 000	811612	EFTPS	Payroll accrual	-5,401.66
	201500411	50 L 000 000	811612	EFTPS	Payroll accrual	-226.14
	201500411	80 L 000 000	811612	EFTPS	Payroll accrual	-24.18
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-20,371.12
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	-4,094.12
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	-447.26
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	-26.52
	201500411	10 L 000 000	811611	EFTPS	Payroll Accrual	168.10
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	-4,807.09
	201500411	27 L 000 000	811611	EFTPS	Payroll accrual	-957.46
	201500411	50 L 000 000	811611	EFTPS	Payroll accrual	-104.60
	201500411	80 L 000 000	811611	EFTPS	Payroll accrual	-6.20
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	33.19
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	7.76
	201500411	10 L 000 000	811611	EFTPS	Payroll accrual	7.76
	201500411	10 L 000 000	811612	EFTPS	Payroll accrual	23.07
					Totals for 201500411	0.00

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
12/23/2015	201500413	10 A 000 000	711100	WELLS FARGO BANK/NET PR & DIRE	NET PAYROLL & DIRECT DEPOSITS-12/23/15	222,273.42
	201500413	27 A 000 000	711100	WELLS FARGO BANK/NET PR & DIRE	NET PAYROLL & DIRECT DEPOSITS-12/23/15	46,463.72
	201500413	50 A 000 000	711100	WELLS FARGO BANK/NET PR & DIRE	NET PAYROLL & DIRECT DEPOSITS-12/23/15	5,843.70
	201500413	80 A 000 000	711100	WELLS FARGO BANK/NET PR & DIRE	NET PAYROLL & DIRECT DEPOSITS-12/23/15	245.39
					Totals for 201500413	274,826.23
12/18/2015	201500414	10 E 800 411	252000	WISCONSIN DEPT OF REVENUE	BUSINESS TAX REGISTRATION FEE	10.00
					Totals for 201500414	10.00
12/21/2015	201500539	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	26.76
	201500539	27 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	131.34
	201500539	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-27.12
	201500539	27 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-133.13
	201500539	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	-6.46
	201500539	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	17.50
	201500539	80 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	7.50
	201500539	10 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	15,324.62
	201500539	27 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	2,863.39
	201500539	50 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	126.57
	201500539	80 L 000 000	811613	WISCONSIN DEPT OF REVENUE	Payroll accrual	8.60
					Totals for 201500539	18,339.57
12/21/2015	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	-33.19
	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	-7.76
	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	4,807.09
	201500540	27 L 000 000	811611	EFTPS	Payroll accrual	957.46
	201500540	50 L 000 000	811611	EFTPS	Payroll accrual	104.60
	201500540	80 L 000 000	811611	EFTPS	Payroll accrual	6.20
	201500540	10 L 000 000	811612	EFTPS	Payroll accrual	423.78
	201500540	50 L 000 000	811612	EFTPS	Payroll accrual	40.00
	201500540	80 L 000 000	811612	EFTPS	Payroll accrual	7.50
	201500540	10 L 000 000	811612	EFTPS	Payroll accrual	30,901.51
	201500540	27 L 000 000	811612	EFTPS	Payroll accrual	5,401.66
	201500540	50 L 000 000	811612	EFTPS	Payroll accrual	226.14
	201500540	80 L 000 000	811612	EFTPS	Payroll accrual	24.18
	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	20,371.12
	201500540	27 L 000 000	811611	EFTPS	Payroll accrual	4,094.12
	201500540	50 L 000 000	811611	EFTPS	Payroll accrual	447.26
	201500540	80 L 000 000	811611	EFTPS	Payroll accrual	26.52
	201500540	10 L 000 000	811611	EFTPS	Payroll Accrual	-168.10
	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	4,807.09
	201500540	27 L 000 000	811611	EFTPS	Payroll accrual	957.46
	201500540	50 L 000 000	811611	EFTPS	Payroll accrual	104.60
	201500540	80 L 000 000	811611	EFTPS	Payroll accrual	6.20
	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	20,371.12
	201500540	27 L 000 000	811611	EFTPS	Payroll accrual	4,094.12
	201500540	50 L 000 000	811611	EFTPS	Payroll accrual	447.26
	201500540	80 L 000 000	811611	EFTPS	Payroll accrual	26.52
	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	-33.19
	201500540	10 L 000 000	811611	EFTPS	Payroll accrual	-7.76
	201500540	10 L 000 000	811612	EFTPS	Payroll accrual	-23.07
	201500540	10 L 000 000	811612	EFTPS	Payroll accrual	78.31

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE DESCRIPTION	AMOUNT
	NUMBER	NUMBER	NUMBER			
12/21/2015	201500540	27 L 000 000	811612	EFTPS	Payroll accrual	384.38
	201500540	10 L 000 000	811612	EFTPS	Payroll accrual	-79.43
	201500540	27 L 000 000	811612	EFTPS	Payroll accrual	-389.88
					Totals for 201500540	98,373.82
12/21/2015	201500541	10 L 000 000	811614	DIVERSIFIED BENEFIT SERVICES I	FSA PAYMENTS	222.22
					Totals for 201500541	222.22
12/29/2015	201500542	10 E 100 249	110000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110101	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	143000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	222200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	241000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	253300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110101	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 100 249	110300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	120000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	120600	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	121000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	123000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	124000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	125400	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	125500	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	125510	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	126000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	127000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	132700	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	136320	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	141000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	143000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	222200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	241000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	241100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	253300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 200 249	254300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	121000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	123000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	124000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	125400	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	125500	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	126000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	127000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	141000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	143000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	222200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31
	201500542	10 E 400 249	241000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS	11.31

CHECK DATE	CHECK ACCOUNT			VENDOR	INVOICE		AMOUNT
	NUMBER	NUMBER			DESCRIPTION		
12/29/2015	201500542	10 E 400 249	241100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 400 249	253300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 400 249	254300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 400 249	132700	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 400 249	136320	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 700 249	172000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	211100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	214400	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	221910	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	223100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	232100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	252000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	254200	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 800 249	254300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	152000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158100	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158320	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158330	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158340	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158510	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158520	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158530	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158710	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158730	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158750	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158760	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	159110	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	213000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	214400	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	223300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	223300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 100 249	110300	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 150 249	110450	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	27 E 700 249	158310	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 200 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.31
	201500542	10 E 100 249	122000	DIVERSIFIED BENEFIT SERVICES I	HRA DISBURSEMENTS		11.62
					Totals for 201500542		950.35
12/28/2015	201500543	10 E 800 358	221910	CHARTER COMMUNICATIONS	AMS, ACCT#8245114600051046		63.06
					Totals for 201500543		63.06
					Totals for checks		711,761.54

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL	471,644.58	0.00	61,055.38	532,699.96
27	SPECIAL EDUCATION FUND	97,355.23	0.00	45,325.71	142,680.94
50	FOOD SERVICE	7,440.48	0.00	11,968.30	19,408.78
80	COMMUNITY SERVICE	436.86	0.00	16,535.00	16,971.86
***	Fund Summary Totals ***	576,877.15	0.00	134,884.39	711,761.54

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

CHECK	CHECK ACCOUNT	INVOICE	
DATE	NUMBER	NUMBER	DESCRIPTION
			Totals for 0
			0.00
			Totals for checks
			0.00

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
***	Fund Summary Totals	0.00	0.00	0.00	0.00

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



## ALTERNATIVE EDUCATION PROGRAMS

The large and/or traditional school environment is becoming less effective for increasing numbers of students. Research shows this is especially true for at-risk, vulnerable, and disengaged students. At the same time, some students are finding success in smaller alternative education programs that attempt to integrate learning and meaningful work. These programs create sustained, family-like support systems of peers and caring adults. They develop an "opportunity structure" by setting rigorous standards and high expectations for students. They pay attention to the quality of staff and display an ongoing commitment to staff development. Most importantly, they focus on developing and transforming the whole person by demonstrating respect for individual intelligence and the ability to contribute to the community.

In Wisconsin, school districts are meeting this challenge and developing alternative education programs to address the needs of their students. The programs range from early intervention for at-risk learners that start the student off on the right track to "last-chance" programs. Last-chance programs may be designed to provide educational alternatives for students whose behavior has significantly interfered with the safety, well being, and/or learning of others. Another type of last-chance alternative education program may serve students whose credit deficiency is so severe that he or she will not graduate.

While the short-term goal of alternative education is to meet the needs of some students, the long-term goal must be to identify successful alternative education strategies and use these strategies as a basis for improving learning opportunities for all children.

The purpose of this document is to provide answers to frequently asked questions and guidance to districts as they develop and expand alternative education programs. It is critical that districts consult local policy as they create and administer alternative education programs. The citations in the document are to the Wisconsin Statutes and Administrative Codes and are available at any public library or on the Internet at [www.legis.state.wi.us/rsb](http://www.legis.state.wi.us/rsb)

### 1. What is alternative education?

Statutorily, an alternative education program is defined under §115.28 (7) (e), Wis. Stats., as "an instructional program, approved by the school board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. Alternative education program does not include a private school or a home-based private educational program."

For children at risk of not graduating from high school, an alternative school is defined as "a public school that has at least 30 pupils and no more than 250 pupils, has a separate

administrator or teacher in charge of the school and offers a nontraditional curriculum" [§118.153 (5) (a) 1., Stats.].

An alternative education program is often defined by the program's characteristics, such as programs that focus on behavior, interest, or functional level. Behavioral programming might be designed for students who need a structured setting to focus on more appropriate school behaviors to facilitate their learning and the learning of others. Programs designed around student interest might include an environmental program or vocational academies. Functional-level programs might include high school completion, academic, or skill remediation.

