

Somerset School
District Board of
Education

August 17, 2015

Board Packet

Enc 1

DRAFT
REGULAR MEETING - BOARD OF EDUCATION
SCHOOL DISTRICT OF SOMERSET
July 20, 2015

President Bob Gunther called the meeting to order at 7:10 p.m.

Roll Call was taken. Present were Brian Moulton, Marie Colbeth, Michael Connor, Bob Gunther, Nancy Dressel and Patty Schachtner. Absent was Tammie Wishard.

Moulton moved, with second by Colbeth, to approve the agenda as presented. Motion carried unanimously.

RMM Solutions: Dan Johnson from RMM provided an IT update. The staff laptops are being rolled out, Gmail transition is under way with an estimated rollout date of 8/3/15, the SAN renewals will provide a \$6K cost savings, VMWare costs will be shared at the August board meeting. Colbeth asked if we can eventually move away from VMWare, Johnson answered it is a possibility but is expensive due to having to purchase the actual machines and the work that goes with it along with the actual costs of cooling and running the machines. Dressel asked if many schools use VMWare, RMM responded that it is the benchmark standard with about 70% of schools they work with using it.

Positive Recognition: The Board recognized Bill Powers, who was not in attendance. Superintendent Rosburg shared that Powers has put in 25 plus years to the Somerset School District.

The Board recognized 2015 State Destination Imagination Participants Leo Fay and Rowan O'hAodha. Kristin Siskow, advisor, spoke of the DI team that went to state in Stevens Point, WI. They shared details of the structure they presented at state. Colbeth presented the students with certificates and thanked them for the challenges they took on.

The meeting was recessed at 7:23 and reconvened at 7:33.

High School Grading: MaryAnne Crawford, Brandon Berrey, Kelly Emerson, Sara Kreibich and Kristin Siskow spoke on the High School Grading procedures. Much discussion went into the procedures that have been put in place and it was a compromise. The staff appreciated the empowerment they were given the last few days of school to work on this. Infinite Campus is currently unavailable with the four point scale. The purpose of grades was explained as well as the grading scale. The current grading scale allows for the transition to standards based grading. The retake procedure was discussed, the retake policy does not include finals, the retake score is the same value and the student must demonstrate proficiency. The guidelines for reporting academic achievement was discussed along with the definitions of formative, summative and final assessment. The guidelines for participation and behavior were explained as well as the three factors: participation, work completion and behavior. The late work procedures including due date and drop-dead date were explained as well as the self-reflection form that students will complete. Excused absence guidelines and the timelines that go with them were gone over. Gunther asked if there was data that indicated when students should stop taking tests, the data shows that there is no definite date, this is somewhat of a contradiction of the real world. The demonstration of proficiency is key. Dressel thanked the teachers and Mr. Moore for their work on this and asked how the effectiveness of this will be evaluated. Moore responded that retakes and the grade book will be indicators of this. Schachtner asked how this will be communicated to parents, Moore responded that it will be available online as well as at parent night. Each teacher will be presenting the information as well as having it on their websites. Consideration of possible discrepancies in the grading were touched on and discussed.

Groups or Individuals Wishing to Be Heard: Gunther read the rules for this portion of the meeting. Emma Westmoreland came forward on behalf of the girls golf team and asked questions about the experience and rankings of the new coaches as well as what they have to offer to help more of the team members get to state. Paul Westmoreland, parent, stated a concern with the girls golfers is that they have not had the opportunity to get together this summer to practice.

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Consent Agenda: Moulton moved, with second by Connor to approve the Consent Agenda:

- A. Approve Minutes of the Regular Session of June 15, 2015
- B. Approve Minutes of the Executive Session of June 15, 2015
- C. Approve Payment of June/July Board Bills
- D. Approve Resignation of Mike Holmquist, Head Boys Basketball Coach
- E. Approve Hiring Grant Solem, Middle School Special Education Instructor
- F. Approve Hiring Kristin Siskow, 0.3 FTE High School ALC Lead Teacher
- G. Approve Hiring Jaimie Palbicki, Middle School/High School Choir Director
- H. Approve Hiring Trent Probst, 0.8 PK-8th Grade Physical Education Teacher
- I. Approve Hiring Natalie Pollack, Long Term High School Science Substitute
- J. Approve Granting a Somerset Diploma to Alexander Dubak for Completing Challenge Academy
- K. Approve OE in to the Somerset School District from New Richmond
- L. Approve OE in to the Somerset School District from New Richmond
- M. Approve OE in to the Somerset School District from New Richmond
- N. Approve OE in to the Somerset School District from New Richmond
- O. Approve OE in to the Somerset School District from New Richmond
- P. Approve OE in to the Somerset School District from New Richmond
- Q. Approve OE in to the Somerset School District from New Richmond
- R. Approve OE in to the Somerset School District from New Richmond
- S. Approve OE in to the Somerset School District from New Richmond
- T. Approve OE out of Somerset School District to New Richmond
- U. Approve OE out of Somerset School District to Menomonie
- V. Approve 2015-2016 Coaching Advising Assignments
- W. Approve Resignation of Lisa Humphrey, Certified Occupational Therapy Assistant

Motion passed unanimously.

Discussion

Facilities Committee: Committee Chair Gunther spoke of the tour of the elementary school that took place at the July 6, 2015 committee meeting. Notable items are the general to do's which include repair of the lunch table latches.

Governance Committee: Committee Chair Mike Connor explained the technical and general updates to the NEOLA policies. There were first readings of the following:

- NEOLA Policy 8510, Wellness. Dressel asked how the implementation of the policy will be assessed. Superintendent Rosburg will pose this to the administrative team.
- NEOLA Policies 2430 and 2431, District-Sponsored Clubs and Activities and Interscholastic Athletics.
- NEOLA Policies 3362, 4362 and 9130; Employee Anti-Harassment (Professional Staff); Employee Anti-Harassment (Support Staff) and Public Requests, Suggestions, or Complaints (Relations). Dressel shared her thoughts on this with the use of the word *promptly* and would like more specific timelines added. Policy 9130 will go back to committee for further discussion. Reporting to the board and an annual schedule to be developed was requested by Dressel.
- NEOLA Policy 3112, Board-Staff Communications. Dressel opposes this policy as she would like open lines of communication with all. Schachtner and Colbeth were not in favor of the policy either. Gunther stated he is in favor of the policy and believes in the chain of command and circumventing an administrator is not appropriate. Colbeth encourages staff to use the correct route and Schachtner stated that some of the employees are also tax payers. Chair Connor suggested this policy go back to committee to get the wording correct as well as confer with NEOLA.
- NEOLA Policy 5460, Graduation Requirements.
- 2015-2016 ES/MS/HS Teacher Handbooks.

- 2015-2016 Extra-Curricular Handbook. Dressel asked about the extra-curricular codes and shared that other districts have numerous other behaviors and wanted to know if these other behaviors will be added to the Somerset code. Rosburg and Moore were not aware of these additional behavioral items added, this will be discussed at the high school level. Dressel also asked if students were able to report on unbecoming behaviors. Rosburg explained the history on this. Dressel also asked about dispute clarification though all levels of the chain of command. Dressel also asked about the individual regulations listed in the handbook and what the purpose of this is and is concerned as it allows coaches to create their own sets of rules. She also asked if Section A had been reviewed by legal counsel. Colbeth shared she is concerned about micro managing, and wants this to be looked at in the proper way. Colbeth is concerned about how particular we are becoming on this. The 2015-2016 Extra Curricular Handbook will go back to a special session meeting of the board. Connor would like the whole board to have input on this. Schachtner stated this includes all extra-curricular and should be looked at further. Dressel then added she would like the coaches that are running summer camps to be looked at with clarification on whether it is a school or individually sponsored event.

Also discussed was the Report to the Board and the parameters around the reports.

Findings from Staff Survey: This topic was discussed at length in the Special Session held prior to the Regular Session.

Business Services Committee: Committee Chair Colbeth spoke of the 2015-2016 Preliminary Budget and thanked Business Services Director, Dave Gerberding for his diligent work on this. Colbeth also noted a change to be made in the committee minutes. Rosburg stated that the discussion regarding the RFP for cleaning could be discussed during the action portion of the agenda when the board considers approval of the cleaning contract.

Superintendent Information: Rosburg stated enrollment is at 1,571 which is down from June, the numbers fluctuate due to the rollover cycle in Infinite Campus as well as families moving in and out of district in the summer months. Dressel asked about the enrollment numbers at the elementary school, Dr. Chris Kamrath, Elementary Principal, will monitor this and provide the enrollment figures at the August board meeting. AODA Grant: Sarah Colling, Health Education Instructor received a \$14,568.00 grant to be used for AODA education.

District Communication Plan: Superintendent Rosburg, staff, board members, parents and students were invited to participate in a District Communication Plan meeting. Parents prefer email communication, then face to face and the phone calls. Parents were not using the blogs, the use of blogs has now been discontinued. The consensus was to just have one Facebook page for the district and eliminate the Facebook pages for each school. The use of just one Facebook page will be implemented. Students would like a communication app as part of Infinite Campus as they felt it would be used very regularly.

There will be committee meetings scheduled for August 3, 2015.

Board Report: CESA 11 Update: Colbeth spoke of the CESA 11 training and will bring this information forward to the board. CESA is juggling their budget right now and is doing a good job of it.

Community and School Involvement:

Board Professional Development: Gunther spoke of Dressel and Wishard attending a Board of Education Seminar and the merits of attending a seminar as well as having a speaker brought in to the board. Dressel stated it is good to go to CESA and interact with others, she also shared her thoughts on a book study that other boards were taking part in. Gunther suggested moving the Director's Reports to the beginning of the meetings. Schachtner suggested having Positive Recognition two to three times per year instead of on a monthly basis. Gunther also asked the administrative team if they would prefer to sit in the audience at board meetings versus as the table with the board members. This would allow for full understanding as to who is a board member. The administrative team agreed to the idea and will sit in the audience at the August board meeting.

Directors' and Principals' Reports: Director of Curriculum, Instruction and Assessment, Trish Sheridan said the assessment data is coming in. The Badger Testing results have been mailed home to students. The ACT test scores have been received but are embargoed until fall. Somerset is pleased with the initial look the results of the testing so far. The summer months have been busy with much professional development. AP classes as well as college in school was discussed.

Action

Human Resources Committee (2nd Reading): Moulton moved with second by Schachtner to approve updates to the 2015-2016 Employee Handbook. Motion passed unanimously. Schachtner asked for clarification on the PLC amount, and asked whether the funds could be better used elsewhere. The board discussed the emails that they had received in regards to this. Rosburg shared the role of the PLC leader and explained that initial the amount was lower. Their role warrants the stipend amount as they are a leadership team and are vitally important. Sheridan added that the teams with highly effective PLC leaders are achieving great results and that the PLC leaders fill a difficult position. The amounts the PLC leaders here are being paid is a comparable amount to other districts. Discussion ensued on coaches filling the role of PLC leaders as well as discussion on the amount the elementary PLC leaders are paid.

Governance Committee: Connor moved with second by Colbeth to approve Technical Updates to NEOLA Policies 1213, 1241, 1260, 2260.01, 2261, 3430.01, 4430.01, 5111, 5113, 5514.01, 5540, 5730, and 5751. Motion Passed Unanimously.

Connor moved with second by Colbeth to approve NEOLA Policy 4120, Hiring of Support Staff Employees. Rosburg explained this policy, Dressel wants the Board of Education to be able to approve support staff hiring. On roll call vote motion passed 4-2 with Moulton voting yes, Colbeth yes, Connor yes, Gunther yes, Schachtner no and Dressel no.

Connor moved with second by Gunther to approve NEOLA Policy 2340 Field and other District-Sponsored Trips. Motion Passed Unanimously.

Business Services Committee: Colbeth moved, with second by Moulton to approve RFF for copier. Gerberding stated that Metro Sales was the best deal. Dressel would like to see figures on staff usage and monitoring of the copiers. Gerberding replied that this could be looked at. Middle School Principal, Sara Eichten, added that since the middle school has been monitoring the use of color copies they have saved \$10,000.00. Motion Passed unanimously.

Colbeth moved with second by Gunther to approve RFP for transportation. Safeway provided the district savings this year and reduced their overall rates. Colbeth revisited the topic of having magnetic stickers on the bus more clearly indicating they are from Somerset. Motion Passed Unanimously.

Colbeth moved with second by Moulton to approve RFP for custodial. Gerberding explained the RFP process as well as how the vendor was chosen. KleenMark will be providing the district's custodial services. They have a strong approach to hiring and have a very comprehensive hiring model. Dressel asked how they will be evaluated, Gerberding answered that it will happen through the use of School Dude as well as KleenMark's internal process. Motion Passed Unanimously.

Colbeth moved with second by Dressel to approve RMM 2015-2016 ProActive contract. Dressel shared she is glad the IT services are improving but is still hearing concerns. Motion Passed Unanimously.

Colbeth moved with second by Moulton to approve 2015-2016 Fall Athletic Training Services Contract. Colbeth shared that Director of Programs, John Walsh, is doing a good job monitoring this. Motion Passed Unanimously.

Moulton moved, with second by Schachtner, to move to closed session in accordance with State Statute 19.85 (1) (c) for the purpose of discussing and approving negotiations proposals for district employees. Upon roll call vote, all voted yes to move to closed session.

Discussion ensued on the topic of negotiation proposals for district employees.

Gunther moved, with second by Dressel, to come out of closed session. Upon roll call vote, all voted yes to move out of closed session.

Announce any decisions coming out of closed session. President Gunther shared the following:

- Gunther moved with second by Moulton to provide all employees a 1.5% pay increase for 2015-2016. Motion Passed Unanimously.
- Colbeth moved with second by Moulton to increase IT employee's hourly rate by \$1.00 per hour for 2015-2016.
- The District Administrator benefit discussion was tabled until August.
- Gunther moved with second by Dressel to approve an annual wage for Elementary School Maintenance Technician to \$44,000.00 for 2015-2016.

Colbeth moved, with second by Dressel, to adjourn at 11:10 p.m. Motion carried unanimously.

Bob Gunther, Board President

Tammie Wishard, Board Clerk

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DRAFT
SCHOOL DISTRICT OF SOMERSET
BOARD OF EDUCATION
SPECIAL SESSION
MONDAY, JULY 20, 2015
6:00 PM
Learning Center Conference Room

Board President Robert Gunther called the meeting to order at 6:00 p.m.

Roll Call was taken. Present were Robert Gunther, Marie Colbeth, Brian Moulton, Nancy Dressel, Mike Connor and Patty Schachtner. Also present was Superintendent Randy Rosburg. Absent was Tammie Wishard.

Groups or Individuals Wishing to Be Heard (2 minutes per person – 20 minutes maximum): President Gunther read the rules for this portion of the meeting. No one came forward.

Review Results from Staff Survey: The Somerset School District Staff Survey results were provided via handouts. 174 staff members took the survey which is an 85% participation rate. The board reviewed the themes and discussed which themes the district will work on improving or sustaining during the 2015-2016 school year.

Dressel moved with second by Colbeth that the Board of Education adopt two goals based off the review and discussion of the School Perceptions June 2015 staff survey to include;

- Improve initiative implementation and evaluation.
- Increase consistency in implementing student discipline.

Motion passed unanimously.

Dressel moved, with second by Moulton to adjourn at 7:05 p.m. Motion carried unanimously.

Robert Gunther, President

Tamara Wishard, Clerk

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Enc. 3

DRAFT
SCHOOL DISTRICT OF SOMERSET
BOARD OF EDUCATION
SPECIAL SESSION
MONDAY, AUGUST 3, 2015
7:00 PM
Learning Center Conference Room

Board President Robert Gunther called the meeting to order at 7:00 p.m.

Roll Call was taken. Present were Robert Gunther, Marie Colbeth, Brian Moulton, Nancy Dressel, Tammie Wishard Mike Connor and Patty Schachtner. Also present was Superintendent Randy Rosburg, Chris Moore, Lorri Baillargeon and Jerry Sullivan.

Groups or Individuals Wishing to Be Heard (2 minutes per person – 20 minutes maximum): President Gunther read the rules for this portion of the meeting. Lorri Baillargeon, teacher and district resident stated she was concerned with a statement made at a recent board meeting where a person stated that some employee comments have more value than others comments. Jerry Sullivan, parent, stated that within the Extra-Curricular Handbook the terms and conditions are not for the coaches, they are in regards to the actual handbook. He also stated pressure groups should be part of the handbook, no district coach should be a board member of a youth program and the extra-curricular handbook is an important document.

2015-2016 Extra-Curricular Handbook: A first reading of the 2015-2016 Extra-Curricular Handbook and discussion ensued. The handbook was discussed as well as the 2015-2016 revisions, clarifications and insertions to the handbook. The board recommends the 2015-2016 Extra-Curricular Handbook be brought forward at the August 17, 2015 Board of Education meeting for a second reading. Principal Moore will make updates to the 2015-2016 Extra-Curricular Handbook per the requests of the board from the special session.

Dressel moved, with second by Connor to adjourn at 8:30 p.m. Motion carried unanimously.