## **2. How are alternative education programs structured?**

The district determines the structure of an alternative education program. Some programs are designed as a resource room or resource teacher. In this type of program design, the alternative program consists of a separate room and/or teacher where additional services (study skills, guidance, anger management, small group, and individual instruction) are provided. Student use might range from after-school and homeroom services to multiple hours of instruction. Another type of alternative education program is a school-within-a-school, in which the program is housed within the school building but in a separate area or set of classrooms. A third type of alternative education program is generally referred to as a pullout program, in which the student is removed from the traditional school setting to attend the alternative education program in either an on-site or off-site setting. Some districts operate their programs at an alternative site, such as a storefront, community center, or former school.

## **3. What is the difference between an alternative program and an alternative school?**

Frequently the terms alternative school and alternative education program are used interchangeably without regard for the implications. An alternative program, whether on-site or off-site, is operated by the school district (or consortium of school districts) and students remain connected for purposes of enrollment, testing, school performance reporting, etc., to a specific school with a DPI assigned number.

Example: Curt is enrolled in South High School but he attends the STAR Alternative Education Program. Susan also attends STAR but she is enrolled at East High School. Hans attends STAR from North High School which is located in a different district. All relevant reporting is done by South, East and North High Schools.

An alternative school, whether on-site or off-site, is operated by the school district (or consortium of school districts) as an independent school. The alternative school has a DPI assigned school code and all attendance, testing and enrollment data is reported by that school. The school is subject to all requirements of the Elementary and Secondary Education Act, including potential designation as a school in need of improvement.

Example: Last year Jack attended Memorial High School and this year he is enrolled in EXCEL Alternative School. Last month Peggy attended Spring Middle School, but she is now attending EXCEL. Bret hasn't attended school in over a year; he is now enrolled at EXCEL. All relevant reporting is done by EXCEL School.

#### **4. What is the difference between an alternative school/program and a charter school?**

Operating an alternative school/program as a charter school requires compliance with §118.40, Stats., which includes sponsorship and compliance with state and federal laws (including being nonsectarian and nondiscriminatory), except where exemptions are permissible.

While some alternative schools or programs convert to charter school status, few of these programs actually require a charter because most of the modifications that occur in alternative education charter schools are permissible under existing alternative education law. Please refer to subsequent questions in this document for ways in which standards may be modified.

#### **5. What types of students are served in alternative education programs?**

Alternative education programs could serve many types of students. However, virtually all Wisconsin alternative education programs focus on students who meet the statutory definition of being at-risk. The students' characteristics range from truancy, delinquency, behavioral problems, AODA use, family problems, and academic failure to expellable offenses. A typical list of selection criteria includes:

- Poor attendance
- Failing grades (D/F)
- Family crisis
- Referred to but did not qualify for special education services
- Social/emotional/medical issues
- Free/reduced lunch
- Below-average performance on assessments
- Discipline problems
- Drug and alcohol issues
- Criminal behavior
- Poor peer relationships
- Rated "high" on teacher-generated at-risk profile
- Retained or considered for retention
- Significant deficiencies in credits

#### **6. How are students selected?**

The most effective programs use a team selection and student interview process. Generally, a referral form is developed that can be completed by an educational staff person, the student, and/or the student's parent(s). Referrals are screened for appropriateness, and a team meets to

determine the appropriateness of the referral. An interview is held with the student and parent(s), at which time the rules and expectations of the program are explained. This meeting offers an opportunity to make sure the student understands the program and that he or she and the parent(s) are making an informed educational choice.

## **7. What steps should a school district take to set up an alternative education program?**

Creating an alternative education program is a very involved process. Time invested in each step of the process will benefit the school, the program, the students, and the community. Steps might include:

- Establish a district wide alternative education study committee that includes teachers, administrators, parents, and community members (social services, law enforcement, business leaders).
- Gather district data and assess the need for a program.
  - Academic reports
  - Discipline referrals
  - Guidance reports
  - Attendance records
  - Juvenile court notices
- Map existing resources and identify service gaps.
- Create a shared vision.
- Study and visit similar programs in other school districts.
- Develop the plan for an alternative education program.
  - Location (on site or off site)
  - Size
  - Style and structure
  - Age range
  - Type of pupil to be served
  - Student selection process
  - Resources (staff, funding, space needs, services)
  - Partners (higher education, law enforcement, mental health, social services, business)
- Establish measurable goals and objectives that are student-outcome driven.
- Create a timetable with benchmarks.
- Establish district policy (including school board approval) for the program.
- Consider funding sources.
- Recognize that the district's high school graduation policy must also include students served by the alternative education program [§118.33 (1) (d), Stats.].
- Develop or acquire an alternative education curriculum consistent with the district's academic standards and other learning objectives.
- Start small and add students and staff as appropriate.
- Establish baseline data at the start of the program.
- Evaluate the program on a yearly basis.

## 8. Who can teach in an alternative education program?

Wisconsin statutes [§115.28 (7) (a), 118.19, and 118.21, Stats.] and administrative code [PI 8.01 (2) (a)] require school districts to employ appropriately licensed and certified staff. Specific requirements for alternative education teacher licensure are specified under PI 34.33 (2):

(a) Any person employed in an alternative education program shall hold an appropriate license issued by the department or an alternative education program license.

(b) An appropriate license held by a person employed in an alternative education program shall be in the grade level or subject which he or she is teaching except as follows:

1. A person holding a regular elementary education license may teach the basic skills of reading, language arts, and mathematics to secondary students for high school credit if the grade level of the curriculum taught does not exceed the grade level of the teacher's license.

2. A person holding a regular license to teach may teach outside his or her area of licensing if the instruction is in collaboration with a properly licensed teacher. Under this paragraph, a properly licensed teacher shall be licensed at the grade level and in the subject area being taught and shall diagnose the pupils' educational needs, prescribe teaching and learning procedures, and evaluate the effects of the instruction.

(c) 1. Except as specified in subd. 2., an applicant for an alternative education program license shall possess a license to teach and shall receive an endorsement from a Wisconsin approved program verifying the applicant has met the competencies specified in PI 34.02. An alternative education program license may be issued for a period of 5 years and allows the holder to teach any subject specified under PI 8.01 (2) (L) 3 and 18.03 in grades 6-12 if the holder volunteers for that assignment.

Administrative code section PI 8.01 (2) (L) 3, pertains to licensure in grades 5 to 8 for reading, language arts, social studies, mathematics, science, physical education, health, art and music. PI 8.03 pertains to high school English, social studies, mathematics, science, physical education, and health. Teacher aides in alternative education programs must be supervised by appropriately licensed staff.

**9. What are the requirements for the length of the school day for an alternative education program?**

Wisconsin's compulsory school attendance laws, §118.15, Stats., require students to attend school on all days and hours in which school is in session. Additionally, §121.02 (1) (f) 2., Stats. and PI 8.01 (2) (f), establish the minimum number of hours of direct pupil instruction required annually (437 hours in kindergarten, 1,050 hours in grades 1-6, and 1,137 hours in grades 7-12). Wisconsin law details exceptions to compulsory school attendance:

§118.15 (1) (c): Upon the child's request and with the written approval of the child's parent or guardian, any child who is 16 years of age may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification under par. (d) leading to the child's high school graduation.

§118.15 (1) (d): Any child's parent or guardian, or the child if the parent or guardian is notified, may request the school board, in writing, to provide the child with program or curriculum modifications, including but not limited to:

1. Modifications within the child's current academic program.
2. A school work training or work study program.
3. Enrollment in any alternative public school or program located in the school district in which the child resides.
4. Enrollment in any nonsectarian private school or program located in the school district.
5. Home-bound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.
6. Enrollment in any public educational program located outside the district.

In addition, §118.33 (1) (b), Stats., indicates a school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program as defined in §115.28 (7) (e) 1., Stats.

While the law does not require a full day of attendance for students in an alternative education program, it is important that pupils enrolled in alternative education programs be provided education and related experiences of sufficient duration to be given the opportunity to learn the information to be assessed.

**10. Can an alternative education program be located at a site separate from the school district?**

Yes, an alternative education program can be operated at a site separate from the school district. Standard I of the Wisconsin Administrative Code [PI 8.01 (2) (i)] requires that the facility housing an alternative program be operated in a manner assuring the safety and health of students and staff. The school board/governing agency is required to comply with all regulations, state codes, and orders of the Department of Commerce and the Department of Health and Family Services as well as all applicable local safety and health codes and regulations.

In addition, it is important that school districts offering programs located outside the traditional school grounds carefully evaluate and document any exemptions from school policies and codes of conduct issued for these programs. The parameters of the school district's property should be clearly identified. Issues that might arise include programs that are located in a storefront and share a public parking lot, student smoking and/or possession of tobacco products, and boundaries for prohibited behavior.

**11. If the program is off-site, what about services such as nursing, guidance, and library?**

State statute and administrative code require school districts to provide nursing, guidance, and library and media services. Access to these services should be made available to students in an alternative education program in a manner appropriate to the needs of the students.

**12. What curriculum do students in an alternative education program use?**

The district's curriculum plan developed under §121.02 (1) (k), Stats., and PI 8.01 (2) (k), should address any variations that may be necessary for students being served by an alternative education program. Variations should focus on the strategies and methods used to deliver the content, rather than focusing on changing the content of the curriculum as set forth in the Wisconsin Model Academic Standards or the district-adopted standards.

**13. Must students in an alternative education program take the state achievement tests?**

Yes. Alternative education programs must comply with the achievement tests required by the state and by district policy. While exceptions exist for pupils enrolled in special education and pupils with limited English proficiency, no exemption exists for pupils in alternative education programs. Required examinations of knowledge and concepts include the fourth-, eighth-, and tenth-grade exams [§118.30, Stats.]. Parents of all students (including students enrolled in an alternative education program) have the right to excuse their child(ren) from the state tests consistent with §118.30 (2) (b) 3 and 4., Stats.