Robert Gunther, President

Tamara Wishard, Clerk

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CHECK NUMBER	CHECK DATE	CHECK AMOUNT	CHECK VENDOR	ACCOUNT FD	ACCOUNT LOC	ACCOUNT OBJ	ACCOUNT FUNC	ACCOUNT PRJ	ACCOUNT DESCRIPTION
1024833	07/20/2015	610.00	GAMIN RIDE	80	800	941	391000	000	Community Service/District/District Dues/Fees/Day
1024834	07/20/2015	5.98	Lasure, Laurie	27	820	411	156681	341	Special Education/Pupil Services/Special Ed/Genera
1024835	07/20/2015	92.00	Old Gem Theater	10	840	941	110999	000	General Fund/Athletics/Activities/District Dues/Fe
1024835	07/22/2015	-92.00	Old Gem Theater	10	840	941	110999	000	General Fund/Athletics/Activities/District Dues/Fe
1024836	07/22/2015	4,837.94	School District of Hudson	27	820	936	491000	019	Special Education/Pupil Services/Special Ed/St Spe
1024837	07/22/2015	581.50	University of Minnesota -	80	800	941	391000	000	Community Service/District/District Dues/Fees/Day
1024838	07/23/2015	92.00	Osceola Pool	10	840	941	110999	000	General Fund/Athletics/Activities/District Dues/Fe
1024839	07/23/2015	44.00	HILLYARD INC	10	300	411	254300	000	General Fund/Middle School/General Supplies/Buildi
1024840	07/23/2015	89.33	R SCHOOL TODAY	10	800	941	223100	000	General Fund/District/District Dues/Fees/Athletics
1024841	07/23/2015	1,738.00	Reinders Inc	21	400	411	162000	000	Special Revenues/HIGH School/General Supplies/Athl
1024842	07/23/2015	13,512.47	Twin City Hardware	10	400	320	254300	000	General Fund/HIGH School/Property Services/Buildin
1024842	07/23/2015	10.94	Twin City Hardware	10	400	320	254300	000	General Fund/HIGH School/Property Services/Buildin
1024843	07/23/2015	2,282.90	Employee Benefits Corpora	10	000	000	811690	000	General Fund
1024844	07/23/2015	12,599.16	HealthPartners	10	000	000	714073	000	General Fund/DUE FROM OTHER FUNDS
1024844	07/23/2015	115,358.40	HealthPartners	10	000	000	811631	000	General Fund
1024844	07/23/2015	520.00	HealthPartners	10	800	310	252000	000	General Fund/District/Personal Services/Fiscal
1024845	07/23/2015	1,416.70	Madison National Life	10	000	000	811634	000	General Fund
1024845	07/23/2015	1,790.27	Madison National Life	10	000	000	811635	000	General Fund
1024845	07/23/2015	492.34	Madison National Life	10	000	000	811636	000	General Fund/ST Disability Payable
1024846	07/23/2015	557.50	MN Child Support Payment	10	000	000	811680	000	General Fund
1024847	07/23/2015	21,708.68	RMM SOLUTIONS INC	10	800	360	266905	000	General Fund/District/IT Services/Technology Servi
1024847	07/23/2015	627.96	RMM SOLUTIONS INC	10	800	360	266905	000	General Fund/District/IT Services/Technology Servi
1024847	07/23/2015	2,635.62	RMM SOLUTIONS INC	10	800	360	266905	000	General Fund/District/IT Services/Technology Servi
1024847	07/23/2015	246.12	RMM SOLUTIONS INC	10	800	360	266905	000	General Fund/District/IT Services/Technology Servi
1024847	07/23/2015	6,260.00	RMM SOLUTIONS INC	10	800	310	266900	000	General Fund/District/Personal Services/Technology
1024848	07/23/2015	53.50	Wisconsin Support Collect	10	000	000	811680	000	General Fund
1024849	07/28/2015	545.00	ERGO DEPOT, LLC	10	800	440	266900	000	General Fund/District/Non Capital Equipment/Techno
1024850	07/29/2015	158.06	Amazon	10	810	411	221300	365	General Fund/Curriculum & Instruction/General Supp
1024851	07/29/2015	112.50	Department of Workforce D	10	800	939	491000	000	General Fund/District/Revenue Transits to Others
1024852	07/29/2015	14.10	DESIO, MEGAN	50	000	000	816900	000	Food Service/OTHER DEFERRED REVENUES
1024853	07/29/2015	44.92	Formella, Erin	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies
1024854	07/29/2015	112.32	Klaas, Nancy	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies
1024855	07/29/2015	121.16	Midwest Natural Gas Inc	10	100	331	253000	000	General Fund/Elementary/Gas for Heat/Operation
1024855	07/29/2015	125.00	Midwest Natural Gas Inc	10	100	331	253000	000	General Fund/Elementary/Gas for Heat/Operation
1024855	07/29/2015	39.90	Midwest Natural Gas Inc	10	300	331	253000	000	General Fund/Middle School/Gas for Heat/Operation
1024855	07/29/2015	56.24	Midwest Natural Gas Inc	10	300	331	253000	000	General Fund/Middle School/Gas for Heat/Operation
1024855	07/29/2015	125.00	Midwest Natural Gas Inc	10	300	331	253000	000	General Fund/Middle School/Gas for Heat/Operation
1024855	07/29/2015	15.24	Midwest Natural Gas Inc	10	400	331	253000	000	General Fund/HIGH School/Gas for Heat/Operation
1024855	07/29/2015	240.18	Midwest Natural Gas Inc	10	400	331	253000	000	General Fund/HIGH School/Gas for Heat/Operation
1024855	07/29/2015	28.88	Midwest Natural Gas Inc	10	800	331	253000	000	General Fund/District/Gas for Heat/Operation
1024856	07/29/2015	5,384.85	Northern Air Corporation	10	400	320	254300	000	General Fund/HIGH School/Property Services/Buildin
1024856	07/29/2015	-1,370.90	Northern Air Corporation	10	400	320	254300	000	General Fund/HIGH School/Property Services/Buildin
1024857	07/29/2015	5.00	SAILOR, MICHELE	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies
1024858	07/29/2015	47.55	Simon, Laurie	50	000	000	816900	000	Food Service/OTHER DEFERRED REVENUES
1024859	07/29/2015	98.97	Speedway LLC	10	800	348	256290	000	General Fund/District/Vehicle Fuel/District Operat
1024860	07/29/2015	65.26	Sprint	10	800	355	232000	000	General Fund/District/Telephone/District Administr
1024860	07/29/2015	-0.66	Sprint	10	800	355	214000	000	General Fund/District/Telephone/Health
1024860	07/29/2015	50.93	Sprint	10	800	355	223100	000	General Fund/District/Telephone/Athletics Supervis
1024860	07/29/2015	-115.05	Sprint	10	800		500000	000	General Fund/District/Refund Receipts/District Wid
1024860	07/29/2015	63.35	Sprint	10	300	355	254100	000	General Fund/Middle School/Telephone/Direction of
1024860	07/29/2015	-30.64	Sprint	10	400	355	254100	000	General Fund/HIGH School/Telephone/Direction of Ma
1024861	07/29/2015	84.00	Stillwater Medical Group	10	800	310	264500	000	General Fund/District/Personal Services/Health Svc
1024862	07/29/2015	9.19	United Parcel Service	10	800	353	252000	000	General Fund/District/Postage/Fiscal
1024863	07/29/2015	172.69	Walmart Community	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies
1024864	07/29/2015	28.00	Wisconsin Dept of Correct	10	100	310	254200	000	General Fund/Elementary/Personal Services/Site Rep
1024865	07/30/2015	2,462.00	Aegis Corporation	10	800	719	270000	000	General Fund/District/District Other Insurance/Ins

8.

CHECK	CHECK							ACCOUNT		
NUMBER	DATE	AMOUNT	VENDOR	FD	LOC	OBJ	FUNC	PRJ	DESCRIPTION	
1024866	07/30/2015	1,150.00	All Excavating LLC	10	100	310	241000	000	General Fund/Elementary/Personal Services/Office o	
1024867	07/30/2015	13.36	BINGENHEIMER, NATHAN	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024868	07/30/2015	61.37	Boucher, Brenda	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024869	07/30/2015	45.95	COVEY, TONI	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024869	07/30/2015	26.76	COVEY, TONI	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024870	07/30/2015	60.00	Fetter, Tami	10	800	291	221300	000	General Fund/District/College Credit Reimbursement	
1024871	07/30/2015	100.65	Formella, Erin	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024872	07/30/2015	125.06	Foss, Sabrina	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024873	07/30/2015	60.00	Germain, Melanie	10	800	291	221300	000	General Fund/District/College Credit Reimbursement	
1024874	07/30/2015	756.00	Grand Slam Sports	80	800	941	391000	000	Community Service/District/District Dues/Fees/Day	
1024875	07/30/2015	61.58	Klaas, Nancy	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024876	07/30/2015	395.00	Larson, Bruce	10	840	440	110999	000	General Fund/Athletics/Activities/Non Capital Equi	
1024877	07/30/2015	19.40	Lasure, Laurie	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024878	07/30/2015	18.26	McVitty, Angela	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024879	07/30/2015	323.00	Minnesota Childrens Museu	80	800	941	391000	000	Community Service/District/District Dues/Fees/Day	
1024880	07/30/2015	99.75	Plank Road Publishing, In	10	100	411	125002	000	General Fund/Elementary/General Supplies/Music 2	
1024880	07/30/2015	2.50	Plank Road Publishing, In	10	100	411	125002	000	General Fund/Elementary/General Supplies/Music 2	
1024881	07/30/2015	65.56	Reams, Rebecca	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024882	07/30/2015	9.50	SAILOR, MICHELE	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024883	07/30/2015	2,409.50	SchoolDudecom Inc	10	800	480	254100	000	General Fund/District/Non Instructional Computer S	
1024884	07/30/2015	20,024.00	SFM	10	800	713	270000	000	General Fund/District/Worker's Compensation/Insura	
1024885	07/30/2015	83.75	Sorenson, Lora	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024886	07/30/2015	425.00	US BANK	39	800	690	281000	000	Referndum Debt Svc/District/Other Debt Retirement/	
1024887	07/30/2015	0.00	Walmart Community	27	820	551	223300	341	Special Education/Pupil Services/Special Ed/New Eq	
1024887	07/30/2015	0.00	Walmart Community	10	820	411	179000	000	General Fund/Pupil Services/Special Ed/General Sup	
1024887	07/30/2015	0.00	Walmart Community	27	820	411	158031	341	Special Education/Pupil Services/Special Ed/Genera	
1024887	07/30/2015	3.57	Walmart Community	27	820	411	158000	341	Special Education/Pupil Services/Special Ed/Genera	
1024887	07/30/2015	0.00	Walmart Community	27	820	411	158001	341	Special Education/Pupil Services/Special Ed/Genera	
1024887	07/30/2015	0.00	Walmart Community	27	820	411	158402	341	Special Education/Pupil Services/Special Ed/Genera	
1024887	07/30/2015	0.00	Walmart Community	27	820	553	256250	341	Special Education/Pupil Services/Special Ed/New Eq	
1024887	07/30/2015	0.00	Walmart Community	27	820	411	264400	341	Special Education/Pupil Services/Special Ed/Genera	
1024887	07/30/2015	0.00	Walmart Community	10	820	342	172002	000	General Fund/Pupil Services/Special Ed/Employee Tr	
1024887	07/30/2015	1,743.56	Walmart Community	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024888	07/30/2015	107.03	WENDT, JAMIE	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024889	08/03/2015	28.45	Bjerke, Chad	10	400	355	254100	000	General Fund/HIGH School/Telephone/Direction of Ma	
1024890	08/03/2015	1,146.00	Movie Licensing USA	10	800	435	222200	000	General Fund/District/Computer Software Program/Li	
1024891	08/03/2015	312.50	Old Gem Theater	80	800	941	391000	000	Community Service/District/District Dues/Fees/Day	
1024892	08/03/2015	27.75	Pizza Planet	10	800	310	231100	000	General Fund/District/Personal Services/Board Memb	
1024893	08/03/2015	50.04	Verizon Wireless	10	400	355	241000	000	General Fund/HIGH School/Telephone/Office of Princ	
1024894	08/03/2015	6,122.68	Xcel Energy	10	300	336	253000	000	General Fund/Middle School/Electricity for Other T	
1024894	08/03/2015	9,456.73	Xcel Energy	10	400	336	253000	000	General Fund/HIGH School/Electricity for Other Tha	
1024894	08/03/2015	6,922.34	Xcel Energy	10	100	336	253000	000	General Fund/Elementary/Electricity for Other Than	
1024894	08/03/2015	577.50	Xcel Energy	10	800	336	253000	000	General Fund/District/Electricity for Other Than H	
1024895	08/11/2015	1,384.95	EO Johnson Company Inc	10	300	323	258400	000	General Fund/Middle School/Operational Services/Pu	
1024896	08/11/2015	19.50	Reams, Rebecca	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024896	08/11/2015	31.32	Reams, Rebecca	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies	
1024897	08/11/2015	930.08	Ricoh USA, Inc	10	100	323	258400	000	General Fund/Elementary/Operational Services/Publi	
1024898	08/11/2015	170.00	Wisconsin Association of	10	800	941	231100	000	General Fund/District/District Dues/Fees/Board Mem	
1024899	08/11/2015	3,740.00	Reinders Inc	21	400	411	162000	000	Special Revenues/HIGH School/General Supplies/Athl	
1024900	08/12/2015	100.00	Douville Bakery Inc	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca	
1024901	08/12/2015	60.00	Erickson, Rachel	10	800	291	221300	000	General Fund/District/College Credit Reimbursement	
1024902	08/12/2015	18.70	IBISTER, WILLIAM	50	000	000	816900	000	Food Service/OTHER DEFERRED REVENUES	
1024903	08/12/2015	1,800.00	All Excavating LLC	10	800	320	253200	000	General Fund/District/Property Services	
1024904	08/12/2015	189.00	Assoc of Wisconsin School	10	400	941	241000	000	General Fund/HIGH School/District Dues/Fees/Office	
1024904	08/12/2015	189.00	Assoc of Wisconsin School	10	300	941	241000	000	General Fund/Middle School/District Dues/Fees/Offi	
1024905	08/12/2015	4.98	B & J Hardware, LLC	10	400	411	253000	000	General Fund/HIGH School/General Supplies/Operatio	

CHECK NUMBER	CHECK DATE	AMOUNT	VENDOR	FD	LOC	OBJ	FUNC	PRJ	ACCOUNT DESCRIPTION
1024905	08/12/2015	12.99	B & J Hardware, LLC	10	400	411	253000	000	General Fund/High School/General Supplies/Operatio
1024905	08/12/2015	6.17	B & J Hardware, LLC	10	100	411	253000	000	General Fund/Elementary/General Supplies/Operation
1024905	08/12/2015	87.95	B & J Hardware, LLC	10	400	411	253000	000	General Fund/HIgh School/General Supplies/Operatio
1024905	08/12/2015	26.99	B & J Hardware, LLC	10	300	411	253000	000	General Fund/Middle School/General Supplies/Operat
1024906	08/12/2015	1,620.00	Baker Tilly Virchow Kraus	10	800	310	231700	000	General Fund/District/Personal Services/Audit
1024907	08/12/2015	115.00	Benck Mechanical Inc	10	400	320	253000	000	General Fund/High School/Property Services/Operati
1024907	08/12/2015	362.33	Benck Mechanical Inc	10	100	320	253000	000	General Fund/Elementary/Property Services/Operatio
1024907	08/12/2015	0.00	Benck Mechanical Inc	10	800	324	253000	000	General Fund/District/Maintenance Services/Operati
1024908	08/12/2015	1,797.00	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	1,950.00	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	970.00	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	249.50	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	-242.81	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	1,485.00	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	149.70	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	360.00	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024908	08/12/2015	207.08	BFS	21	400	411	162000	000	Special Revenues/HIgh School/General Supplies/Athl
1024909	08/12/2015	2,350.00	CESA 11	10	810	941	221300	420	General Fund/Curriculum & Instruction/District Due
1024910	08/12/2015	10,080.00	CESA 6	10	810	386	221300	583	General Fund/Curriculum & Instruction/Payment to C
1024911	08/12/2015	12.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	30.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	780.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	90.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	112.50	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	90.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	72.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	24.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	63.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	84.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	45.00	Chippewa Valley Sporting	10	400	449	162116	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	0.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	360.00	Chippewa Valley Sporting	10	400	449	162210	000	General Fund/HIgh School/Other Non-Capital Equipme
1024911	08/12/2015	68.00	Chippewa Valley Sporting	10	300	449	162210	000	General Fund/Middle School/Other Non-Capital Equip
1024911	08/12/2015	1,478.42	Chippewa Valley Sporting	10	400	420	162210	000	General Fund/HIgh School/Apparel/Football
1024911	08/12/2015	731.61	Chippewa Valley Sporting	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies
1024911	08/12/2015	871.81	Chippewa Valley Sporting	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies
1024912	08/12/2015	25.00	Community Insurance Corpo	10	800	711	270000	000	General Fund/District/District Liability Insurance
1024913	08/12/2015	1,800.00	Cunningham, Don	10	300	320	254300	000	General Fund/Middle School/Property Services/Build
1024913	08/12/2015	2,629.00	Cunningham, Don	10	400	320	254300	000	General Fund/HIgh School/Property Services/Buildin
1024913	08/12/2015	1,480.00	Cunningham, Don	10	100	320	254300	000	General Fund/Elementary/Property Services/Building
1024914	08/12/2015	2,184.00	Daikin Applied	10	100	320	254490	000	General Fund/Elementary/Property Services/Other Eq
1024914	08/12/2015	2,184.00	Daikin Applied	10	400	320	254490	000	General Fund/HIgh School/Property Services/Other E
1024914	08/12/2015	-65.52	Daikin Applied	10	100	320	254490	000	General Fund/Elementary/Property Services/Other Eq
1024914	08/12/2015	-65.52	Daikin Applied	10	400	320	254490	000	General Fund/HIgh School/Property Services/Other E
1024915	08/12/2015	720.78	Dalco	10	300	411	253000	000	General Fund/Middle School/General Supplies/Operat
1024915	08/12/2015	1,047.24	Dalco	10	400	411	253000	000	General Fund/HIgh School/General Supplies/Operatio
1024916	08/12/2015	3,654.00	DEMULLING LAWN CARE	10	800	323	253201	000	General Fund/District/Operational Services
1024917	08/12/2015	15.00	Department of Workforce D	10	800	939	491000	000	General Fund/District/Revenue Transits to Others
1024918	08/12/2015	81.99	Discount School Supply	80	800	449	391000	000	Community Service/District/Other Non-Capital Equip
1024918	08/12/2015	120.89	Discount School Supply	80	800	449	391000	000	Community Service/District/Other Non-Capital Equip
1024918	08/12/2015	56.99	Discount School Supply	80	800	449	391000	000	Community Service/District/Other Non-Capital Equip
1024918	08/12/2015	0.00	Discount School Supply	80	800	449	391000	000	Community Service/District/Other Non-Capital Equip
1024918	08/12/2015	59.99	Discount School Supply	80	800	449	391000	000	Community Service/District/Other Non-Capital Equip
1024918	08/12/2015	2.20	Discount School Supply	80	800	449	391000	000	Community Service/District/Other Non-Capital Equip
1024918	08/12/2015	97.98	Discount School Supply	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024918	08/12/2015	2.20	Discount School Supply	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca

CHECK NUMBER	CHECK DATE	CHECK AMOUNT	CHECK VENDOR	ACCOUNT	FD	LOC	OBJ	FUNC	PRJ	DESCRIPTION
1024918	08/12/2015	79.99	Discount School Supply	Community Service/District/General Supplies/Day Ca	80	800	411	391000	000	
1024918	08/12/2015	64.99	Discount School Supply	Community Service/District/General Supplies/Day Ca	80	800	411	391000	000	
1024918	08/12/2015	10.99	Discount School Supply	Community Service/District/General Supplies/Day Ca	80	800	411	391000	000	
1024918	08/12/2015	31.98	Discount School Supply	Community Service/District/General Supplies/Day Ca	80	800	411	391000	000	
1024918	08/12/2015	0.00	Discount School Supply	Community Service/District/General Supplies/Day Ca	80	800	411	391000	000	
1024918	08/12/2015	2.20	Discount School Supply	Community Service/District/General Supplies/Day Ca	80	800	411	391000	000	
1024918	08/12/2015	1.97	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	3.94	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	5.91	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	7.88	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	1.97	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	1.97	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	1.97	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	3.94	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	5.91	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	3.94	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	3.94	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	5.91	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	8.99	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	47.97	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	1.97	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024918	08/12/2015	2.20	Discount School Supply	General Fund/Elementary/General Supplies/Undiffere	10	100	411	110000	899	
1024919	08/12/2015	92.00	Eckroth Music Company	General Fund/Middle School/Personal Services/Music	10	300	310	125000	000	
1024919	08/12/2015	107.00	Eckroth Music Company	General Fund/Middle School/Personal Services/Music	10	300	310	125000	000	
1024919	08/12/2015	116.00	Eckroth Music Company	General Fund/Middle School/Personal Services/Music	10	300	310	125000	000	
1024919	08/12/2015	136.00	Eckroth Music Company	General Fund/Middle School/Personal Services/Music	10	300	310	125000	000	
1024919	08/12/2015	82.00	Eckroth Music Company	General Fund/Middle School/Personal Services/Music	10	300	310	125000	000	
1024919	08/12/2015	137.00	Eckroth Music Company	General Fund/Middle School/Personal Services/Music	10	300	310	125000	000	
1024920	08/12/2015	224.21	Ecolab Institutional	Food Service/District/Equipment Rental/Food Prepar	50	800	571	257220	000	
1024921	08/12/2015	7.88	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	61.92	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	19.16	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	24.16	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	42.88	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	47.13	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	13.39	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	2.18	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	18.05	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024921	08/12/2015	51.91	Econofoods	General Fund/Athletics/Activities/General Supplies	10	840	411	110999	000	
1024922	08/12/2015	2,282.90	Employee Benefits Corpora	General Fund	10	000	000	811690	000	
1024923	08/12/2015	99.00	Flaghouse	Special Education/Pupil Services/Special Ed/Genera	27	820	411	218100	341	
1024923	08/12/2015	15.84	Flaghouse	Special Education/Pupil Services/Special Ed/Genera	27	820	411	218100	341	
1024924	08/12/2015	40.87	Fleet One LLC	General Fund/Curriculum & Instruction/Vehicle Fuel	10	810	348	221300	000	
1024924	08/12/2015	41.64	Fleet One LLC	General Fund/District/Vehicle Fuel/District Operat	10	800	348	256290	000	
1024924	08/12/2015	65.18	Fleet One LLC	Special Education/District/Vehicle Fuel/IDEA Flow-	27	800	348	256250	341	
1024924	08/12/2015	226.75	Fleet One LLC	General Fund/District/Vehicle Fuel/Operation	10	800	348	253000	000	
1024925	08/12/2015	1,200.00	Flocabulary, LLC	General Fund/Middle School/Other Media/Library Med	10	300	439	222200	970	
1024926	08/12/2015	999.00	Frontier Ag & Turf	Special Revenues/HIGH School/General Supplies/Athl	21	400	411	162000	000	
1024927	08/12/2015	239.85	Gander Publishing	General Fund/Middle School/General Supplies/Office	10	300	411	241000	000	
1024927	08/12/2015	23.99	Gander Publishing	General Fund/Middle School/General Supplies/Office	10	300	411	241000	000	
1024928	08/12/2015	2,775.00	GO ROUT	Special Revenues/HIGH School/General Supplies/Athl	21	400	411	162000	000	
1024929	08/12/2015	110.00	Grainger	General Fund/District/Property Services/Operation	10	800	320	253000	000	
1024929	08/12/2015	66.00	Grainger	General Fund/District/Property Services/Operation	10	800	320	253000	000	
1024930	08/12/2015	770.00	HANDWRITING WITHOUT TEARS	General Fund/Curriculum & Instruction/Textbooks/Un	10	810	471	110000	000	
1024930	08/12/2015	962.50	HANDWRITING WITHOUT TEARS	General Fund/Curriculum & Instruction/Textbooks/Un	10	810	471	110000	000	
1024930	08/12/2015	173.25	HANDWRITING WITHOUT TEARS	General Fund/Curriculum & Instruction/Textbooks/Un	10	810	471	110000	000	

CHECK CHECK		ACCOUNT							
NUMBER	DATE	AMOUNT	VENDOR	FD	LOC	OBJ	FUNC	PRJ	DESCRIPTION
1024931	08/12/2015	64,841.88	Hewlett-Packard Financial	10	800	678	281000	000	General Fund/District/Capital Lease Principal/Long
1024932	08/12/2015	190.15	Home Depot Credit Service	10	100	411	253000	000	General Fund/Elementary/General Supplies/Operation
1024933	08/12/2015	800.00	Impact Applications Inc	10	800	480	223100	000	General Fund/District/Non Instructional Computer S
1024934	08/12/2015	261.82	Indianhead Glass Inc	10	400	320	254300	000	General Fund/High School/Property Services/Buildin
1024935	08/12/2015	342.91	JH Larson Company	10	400	411	253000	000	General Fund/HHigh School/General Supplies/Operatio
1024936	08/12/2015	2,625.00	Johnson Controls	10	100	320	254300	000	General Fund/Elementary/Property Services/Building
1024937	08/12/2015	4.00	Jostens	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024937	08/12/2015	7.13	Jostens	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024938	08/12/2015	31,769.00	KLEENMARK SERVICES CORP	10	800	323	253301	000	General Fund/District/Operational Services
1024939	08/12/2015	141.55	Lakeshore Learning	10	100	411	110000	899	General Fund/Elementary/General Supplies/Undiffere
1024939	08/12/2015	28.49	Lakeshore Learning	10	100	411	110000	899	General Fund/Elementary/General Supplies/Undiffere
1024940	08/12/2015	27.54	Laser Magic Inc	10	800	411	232000	000	General Fund/District/General Supplies/District Ad
1024941	08/12/2015	3,150.00	LEXIA LEARNING	10	810	430	119100	000	General Fund/Curriculum & Instruction/Instructiona
1024941	08/12/2015	3,840.00	LEXIA LEARNING	10	810	430	119100	000	General Fund/Curriculum & Instruction/Instructiona
1024942	08/12/2015	132.00	MakeMusic	10	840	941	110999	000	General Fund/Athletics/Activities/District Dues/Fe
1024942	08/12/2015	140.00	MakeMusic	10	840	941	110999	000	General Fund/Athletics/Activities/District Dues/Fe
1024943	08/12/2015	75.78	Menards - Hudson	10	800	411	253000	000	General Fund/District/General Supplies/Operation
1024944	08/12/2015	2,925.00	MILLER & ASSOCIATES-SAUK	21	100	411	241000	000	Special Revenues/Elementary/General Supplies/Offic
1024944	08/12/2015	90.00	MILLER & ASSOCIATES-SAUK	21	100	411	241000	000	Special Revenues/Elementary/General Supplies/Offic
1024944	08/12/2015	700.00	MILLER & ASSOCIATES-SAUK	21	100	411	241000	000	Special Revenues/Elementary/General Supplies/Offic
1024945	08/12/2015	89.73	MINUTEMAN PRESS	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024946	08/12/2015	557.50	MN Child Support Payment	10	000	000	811680	000	General Fund
1024947	08/12/2015	7,440.00	MPS	10	810	471	127000	000	General Fund/Curriculum & Instruction/Textbooks/So
1024947	08/12/2015	0.00	MPS	10	810	471	127000	000	General Fund/Curriculum & Instruction/Textbooks/So
1024947	08/12/2015	0.00	MPS	10	810	471	127000	000	General Fund/Curriculum & Instruction/Textbooks/So
1024947	08/12/2015	0.00	MPS	10	810	471	127000	000	General Fund/Curriculum & Instruction/Textbooks/So
1024947	08/12/2015	0.00	MPS	10	810	471	127000	000	General Fund/Curriculum & Instruction/Textbooks/So
1024947	08/12/2015	148.80	MPS	10	810	471	127000	000	General Fund/Curriculum & Instruction/Textbooks/So
1024948	08/12/2015	125.00	NORDIC SUPPLY CO, LLC	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024948	08/12/2015	65.00	NORDIC SUPPLY CO, LLC	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024948	08/12/2015	66.00	NORDIC SUPPLY CO, LLC	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024948	08/12/2015	46.00	NORDIC SUPPLY CO, LLC	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024948	08/12/2015	38.00	NORDIC SUPPLY CO, LLC	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024948	08/12/2015	0.00	NORDIC SUPPLY CO, LLC	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024948	08/12/2015	29.00	NORDIC SUPPLY CO, LLC	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024949	08/12/2015	21.99	Northern Business Product	10	400	411	241000	000	General Fund/High School/General Supplies/Office o
1024950	08/12/2015	907.82	Northwest Communications	10	100	355	263000	000	General Fund/Elementary/Telephone
1024950	08/12/2015	907.82	Northwest Communications	10	300	355	263000	000	General Fund/Middle School/Telephone
1024950	08/12/2015	907.82	Northwest Communications	10	400	355	263000	000	General Fund/High School/Telephone
1024950	08/12/2015	108.00	Northwest Communications	10	800	355	263000	000	General Fund/District/Telephone
1024951	08/12/2015	15.99	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	29.98	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	0.00	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	27.00	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	16.00	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	13.99	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	11.40	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	52.00	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	12.50	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	19.98	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	13.00	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	14.99	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024951	08/12/2015	53.99	Oriental Trading Co	10	100	411	110000	899	General Fund/Elementary/General Supplies/Undiffere
1024951	08/12/2015	31.00	Oriental Trading Co	10	100	411	110000	899	General Fund/Elementary/General Supplies/Undiffere
1024951	08/12/2015	13.99	Oriental Trading Co	80	800	411	391000	000	Community Service/District/General Supplies/Day Ca
1024952	08/12/2015	248.84	Prompt Printing, Inc	10	300	411	241000	000	General Fund/Middle School/General Supplies/Office

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CHECK CHECK		ACCOUNT									
NUMBER	DATE	AMOUNT	VENDOR	FD	LOC	OBJ	FUNC	PRJ	DESCRIPTION		
1024952	08/12/2015	216.16	Prompt Printing, Inc	10	300	411	241000	000	General Fund/Middle School/General Supplies/Office		
1024952	08/12/2015	108.08	Prompt Printing, Inc	10	100	411	241000	000	General Fund/Elementary/General Supplies/Office of		
1024952	08/12/2015	40.50	Prompt Printing, Inc	10	100	411	241000	000	General Fund/Elementary/General Supplies/Office of		
1024952	08/12/2015	232.23	Prompt Printing, Inc	10	100	411	241000	000	General Fund/Elementary/General Supplies/Office of		
1024952	08/12/2015	70.99	Prompt Printing, Inc	10	100	411	241000	000	General Fund/Elementary/General Supplies/Office of		
1024953	08/12/2015	11.96	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	14.95	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	17.97	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	55.95	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	63.70	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	7.99	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	10.99	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	47.08	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024953	08/12/2015	32.28	Really Good Stuff, Inc	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024954	08/12/2015	240.00	Renaissance Learning Inc	10	810	430	119400	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	240.00	Renaissance Learning Inc	10	810	430	119400	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	599.00	Renaissance Learning Inc	10	810	430	119400	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	1,404.00	Renaissance Learning Inc	10	810	430	119300	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	2,691.00	Renaissance Learning Inc	10	300	435	222200	000	General Fund/Middle School/Computer Software Progr		
1024954	08/12/2015	240.00	Renaissance Learning Inc	10	810	430	119300	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	240.00	Renaissance Learning Inc	10	810	430	119300	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	599.00	Renaissance Learning Inc	10	810	430	119300	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	240.00	Renaissance Learning Inc	10	810	430	119400	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	240.00	Renaissance Learning Inc	10	810	430	119400	000	General Fund/Curriculum & Instruction/Instructiona		
1024954	08/12/2015	599.00	Renaissance Learning Inc	10	810	430	119400	000	General Fund/Curriculum & Instruction/Instructiona		
1024955	08/12/2015	4,821.36	Riddell / All American Sp	10	400	449	162210	000	General Fund/High School/Other Non-Capital Equipme		
1024956	08/12/2015	164.50	RIVER VALLEY SPORTS LLC	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies		
1024957	08/12/2015	274.89	Rivertown Multimedia	10	800	354	231000	000	General Fund/District/Printing & Binding		
1024958	08/12/2015	12,077.92	RMM SOLUTIONS INC	10	800	360	266905	000	General Fund/District/IT Services/Technology Servi		
1024958	08/12/2015	6,038.97	RMM SOLUTIONS INC	10	800	360	266905	000	General Fund/District/IT Services/Technology Servi		
1024958	08/12/2015	6,260.00	RMM SOLUTIONS INC	10	800	310	266900	000	General Fund/District/Personal Services/Technology		
1024959	08/12/2015	460.00	Rochester 100 Inc	10	100	411	241000	000	General Fund/Elementary/General Supplies/Office of		
1024959	08/12/2015	180.00	Rochester 100 Inc	10	100	411	241000	000	General Fund/Elementary/General Supplies/Office of		
1024960	08/12/2015	96.60	Rosburg, Randal	10	800	342	232000	000	General Fund/District/Employee Travel/District Adm		
1024961	08/12/2015	39.00	ROSEBUD CERAMICS BALLOONS	10	800	411	232000	000	General Fund/District/General Supplies/District Ad		
1024961	08/12/2015	108.00	ROSEBUD CERAMICS BALLOONS	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies		
1024961	08/12/2015	156.00	ROSEBUD CERAMICS BALLOONS	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies		
1024961	08/12/2015	112.00	ROSEBUD CERAMICS BALLOONS	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies		
1024961	08/12/2015	72.00	ROSEBUD CERAMICS BALLOONS	10	840	411	110999	000	General Fund/Athletics/Activities/General Supplies		
1024962	08/12/2015	112.37	Scholastic Inc	10	300	479	122000	908	General Fund/Middle School/Other Instructional Boo		
1024962	08/12/2015	112.38	Scholastic Inc	10	300	479	122200	908	General Fund/Middle School/Other Instructional Boo		
1024962	08/12/2015	11.23	Scholastic Inc	10	300	479	122000	908	General Fund/Middle School/Other Instructional Boo		
1024962	08/12/2015	11.25	Scholastic Inc	10	300	479	122200	908	General Fund/Middle School/Other Instructional Boo		
1024962	08/12/2015	148.50	Scholastic Inc	10	300	411	122000	905	General Fund/Middle School/General Supplies/Englis		
1024962	08/12/2015	14.85	Scholastic Inc	10	300	411	122000	905	General Fund/Middle School/General Supplies/Englis		
1024963	08/12/2015	150.00	SCHOOL CHECK IN	10	400	480	241000	000	General Fund/High School/Non Instructional Compute		
1024964	08/12/2015	3.86	School Specialty	10	300	411	135000	000	General Fund/Middle School/General Supplies/Vocati		
1024964	08/12/2015	2.41	School Specialty	10	300	411	135000	000	General Fund/Middle School/General Supplies/Vocati		
1024964	08/12/2015	0.59	School Specialty	10	300	411	135000	000	General Fund/Middle School/General Supplies/Vocati		
1024964	08/12/2015	10.69	School Specialty	10	300	411	135000	000	General Fund/Middle School/General Supplies/Vocati		
1024964	08/12/2015	0.79	School Specialty	10	300	411	135000	000	General Fund/Middle School/General Supplies/Vocati		
1024964	08/12/2015	4.10	School Specialty	10	300	411	135000	000	General Fund/Middle School/General Supplies/Vocati		
1024964	08/12/2015	9.95	School Specialty	10	300	411	135000	000	General Fund/Middle School/General Supplies/Vocati		
1024964	08/12/2015	43.74	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024964	08/12/2015	6.04	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024964	08/12/2015	49.56	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc		

CHECK CHECK		ACCOUNT							
NUMBER	DATE	AMOUNT	VENDOR	FD	LOC	OBJ	FUNC	PRJ	DESCRIPTION
1024964	08/12/2015	24.99	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	6.99	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	38.74	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	31.95	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	29.75	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	19.30	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	26.76	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	28.96	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	11.96	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	-91.79	School Specialty	10	300	411	126000	908	General Fund/Middle School/General Supplies/Scienc
1024964	08/12/2015	16.99	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	6.57	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	15.16	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	6.03	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	6.96	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	1.85	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	1.63	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	40.49	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	18.87	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	2.55	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	2.69	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	20.35	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	4.25	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	13.22	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	28.99	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	7.34	School Specialty	10	100	342	110000	901	General Fund/Elementary/Employee Travel/Undifferen
1024964	08/12/2015	16.99	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	11.88	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	12.99	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	5.85	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	5.85	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	26.69	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	18.49	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	34.99	School Specialty	10	100	439	110000	901	General Fund/Elementary/Other Media/Undifferentiat
1024964	08/12/2015	8.98	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	89.99	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	89.99	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	14.99	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	11.19	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	0.00	School Specialty	10	100	431	110000	901	General Fund/Elementary/Audio Visual/Undifferentia
1024964	08/12/2015	22.59	School Specialty	10	100	439	110000	901	General Fund/Elementary/Other Media/Undifferentiat
1024964	08/12/2015	0.00	School Specialty	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi
1024964	08/12/2015	-213.52	School Specialty	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere
1024964	08/12/2015	10.77	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	3.90	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	3.44	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	17.99	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	13.69	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	17.39	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	12.19	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	9.59	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	18.89	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	14.99	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	28.15	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	-35.30	School Specialty	10	810	411	110001	141	General Fund/Curriculum & Instruction/General Supp
1024964	08/12/2015	25.75	School Specialty	10	300	411	126000	907	General Fund/Middle School/General Supplies/Scienc

CHECK CHECK		ACCOUNT									
NUMBER	DATE	AMOUNT	VENDOR	FD	LOC	OBJ	FUNC	PRJ	DESCRIPTION		
1024965	08/12/2015	5,009.00	SFM	10	800	713	270000	000	General Fund/District/Worker's Compensation/Insura		
1024966	08/12/2015	2,070.00	ShoutPoint, Inc	10	800	480	239000	000	General Fund/District/Non Instructional Computer S		
1024967	08/12/2015	14.95	Solution Tree Inc	10	810	411	221300	000	General Fund/Curriculum & Instruction/General Supp		
1024967	08/12/2015	14.95	Solution Tree Inc	10	810	411	221300	000	General Fund/Curriculum & Instruction/General Supp		
1024967	08/12/2015	14.95	Solution Tree Inc	10	810	411	221300	000	General Fund/Curriculum & Instruction/General Supp		
1024967	08/12/2015	14.95	Solution Tree Inc	10	810	411	221300	000	General Fund/Curriculum & Instruction/General Supp		
1024967	08/12/2015	12.00	Solution Tree Inc	10	810	411	221300	000	General Fund/Curriculum & Instruction/General Supp		
1024967	08/12/2015	29.95	Solution Tree Inc	10	810	411	221300	000	General Fund/Curriculum & Instruction/General Supp		
1024967	08/12/2015	6.00	Solution Tree Inc	10	810	411	221300	000	General Fund/Curriculum & Instruction/General Supp		
1024968	08/12/2015	334.28	Spartan Quick Service, LL	27	820	323	253500	011	Special Education/Pupil Services/Special Ed/Operat		
1024969	08/12/2015	105.00	ST CROIX VALLEY DISTRIBUT	21	400	411	162000	000	Special Revenues/High School/General Supplies/Athl		
1024970	08/12/2015	139.95	Super Duper Inc	27	820	411	156681	341	Special Education/Pupil Services/Special Ed/Genera		
1024971	08/12/2015	8.88	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	19.58	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	17.94	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	6.84	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	9.76	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	49.44	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	30.96	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	15.48	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024971	08/12/2015	15.48	Teacher Direct	10	100	411	110000	902	General Fund/Elementary/General Supplies/Undiffere		
1024972	08/12/2015	10,190.00	Tierney Brothers, Inc	10	800	551	266906	000	General Fund/District/New Equip/Veh - Not Deprec./		
1024973	08/12/2015	53.50	Wisconsin Support Collect	10	000	000	811680	000	General Fund		
1024974	08/12/2015	79.92	Really Good Stuff, Inc	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024974	08/12/2015	59.40	Really Good Stuff, Inc	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024974	08/12/2015	49.98	Really Good Stuff, Inc	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024974	08/12/2015	26.50	Really Good Stuff, Inc	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024974	08/12/2015	35.70	Really Good Stuff, Inc	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024974	08/12/2015	25.90	Really Good Stuff, Inc	10	100	440	110000	901	General Fund/Elementary/Non Capital Equipment/Undi		
1024974	08/12/2015	10.95	Really Good Stuff, Inc	10	100	411	110000	901	General Fund/Elementary/General Supplies/Undiffere		
1024975	08/12/2015	4,000.00	SILVER LAKE COLLEGE OF TH	10	800	291	221300	000	General Fund/District/College Credit Reimbursement		
1024976	08/12/2015	2,681.80	TOP 20 TRAINING	10	810	310	221300	000	General Fund/Curriculum & Instruction/Personal Ser		
1024977	08/12/2015	43.50	Trans-Alarm, Inc	10	100	320	253700	000	General Fund/Elementary/Property Services/Security		
1024977	08/12/2015	43.50	Trans-Alarm, Inc	10	400	320	253700	000	General Fund/HIGH School/Property Services/Securit		
1024977	08/12/2015	43.50	Trans-Alarm, Inc	10	300	320	253700	000	General Fund/Middle School/Property Services/Secur		
1024978	08/12/2015	156.70	TRUMARK ATHLETICS	10	800	411	223100	000	General Fund/District/General Supplies/Athletics S		
1024979	08/12/2015	79.99	Twin City Hardware	10	400	320	254300	000	General Fund/HIGH School/Property Services/Buildin		
1024980	08/12/2015	1,203.25	UHL Company Inc	10	800	324	253000	000	General Fund/District/Maintenance Services/Operati		
1024981	08/12/2015	1,146.92	Unemployment Compensation	10	800	730	270000	000	General Fund/District/Unemployment Compensation/In		
1024982	08/12/2015	50.00	UNIVERSITY OF OREGON	10	810	430	119100	000	General Fund/Curriculum & Instruction/Instructiona		
1024983	08/12/2015	348.00	WELD RILEY PRENN RICCI, S	10	800	310	231500	000	General Fund/District/Personal Services/Legal		
1024984	08/12/2015	220.00	Wisconsin Assoc of Sch Bu	10	800	941	251000	000	General Fund/District/District Dues/Fees/Direction		
1024985	08/12/2015	115.00	Wisconsin Association of	10	800	490	232100	000	General Fund/District/Other Non Capital Items/Offi		
1024985	08/12/2015	4,311.00	Wisconsin Association of	10	800	941	231100	000	General Fund/District/District Dues/Fees/Board Mem		
???????	07/23/2015	52,574.70	First National Community	10	000	000	811611	000	General Fund		
???????	07/23/2015	32,823.04	First National Community	10	000	000	811612	000	General Fund		
???????	07/29/2015	20,877.36	First National Community	10	000	000	811611	000	General Fund		
???????	07/29/2015	1,298.98	First National Community	10	000	000	811612	000	General Fund		
???????	07/31/2015	15,397.33	Wisconsin Dept of Revenue	10	000	000	811613	000	General Fund		
???????	08/10/2015	52,358.68	First National Community	10	000	000	811611	000	General Fund		
???????	08/10/2015	33,385.57	First National Community	10	000	000	811612	000	General Fund		

719,715.04 Totals for checks

16.

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	General Fund	346,160.33	-115.05	343,863.47	689,908.75
21	Special Revenues	0.00	0.00	19,997.47	19,997.47
27	Special Education	0.00	0.00	5,543.05	5,543.05
39	Referndum Debt Svc	0.00	0.00	425.00	425.00
50	Food Service	80.35	0.00	224.21	304.56
80	Community Service	0.00	0.00	3,536.21	3,536.21
***	Fund Summary Totals ***	346,240.68	-115.05	373,589.41	719,715.04

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

July 17, 2015 through August 12, 2015

Checks:	#1024833-#1024985 (153 cks)	\$511,091.38
	3 First Natl Bank	\$193,318.33
	1 Wis Dept of Rev	\$15,397.33
		<u>\$719,807.04</u>
	Less voided checks:	
	#1024835 Old Gem Theater	-\$92.00
	ORIGINAL TOTAL	<u>\$719,715.04</u>

ADDITIONAL CHECKS:	
NEW TOTAL	<u>\$719,715.04</u>

BAG 5

**DRAFT
SCHOOL DISTRICT OF SOMERSET
BOARD OF EDUCATION
BUSINESS SERVICES COMMITTEE MEETING*
DISTRICT OFFICE
MONDAY, AUGUST 3, 2015
5:00 P.M.**

MINUTES

Marie Colbeth called the meeting to order at 5:02 p.m.

Roll Call was taken. Present were Marie Colbeth, Bob Gunther and Brian Moulton. Also present were Lorri Baillargeon, Dave Gerberding and Superintendent Randy Rosburg.

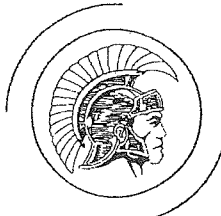
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2015-2016 Milk and Meal Pricing: Gerberding presented the 2014-2015 food service prices and 2015-2016 proposed prices and estimated cost increases per month. The average Somerset district lunch price will need to increase by \$0.04 in order to remain in compliance with the Healthy, Hunger-Free Kids Act of 2010. The fiscal goal of the food service operations in the district is that the overall program be self-sufficient and the previous recommendation from the Board of Education has been to budget for a small surplus to result from the yearly operation of food service. In order to keep pace with increasing costs paid by the district for food service, proposed meal increases are \$0.10 for student breakfast and lunches and \$0.05 for morning milk. Committee recommends the 2015-2016 meal prices be brought forward to the full board in August for approval.

Topics for Future Agendas: Budget 2015-2016 status update.

Gunther moved, with second by Moulton, to adjourn at 5:40 p.m. Motion carried.

*A quorum of the Board of Education may be in attendance.



Somerset School District ■ P.O. Box 100 ■ Somerset, Wisconsin 54025

Randal M. Rosburg, District Administrator ■ 715-247-3313 ■ FAX: 715-247-5588 ■ rrosburg@somerset.k12.wi.us

High School
Principal
Chris Moore
715-247-3355
FAX: 715-247-3864

Date: August 3, 2015

To: Committee and BOE

From: Randy

Re: Business Services Committee Mtg Agenda Item

Middle School
Principal
Sara Eichten
715-247-4400
FAX: 715-247-4437

We have two items before committee tonight. The items are: 2014-2015 4th Quarter Budget and 2015-2016 Milk and Meal Pricing.

Dave will provide handouts and information on each topic at the meeting.

Elementary School
Principal
Dr. Chris Kamrath
715-247-3311
FAX: 715-247-3327

I recommend the committee share the information on the 2014-2015 budget as a discussion item.
I recommend the committee seek BOE approval of the 2015-2016 Milk and Meal Pricing.
(Discussion on 2014-2015 Budget) (Consent for 2015-2016 Milk and Meal Pricing)

Director of
Curriculum,
Instruction, &
Assessment
Trisha Sheridan
715-247-3313
FAX: 715-247-5588

Director of
Business Services &
Operations
David Gerberding
715-247-3313
FAX: 715-247-5588

Pupil Services
Director
Shannon Donnelly
715-247-4400
FAX: 715-247-4437

"Learning Today to Succeed Tomorrow"

2014-15 Food Service Prices						
GROUP	BREAKFAST		LUNCH		MORNING MILK**	
	Per Meal	Est. Monthly*	Per Meal	Est. Monthly*	Per Carton	Est. Monthly*
Elementary	\$1.30	\$26.00	\$2.50	\$50.00	\$0.40	\$8.00
Middle School	\$1.30	\$26.00	\$2.75	\$55.00		
High School	\$1.50	\$30.00	\$2.75	\$55.00		
Free	\$0.00	\$0.00	\$0.00	\$0.00		
Reduced	\$0.30	\$6.00	\$0.40	\$8.00		
Adults/Visitors	\$2.00	\$40.00	\$3.50	\$70.00		

Proposed Prices & Est Cost Increases Per Month

GROUP	BREAKFAST		LUNCH		MORNING MILK**	
	Per Meal	Est. Monthly*	Proposed Increase/Mo	Per Meal	Est. Monthly*	Proposed Increase/Mo
Elementary	\$1.40	\$28.00	\$2.00	\$2.60	\$52.00	\$2.00
Middle School	\$1.40	\$28.00	\$2.00	\$2.85	\$57.00	\$2.00
High School	\$1.60	\$32.00	\$2.00	\$2.85	\$57.00	\$2.00
Free	\$0.00	\$0.00	Same as 2014-15	\$0.00	\$0.00	Same as 2014-15
Reduced	\$0.30	\$6.00	Same as 2014-15	\$0.40	\$8.00	Same as 2014-15
Adults/Visitors	\$2.25	\$45.00	\$5.00	\$3.75	\$75.00	\$5.00

		\$.10/Student + \$.25/Adult			
		LUNCH		MORNING MILK**	
	Per Carton	Est. Monthly*	Proposed Increase/Mo	Per Carton	Est. Monthly*
	\$0.45	\$9.00	\$1.00		

At the pre-audit end of the fiscal year, the General Fund revenues and expenditures are both slightly above budget. The initial fund transfer estimate is such that Fund 27 will be slightly lower than expected, and Fund 50 will be slightly higher than expected. The next review of the 2014-15 actual expenditures and revenues will occur at the annual meeting and budget hearing in September.

2015-16 Meal Prices:

The average Somerset district lunch price will need to increase by a minimum of \$0.04 in order to remain in compliance with the Healthy, Hunger-Free Kids Act of 2010. The fiscal goal of the food service operations in the district is that the overall program be self-sufficient, and the previous recommendation from the BOE has been to budget for a small surplus to result from the yearly operation of food service.

In order to keep pace with increasing costs paid by the district for food service, proposed meal price increases are \$0.10 for student breakfast and lunches, and \$0.05 for morning milk. A breakdown of price increases by category is attached.

RECOMMENDATION:

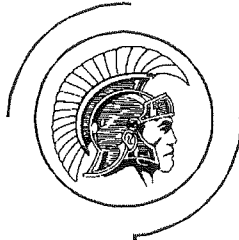
2014-15 Budget Update:

For informational purposes

2015-16 Meal Prices:

Recommend approval of proposed 2015-16 Meal Prices

ENC 6



Somerset School District ▪ P.O. Box 100 ▪ Somerset, Wisconsin 54025

Randal M. Rosburg, District Administrator ▪ 715-247-3313 ▪ FAX: 715-247-5588 ▪ rrosburg@somerset.k12.wi.us

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FAX: 715-247-5588

Director of
Pupil Services
Shannon Donnelly
715-247-4400
FAX: 715-247-4437

To: BOE
From: Randy
Date: August 17, 2015
Re: Open Enrollment Exception Request

We have seven Open Enrollment Exception Requests. It was determined by the BOE not to include the application form for Open Enrollment Exception Requests within future packets for BOE consideration for approval. This memo is the extent of the information the BOE requested to receive regarding this topic.

The requests satisfy the 20 day window of time in which the Somerset Board of Education has in order to take action on this matter at an August BOE meeting.

Option 7 on the application request forms are the reasons for the Exception request under the Open Enrollment Exception language. It is in the best interest of the students to approve the exception request. The original application request forms list all of the necessary information that is requested regarding this matter.

Requests are for five students to open enroll in and two to open enroll out within (10) ten days of the Somerset Board of Education approval of the Open Enrollment Exception request.

The student applications are listed as individual items on the consent portion of the agenda of the August 17, 2015, BOE meeting.

On review of all the related data, the recommendation for the Somerset Board of Education is to approve the Open Enrollment Exception requests for the students.

August 5, 2015

Hi Shannon,

I need to run something by you. I have a niece age 21 who is non-verbal and has very low functioning autism. [REDACTED]

[REDACTED]

[REDACTED] I am asking if it would be possible for me to eliminate the special ed. bus from my position since that is the time I would need to be with my niece. I would love to continue doing the 10:00 to 1:00 shift at the Elementary School.