**14. How does an alternative education program comply with the high school graduation standards?**

Currently, there are two ways in which students in an alternative education program may comply with the high school graduation standards: by earning the required credits or by demonstrating a level of proficiency equivalent to the credit requirements.

Wisconsin statute, §118.33 (1) (a), indicates a school board may not grant a high school diploma to any pupil unless the pupil has earned a minimum of 12.5 credits in grades 9-12 in the following designated areas: English, 4 credits; social studies, 3 credits; mathematics, 2 credits; science, 2 credits; and physical education, 1.5 credits. In addition, every student must earn at least 0.5 credit of health education in grades 7-12. The state superintendent encourages boards to require a minimum of 8.5 additional credits in vocational education, foreign languages, fine arts, and other courses.

Under §118.33(1)(d), A school board may also grant a high school diploma to a pupil who has not completed the required credits if all of the following applies:

- The pupil was enrolled in an alternative education program, as defined in §115.28 (7) (e) 1., and
- The school board determines the pupil has demonstrated a level of proficiency in the subjects listed above equivalent to that which he or she would have attained if he or she had satisfied the credit requirements.

The process by which the school board will determine student proficiency should be documented in the policies developed by the school board under §118.33 (1) (f), Stats.

**15. What type of diploma is awarded to students who attend an alternative education program?**

The type of diploma awarded to a student who meets the graduation requirements through demonstration of proficiency is a decision to be made by the local school district and documented in written policy. The Department of Public Instruction encourages districts to award the same diploma to all students.

**16. Can students who attend an alternative education program participate in extracurricular activities?**

Students in an alternative education program have a right to participate in extracurricular activities. For students who attend a consortium program away from their home district, WIAA and/or school district policy may impact the location of extracurricular activities.



**17. Can an alternative education program lead to a high school equivalency diploma (HSED)?**

No, however, local school districts that have applied to the Department of Public Instruction and received approval to offer the GED Option #2 (GEDO #2) program may prepare students who are at least 17 years of age to take the GED tests at the local technical college. See Questions 18, 19, and 20.

**18. What is the GED Option #2 Program?**

The GED Option #2 (GEDO #2) Program allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. A student who passes the GED tests and completes the other requirements for graduation is entitled to the traditional high school diploma. Wisconsin received approval to offer this opportunity to local school districts as part of its waiver application to GED Testing Service. The approval was contingent on very specific requirements that are outlined in Question 20. More information is available at: <http://www.dpi.wi.gov/alternativeed/gedo2.html>

**19. How is it possible to use the GED/HSED to measure proficiency in lieu of high school credits?**

Wisconsin law allows a school district to issue a high school diploma to a student who has attained the required credits, or if all of the following apply:

- a) the student is enrolled in an alternative education program, as defined in §115.28 (7)(e)1., and
- b) the school board determines that the pupil has demonstrated a level of proficiency in the subjects for which credit is required equivalent to that which he or she would have attained if he or she had satisfied the credit requirements. §118.33(1)(d), Stats.

The GED tests are a nationally normed, standards-based means of measuring high school competency. GED Testing Service has granted Wisconsin permission to use the GED test battery as a means to demonstrate proficiency provided that the program leads to a traditional high school diploma.

**20. How does a school district become authorized to offer GED Option #2?**

A school district seeking to offer GEDO #2 must apply to the Department of Public Instruction using PI-8201. In addition to submitting the narrative describing the district's proposed program, the district must also make the following assurances:

- a) Students served will be at least 17 years of age.
- b) Students will be at least one year behind their (9<sup>th</sup> grade) class in credits earned.

- c) Students served should be able to demonstrate an ability to read at or above the 9<sup>th</sup> grade level.
- d) A formal meeting(s) will be held before a student is allowed to begin a GEDO #2 program. This meeting will include a discussion of the educational options available to the student; the academic, attendance and behavioral expectations of the student once in the program; and the anticipated goal of the program (traditional high school diploma). Educational options should also be discussed if a student completes academic preparation before they are eligible to take the final GED test. The student, his or her parent or guardian, the student's guidance counselor, principal, and at least one teacher (or their designees) must participate in the meeting(s).
- e) Students must volunteer for the program *after* participating in the meeting described in (d) above.
- f) A contract with the student, the student's parent/guardian(s), the school, and the GEDO #2 program's coordinator outlining the hours of attendance, academic and behavioral expectations, and services to be provided by the school district will be signed.
- g) A student/teacher ratio of no more than 15:1 will be maintained in the GEDO #2 program.
- h) At least 15 hours of instruction are required each week. The student will be required to participate in at least 10 hours of math, science, social studies, language arts, or health instruction each week until his/her instructors certify that he or she is academically prepared to take the final GED test. At this point a larger portion of the student's 15 hours per week can be devoted to experiential training (e.g., vocational/technical education, art, music, foreign language, or work experience). All students must be *continuously enrolled and attending* the program until they are eligible to take the final GED test.
- i) Students with disabilities will not be excluded from the program, but must have a current IEP recommending participation in GEDO #2. The IEP must document any related aids and services necessary for successful completion of the program.
- j) Eighty percent (80%) or more of the students accepted for GEDO #2 must successfully complete the program and graduate with their class as a condition of program approval for the following year.
- k) Students participating in the GEDO #2 program will be required to meet the high school graduation requirements under §118.33, Stats. or district policy.
- l) Students who successfully complete GEDO #2 requirements will be entitled to a traditional high school diploma issued by their school district and to participate in the same graduation ceremony as other high school graduates.
- m) Program data required by GED Testing Service will be collected and submitted to the Department of Public Instruction each year.

## **21. Who provides transportation to an alternative education program?**

If a school district approves an alternative program, the district must provide transportation consistent with §121.54, Stats.

**22. Can special education students participate in an alternative education program?**

Students with disabilities may not be excluded from placement in an alternative education program. However, the child’s Individualized Education Program (IEP) team is responsible for determining the child’s needs, the special education and related services required to meet those needs, and where those services will be provided. Local educational agencies must provide special education and related services for children with disabilities in accordance with a child’s IEP. Special education and related services must be provided by qualified individuals holding appropriate DPI special education certification. Children with disabilities must be educated and participate with nondisabled children to the extent appropriate for each child. In addition, children with disabilities must be allowed to be involved and progress in the general curriculum and participate in extracurricular and other nonacademic activities. As long as these requirements are met, participation in an alternative education program is permissible. Questions about children with disabilities should be referred to the DPI Special Education Team.

**23. Is a school-age parent program considered an alternative education program?**

A school-age parent program may be one form of alternative education program. A program designed specifically for school-age parents must meet the requirements under §115.92, Stats., and PI 19. School-age parents may not be denied participation in or the benefits of a school district’s alternative education program because of pregnancy, marital, or parental status. In addition, school-age parents cannot be required to attend an alternative education program merely because of pregnancy, marital, or parental status [§118.13. Stats.].

**24. Must an alternative education program comply with the 20 Standards in Wisconsin law and administrative code?**

Yes, school districts operating alternative education programs must comply with §121.02 (1) (a)-(t), Stats., and PI 8.01 (2) (a)–(t), which address the school district standards and rules. There are 20 standards that school districts must meet. Standards C (remedial reading), D (kindergarten), and R (third-grade reading tests) are applicable to alternative education programs serving elementary-age students.

**25. What is the relationship between children-at-risk programs and alternative education programs?**

Wisconsin school districts are required to identify students who are at risk of not graduating from high school under §118.153, Stats., and develop plans to meet the needs of these students. Annually by August 15, school boards are required to approve the district plan to meet the needs of at-risk students. Alternative education programs represent one of the array of services available to meet the needs of at-risk students.

Children at risk of not graduating from high school are defined as pupils in grades 5 to 12 who are dropouts, or are two or more of the following:

- One or more years behind their age group in the number of credits attained
- Two or more years behind their age group in basic skill levels
- Habitual truants, as defined in §118.16 (1) (a)
- Parents
- Adjudicated delinquents
- Eighth-grade pupils whose score in each subject area on the examination administered under §118.30 (1m) (am) 1., was below the basic level; eighth-grade pupils who failed the examination under §118.30 (1m) (am) 2.; and eighth-grade pupils who failed to be promoted to the ninth grade.

**26. How should performance of students in alternative education programs be reported?**

Performance of students in alternative education programs should be included in all school performance reporting completed by the district. In evaluating the alternative education program, districts are encouraged and permitted to compare the performance of alternative education students with the general population.

**27. Does the state have funding available for alternative education programs?**

1999 Wisconsin Act 9 created a state competitive grant program to fund alternative education programs beginning with the 2000-01 school year. During the first three years, funded programs will receive 100 percent of the awarded amount. In the fourth and fifth years, the programs will receive 60 percent and 40 percent, respectively. More information on funding is available at: <http://www.dpi.wi.gov/alternativeed/altedgrt.html>

**28. Who should I contact for additional information about alternative education programs?**

Beth Lewis  
School Administration  
Wisconsin Department of Public Instruction  
125 S. Webster  
Madison, WI 53707-7841

Phone: 608/267-1062  
Fax: 608/267-9275  
Email: [beth.lewis@dpi.wi.gov](mailto:beth.lewis@dpi.wi.gov)  
<http://www.dpi.wi.gov/alternativeed/index.html>

11/30/09

## High School Completion Credential Data Collection & Reporting

School districts submitting student data through the Individual Student Enrollment System (ISES) must select one and only one high school completion credential type for each student who completed high school. The following information is designed to assist in the description of the choices available.