Please let me know if this will work? I apologize for the late request.

Thank you,

Linda Hoff

COACHING/ADVISING ASSIGNMENTS (Fall)
2015-2016
Revised August 10, 2015

✓ = Change

FALL SPORTS	<i>Coach/Advisor</i>
FOOTBALL	
High School Head Football	Bruce Larson
High School Assistant Football	Bob Seibel
High School Assistant Football	John Rivard
High School Assistant Football	Dean Hoff
High School Assistant Football	Joe Hutter
High School Assistant Football	Terry Otradovec
High School Assistant Football**	Ross Wargula
High School Assistant Football**	Chet Bangor
High School Assistant Football**	Grant Solum
High School Assistant Football**	Trent Larrieu
High School Assistant Football**	Dave Praschak
High School Assistant Football**	Chris Creighton
High School Assistant Football**	Tyler Rosa
High School Assistant Football**	Mick Fox
High School Assistant Football**	Trent Probst
High School Assistant Football**	Austin Bushinger
High School Assistant Football**	Dave Rivard
High School Football Chain Crew**	Tom Landry
High School Football Chain Crew**	Don Wishard
High School Football Chain Crew**	Brad Wishard
High School Football Chain Crew**	Lee Baillargeon
High School Football Chain Crew**	Les Salley
Middle School Head Football	Brandon Berrey
Middle School Assistant Football	Greg Sayers
Middle School Assistant Football	Cory Kreibich
VOLLEYBALL	
High School Head Volleyball	Sarah Praschak
High School Assistant Volleyball	Sarah Kreibich
High School Assistant Volleyball	Amber Vrieze
Middle School Head Volleyball/8 th Grade	Janel Zurcher
Middle School Volleyball Assistant /8 th Grade**	Erin Hoff
Middle School Head Volleyball/7 th Grade	Dawn Peer
Middle School Assistant Volleyball/7 th Grade**	Erin Formella
CROSS COUNTRY	
Boys' & Girls' Cross Country	Abby Christensen
Assistant Cross Country	TBD (Number of participants doesn't allow position)
Middle School Coach	Nathan Klinger
GIRLS' GOLF	
Girls' Golf Head Coach	Kristin Flater
Assistant Girls' Golf Coach	Zac Eichten
Assistant Girls' Golf Coach**	Lea Jonda
BOYS' SOCCER	
High School Head Boys' Soccer	William Roll
High School Assistant Boys' Soccer	Cody Waalen
Activities	
Academic Decathlon Advisor 9-12	Heidi Haugen

Band Director 9-12	Eric Possehl
Band Director 7-8	Eric Possehl
Band Director 5-6 (ES)	Dawn Tunison
Chorus Director 9-12	Jaime Pulbicke
Chorus Director 7-8	Jaime Pulbicke
Chorus Director 5-6 (ES)	Rachel Erickson
Class Advisor 9th	Erin Gehring
Class Advisor 10th	Kelly Emerson/Susan Kadlec
Class Advisor 11th	Jenna (Evenson) Oman/Sarah Colling
Class Advisor 12th	Dennis Potter
Destination Imagination Director (up to 2 positions)	Kristin Siskow
DRAMA	
*A. Full Length Drama (3-act)	
1. Drama Director	Becky Olson
2. Assistant Director	Jeanne Germain
*B. Full Length Musical Production	
1. Director	Carolyn Spoerl
2. Director (Set & Costumes)	Becky Olson
3. Director (Vocal Coordinator)	
C. Middle School Drama	
1. Director	Mary Jane Mielke
2. Assistant Director	Dawn Peer
Danceline Advisor	Alexandria Litomsky-Boob
Dynamics Director	Jaime Pulbicke
Dynamics Choreographer	TBD
Fall Cheerleading Advisor	Tasia Berger
FBLA Advisor 9-12	TBD
Forensics Advisor 9-12	Carolyn Spoerl & Sara Turner
Friendship Group Advisor**	Abigail Bohatta
High School Jazz Band Director	Eric Possehl
Light & Sound Coordinator 9-12	TBD
Marching Band 9-12	Eric Possehl
Marching Band Color Guard 9-12	Dawn Tunison
Mock Trial 9-12	Dennis Potter
National Honor Society Advisor	Jenna (Evenson) Oman and Dennis Potter
Spartan Page Turners**	Carolyn Spoerl
Student Council 9-12	Kelly Emerson
Student Council 5-8	Dawn Peer/Ryan Herink
Student Council K-4	Toni Polfus
STAND Advisor**	Sarah Colling
Yearbook Advisor 9-12	Susan Kadlec
Yearbook Advisor 5-8**	TBD
Yearbook Advisor K-4 **	TBD
Yearbook Photographer	TBD

**Volunteer

*Alternate Years

Updated 8/10/2015

A Year in Review 2014-2015
Directors' and Principals' Report
August, 2015

As we enter our final year of the 2011-2016 strategic plan, much has been accomplished, and we will work to continuously improve our practices. Our three strategy areas, life and career skills, learning and innovation skills and information, media and technology skills, which aligns with Wisconsin's Department of Public Instruction Agenda 2017, drove our work over the past four years and have transformed our district.

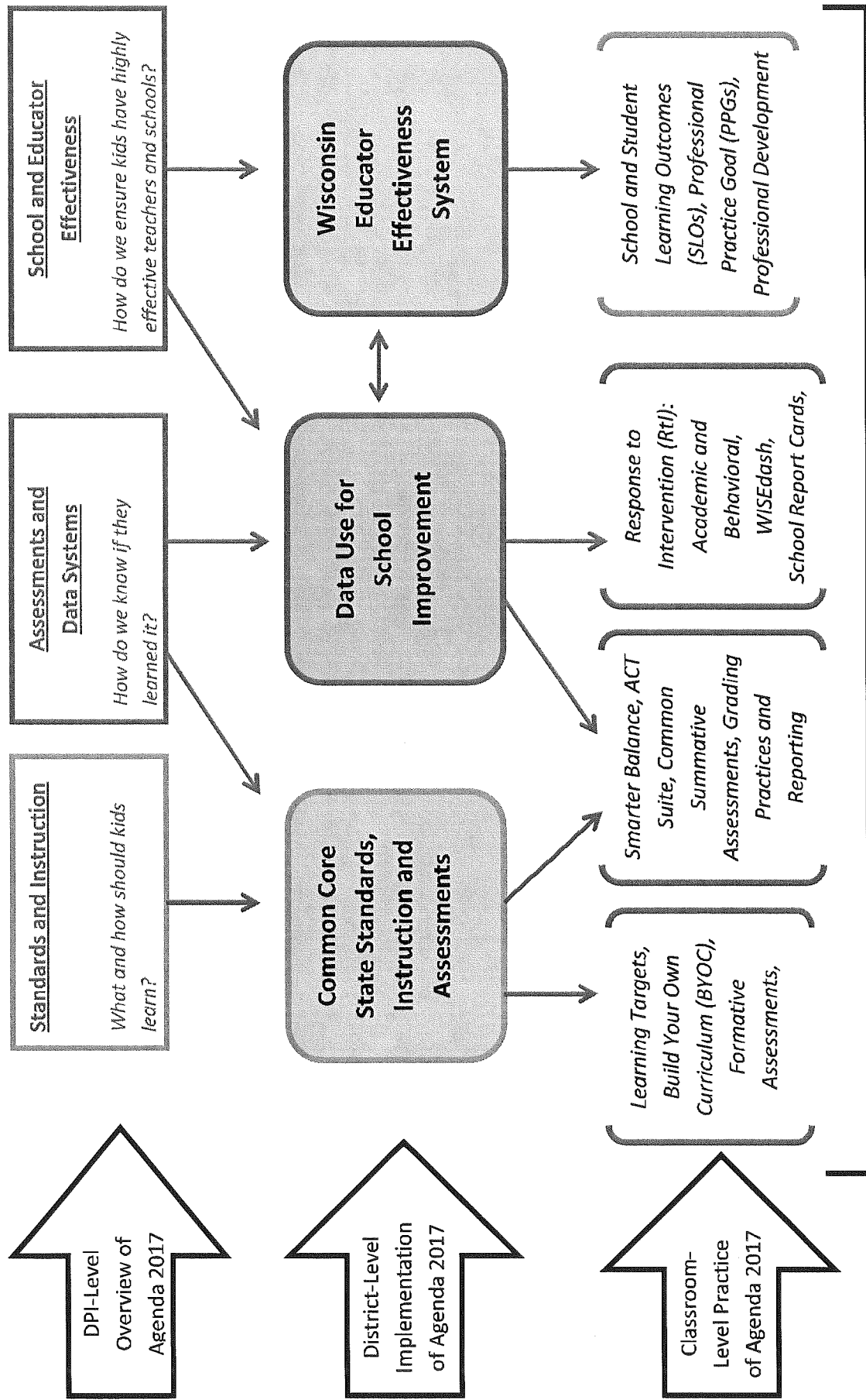
In the area of life and career skills, several high school students under the guidance of Jeanne Germain, were able to participate in job shadowing and service learning at area businesses. Each of these students had the opportunity to partner with one or more businesses in an area of their interest. The students interviewed, shadowed and learned much from their partners that in some cases changed their career paths. Look for this to expand in the 2015-16 school year as more students take this great opportunity.

The strategy area of learning and innovation skills caused us to align our curriculum with state and national standards and continuously review that curriculum in order to meet the needs of our students. For the first time all of our juniors took the ACT, and we spent much time this year refining our communication in the area of Response to Intervention. This was a heavy assessment year in the State of Wisconsin, and we will use the results of those assessments to look at our instructional practices and make adjustments to meet student needs.

This spring many of you completed a communication survey as part of our information, media and technology skills strategy area. A group analyzed the results of the survey and Mr. Rosburg is finalizing some goals to cause us to continue to improve our communication with all members of the School District of Somerset. Additionally, we began working with our library media specialists to form a learning technology team in order to have many staff trained on how to use various technology to improve instruction and student learning. With all the rapid changes in education in the last five years, our Professional Learning Community organization was necessary in order to get much of this work done. Our PLC's collaborate around data, instruction and what works best for students.

We still have work to complete this year in the areas of standards-based reporting, our learning technology team and continuously improving our communication. This work will bring us to near full completion of the lofty and at times uncomfortable action plans that help us uphold our mission, "The School District of Somerset, a leader in progressive education and community collaboration, is committed to developing educated and responsible citizens who successfully adapt and contribute to the changing global society."

State-to-Classroom Level Implementation of Agenda 2017



English Language Learner Numbers 15-16	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16
Total District Enrollment	1593	1571	1587									
Total ELL - Learning Center	1	0	0									
Total ELL - Elementary	5	5	5									
Total ELL - Middle	11	10	10									
Total ELL - High	8	10	10									
Total ELL Enrollment	25	25	25									
Primary Language (when provided)												
Spanish	17	16	16									
Chinese	0	0	0									
Tagalog (Phillipino)	0	0	0									
English/Hmong	1	1	1									
English/Russian	0	0	0									
English/Spanish	4	3	3									
English/Chinese	0	0	0									
Eng/Lebanese	0	1	1									
Ukranian	1	1	1									
Special Education/ELL Students	4	3	3									
Graduates	2	0	0									
Monitor	4	2	2									
Receiving Services	11	11	11									

Special Education Numbers by building 15-16	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16
Total District Enrollment	1593	1571	1587									
Total Sped Students - Learning Ctr	31	21	21									
Total Sped Students - Elementary	78	69	72									
Total Sped Students - Middle	68	83	82									
Total Sped Students - High	66	57	56									
Total Special Education Enrollment	243	230	231									
Special Education Numbers by Disability 15-16	Jun-14	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-14	Jan-16	Feb-16	Mar-16	Apr-16	May-16
<i>Autism - A</i>	29	26	26									
<i>Intellectually Disabled</i>	4	3	4									
<i>Deaf Hard Hearing-DHH</i>	1	1	1									
<i>Emotional/Behavioral Disability-EBD</i>	37	33	31									
<i>Other Health Impaired-OHI</i>	45	41	42									
<i>Orthopedically Impaired-OI</i>	2	1	1									
<i>Speech and Language Disability-SL</i>	33	33	36									
<i>Severe Developmental Delay-SDD</i>	15	15	15									
<i>Specific Learning Disability-SLD</i>	74	72	72									
<i>Traumatic Brain Injury-TBI</i>	2	2	2									
<i>Visually Impaired-VI</i>	1	1	1									
Total Special Education Enrollment	243	230	231									
# of Students Placed Outside of Dist	5	1	0									
# of Students served at St Annes	6	5	5									
Home-schooled or alt location	1	1	1									
Graduates	23	1	1									
Returning Graduates	3	3	3									

Cash Flow Chart for 2015-16

7/31/2015

Period	Beginning Cash	Taxes & State Aids	Other receipts	Loans & Investments	Total Receipts	Transfers from Investment and LGIP	Available Cash	Payroll	Accounts Payable	Loans and Investments	Total Disbursements	Ending Cash
CHECKING/LGIP												
July	5,014,115.78	215,615.82	65,912.64		281,528.46	1,500,000.00	5,295,644.24	1,059,668.60	766,708.41		1,826,377.01	3,469,267.23
August	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
September	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
October	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
November	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
December	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
January	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
February	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
March	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
April	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
May	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
June	3,469,267.23		0.00		0.00		3,469,267.23				0.00	3,469,267.23
LGIP BALANCE											1,869,397.74	3,469,267.23
FNB book BALANCE											1,599,869.49	

State Aids

\$4,390.82 State Lunch, Breakfast and WI Morning Milk
 \$0.00 Spec Education Aid
 \$188,708.00 Equalization Aid
 \$13,200.00 Misc Aid (Title, Categorical, etc)
\$206,298.82 Direct to LGIP

SUBTOTAL of CASH AVAILABLE \$3,469,267.23

SpecEd Life Skills Acct \$441.64
 FNB Short Term Borrowing \$100.98
 Debt Service \$1,001,382.24

\$0.00 FNGB Receipts
 \$9,317.00 LGIP Receipts
\$9,317.00 Tax Total

NET \$4,471,192.09

**DRAFT
SCHOOL DISTRICT OF SOMERSET
BOARD OF EDUCATION
BUSINESS SERVICES COMMITTEE MEETING*
DISTRICT OFFICE
MONDAY, AUGUST 3, 2015
5:00 P.M.**

MINUTES

Marie Colbeth called the meeting to order at 5:02 p.m.

Roll Call was taken. Present were Marie Colbeth, Bob Gunther and Brian Moulton. Also present were Lorri Baillargeon, Dave Gerberding and Superintendent Randy Rosburg.

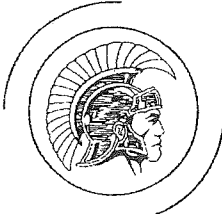
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Topics for Future Agendas: Budget 2015-2016 status update.

Gunther moved, with second by Moulton, to adjourn at 5:40 p.m. Motion carried.

*A quorum of the Board of Education may be in attendance.



Somerset School District

P.O. Box 100 • Somerset, Wisconsin 54025
Randal M. Rosburg, District Administrator • 715-247-3313 • FAX: 715-247-5588 • rrosburg@somerset.k12.wi.us

High School
Principal
Chris Moore
715-247-3355
FAX: 715-247-3864

Date: August 3, 2015

To: Committee and BOE

From: Randy

Re: Business Services Committee Mtg Agenda Item

Middle School
Principal
Sara Eichten
715-247-4400
FAX: 715-247-4437

We have two items before committee tonight. The items are: 2014-2015 4th Quarter Budget and 2015-2016 Milk and Meal Pricing.

Dave will provide handouts and information on each topic at the meeting.

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Dr. Chris Kamrath
715-247-3311
FAX: 715-247-3327

I recommend the committee share the information on the 2014-2015 budget as a discussion item. I recommend the committee seek BOE approval of the 2015-2016 Milk and Meal Pricing. (Discussion on 2014-2015 Budget) (Consent for 2015-2016 Milk and Meal Pricing)

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"Learning Today to Succeed Tomorrow"

“Dollars and Sense”

To: **Somerset Board of Education**
From: Dave Gerberding, Director of Business Services & Operations
Date: For 8/17/15 BOE Meeting
Re: 2014-15 Budget Quarterly Update; 2015-16 Meal Prices
Attachment: Proposed 2015-16 Meal Prices

PREFACE:

This budget update is the third of three reports created for the purpose of reviewing financial performance on a quarterly basis. The first report for 2015-16 will be issued in early January after the first half of the fiscal year.

In order to assess the district's financial performance during the year, it is necessary to evaluate the actual activity as compared to the budget plan. This information can then be used to inform future decision making.

This report examines the general operating budget and compares budget to actual activity through June 30, 2015 (through Q4 of the fiscal year). The report begins with function-based analysis, which shows the areas in which expenditures are being made (Regular Curriculum, Instructional Staff Services, etc). We will then see an object-based analysis, which shows what types of items have been purchased (salaries, benefits, services, supplies, etc).

ANALYSIS:

Expenditures:

The end of the fourth quarter of the fiscal year, on June 30, correlates with the completion of 100% of both the fiscal year and the school year. In addition, 100% of payrolls have been recorded as expenditures, though the four remaining teacher payrolls are made during July and August.