Credential Type:	Description
REGULAR HIGH SCHOOL DIPLOMA	<ol style="list-style-type: none"> <li>Any high school diploma granted by a school board that meets the requirements of §118.33 (1) (a) or (d), Stats.</li> <li>Includes students receiving other types of high school completion credentials <i>if they are also</i> granted a high school diploma by a school board meeting the requirements of §118.33 (1) (a) or (d), Stats.</li> </ol>
HIGH SCHOOL EQUIVALENCY DIPLOMA (HSED)	<ol style="list-style-type: none"> <li>Any high school equivalency credential issued by the State Superintendent under §115.29 (4)(a), Stats.,</li> <li>Includes an HSED* issued to any student who <i>was not</i> granted a diploma by a school board under §118.33(1)(a) or (d), Stats..</li> </ol>
OTHER HIGH SCHOOL COMPLETION CREDENTIALS (Certificate of Attendance, Certificate of Completion, etc.)	<ol style="list-style-type: none"> <li>Any high school completion credential issued by a school board that is not a diploma meeting the requirements of §118.33 (1) (a) or (d)</li> <li>Includes any high school completion credential issued to any student who was <i>neither</i> granted a diploma by a school board under §118.33(1)(a) or (d), Stats., <i>nor</i> issued a high school equivalency credential by the State Superintendent under §115.29 (4)(a), Stats.</li> </ol>

\*Access to GED programs through school districts is provided through HSED programs (§118.15 contracts). Students who exit high school to pursue a GED or exit high school prior to successful completion of HSED programs are counted as dropouts

NOTE: These credential types will be used for both SPR and NCLB Report Card Purposes. In addition, special education students are entitled to FAPE until they are granted a diploma by a school board under §118.33 (1)(a) or (d) Wis. stats. or until they reach the maximum age of eligibility.

### Sample of WINSS Data Reporting \$%#&[ High School

School Year	# of Cohort Dropouts + # of Students Who Reached the Maximum Age + # of High School Completers*	High School Completion Credential Type		
		Certificates	HSEDs	Regular Diplomas*
####-##	###	##/%	##/%	##/%
####-##	###	##/%	##/%	##/%
####-##	###	##/%	##/%	##/%

The denominator used in calculating percent of students who received certificates, HSEDs, or regular diplomas is the following sum: # of Cohort Dropouts + # of Students Who Reached the Maximum Age + # of High School Completers. Pursuant to NCLB, AYP is based on the percent of students who were granted a regular diploma. Note that students reaching the maximum age, certificate recipients, and HSED recipients are treated the same as dropouts for AYP purposes. Students who turned 21 during the school year (July 1 through June 30) without completing high school are counted as students who reached the maximum age during that school year.

## Excerpts from Wisconsin Statutes

### **§115.29 (4) HIGH SCHOOL GRADUATION EQUIVALENCY.**

(a) Grant declarations of equivalency of high school graduation to persons, if in the state superintendent's judgment they have presented satisfactory evidence of high school courses completed in high schools recognized by the proper authorities as accredited, results of examinations given by or at the request of the state superintendent, successful completion of correspondence study courses given by acceptable correspondence study schools, a general educational development certificate of high school equivalency issued by an agency of the U.S. government, course credits received in schools meeting the approval of the state superintendent or other standards established by the state superintendent.

### **§118.15 COMPULSORY SCHOOL ATTENDANCE**

(1) (c) 2. Upon the child's request and with the written approval of the child's parent or guardian, any child who is 17 years of age or over may be excused by the school board from regular school attendance if the child and his or her parent or guardian agree, in writing, that the child will participate in a program or curriculum modification under par. (d) leading to the child's high school graduation or leading to a high school equivalency diploma under §115.29(4).

### **§118.33 HIGH SCHOOL GRADUATION STANDARDS; CRITERIA FOR PROMOTION**

(1) (a) Except as provided in par. (d), a school board may not grant a high school diploma to any pupil unless the pupil has earned: 1. In the high school grades, at least 4 credits of English including writing composition, 3 credits of social studies including state and local government, 2 credits of mathematics, 2 credits of science and 1.5 credits of physical education. 2. In grades 7 to 12, at least 0.5 credit of health education. (am) The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.

(b) A school board may not grant a high school diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the pupil has been enrolled in an alternative education program, as defined in s. 115.28 (7) (e) 1. Nothing in this paragraph prohibits a school board from establishing a program that allows a pupil enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one class period each day if the pupil does not have a class scheduled during that class period.

(c) A school board may require a pupil to participate in community service activities in order to receive a high school diploma.

(d) A school board may grant a high school diploma to a pupil who has not satisfied the requirements under par. (a) if all of the following apply: 1. The pupil was enrolled in an alternative education program, as defined in s. 115.28 (7) (e) 1. 2. The school board determines that the pupil has demonstrated a level of proficiency in the subjects listed in par. (a) equivalent to that which he or she would have attained if he or she had satisfied the requirements under par. (a).

## **GED Option #2 Frequently Asked Questions & Answers**

### **GEDO #2 Described**

#### **1. What is GEDO #2?**

The GED Option #2 (GEDO #2) Program allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. A student who passes the GED tests and completes the other requirements for graduation is entitled to the traditional high school diploma. Wisconsin received approval to offer this opportunity to local school districts as part of its waiver application to GED Testing Service.

#### **2. How is a school district authorized to offer GEDO #2?**

A school district seeking to offer GEDO #2 must apply to the Department of Public Instruction using PI-8201. In addition to submitting the narrative describing the district's proposed program, the district must also agree to specific assurances and programming requirements. See question 3, below, for the assurances.

#### **3. What is a school district required to do when it offers GEDO #2?**

The district must agree to offer the program consistent with the following assurances:

- a) Students served will be at least 17 years of age.
- b) Students will be at least one year behind their 9<sup>th</sup> grade class in credits earned.
- c) Students served should be able to demonstrate an ability to read at or above the 9<sup>th</sup> grade level.
- d) A formal meeting(s) will be held before a student is allowed to begin a GEDO #2 program. This meeting will include a discussion of the educational options available to the student; the academic, attendance and behavioral expectations of the student once in the program; and the anticipated goal of the program (traditional high school diploma). Educational options should also be discussed if a student completes academic preparation before they are eligible to take the final GED test. The student, his or her parent or guardian, the student's guidance counselor, principal, and at least one teacher (or their designees) must participate in the meeting(s).
- e) Students must volunteer for the program *after* participating in the meeting described in (d) above.
- f) A contract with the student, the student's parent/guardian(s), the school, and the GEDO #2 program coordinator outlining the hours of attendance, academic and behavioral expectations, and services to be provided by the school district will be signed.

- g) A student/teacher ratio of no more than 15:1 will be maintained in the GEDO #2 program.
- h) At least 15 hours of instruction are required each week. The student will be required to participate in at least 10 hours of math, science, social studies, language arts, or health instruction each week until his/her instructors certify that he or she is academically prepared to take the final GED test. At this point a larger portion of the student's 15 hours per week can be devoted to experiential training (e.g., vocational/technical education, art, music, foreign language, or work experience). All students must be *continuously enrolled and attending* the program until they are eligible to take the final GED test.
- i) Students with disabilities will not be excluded from the program, but must have a current IEP recommending participation in GEDO #2. The IEP must document any related aids and services necessary for successful completion of the program.
- j) Eighty percent (80%) or more of the students accepted for GEDO #2 must successfully complete the program and graduate with their class as a condition of program approval for the following year.
- k) Students participating in the GEDO #2 program will be required to meet the high school graduation requirements under §118.33, Stats. or district policy.
- l) Students who successfully complete GEDO #2 requirements will be entitled to a traditional high school diploma issued by their school district and to participate in the same graduation ceremony as other high school graduates.
- m) Program data required by GED Testing Service will be collected and submitted to the Department of Public Instruction each year.

**4. How is it possible to use the GED/HSED to measure proficiency in lieu of high school credits?**

Wisconsin law allows a school district to issue a high school diploma to a student who has attained the required credits, or if all of the following apply:

- a) the student is enrolled in an alternative education program, as defined in §115.28 (7)(e)1., and
- b) the school board determines that the pupil has demonstrated a level of proficiency in the subjects for which credit is required equivalent to that which he or she would have attained if he or she had satisfied the credit requirements. §118.33(1)(d), Stats.

The GED tests are a nationally normed, standards-based means of measuring high school competency. GED Testing Service has granted Wisconsin permission to use the GED test battery as a means to demonstrate proficiency provided that the program leads to a traditional high school diploma.

**5. What about the state academic standards?**

The GED tests and the Wisconsin health and civics tests align with the Wisconsin Academic Standards. Districts who submit civics and health curriculum for approval must meet the academic standards for civics outlined in chapter PI 5 of the Wisconsin Administrative Code.



**6. Why is the GEDO #2 program considered a viable option to graduate students from high school?**

The GED tests are a nationally normed, standards-based means of measuring high school competency. The tests are normed so that 40% of graduating seniors could not pass the tests. This program offers students with little hope of earning credits through the Carnegie unit method a means of demonstrating competency and earning a high school diploma.

**7. What about people who believe students should earn a diploma the “traditional way?”**

The GEDO #2 program is another opportunity or choice for students to demonstrate competency. While the diploma may look the same, the transcript which is a student’s passport to most post-high school plans will be significantly different (See questions 55 through 57 below).

**8. How are GED tests scores related to rank in class nationally?**

Grade point average cannot be determined from GED test scores. However, GED percentile ranks can be viewed as approximate class rank. GED percentile rankings represent the GED graduate's performance related to the performance on the GED Tests of a representative group of graduating high school seniors.

**GED Standard Score and Estimated Class Rank  
of Graduating High School Seniors**

GED Test Score	Estimated Class Rank	GED Test Score	Estimated Class Rank
187-200	Top 1%	166	Top 23%
183-186	Top 2%	165	Top 27%
182	Top 3%	164	Top 31%
179-181	Top 4%	163	Top 34%
178	Top 5%	162	Top 37%
177	Top 6%	161	Top 39%
176	Top 7%	160	Top 40%
175	Top 8%	159	Top 42%
174	Top 9%	158	Top 46%
173	Top 10%	157	Top 51%
172	Top 11%	156	Top 54%
171	Top 13%	155	Top 57%
170	Top 16%	154	Top 60%
169	Top 19%	153	Top 62%
168	Top 20%	152	Top 66%
167	Top 22%	151	Top 70%

## Student Selection

**9. At what age may a student begin the GEDO #2 program?**

A student must be at least 17 years of age. It is further recommended that the 17 year old be in his or her senior year, since the student may not complete the program until the class the student entered 9<sup>th</sup> grade with graduates.

**10. May a district serve students who are 18 and over with the GEDO #2 program?**

Every person in Wisconsin has a right to a public education until the person graduates from high school or attains the age of 21 (22 if the student is a special education student). Districts may enroll and count students who are under 21 (22 for special education) for state aid purposes.

**11. What about students who are older than 20?**

The district has the discretion, under §118.14, Wis. Stats., to enroll pupils age 21 and older. The district may not count these students for enrollment and state aid purposes. Some districts have offered the GEDO #2 program to adults as a community learning opportunity and service.

**12. What about students who want to start in GEDO #2 at 16 years old?**

Students must be 17 to begin the program. Students who are age 16 could be scheduled into classes that would improve their basic skills in math, English, social studies, etc. or in career and technical education classes so that they are better prepared to begin when they are 17.

**13. How many credits constitute “at least one year behind their (9<sup>th</sup> grade) class in credits earned?”**

Three (3) credits.

**14. What is meant by “students served should be able to demonstrate an ability to read at or above the 9<sup>th</sup> grade level?”**

The GED tests are written at a 9<sup>th</sup> grade reading level. Students who have a demonstrated ability to read at or above the 9<sup>th</sup> grade level will have little trouble reading the tests. Students with disabilities, who can, with accommodations, read at the 9<sup>th</sup> grade level, may also be served. While a program may serve students who read below the 9<sup>th</sup> grade level, a significantly greater amount of time may need to be spent on literacy skills before the student may begin taking the GED tests.

A district may use any standardized test to screen for reading ability. Students with a documented score above the 9<sup>th</sup> grade level on the WKCE tests do not need to be re-tested.

**15. What attendance rate is required for student selection?**

Districts should choose students who will attend school and successfully complete the program. Districts may establish a minimum attendance rate for the semester prior to application to the program in order to ensure student success while in the program.

**16. May a district use a 6-week probation period in the GEDO #2 before “officially enrolling” students in order to prove attendance and behavior expectations can be met?**

No. Students selected for the program must begin the program and count towards the districts success rate from the date of the contract meeting. A district may, however, establish probationary or selection criteria prior to admission to the GEDO #2 program. The criteria might include requirements for attendance, academic performance and behavior for the semester prior to program application.

**17. May a district require a student to meet the majority of the district’s additional graduation requirements before officially enrolling the student in the GEDO #2 program?**

A district may use that requirement as a basis for student selection. A district may also require the student to complete the majority of additional graduation requirements prior to taking the first GED test or completing the last GED test.

**18. How are students selected for the program?**

A district establishes how students can apply and the selection criteria and process as part of the district’s application to the Department of Public Instruction. In addition to the specific criteria discussed in question # 3, above, the district may establish an application and referral process that allows educational staff, students and parents to refer to the program. The district should have a screening team that reviews the applications and meets with the student to ensure student success. Districts that have a work component as part of their graduation requirements may require a student to secure employment or a community service position prior to admission to the program.

**19. Is there a student application process?**

The Department of Public Instruction has created a student application (PI 8202) that meets all of the necessary requirements for the application process as discussed in question 3, above. Districts may use that application, supplement it with additional questions and/or develop their own application form that incorporates the necessary requirements.

**20. How late in the year may students be admitted to the GEDO #2 program?**

The school district determines the last date of admission during a school year for admitting new GEDO #2 students. Consideration should be given to the testing center schedule (Will there be an opportunity for the student to pass at least one test?) and the student’s commitment to return

in the fall. A district may reasonably decide to accept applications for fall admission during the end of the spring semester. Students who apply in the spring and are accepted, but do not begin the program in the fall will not count against the district's 80% success rate.

**21. May English Language Learners (ELL) participate in the GEDO #2 program?**

Yes. The GED tests are available in English and Spanish. Students may chose to complete the GED tests in either language. Students who have a primary language other than English or Spanish will have to take the tests in English and it will be critical to assess the student's English skills to ascertain a 9<sup>th</sup> grade reading level.

**Formal Meetings and Contracts**

**22. Is a formal meeting required prior to the student starting the GEDO #2 program?**

Yes, a formal meeting is required before a student is allowed to begin a GEDO #2 program. This meeting must include:

- a. A discussion of the educational options available to the student.
- b. The academic, attendance and behavioral expectations of the student once enrolled in the program.
- c. The consequences or changes that will occur if the student fails to comply with the program.
- d. The anticipated goal of the program: a traditional high school diploma.

**23. Who should be involved in the meeting?**

The student, his or her parent or guardian, the student's guidance counselor, principal, and at least one teacher (or their designees) must participate in the meeting(s). While it is encouraged that all parties be at the meeting together, occasionally it may be necessary for a guidance counselor or the principal to sign the contract at a later time.

**24. Is it possible to hold the contract meetings with a group of students and parents?**

A group informational meeting on the GEDO #2 program is possible, but the contract meetings should be individualized to the particular student's situation and needs and should not be held in a group setting.

**Programming**

**25. What is meant by 15 hours a week of programming?**

A student enrolled in the GEDO #2 program must have 15 hours a week of educational services. In the beginning a minimum of 10 hours a week must be devoted to math, science, social studies, language arts, health and/or civics until the student is prepared to take the final test (has passed the first 3 of the 4 GED tests). During that time 5 or more hours a week may be devoted to applied learning such as work experience, vocational courses or electives.

Once the student has completed 3 of the 4 GED tests as well as the employability skills, career awareness, civics and health requirements, the student may spend the entire 15 hours a week on applied learning, vocational courses or electives provided that this programming is supervised by the school district.

**26. What do programs do with students that have passed the 4<sup>th</sup> test but still haven't completed other requirements (work hours, electives, etc.)?**

Every attempt should be made to avoid this situation. Students should not take the final test before they have completed all of the other requirements for the program. If this does occur, the student should not graduate or receive a diploma until the necessary requirements are completed.

**27. What should be done with GEDO #2 students who have special circumstances that impact attendance (i.e., maternity leave, medical problems)?**

Every attempt should be made to accommodate verified special circumstances consistent with the district's policy for these situations. Such accommodations may include alternative scheduling or excused period of absence from the program. Care should be taken to make sure the student realizes that the GEDO #2 program already represents a modified school day and that only truly specialized circumstances will be honored.

**28. May students be served outside of the GEDO #2 classroom or program (i.e., neutral site, home bound)?**

No, students must receive their primary education services within the GEDO #2 classroom or program. A student who is receiving neutral site services or homebound instruction is not eligible for the GEDO #2 program if their medical condition, behavior or expulsion status does not permit the student to attend school. A student who cannot meet the minimal attendance and behavior requirements for the GEDO #2 is not likely to be able to meet the test security requirements.

## **Civics & Health**

**29. How do students meet the Civics requirement?**

In order to meet the civics requirement a student must complete one of the following:

- Pass the civics test.
- Take a 30 hour approved civics course.
- Have 3 credits of social studies.

These requirements are listed in PI 5.05(1)(c), Wis. Admin. Code.

The civics test must be taken at an approved testing center. There is an expectation that some coursework/instruction has been provided to prepare the student prior to testing.

The approved 30 hour course must cover the following: forms, funding and function of local, state and national government; principles of constitutional government; federalism; basic rights and responsibilities of citizenship, including ways to participate in the political process; and influence of government on the economy.

The 3 credits of social studies must be consistent with the high school graduation standards under §118.33(1)(a), Stats.

### **30. How do students meet the health requirement?**

Three options exist for a student to meet the health requirement:

- a student may have completed a ½ credit of health in grades 7-12, or
- a student successfully completes an approved course in health, or
- a student passes the health test.

The approved health course must include at least 30 hours of instruction in mental and emotional, personal, family, community and environmental health.

### **31. How does a school obtain approval for the health or civics course?**

To receive approval for the 30 hour course in either health or civics, send a letter to Beth Lewis, GED/HSED Administrator, 125 S. Webster, Madison, WI 53707-7841. With the letter, include a course description to show that requirements of PI 5.05 (1)(c)2 (listed above) are met. A copy of the table of contents for the textbook is also encouraged. A school should assume that the course is approved unless notified otherwise.

## **Testing**

### **32. Where do students take the GED, health and civics tests?**

Students take the GED, health, and civics tests at an approved testing center. When school districts are approved to offer the GEDO #2 program, they are notified of the closest approved testing site and the name of the Chief Examiner. Wisconsin has 80 approved testing centers, listed on the DPI website: <http://ged-hsed.dpi.wi.gov/files/ged-hsed/pdf/websitecontractmaster.pdf> with the exception of correctional and jail sites, all are available to approved GEDO #2 programs.

### **33. How do students begin testing at the test centers?**

The program coordinator for the GEDO #2 program in a school district should meet with the Chief Examiner from the testing center to determine the process that will work best for arranging orientation, test times, and the other necessary steps. The Chief Examiner controls these decisions and the school district is encouraged to work closely with that examiner and/or the examiner's designee to ensure a smooth testing opportunity for the student. Discussions about testing accommodations should be handled on a case by case basis and are discussed in greater detail below.