The Business Office is in the process of closing the 2014-15 year in preparation for the annual financial audit. There are numerous transactions recorded in revenues during the 2014-15 school year which do not occur until the 2015-16 year, including final reimbursements for grants, the final state aid payment, and the final tax payment from St Croix County. These revenues are included as receivables for the 2014-15 year, and the funds are received in the months following the close of the fiscal year. Similarly, there are some invoices for 2014-15 expenditures that are not received until July and August. Many of these expenditures are known prior to the end of the fiscal year. Lastly, there is the final reconciliation to be made between funds, which represent once a year transactions (such as post-retirement benefit cost allocations), and operating balance transfers (such as the transfer from the general fund to the special education fund). As a result of the extended nature of the year closing process, the numbers discussed in this report must be treated as very good estimates. All expenditure and revenue numbers will be finalized after the financial audit, and will then be reported to DPI in September.

Through Q4, the district has expended 100.29% of its general operating budget (Fund 10), excluding funds budgeted for transfer to the Special Education Fund (27), or \$14,863,352.57. The total Fund 10 expenditure in 2013-14, excluding operating transfers, was \$14,879,834.08.

By Function:

Monthly budget to actual reports are provided to the BOE on a function basis. The summary function accounts are **where** expenditures are made in the district, and we will examine expenditure by function next. By dividing the fiscal year-to-date (FYTD) activity by the adopted budget, we calculate the percentage of the budget expended to date in the FYTD % column.

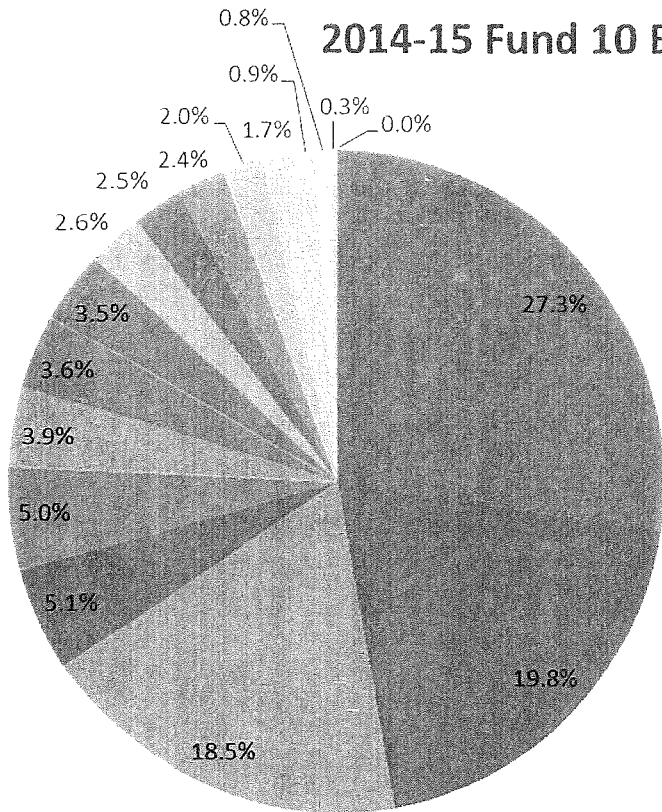
2014-15 Q4 Expenditures Sorted By Function	Budget	FYTD Exp	FYTD %
120000 REGULAR CURRICULUM	\$4,048,091.07	\$4,076,951.16	100.7%
110000 UNDIFFERENTIATED CURRICULUM	\$2,941,243.56	\$2,927,499.81	99.5%
250000 BUSINESS ADMINISTRATION	\$2,738,502.70	\$2,650,290.80	96.8%
220000 INSTRUCTIONAL STAFF SERVICES	\$753,328.50	\$798,558.62	106.0%
240000 SCHOOL BUILDING ADMINISTRATION	\$742,976.19	\$743,916.20	100.1%
210000 PUPIL SERVICES	\$581,641.94	\$574,707.63	98.8%
130000 VOCATIONAL CURRICULUM	\$530,153.71	\$536,760.38	101.2%
260000 CENTRAL SERVICES	\$512,563.46	\$535,915.09	104.6%
430000 PURCHASED INSTRUCTIONAL SERVICES	\$388,565.50	\$415,022.54	106.8%
230000 GENERAL ADMINISTRATION	\$357,069.02	\$377,820.75	105.8%
140000 PHYSICAL CURRICULUM	\$376,502.51	\$368,203.03	97.8%
160000 CO-CURRICULAR ACTIVITIES	\$298,323.07	\$309,803.34	103.8%
280000 DEBT SERVICES	\$254,271.40	\$253,846.40	99.8%
270000 INSURANCE AND JUDGMENTS	\$127,293.26	\$123,469.12	97.0%
170000 OTHER SPECIAL NEEDS	\$115,021.61	\$120,247.64	104.5%
290000 OTHER SUPPORT SERVICES	\$50,089.96	\$49,292.56	98.4%
490000 OTHER NON-PROGRAM TRANSACTIONS	\$4,348.00	\$1,047.50	24.1%
GENERAL FUND	\$14,819,985	\$14,863,353	100.3%

Notes regarding the above table:

- Business Administration expenditures were lower than budgeted for Gas for Heat, Snow Removal, HS copier replacement and in the supplies, furniture and furnishings budgeted for in buildings and grounds. Change orders from the referendum and roof work came in somewhat higher than budgeted.
- Central Services IT operational expenditures were higher than expected.
- Youth Options and the State Challenge Academy expenses were higher than expected, and caused an increase in the actual expenditures in the Purchased Instructional Services.

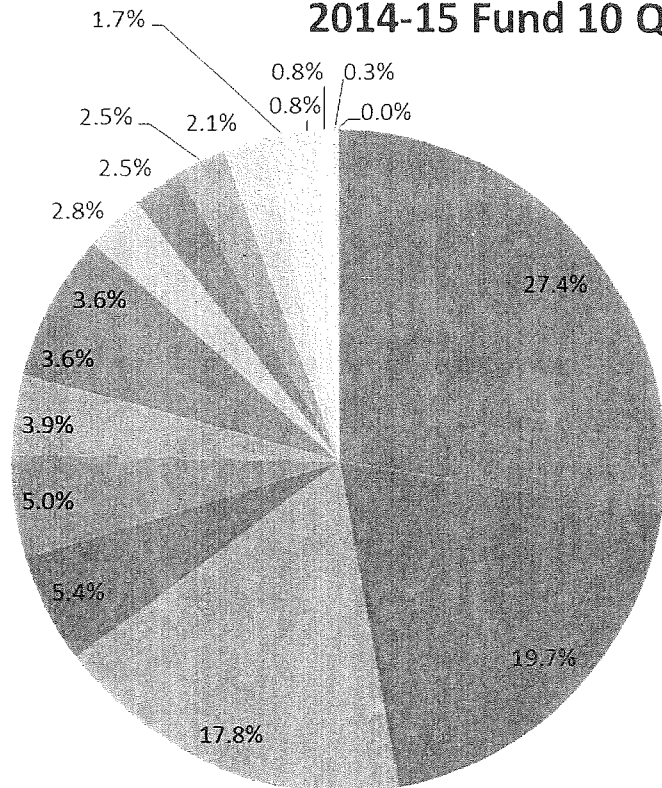
The pie graphs shown below illustrate how each of the function areas relate to the Fund 10 totals. The first graph shows budget allocation of each function area as a percentage of the total Fund 10 budget, and the second graph shows the amounts expended in each function area on a FYTD basis, as a percentage of the total expended in Fund 10 for the year.

2014-15 Fund 10 Budget



- REGULAR CURRICULUM
- UNDIFFERENTIATED CURRICULUM
- BUSINESS ADMINISTRATION
- INSTRUCTIONAL STAFF SERVICES
- SCHOOL BUILDING ADMINISTRATION
- PUPIL SERVICES
- VOCATIONAL CURRICULUM
- CENTRAL SERVICES
- PURCHASED INSTRUCTIONAL SERVICES
- PHYSICAL CURRICULUM
- GENERAL ADMINISTRATION
- CO-CURRICULAR ACTIVITIES
- DEBT SERVICES
- INSURANCE AND JUDGMENTS
- OTHER SPECIAL NEEDS
- OTHER SUPPORT SERVICES
- OTHER NON-PROGRAM TRANSACTIONS

2014-15 Fund 10 Q4 FYTD

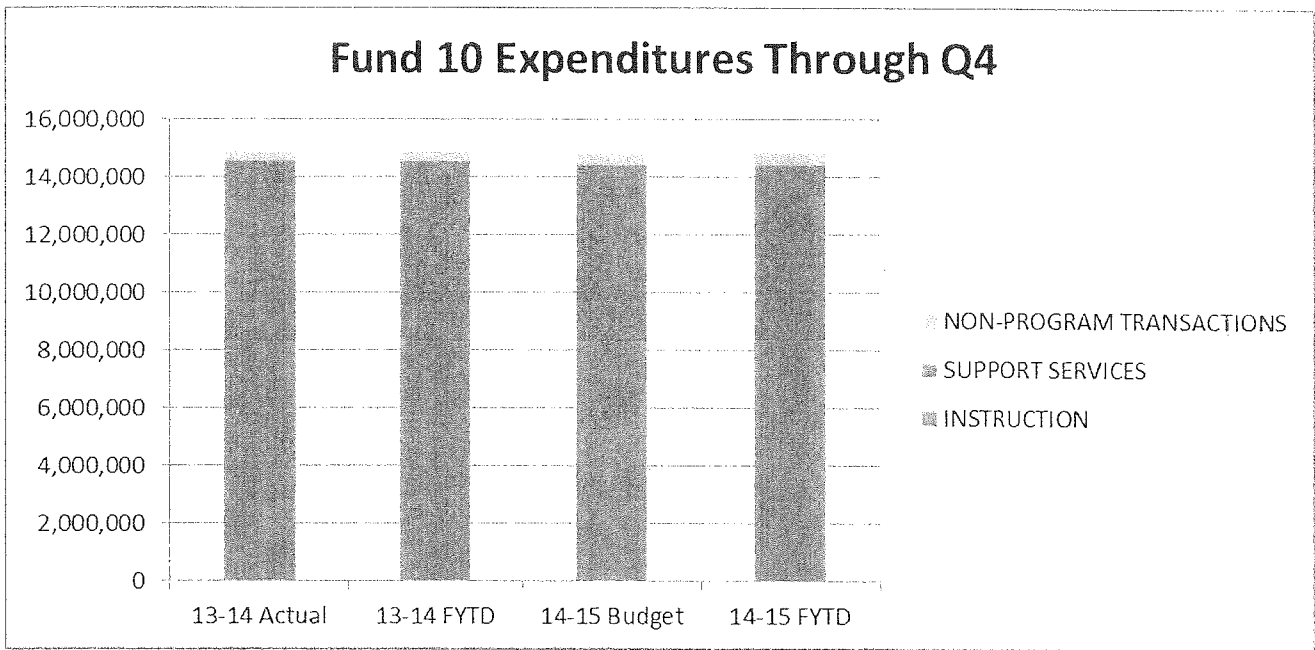


- REGULAR CURRICULUM
- UNDIFFERENTIATED CURRICULUM
- BUSINESS ADMINISTRATION
- INSTRUCTIONAL STAFF SERVICES
- SCHOOL BUILDING ADMINISTRATION
- PUPIL SERVICES
- VOCATIONAL CURRICULUM
- CENTRAL SERVICES
- PURCHASED INSTRUCTIONAL SERVICES
- GENERAL ADMINISTRATION
- PHYSICAL CURRICULUM
- CO-CURRICULAR ACTIVITIES
- DEBT SERVICES
- INSURANCE AND JUDGMENTS
- OTHER SPECIAL NEEDS
- OTHER SUPPORT SERVICES
- OTHER NON-PROGRAM TRANSACTIONS

Summary Function Comparison with Prior Year:

Fund 10 Exp Through Q4	Budget	% Exp	FYTD Exp	FYTD Exp	% Exp
	2014-15	2014-15	2014-15	2013-14	2013-14
100000 INSTRUCTION	\$8,309,335.53	100.36%	\$8,339,465.36	\$8,293,843.83	100.00%
200000 SUPPORT SERVICES	\$6,117,736.43	99.84%	\$6,107,817.17	\$6,251,570.64	100.00%
400000 NON-PROGRAM TRANSACTIONS	\$392,913.50	105.89%	\$416,070.04	\$334,419.61	100.00%
GENERAL FUND	\$14,819,985.46	100.29%	\$14,863,352.57	\$14,879,834.08	100.00%

The table and chart illustrate the Fund 10 summary expenditure areas in 2014-15, and compared to 2013-14 actual expenditures.



The same data can be viewed as a ratio of expenditure between the three basic cost areas. The breakdown in 2014-15 was very similar to 2013-14, with a small decrease in the proportion of Support Services compared to Instruction and Non-Program Transactions.

Fund 10 Exp Ratio Through Q4	FYTD Exp	14-15 % by	FYTD Exp	13-14 % by
	2014-15	Category	2013-14	Category
100000 INSTRUCTION	\$8,339,465.36	56.11%	\$8,293,843.83	55.74%
200000 SUPPORT SERVICES	\$6,107,817.17	41.09%	\$6,251,570.64	42.01%
400000 NON-PROGRAM TRANSACTIONS	\$416,070.04	2.80%	\$334,419.61	2.25%
GENERAL FUND	\$14,863,352.57	100.0%	\$14,879,834.08	100.0%

By Object:

A similar analysis was performed with an object-based sort. Summary object accounts show what has been purchased in the district. The actual salary and benefit expenditures were higher than budgeted, and the two biggest factors influencing this result were significantly higher substitute costs, and somewhat higher summer school costs than were budgeted. In particular, there were a number of unexpected long term subs during the 2014-15 year. As discussed in the Q3 report meeting, "900 Other Objects" is higher than budgeted, and "400 Non-Capital Objects" is lower than budgeted, to some extent as a result of how classroom and office budgets are allocated in Skyward.

2014-15 Q4 Expenditures Sorted By Object	Budget	% of Budget	FYTD Exp	% of FYTD Exp	FYTD %
100 SALARIES	\$7,760,255	52.4%	7,824,756	52.6%	100.8%
200 EMPLOYEE BENEFITS	\$3,129,610	21.1%	3,141,110	21.1%	100.4%
300 PURCHASED SERVICES	\$2,669,932	18.0%	2,759,136	18.6%	103.3%
400 NON-CAPITAL OBJECTS	\$791,476	5.3%	627,053	4.2%	79.2%
600 DEBT RETIREMENT	\$254,271	1.7%	253,846	1.7%	99.8%
700 INSURANCE AND JUDGMENTS	\$125,868	0.8%	122,044	0.8%	97.0%
900 OTHER OBJECTS	\$50,573	0.3%	105,588	0.7%	208.8%
500 CAPITAL OBJECTS	\$38,000	0.3%	29,818	0.2%	78.5%
GENERAL FUND	\$14,819,985		\$14,863,353		100.3%

Closer Examination:

Given the exceptional winter expense incurred last year, in the Q2 and Q3 budget reports I looked specifically at utility costs for heating, and at snow removal costs. These costs were down during the Q2 and Q3 reports, and as illustrated below, the relatively mild winter has benefited the district in the level of expenditure for both utilities for heating and snow removal.

Selected Exp Thru Q4	Budget 2014-15	% Exp 2014-15	FYTD Exp 2014-15	FYTD Exp 2013-14	% Exp 2013-14
GAS & OIL FOR HEAT	\$95,950.00	65.16%	\$62,522.27	\$105,576.54	100.00%
SNOW REMOVAL	\$40,392.00	67.79%	\$27,382.50	\$70,372.25	100.00%
B&G DEPT (non-personnel)	\$720,829.25	92.78%	\$668,762.29	\$696,396.86	100.00%
IT DEPT (non-personnel)	\$267,373.00	106.84%	\$285,650.86	\$202,180.32	100.00%
NONVESTED HRA	\$137,205.55	112.70%	\$154,624.17	\$147,217.37	100.00%

The remaining highlighted areas continued on the progression seen in the Q3 report. The Buildings & Grounds areas of expenditure were under budget throughout the year, and ended up at about 93% of the budgeted amount. This was the first year under the new B&G department model, and the increased district-level supervision in this department was beneficial. The IT department expenditure was at 92.6% of budget at the end of the third quarter, and ended at 106.8%.

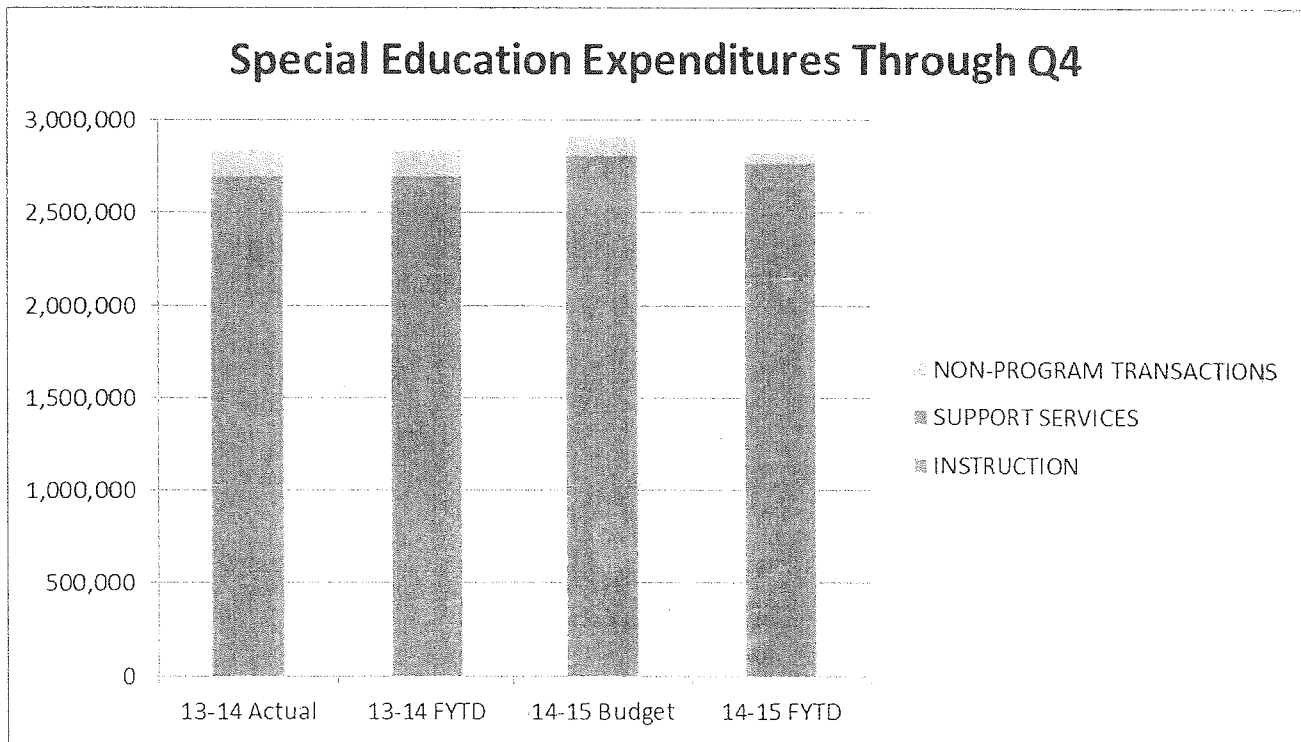
As discussed in the Q3 report, the non-vested HRA is the portion of the district employee health insurance deductible that is funded by the district after the employee has paid the HSA and out-of-pocket amounts for medical costs. The non-vested HRA is also called the district self-funded portion of employee health insurance, as the district pays on an as-needed basis once employees reach that level of medical cost in a given plan year. In prior years, the level of non-vested HRA expenditure expected (the HRA utilization rate) was budgeted at 60%, and actual expenditures did not reach that level. With this information in mind, and with the changes in deductible structure this year which

tripled employee out-of-pocket deductible responsibility, it was recommended by the district consultant that the HRA utilization percentage be reduced to 45%. We agreed with this assessment, and the non-vested HRA budget was reduced accordingly for 2014-15. The final HRA expenditures in Fund 10 were higher than both the 2014-15 budget and the 2013-14 actual. We will continue to analyze claims data for the remainder of the plan year to try to determine whether this is a typical trend or more of an aberration in claims for the year. The non-vested HRA utilization has been budgeted at 50% for the 2015-16 year, though the current projection is again at 45-48%.

Special Education:

In the Special Education Fund (27), expenditures through Q4 are 97.1% of budget. In comparing data with last year, we can see that expenditure amounts are similar, with the main exception being that out of district placement costs are lower than expected (Non-Program Transactions, 57% expended).

Special Education Exp Through Q4	Budget	% Exp	FYTD Exp	FYTD Exp	% Exp
	2014-15	2014-15	2014-15	2013-14	2013-14
100000 INSTRUCTION	\$2,193,732	98.5%	\$2,160,738	\$2,064,532	100.0%
200000 SUPPORT SERVICES	\$620,043	98.4%	\$610,080	\$637,894	100.0%
400000 NON-PROGRAM TRANSACTIONS	\$100,000	57.2%	\$57,190	\$134,793	100.0%
SPECIAL EDUCATION	\$2,913,775	97.1%	\$2,828,007	\$2,837,218	100.0%



The same data can be viewed as a ratio of expenditure between the three basic cost areas. The breakdown in 2014-15 was similar to 2013-14, with the previously noted decrease in the proportion of Non-Program Transactions compared to Instruction.

Fund 27 Exp Ratio Through Q4	FYTD Exp 2014-15	14-15 % by Category	FYTD Exp 2013-14	13-14 % by Category
100000 INSTRUCTION	\$2,160,738	76.40%	\$2,064,532	72.77%
200000 SUPPORT SERVICES	\$610,080	21.57%	\$637,894	22.48%
400000 NON-PROGRAM TRANSACTIONS	\$57,190	2.02%	\$134,793	4.75%
GENERAL FUND	\$2,828,007	100.0%	\$2,837,218	100.0%

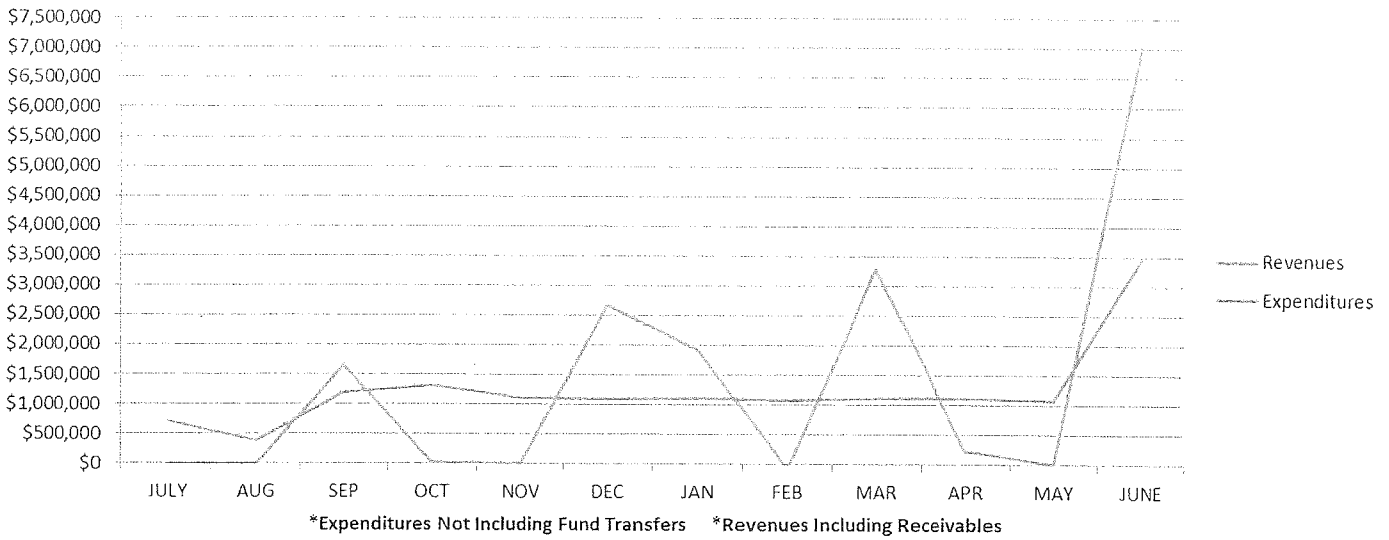
Revenues:

Turning to district revenues, there are some important factors to consider. As of the end of Q4, the district has received 100.59% of its budgeted revenues. The revenue which exceeded the budget to the greatest degree was a prior year School Based Services cost settlement payment received for expenditures made in the 2012-13 year. Also higher were district facility rental fees received, Common School Fund revenue and the Worker's Compensation dividend.

Fund 10 Rev Through Q4	Budget 2014-15	Percent Received	2014-15	2013-14
200 REVENUE FROM LOCAL SOURCES	\$4,729,933.00	100.4%	\$4,747,892.24	\$4,733,943.88
300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN	\$502,425.00	98.8%	\$496,568.63	\$497,114.79
400 INTERDISTRICT PAYMENTS OUTSIDE WISCONSIN	\$0.00	0.0%	\$0.00	\$0.00
500 REVENUE FROM INTERMEDIATE SOURCES	\$5,285.00	95.1%	\$5,025.45	\$5,752.15
600 REVENUE FROM STATE SOURCES	\$11,287,460.00	100.2%	\$11,310,585.89	\$11,293,449.84
700 REVENUE FROM FEDERAL SOURCES	\$174,812.00	132.1%	\$230,998.20	\$264,729.71
800 OTHER FINANCING SOURCES	\$0.00	0.0%	\$0.00	\$0.00
900 OTHER REVENUES	\$17,380.00	145.2%	\$25,236.62	\$37,625.39
10 GENERAL FUND	\$16,717,295.00	100.6%	\$16,816,307.03	\$16,832,615.76

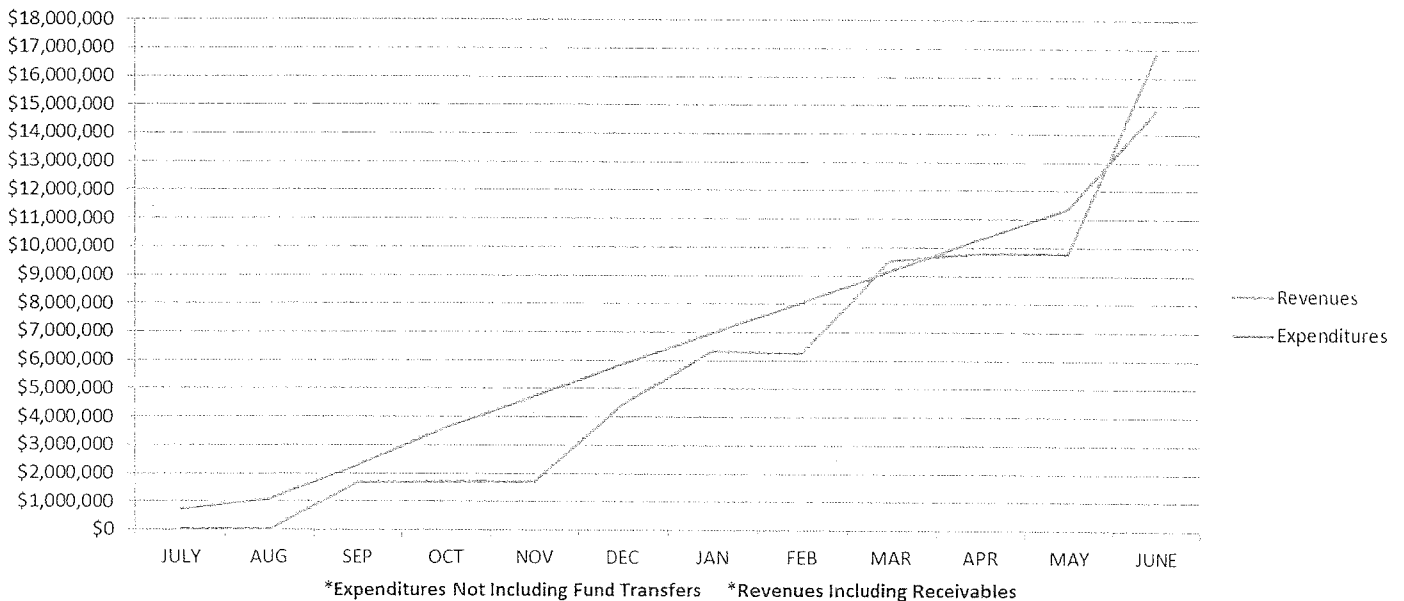
State general aid and local property taxes constitute 92.5% of the district's general operating revenues. While the lag between revenue receipt and expenditure outlay had closed by the time of the Q3 report, it began to grow again in Q4. Though the largest remaining general state aid payment arrived in mid-June, the final tax revenue payment will not be received until late August. This payment is included as a receivable in the graphs below (though expenditure fund transfers are not).

Fund 10 Expenditure & Revenue by Month



This timing lag fluctuation dictates the need for cash reserves (as part of the district fund balance) as well as short-term borrowing. Without these cash management resources, the district could not meet its financial obligations during the course of the year. Once fund transfers are made on the district books, the cumulative expenditure line will nearly meet the cumulative revenue line below.

Fund 10 Expenditure & Revenue Cumulative Timeline



Summary:

At the pre-audit end of the fiscal year, the General Fund revenues and expenditures are both slightly above budget. The initial fund transfer estimate is such that Fund 27 will be slightly lower than expected, and Fund 50 will be slightly higher than expected. The next review of the 2014-15 actual expenditures and revenues will occur at the annual meeting and budget hearing in September.

2015-16 Meal Prices:

The average Somerset district lunch price will need to increase by a minimum of \$0.04 in order to remain in compliance with the Healthy, Hunger-Free Kids Act of 2010. The fiscal goal of the food service operations in the district is that the overall program be self-sufficient, and the previous recommendation from the BOE has been to budget for a small surplus to result from the yearly operation of food service.

In order to keep pace with increasing costs paid by the district for food service, proposed meal price increases are \$0.10 for student breakfast and lunches, and \$0.05 for morning milk. A breakdown of price increases by category is attached.

RECOMMENDATION:

2014-15 Budget Update:

For informational purposes

2015-16 Meal Prices:

Recommend approval of proposed 2015-16 Meal Prices

ENG 11

DRAFT
SCHOOL DISTRICT OF SOMERSET
BOARD OF EDUCATION
GOVERNANCE COMMITTEE MEETING*
DISTRICT OFFICE
MONDAY, AUGUST 3, 2015
5:45 p.m.

MINUTES

Mike Connor called the meeting to order at 5:50 p.m.

Roll Call was taken. Present were Mike Connor, Tammie Wishard and Nancy Dressel. Also present were Bob Gunther, Marie Colbeth, Brian Moulton, Lorri Baillargeon and Superintendent Randy Rosburg.

Updates to NEOLA Policies: Review of, with possible updates to NEOLA policies. The policies for review and possible updates are: 3112-Board Staff Communications, 5830-Student Fundraising, 9700-Relations with Special Interest Groups, and 7230-Gifts, Grants and Bequests and 9130-Public Requests, Suggestions or Complaints. Additional information from the 2015-2016 Teacher Handbook on Fundraising Procedures

- **NEOLA Policy 3112:** The board had asked that NEOLA Policy 3112, Board-Staff Communications go back to committee for additional discussion and consideration. Committee discussed the policy and the additional updates to the policy. Committee will ask the board for a Closed Special Session at the August Board of Education meeting to further discuss this policy to include information pertaining to why this policy was brought before the board and committee for consideration.
- ✱ • **NEOLA Policies 5830 and 9700 and Teacher Handbook Fundraising Procedures:** A member of the Board of Education requested a review of Fundraising Policies and procedures. Discussion ensued on topic. It was suggested to take coaching clinics through community education. Verification will determine whether this language is in the Extra-Curricular Handbook. Committee recommends Fundraising Policies and procedures remain as written.
- ✱ • **NEOLA Policy 7230:** A member of the Board of Education requested a review of NEOLA Policy 7230; Gifts, Grants and Bequests. Discussion held on policy 7230 and will inform employees of this new policy. Committee recommends this policy remain as written.
- ✱ • **NEOLA Policy 9130:** A member of the Board of Education requested a review of NEOLA Policy 9130; Public Records, Suggestions or Complaints. The policy is currently written using the word *promptly*. Committee discussed adding the following verbiage after the word *promptly*, *or not later than five business days*. Committee recommends a first reading of Policy 9130 at the August Board of Education meeting with a second reading at the September Board of Education meeting.

Topics for Future Agendas: Policy with communication with media.

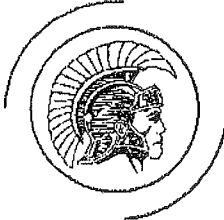
Dressel moved, with second by Wishard, to adjourn at 6:43 p.m. Motion carried.

*A quorum of the Board of Education may be in attendance.

**To help ensure that policies adopted can and will be implemented, the Somerset Board of Education will consider the following basic questions before adopting any policy:

1. Does the policy have a legitimate educational purpose and meet the community's needs?
2. Is the policy consistent with relevant state and federal laws and regulations, provisions of current collective bargaining agreements, if applicable, and other district policies?
3. Is the policy reasonably clear and specific enough to provide the administration with necessary guidance?
4. Can the policy be implemented in the district using available staff and other resources?

421



Somerset School District • P.O. Box 100 • Somerset, Wisconsin 54025

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Date: August 3, 2015
To: Governance Committee and BOE
From: Randy
Re: NEOLA Policies

The agenda for the Governance Committee meeting has five items for consideration. The items are: Review of with possible updates to NEOLA policies. The policies for review and possible updates are: 3112-Board Staff Communications, 5830-Student Fundraising, 9700-Relations with Special Interest Groups, and 7230-Gifts, Grants and Bequests and 9130-Public Requests, Suggestions or Complaints. Additional information from the 2015-2016 Teacher Handbook on Fundraising Procedures.

NEOLA policies:

Policy 3112: The BOE asked that Policy 3112 go back to committee for additional discussion and consideration. Attached is that policy with penciled in updates as a starting point.

I recommend additional updates to this policy so it reflects accurately the communication and decision making process for board and staff communications. (Discussion-August, Action-September)

Policy 5830, 9700, and Teacher Handbook Fundraising Procedures: A member of the BOE requested a review of Fundraising Policies and procedures. Attached are the related Policies and procedures.

I recommend these policies remain as written.

Policy 7230: A member of the BOE requested a review of donation Policy. Attached is Policy on Gifts, Grants and Bequests.

I recommend this policy remain as written.

Policy 9130: Public Requests, Suggestions or Complaints: A member of the BOE requested a review of this policy. Policy is attached.

I recommend this policy remain as written.