When the student is ready to take the first test, the student should take a completed PI 1783 to the testing center. The GEDO #2 program must complete all relevant portions of the form and the district's designated program coordinator must sign the form in place of the principal.

School districts are required to provide transportation to each testing session. After successful completion of the first test, a student who has the ability to get himself or herself to testing may do so on their own. No student or parent may be required to provide transportation to testing.

**34. Do all GEDO #2 programs require all students to take all tests?**

Approved GEDO #2 programs will make this determination as part of their graduation policy. Some districts require that the students take and pass all of the tests. Some districts require students to pass tests only in the areas where the student is deficient in credits. For example, a student has adequate credits in math and science and must only take the language arts and social studies tests.

Districts that offer civics and health courses to their GEDO #2 students generally do not have the students take the civics or health tests.

**35. Are there times when a student may finish testing early (i.e., before class graduates)?**

Under very rare circumstances the Chief Examiner may request an age waiver to allow a student to complete testing early. Generally these waivers fall into three categories:

- Significant family or medical reason
- Entry into the military
- Entry into post-secondary education or training

The student should prepare a letter requesting the age-waiver and give it to the Chief Examiner for further processing. A letter of support from the high school is required. See the attached policy memo on age waivers for greater detail.

### **Special Education Students**

**36. Can special education students participate in the GEDO #2 program?**

Yes, students with disabilities who have a current IEP recommending participation in GEDO #2 program may be included. The IEP must document any related aids and services necessary for successful completion of the program. Participation of the primary instructor from the GEDO #2 program is strongly encouraged in any IEP meetings concerning GEDO #2 programming. Special education students must receive their primary services in the GEDO #2 classroom or program. See question 28 for additional detail.

**37. Who provides the related aids and services to the special education student?**

Provision of the necessary supports and services should be designated in the IEP which is established in conjunction with the IEP committee. If the student is to be enrolled in the GEDO #2 program, the GEDO #2 instructor must participate in formation of the IEP.

**Accommodations**

**38. What is the GED Testing Service policy on accommodations for testing?**

Specific accommodations, or changes in standard GED test administration for those with documented disabilities, are provided to all candidates when documentation by a qualified professional clearly defines the disability, the resulting functional limitations and explains why those limitations necessitate reasonable accommodations when the candidate takes the GED tests. In no circumstance will a record of the accommodated test conditions be provided on the student's transcript or diploma.

**39. Does the student's IEP dictate the testing accommodations?**

Generally, no, the GED Testing Service has a prescribed process for documenting and providing accommodations consistent with the Americans with Disabilities Act (ADA) requirements. The documentation associated with the student's IEP may make it easier to have accommodations approved, but a prescribed list of accommodations is associated with the standardized process of the GED tests. See questions 40 through 44 below.

**40. Must a student have an IEP to receive accommodations?**

No, some students may have a documented disability that does not require an IEP and will qualify the student for accommodations.

**41. What types of accommodations are available?**

Accommodations based on the Americans with Disabilities Act (ADA) are available for candidates with documented disabilities. The need for accommodations must be fully documented by a qualified professional. The most common accommodations are listed below:

- Extended Time: 25%, 50%, and 100%
- Stop-the-clock breaks
- Private room
- Calculator
- Scribe
- Reader
- Braille
- Paper test is available only for a documented disability that makes computer testing impossible. It is not available for comfort, convenience or a lack of computer skills.

For description of each of the available accommodations please refer to the GED Testing Service



website on accommodations for greater detail:

<http://www.gedtestingservice.com/testers/computer-accommodations>

#### **42. Are there accommodations and test taking strategies that do not need approval?**

Yes, some accommodations do not require special approval and are available to all test takers.

- Highlighting
- Color Contrast
- Adjustable font

Students are encouraged to let the test center know, in advance, that they might need modifications or adjustments to their computer.

#### **43. How are testing accommodations requested?**

Testing accommodations are requested through GED Testing Service. Specific forms must be completed depending on the student's disability. Each form requires the student's (and parent/guardian, if student is under 18) signature. Each form also has a section that must be completed and signed by a professional diagnostician or advocate and supporting documentation must be included. More information is available here:

<http://www.gedtestingservice.com/testers/computer-accommodations>

GEDO #2 programs are encouraged to work with the disabilities specialists at the technical college.

#### **44. How are the testing accommodations provided?**

Testing accommodations are arranged for with GED Testing Service and the local testing center. Once the accommodation is approved the teacher and the student must contact the call center (877/392-6433) to schedule the test.

### **Extra Requirements**

#### **45. What additional graduation requirements do districts have, for the GEDO #2 program, other than the GED tests?**

Districts have a wide variety of additional requirements, a partial list includes:

- Presentation to parents, counselors and administrators
- Work hours
  - 15 hours of work experience per week
  - 10 hours of work experience per week
  - a specific total of work experience hours for the program (i.e., 650)
- Career portfolio (interest and aptitude inventory, applications, cover letter, resume, thank you note career research, etc.)
- Community service hours
- 1.5 credits of physical education
- State employability skills certificate

- Health and wellness project portfolio
- Work-based experience
- ½ credit of economics
- ½ credit of personal financial literacy
- ½ credit of computer science
- 30 hour community service learning project with a presentation to the school board
- Written budget
- Internet job search
- Job shadowing experience
- Career interview
- Career paper
- Complete at least one post-secondary entrance exam and application
- Read book (i.e., 7 Habits of Highly Effective People)
- 60 second self advertisement
- Field trip to technical college or other post-secondary education institution or apprenticeship program
- Exploring career options and next steps
- Graduation project

### **80% Success Rate**

#### **46. What is meant by an 80% success rate?**

Eighty percent (80%) or more of the students accepted for GEDO #2 must successfully complete the program and graduate with their class as a condition of program approval for the following year.

#### **47. What impact does a student have who enters the GEDO #2 program after his/her class has graduated have on the success rate?**

That student will help the success rate and will also help the district's graduation rate.

#### **48. Why have an 80% success rate for students who have already struggled?**

A measure of success for the program is required by GED Testing Service as a part of Wisconsin's permission to offer GED Testing to students under the age of compulsory school attendance. It is critical that students who volunteer for this program have every opportunity to graduate with their class.

#### **49. What if a district falls below the 80% success rate?**

In the first year, the department will work with the district to assess the cause of the problem. Student selection, instructional strategies, program policies are some of the areas that will be reviewed to determine where fine-tuning may help the program. Repeated failure to achieve an 80% success rate may result in the revocation of the district's ability to offer GEDO #2.

**50. What probationary actions can be taken to help struggling GEDO #2 students from dropping out or being removed from the program?**

A district should clearly establish a process for consequences, probation and program removal at the start of the program. This process is a required part of the contract discussion with the student and the student's parent/guardian (see question 22, above).

**51. Dismissing a student from the program will hurt our 80% success rate, should we "hold onto" the student?**

Because it is a privilege to be in the program, a student should not be retained in the program if it is not benefiting the student or other students. Sometimes it is more effective to dismiss a student who is unmotivated than it is to keep the student enrolled in GEDO #2. Students should always be offered an opportunity to return when circumstances will allow them to be successful.

**52. Who determines when a student is dismissed from the GEDO #2 program?**

In establishing the GEDO #2 program, a district should clearly establish lines of communication, discipline and the process for dismissing a student from the program. As part of that process, the district should document the consequences, probation and program removal criteria. The district must also identify the person who has the authority to make the final decision about program continuation for the student.

**53. May a student take more than a year to complete?**

Yes, a student may take as long as necessary to complete. If the student ultimately graduates with a high school diploma, the district should not worry about the time it takes the student to complete.

**GED Testing Service Reporting**

**54. What data collection and reporting is required for this program?**

Every year, usually in May, GED Testing Service will send reporting forms to the Department of Public Instruction. These reports will be mailed to the district as soon as they are received and will be due in the early fall. A district that maintains a copy of the PI 8202 and PI 1783 for each student will have little difficulty in providing the necessary data. When a program is approved, the department provides a copy of last year's GED Testing Service reporting form as a sample to facilitate data collection.

## Transcripts

### **55. What appears on the high school transcript?**

A district decides how the transcript will reflect the program. Most districts use terms such as: Math met by competency and list the test score. Most districts also avoid using the terms GED or HSED test on the transcript although nothing prohibits inclusion of the terms.

### **56. May the tests be converted into credits?**

Yes, although conversion of the test scores is not necessary for the student to graduate under §118.33 (1)(d), Wis. Stats. See question 4, above.

### **57. May a student still enter college after a GEDO #2 program?**

Yes, a student seeking post-secondary education should meet with the admissions personnel at the college of his or her choice. Students may need to take additional admissions tests and may need to start at a two-year or technical college before attending a four year UW campus.

### **58. What about military eligibility?**

Military service is one of the reasons that transcripts should not explicitly state that the student has a GED or HSED score. Since the student has earned a traditional high school diploma through competencies, the terms GED or HSED may be confusing to the military and, as a result, may establish the student at a lower pay grade level.

The acceptance of the GED or HSED by the military fluctuates based on recruiting rules. Most require a high school diploma and a specific score on the ASFAB. GEDO #2 program students who are interested in military service should meet with the recruiters and gather as much information as possible before making a decision.

## Completion and Graduation

### **59. When can students finish testing?**

A GEDO #2 student may finish testing 3 weeks before the student's 9<sup>th</sup> grade class graduates.

### **60. When can 18 year old students graduate in the GEDO #2 program?**

Generally, a student who enters the program after the student's 18<sup>th</sup> birthday may finish testing and graduate whenever the student is ready, provided that the student's 9<sup>th</sup> grade class has graduated

If the student turns 18 during his or her senior year, then the student may finish 3 weeks before the end of the school year.

**61. What do you do with students who finish quickly - - i.e., within 2 months?**

Hopefully the district has taken heed of the answer to question 8, above! During the time between the student's 3<sup>rd</sup> and 4<sup>th</sup> GED test, the student should be working towards his or her post high school goals. The student may take elective courses at the high school, post-secondary courses and or beginning employment.

Students who have strong and definitive plans after graduation may write a letter requesting an age waiver (See Question 35 and the attached policy memo on age waivers). Waivers are possible for enrollment into college or training, enlistment in the military, full-time employment, and for family/medical reasons.

**62. If a student turns 18 during the first semester, may the student graduate early?**

The decision to allow the student to “graduate early” is dependent on school district policy. If this occurs during the student's senior year, an age waiver is needed.

**Need Additional Information:**

Beth Lewis  
Alternative Education and GED/HSED Administrator  
Wisconsin Department of Public Instruction  
125 S. Webster St., P.O. Box 7841  
Madison, WI 53707-7841  
[Beth.lewis@dpi.wi.gov](mailto:Beth.lewis@dpi.wi.gov)  
Phone: 608/267-1062  
Fax: 608/267-9275

**Websites:**

DPI forms: <http://www2.dpi.state.wi.us/datacoll/default.asp>  
Accommodations forms from GED Testing Service:  
<http://www.gedtestingservice.com/testers/computer-accommodations>  
DPI Alternative Education: <http://www.dpi.wi.gov/alternativeed/index.html>  
GED Testing Service: <http://www.gedtestingservice.com/ged-testing-service>

082714

**DATE: March 2014**

**TO: GEDO #2 and s.118.15 Contract High School Staff  
Chief Examiners Statewide**

**FROM: Beth Lewis  
Alternative Education & GED/HSED Administrator**

**SUBJECT: Requesting Age Waivers for GEDO #2/HSED Candidates**

Issue:

Wisconsin requires all students to wait until three weeks before their 9<sup>th</sup> grade class graduates or until they are 18.5 to finish the last test as part of an HSED or GEDO #2 Program. However, some students have strong reasons, justification, or need to finish testing early so age waivers to complete testing early can be requested from the state GED/HSED Administrator but are granted on a very limited basis.

Typical Reasons for Granting Age Waivers:

Age waivers may be granted for the following reasons:

- Enrollment in post-secondary education or job training program
- Enlistment in the military
- Employment
- Family/medical reason

If any questions or concerns arise regarding the feasibility of a particular waiver request, local school staff, parents and/or testing center staff are encouraged to contact the GED/HSED Administrator at [beth.lewis@dpi.wi.gov](mailto:beth.lewis@dpi.wi.gov) or 608/267-1062 to discuss.

How to Request Age Waivers:

A student seeking an age waiver must write a business appropriate persuasive letter requesting the age waiver. The student should document the following:

- Name, date of birth, and year 9<sup>th</sup> grade class is/was scheduled to graduate.
- Current status of testing (how many tests passed, scores on the tests, tests remaining to be taken) and program completion (health, civics, career awareness, other district requirements). Students who are completing all 4 GED tests should make the request between tests 3 and 4. Students who are not required to take all 4 tests must submit their request before the last required test.
- Explicit reason for requesting the age waiver including a description of future plans (accepted at a post-secondary school, enlistment date and/or parental approval for a minor to enlist in any of the armed forces, description of full-time employment) or situation (pregnancy, family, or medical).

## Page 2 – Age Waiver Request Memo

- Since part of any student's high school program is to write a letter of application, all attempts should be made by the student to use proper business format. The letter should be signed by the student.

The letter written by the student should be forwarded with a supporting letter from the student's teacher or principal (dependent on local policy to the chief examiner at the test center. For s.118.15 contract students, a supporting letter from the school district is required. The chief examiner will forward the request with his/her comments to the GED/HSED Administrator at DPI. All of these steps may be completed by email.

### Age Waivers Not Needed For:

- Students who are over 18.5 years of age.
- Students whose 9<sup>th</sup> grade class has already graduated regardless of the student's age).
- Students who completed at least one GED test while incarcerated (county jail, juvenile detention, juvenile correctional facility).
- Students who completed the Challenge Academy but did not earn an HSED.
- Students who are under a s.118.15 contract at a technical college and are 18 may also complete 3 weeks before the end of the semester in which they turn 18 - - PI 5.035(1)(b)2. Wis. Admin. Code.

### Additional Questions?

Please work with the chief examiner at the local testing center or contact:

Beth Lewis  
Alternative Education & GED/HSED Administrator  
Wisconsin Department of Public Instruction  
125 S. Webster St.  
Madison, WI 53703  
Phone: 608/267-1062  
Email: [beth.lewis@dpi.wi.gov](mailto:beth.lewis@dpi.wi.gov)

Thank you for all you do to provide meaningful alternative education to Wisconsin youth!



Altoona Parks & Recreation Committee Agenda  
**Monday December 28, 2015 6:00pm**  
**Parks & Recreation Office**  
**2300 Spooner Ave**

1. Call Meeting to Order
2. Roll Call
3. Maintenance Report
4. Recreation Report
5. Discuss/consider approval of minutes from the November 30, 2015 Parks & Recreation Committee Meeting.
6. Discuss/consider the 2016 AYSB Field Contract
7. Discuss/consider the 2016 AYSB Concessions Stand Contract
8. Discuss/consider the 2016 Adult Softball League Fees
9. Discuss the 2015 Recreation Program Numbers.
10. Discuss/consider changes to the Pennies for Programs and the Scholarship program
11. Discussion regarding allowing dogs in City Parks
12. Public Comments and Concerns
13. Adjournment

Debra Goldbach  
Recreation Manager  
Altoona Parks & Recreation Department





12/14/15

## December 28, 2015 Parks & Recreation Committee Meeting Summary of Agenda Items

### **Item 6: Discuss/consider the 2016 AYSB Filed Rental Contract**

Attached for your consideration is the contract between the City and Altoona Youth Softball and Baseball (AYSB) for priority field use during the 2016 softball and baseball season. AYSB expects the same level of field use as last year. Staff has completed an audit of costs related to the use of the fields by AYSB last year and the total direct cost to the City was \$1502.44; this represents a decrease from last year.

As you may recall, the 2015 contract provided AYSB would pay \$3600 in cash and \$750 in kind labor and materials. Staff recommends AYSB be required to provide the same compensation as the 2015 contract with the exception the Association will be billed by the City at the rate of \$5.73 per hour for the Fall ball season if AYSB decides to offer a Fall season. Department Staff will require maintenance staff to separate tournament field maintenance from general maintenance on tournament weekends.

### **Item 7: Discuss/consider the 2016 AYSB Concession Stand Lease**

The P&R Committee will need to recommend to Council the 2016 Concession lease between the City and Altoona Youth Softball and Baseball organization for the 10<sup>th</sup> Street Concession stand. Discussion by Committee Members at the November 30, 2015 P&R Meeting recommended AYSB pay \$300.00 for the 2016 rental season of the 10<sup>th</sup> Street Concessions Stand which is a \$50.00 increase. Committee Members recommended the \$100.00 moving fee stay the same as last year. Staff recommends the rates for the 2016 Concession Stand Lease as stated.

### **Item 8: Discuss/Consider the 2015 Adult Softball League Fee**

Staff has completed an audit of costs related to the use of the fields by the P&R Adult Softball League which will be presented at the meeting. Staff would like to continue with the same team fee for the summer of 2016.

### **Item 9: Discuss the 2015 Recreation Program Numbers**

Staff completes an analysis of each program that we offer and will report on the programs for 2015. Discussion on program rates for resident and non-resident will be considered.



### **Item 10: Discuss/consider changes to the “Pennies for Programs” and the Scholarship program**

In the recreation budget there is a line item for Scholarships which for 2016 has been approved at \$500.00. Staff created a program called “Pennies for Programs” in which anyone can donate funds to help provide financial assistance to those unable to afford the program fee for youth activities. At the present time the Pennies for Programs has a balance of \$2550.00.

Staff has provided a copy of the current scholarship program and application along with a revised copy of both. As you can see Scholarship participants are required to pay 25% of the program fee with a family maximum scholarship of \$50.00.

Staff recommends the Committee consider raising the family maximum scholarship amount.

# January 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 <b>EVALUATIONS DUE: turn in to Joyce</b> 	12	13	14	15	16
17	18 <b>SPECIAL MEETING: 8:30am</b> 	19	20	21	22	23
24	25	26	27	28	29	30
31						



## Fab Labs Grant FAQ

Share

# Fabrication Laboratories Grant FAQ

## Who is eligible to apply?

Wisconsin public school districts (as defined in Wis. Stat. § 115.01(3)) that are in existence prior to June 30, 2017. The Wisconsin Economic Development Corporation (WEDC) has pre-certified each school district as an eligible recipient, and no additional documentation will need to be submitted for certification.

## What is a fabrication laboratory?

A fabrication laboratory (“fab lab”) is defined in Wis. Stat. § 238.145(b) as a “medium-scale, high-technology workshop equipped with computer controlled additive and subtractive manufacturing components, including 3-dimensional printers, laser engravers, computer numerical control routers, or plasma cutters.” Click here for a list of equipment typically found in a fab lab.

(<http://www.fabfoundation.org/fab-labs/setting-up-a-fab-lab/>)

## How much funding is available?

An applicant can seek up to \$25,000 per grant (see matching requirement below), and may be eligible to receive up to three grants in subsequent fiscal years. Please note that matching requirements vary in subsequent grant cycles. The same district may not receive more than \$25,000 in one year or \$75,000 total. An application cycle will be opened on an annual basis until the lifetime program cap of \$500,000 is fully disbursed.

## What are the match requirements?

WEDC may award funds to eligible recipients that apply through the annual competitive process as follows:

- In the first year in which an eligible recipient receives an award, the grant may fund up to 75 percent of the eligible recipient’s equipment expenditures.
- In the second year in which the same eligible recipient receives an award, the grant may fund up to 50 percent of the eligible recipient’s equipment expenditures.
- In the third year in which the same eligible recipient receives an award, the grant may fund up to 25 percent of the eligible recipient’s equipment expenditures.

## What can the funds be used for?

Awardees must use funds to purchase equipment used for instructional and educational purposes by elementary, middle, junior or high school students in one or more fabrication laboratories. Click [here](http://www.fabfoundation.org/fab-labs/setting-up-a-fab-lab/) for a list of equipment typically found in a fab lab. (<http://www.fabfoundation.org/fab-labs/setting-up-a-fab-lab/>)

## How is “equipment” defined? What is included and excluded?

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Equipment eligible for grant funding, and to be counted toward a school district’s match, includes equipment necessary for the creation or expansion of a school’s fabrication laboratory in keeping with the statutory description. Equipment includes computer software required to operate the equipment, installation of the equipment and necessary machine tooling. Equipment does not include any building modifications required to house the equipment, e.g. electrical, ventilation or flooring upgrades or additions. It also does not include supplies.

## How will applications be evaluated?

WEDC will evaluate applicants based on evidence of long-range planning, curriculum, partnerships and financial need. These competitively selected applications will subsequently be ranked based upon the following financial need criteria to determine final award recipients:

- Percentage of students on free and reduced-price lunch
- State Equalization Aid as determined by the Department of Public Instruction
- Whether the school district is located within a municipality or county determined to be economically distressed as defined by WEDC

## What is the deadline for submitting applications?

Applications must be postmarked or submitted electronically by Friday, Jan. 22, 2016. Applications can be mailed to the Wisconsin Economic Development Corporation, P.O. Box 1687, Madison, WI 53701. Applications may be submitted electronically to [fablabapplication@wedc.org](mailto:fablabapplication@wedc.org) (<mailto:fablabapplication@wedc.org>).

## Can equipment that has already been purchased count toward match funding?

No. Expenditures for both match and grant funding must be incurred after the grant has been awarded.

## What sources of match funding are allowed?

We are flexible on the source of the matching funds. However, expenditures for both match and grant funding must be incurred after the grant has been awarded.

## If a district has projects in more than one school, should a separate application be submitted for each project?

The same district may not receive more than one award per grant cycle (i.e., no more than one award

per district per year). If a district has projects in more than one school, the district may submit a combined application to purchase equipment for more than one school, subject to the maximum grant amount of \$25,000 per year per district. In all cases, projects must meet the fab lab definition, and funding must be used to purchase equipment used for instructional and educational purposes by elementary, middle, junior or high school students in one or more fab labs.

## Does the fab lab have to be located on school property?

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A school district is eligible to apply for the grant even if the lab is not physically located on its property. However, the district will have to clearly identify in its application narrative how students will access the equipment and how the lab will be staffed, and describe the curriculum plan. An eligible recipient "shall use all grant monies for the purchase of equipment used for instruction and education purposes in one or more fabrication laboratories by elementary, middle, junior or senior high school students

## Does the fab lab have to be open to the community?

There is no requirement that the fab lab be open to the community. We will be competitively evaluating your application based on curriculum, partnerships, financial need and evidence of long-range planning. Competitively selected applications will subsequently be ranked based upon additional financial need criteria to determine final award recipients.

## Is there a specific percentage of free/reduced-price lunch students required in order to apply?

There is no specific percentage required. Fab labs grants will be awarded through a competitive process, with applications evaluated based on curriculum, partnerships, financial need and evidence of long-range planning. Competitively selected applications will subsequently be ranked based on additional financial need criteria to determine final award recipients. All interested public school districts with fab lab projects are encouraged to apply.

## Do you have specific language requirements for school board resolutions?

We have not developed any specific language for school districts to use in their resolution. You should provide a resolution in keeping with any requirements your district has regarding submission of applications and supporting major initiatives. At a minimum, **the board must be on record supporting the fab lab project.**

## Is there a timeline for the review of applications submitted for the Fab Labs Program?

We do not yet have a timeframe for the review process. Our goal is to begin evaluations as soon as possible after the due date. The timeline will be somewhat dependent on the number of applications received.

Due to our school board meeting schedule, we are not able to have

## our board resolution approved before the application deadline. Can we submit the approved resolution after the deadline?

We recognize that the application cycle for this program is fairly short. We will allow a school district to submit a draft resolution, with an indication of the anticipated approval date, along with their completed application, including an indication of the reason for the delay. The final approved resolution will need to be submitted by Jan. 29, 2016. **Note: the completed application is still due by Jan. 22, 2016.** Share

If you have a question that isn't covered here, or for grant information, email or call the WEDC Sector Manager:

Kathleen Heady  
608.210.6841  
Email Kathy.

Policymaking is the primary method by which school boards exercise their statutory authority and broad powers. Therefore, the School Board shall adopt written policies to guide the actions of those to whom it delegates authority and to serve as the basis for school district operations and decision making. These policies shall be in line with the District's mission and goals and with applicable legal requirements. Board policies shall be organized according to a standard policy manual codification system.

Policy changes or additions may be proposed by any Board member to the Policy/Governance Committee. Staff or community members may make a proposal through the District Administrator. Policy proposals will be reviewed and their merit considered before a recommendation is made to the full Board. The submission of a policy proposal does not guarantee its' consideration by the Policy/Governance Committee or the full Board. At any point in the policy review and adoption process, the Board may make such amendments to proposed policies as the Board deems necessary or appropriate.

New proposed policies shall be initially presented at one Board meeting for discussion and brought to a vote for initial and final adoption at subsequent meetings to allow time for review, input and possible changes. On matters of unusual urgency, and following a Board vote to set aside and waive the standard two-meeting adoption process, a new proposed policy may be introduced and acted upon at the same meeting.

Policy revisions may be discussed and amended at the same meeting at which they are initially presented.

Formal adoption of policies shall be recorded in the minutes of the Board meeting and only those policies so recorded shall be official Board policies of the District.

The Board policy manual shall be maintained electronically and shall be accessible to Board members, administrators, staff members, parents and guardians, and other interested members of the public via the District's website. District policies are public records and shall be available for inspection and copying through the District Office. Board policies shall also be further disseminated through other appropriate means as may be required by law or determined by the District Administrator.

Board policies shall be reviewed and updated on a regular basis in order to keep them up-to-date.

#### Rules and Exhibits

Administrative rules and exhibits are the detailed procedures developed by the district administrator and administrative staff to put the policy into practice on a day-to-day basis. Administrative rules must always be in compliance with board policies and applicable laws and regulations. Although administrative rules are often presented to the school board for informational purposes, they are not usually adopted by the school board.

Legal References: Section 120.13 Wisc. Statute

ADOPTED: 11/19/90  
AMENDED: 09/04/12



# School District of Altoona

"Home of the Railroaders"

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Board Meetings: July 2015-June 2017
Board Meetings: July 2013-June 2015
Board Meetings: July 2011-June 2013
Board Policies
Public Participation at Board Meetings
Referendum 2014
Strategic Goals
Strategic Goals & Objectives Details

## School Start Time Survey

*Your feedback is needed!*

This year we are studying schedules and start times for all of our schools in consideration of a possible change for the 2016/17 school year. Your feedback is an important step in the process.

### Proposed Change for 2016/17:

#### High School/ Middle School/Intermediate School Students

Start Time: Approximately 8:20 AM

End Time: Approximately 3:35 PM

#### Elementary School Students

Start Time: Approximately 7:45 AM

End Time: Approximately 2:55 PM

Our current before and after school care provider, Grace Lutheran Foundation has offered to expand child care options for families by offering child care at both our current campus and at the new elementary school.

#### Your Response:

Please share your feedback by the end of the day, Monday, October 26. Your responses will be compiled and shared with the school board on November 2, 2015.

#### Survey:

1. \* School(s) your child or children would attend in 2016/17: (1 required)  
 Elementary, K-3    Intermediate, 4-5    Middle, 6-8    High, 9-12
2. \* I understand the reasons the school district is looking at changing the starting times at the schools for the 2016/17 school year. (1 required)  
 Yes    No
3. \* I support the change in the starting times for the 2016/17 school year. (1 required)  
 Yes    No
4. \* I do not support the change in the starting times for the 2016/17 school year. (1 required)  
 Yes    No
5. If you do not support the change in the starting times, please share your reason(s):

6. Please share any other feedback related to the proposed change:



#### Rationale:

The proposed time change is in some degree precipitated by the move to the new elementary school in the 2016/17 school year. However, the main reason for considering this change is because of growing research that supports a later start time for high school and middle school students. In fact, because of the research, this topic has been on the minds of our school board for several years. Please take a look at Start School Later.net (<http://www.startschoollater.net/>). A national coalition of health professionals, sleep scientists, educators, parents, students, and other concerned citizens, their web site is a great place to start when researching the benefits of starting the school day later for older students.

The research is affirmed by our elementary staff as they find that our youngest students are raring to go when they wake up in the morning and are dragging in the afternoon when they are still in school after 3:00 PM.



## School Start and End Times Survey

Survey Period: October 12, 2015 – October 26, 2015

School(s) your child or children would attend in 2016/17:

Elementary, K-3	189	47.85%
Intermediate, 4-5	105	26.58%
Middle, 6-8	154	38.99%
High, 9-12	166	42.03%

I understand the reasons the school district is looking at changing the starting times at the schools for the 2016/17 school year.

Yes	371	93.92%
No	24	6.08%

I support the change in the starting times for the 2016/17 school year.

Yes	245	62.03%
No	150	37.97%

I do not support the change in the starting times for the 2016/17 school year.

Yes	155	39.24%
No	241	61.01%