**The School District of Somerset
Bylaws & Policies**

5830 - STUDENT FUNDRAISING

The Board of Education acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy "student fundraising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

The Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit therefrom is to be used for school purposes or for an activity connected with the schools. The Board requires that fundraisers by student clubs and organizations that involve the sale to students food items and/or beverage that will be consumed on campus, the food and/or beverages items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules. Each student organization shall be permitted two (2) fundraising exceptions per school year where foods and beverages that are not allowable under the Smart Snack Rules can be sold. If approved, fundraisers that involve the sale, to students, of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals.

Fundraising by approved school organizations, those whose funds are managed by the District, may be permitted in school by the Principal.

Fundraising off school grounds may be permitted by the District Administrator.

Fundraising by students on behalf of school-related organizations whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity will involve students under age nine (9) or the group holding the fundraiser includes any students under age nine (9), the group shall secure permission from such students' parents to participate in the fundraising activity and shall assure that any such students are always accompanied by a parent or a person at least sixteen (16) years of age.

All other fundraising shall be done in accordance with Board Policy 9700.

The District Administrator shall establish administrative guidelines for the solicitation of funds which shall:

- A. specify the times and places in which funds may be collected;
- B. describe permitted methods of solicitation which do not place undue pressure on students;
- C. limit the kind and amount of advertising for solicitation;
- D. ensure proper distribution or liquidation of monies remaining in a student activity account when the organization is defunct or disbanded;
- E. limit the number of fundraising events.

The District Administrator shall distribute this policy and the guidelines which implement it to each organization granted permission to solicit funds.

Wis. Stat. 103.23

Revised 5/18/15

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**The School District of Somerset
Bylaws & Policies**

9700 - RELATIONS WITH SPECIAL INTEREST GROUPS

Any request from civic institutions, charitable organizations, or special interest groups which involve such activities as patriotic functions, contests, exhibits, sales of products to and by students, sending promotional materials home with students, graduation prizes, fund raising, and free teaching materials must be carefully reviewed to ensure that such activities promote student interests without advancing the special interests of any particular group.

It is the policy of the Board of Education that students, staff members, and District facilities not be used for advertising or promoting the interests of any nonschool agency or organization, public or private, without the approval of the Board or its delegated representative; and any such approval, granted for whatever cause or group, shall not be construed as an endorsement of said cause or group by this Board.

A. Political/Commercial Interests

All materials or activities proposed by outside political or commercial sources for student or staff use or participation shall be reviewed by the District Administrator and no such approval shall have the primary purpose of advancing the name, product, or special interest of the proposing group.

The Board shall not permit the use of any type of educational material, program, or equipment in its curricular, co-curricular, or extra-curricular activities or at any time during the school day if such materials, programs, or equipment contain partisan political or commercial messages or are designed to persuade students or staff members to acquire a particular product or service offered by a named individual, company, organization, association, or agency. Professional staff may, however, utilize political materials or those provided by special interest-groups in adopted courses of study with the approval of the principal.

B. Contests/Exhibits

The Board recognizes that contests, exhibits, and the like may benefit individual students or the District as a whole, but participation in such special activities:

1. may not have the primary effect of advancing a special product, group, or company;
2. may not make unreasonable demands upon the time and energies of staff or students or upon the resources of the District;
3. may not occur unless the student body as a whole derives benefit from such activities.

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C. Distribution/Posting of Literature

No outside organization or staff member or student representing an outside organization may distribute or post literature on that organization's behalf on District property either during or after school hours without the permission and prior review of the District Administrator and/or principal.

D. Solicitation of Funds

Any outside organization or staff member representing an outside organization desiring to solicit funds on school property must receive permission to do so from the District Administrator.

Permission to solicit funds will be granted only to those organizations or individuals who meet the permission criteria established in the District's administrative guidelines. Solicitation must take place at such times and places and in such a manner as specified in the administrative guidelines. In accordance with Board Policy 5830, no District student may participate in the solicitation without the District Administrator's approval.

The Board disclaims all responsibility for the protection of, or accounting for, such funds.

Solicited funds are not to be deposited in any regular or special accounts of the District.

This policy does not apply to the raising of funds for District-sponsored or school-sponsored activities.

E. Prizes/Scholarships/Other Awards

The Board is appreciative of the generosity of organizations which offer scholarships, prizes, or other awards to deserving students in this District.

In the administration of scholarships, prizes, or other awards, the District shall not unlawfully discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Administration of scholarship or award programs appropriately designated under this policy to benefit individuals in a particular group that has not traditionally been represented does not violate this policy.

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It will be the District's practice to provide all outside agencies and organizations notification of the nondiscrimination policy in awarding prizes, scholarships, or other aids, benefits, or services.

The District may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established by a domestic or foreign will, trust, bequest, or similar legal instrument that requires the award to go to a student of a particular sex, race, color, national origin, or with a particular disability. Such restricted awards must not lead to discrimination in access to the total amount of prizes, scholarships, or other awards available.

The District will periodically review their procedures for awarding scholarships, prizes, and other awards. This review will require that the District's procedure does not discriminate on the basis of sex, race, color, national origin, or disability in the overall effect of the scholarships, prizes, and other awards given to students.

F. Surveys and Questionnaires

Neither District-related nor nondistrict-related organizations shall be allowed to administer a survey or questionnaire to students or staff unless the instrument and the proposed plan is submitted, in advance, to the District Administrator. If approved, a copy of the results and the proposed manner of their communication are to be provided to him/her for review and approval before they are released. No minor student shall be required to participate in a survey unless written consent is given by the student's parents. (See Policy 2416 - Surveys, Analyses, Evaluations.)

118.125, Wis. Stats.

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2015-16 TEACHER HANDBOOK

10. Review with the special education teachers what special arrangements will be in place for special education field trip participants during the trip.
11. Collect all parental permission slips and turn in a completed list of student names to attendance just prior to leaving. No student will be allowed to go on a field trip if they have not turned in a signed parental permission slip before the trip or are not current with all other course assignments.
12. Verify one through eleven with principal.

For more information, please see policy 2340: Field and other District Sponsored Trips.

FUNDRAISING PROCEDURES

Fundraising Requests

Somerset School District fundraising requests shall include:

1. Complete description and purpose (what specifically the money will be used for) of fundraising activity.
2. Name of group conducting activity and names of supervisory faculty or officers of the sponsor's support group.
3. Beginning and ending dates of fundraising activity.
4. Estimated expenditures, revenue, and profit.

NOTE: Items for in-school sale must fall within the district School Wellness policy and guidelines.

Community Fundraising Procedures

1. Requests for school fund raising activities shall be made to the building principal/designee prior to October 1st for first semester and prior to February 1st for second semester.
2. The building principal shall coordinate requests to avoid duplication of fundraising activities within his/her building and between district schools.
3. School organizations shall not conduct fundraisers until approval has been granted by the Activity/Program Director. Groups are limited to one (1) fundraising campaign per year.
4. School organizations approved for door-to-door community fundraising shall complete the solicitation within a specified time frame which is identified in their approval request.
5. Fundraising requiring student participation shall not be permitted. Student academic grades shall not depend on involvement.
6. Students under the age of 12 shall be permitted to participate in a fundraising activity provided written approval has been obtained from the student's parent or guardian. Students under the age of 9 must be physically accompanied by a parent or a person at least 16 years of age when working in a door-to-door fundraising activity.
7. Funds raised shall be turned in with an appropriate cash recap form to the District Office for deposit within 5 days of receipt in the schools.
8. All funds collected and disbursed shall be processed through the appropriate financial accounting system and a summary report submitted to the building principal and Activity/Program Director within 30 days of completing the fundraiser. For audit and control purposes, checks will be mailed from the District Office and not returned to staff members.
9. Advisors shall schedule all contacts and meetings with sales representatives or outside agencies during non-classroom teaching hours.
10. Fundraising Procedures shall be distributed annually to school organizations and shall be reviewed annually with school staff by each building principal.
11. Ticket sales for regular school events such as athletic contests, musicals, school pictures or a similar regular building function are not regulated by the fundraising procedures.

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In-School Fundraising Procedures

In-school fundraising activities must be approved by the building principal/designee at least two weeks prior to the event. A copy of each fundraising activity approval must be submitted to the Activity/Program Director. Fundraising activities shall not conflict with the school lunch program.

1. Fundraising activities within the school buildings shall not be authorized until the following have been completed:
 - a. The advisor of the club or activity has submitted a request, in writing, to the building principal/designee explaining the rationale or purpose for the fundraising activity.
 - b. The request has been submitted to the building principal/designee at least two weeks in advance of the fundraiser.
 - c. The decision of the building principal has been given in writing to the advisor.
2. All funds collected and disbursed shall be processed through the appropriate financial accounting system and a summary report submitted to the building principal and Activity/Program Director within 30 days of the completion of the fundraiser.

The building principal/designee or Activity/Program Director shall submit to the Board of Education a written summary of all fundraising activities at the end of each school year.

Use of Activity Funds

The School District of Somerset will maintain accounting records for approved student organizations in accordance with rules established by the Wisconsin Department of Public Instruction (D.P.I.) and School Board Policy (DDBB). Student Activity funds are established to account for monies used to support the activities of student organizations and clubs. The students in the organization are involved in the management of the organization's activities. Acting as agent, the district is responsible for maintaining records and properly accounting for the activity.

Fundraising monies should not be used to purchase personal items for students. All items purchased with fundraising dollars should become property of Somerset School District unless approved by the building principal. Fundraising monies should be spent only on what the monies were raised for.

Purchase order and disbursement requests require the approval of the building principal/designee. Deposits require cash recap forms. Funds raised shall be turned in to the District Office for deposit within 5 days of receipt in the schools.

Complete records relating to student activity accounts shall be submitted to the District Office for auditing at the end of each school year. The audit of student activity funds shall be made at the same time as the annual audit of school district funds. The cost of such audit shall be paid by the district. No class/club/activity shall be allowed to operate with a negative balance. Special exceptions may be made with the approval of the building principal, based on a reasonable expectation that such negative balance is a temporary condition that will be corrected by incoming receipts. If an account has had no activity for 12 consecutive months, it shall be considered inactive and shall be closed. Funds from inactive accounts shall be transferred to the general fund. At the end of the school year, all balances shall be carried over to the next school year with the exception of the graduating class. The graduating class, after paying all its expenses, should designate before the end of the school year how any remaining balance shall be allocated. Any funds which remain in a graduating class at the end of the school year shall automatically become part of the general fund, unless special provisions are made.

Non-School Organization Fundraisers

Posters and handouts from non-profit organizations for the purpose of fundraising will be permitted upon approval of the District Administrator/designee.

OFFICE COPIER

The machines should be used before and after school or during your preparation period. DO NOT LEAVE A CLASS UNSUPERVISED TO RUN COPIES.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be held in accordance to the district calendar.

SUPPLIES

Order the supplies you will need for the year out of your annual budget. Do not rely on high school office supplies.

REQUISITIONS

1. Teachers SHOULD NOT send or phone in orders to vendors.
2. All orders must be approved by the principal.
3. All orders must be billed and mailed to the school and sent to the attention of the teacher.
4. All correspondence regarding nonpayment, discrepancies, etc., should be referred to the district office.
5. The ordering of items through school for personal use is not permitted.
6. All requisitions must be done in Skyward.

Teachers who purchase materials locally MUST request and receive from the principal a purchase order PREVIOUS to purchasing. A slip showing cost of items must be submitted to secure reimbursement. Failure to follow this procedure could result in you having to pay the cost. In addition, it is a MUST to obtain receipts for all expenditures, while on a school trip for which the district is paying expenses.

SCHOOL MEDICATION PROCEDURE

1. Pupils requiring medication at school shall be identified by parents to the principal via the health care provider. A principal, in turn, shall assume authority for involving designated school personnel in the administration of medication. Medication should not be given by a teacher, unless designated by the health care provider to do so. No student may take medicine unsupervised.
2. After identification of the pupil, the health care provider or properly appointed representative of the school shall make a parental contact to identify the type, dosage and purpose of said medication.
3. Parents must sign the medication request form authorizing the designated school personnel to the dosage prescribed by the physician.
4. The physician or pharmacist shall be requested by the parents to supply a properly labeled bottle of medication for school authorities. The prescribed medication shall be kept in the school office. The label on the bottle shall contain the name and telephone number of the pharmacy, the pupil's identification, name of physician, name of the drug and dosage to be given.
5. School personnel, under no circumstances, provide aspirin or any other medication to students. Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of the school and will not be practiced by school personnel.

#

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**The School District of Somerset
Bylaws & Policies**

7230 - GIFTS, GRANTS, AND BEQUESTS

The Board of Education is appreciative of public interest in and good will toward the schools manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Board will attempt to carry out the wishes of the donor.

The Board shall not discriminate in the acceptance and administration of gifts, grants, and bequests on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability. Complaints of discrimination in the acceptance or administration of gifts, grants, or bequests are governed by the complaint procedure outlined in AG 2260B.

The Board shall provide written acknowledgement to the donor of any accepted cash donation of \$250 or more and any non-cash donation the value of which is \$250 or more. Such acknowledgement shall include the amount of cash or a description of any non-cash donation along with a good faith estimate of the value of such non-cash donation.

The Board shall provide any donor with appropriate tax forms in compliance with the requirements of the Internal Revenue Code.

Gifts, grants, and bequests shall become the property of the Board and will be subject to use by the District as determined by the policies and administrative guidelines applying to all properties, equipment, materials, and funds owned by the Board, subject to the Board's effort to comply with any specific wishes of the donor.

Any equipment purchased by a parent organization for use in the school, on District property, or at a District-related event shall be submitted to the Board, prior to purchase, so it can determine if the District would incur any liability by its use.

The Board reserves the right to refuse to accept such liability and thus prohibit the use of the equipment by students or District employees during any District-sponsored activity or on any property owned, leased, or used by the District.

118.13 Wis. Stats.

118.27, Wis. Stats.

I.R.C. 170(f)(8)

I.R.C. 170(f)(12)

Title VI, Civil Rights Act of 1964

Title IX, Education Amendments of 1972

Section 504, Rehabilitation Act of 1973

Americans with Disabilities Act

Revised 5/18/15

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The School District of Somerset
Bylaws & Policies

9130 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS

Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board of Education. At the same time, the Board has a right to protect the staff from inappropriate harassment. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 3122 and Policy 4122.

It is the desire of the Board to address any such matters through direct, informal discussions and other means. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Any individual presenting such a matter shall be provided with a copy of this policy.

Guidelines for Matters Regarding a Professional Staff Member

A. First Level

Generally, if the matter concerns a professional staff member the individual(s) should discuss the matter with the staff member. The staff member shall take appropriate action within his/her authority and District administrative guidelines to deal with the matter.

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the principal.

B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member.

C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the District Administrator, the individual(s) may submit a written request for a conference to the District Administrator. This request should include:

1. the specific nature of the request, suggestion or complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the individual(s) (or child of a complainant) has been affected adversely;
3. the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The District Administrator shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted within fifteen (15) days of receiving the District Administrator's written response.

The Board, after reviewing all material relating to the matter shall grant a hearing, which may be held in closed session at the discretion of the Board when consistent with Wisconsin's Open Meetings law before the Board, or before a committee of the Board.

The individual(s) shall be advised, in writing, of the Board's decision no more than fifteen (15) business days following the next regular meeting. The Board's decision will be final on the matter, and it will not provide a hearing to other complainants on the same issue.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member shall inform the individual that s/he has no authority to act in his/her individual capacity and may refer the individual(s) to this guideline or the District Administrator for further assistance.

Guidelines for Matters Regarding District Services or Operations

If the matter relates to a District procedure or operation, it should be addressed, initially, to the appropriate supervisor and then in subsequently higher levels as prescribed in "Guidelines for Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Enrollment Disputes

If the matter relates to disputes concerning student residency determination, Homelessness under the McKinney-Vento Act, or related issues, the matter should be addressed initially to the District's Residency or Homelessness Coordinator, and then to the Third Level of the process for "Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding the Educational Program

If the matter relates to a District program, it should be addressed to the appropriate supervisor and then in subsequently higher levels as prescribed in "Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Instructional Materials

The District Administrator shall prepare administrative guidelines to ensure that students and parents are adequately informed each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy 2414, AG 9130A and Form 9130 F3.

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:

- A. The criticism is to be addressed to the Director of Curriculum Instruction and Assessment in writing, and shall include:
 1. author;
 2. title;
 3. publisher;
 4. the complainant's familiarity with the material objected to;
 5. sections objected to by page and item;
 6. reasons for objection.
- B. Upon receipt of the information, the Director of Curriculum Instruction and Assessment may, after advising the District Administrator of the complaint, and upon the District Administrator approval, appoint a review committee consisting of one (1) or more professional staff members including but not limited to, the Media Specialist;
- C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review and implementation of the curriculum. (See Policy 2414).
- D. The material in question may be withdrawn from use pending the committee's recommendation to the District Administrator.

- E. The committee's recommendation shall be reported to the District Administrator in writing within fifteen (15) business days following the formation of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and advise the Board of the action taken or recommended.

No challenged material may be removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

118.01, 118.019, Wis. Stats.
20 U.S.C. 1232h

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Student Enrollment by Grade 2014-15

Grade	# Sections (2014-15)	Average Class Size (2014-15)	8/8/14 Enrollment	9/5/14 Enrollment	10/7/14 Enrollment	11/5/14 Enrollment	12/3/14 Enrollment	1/8/15 Enrollment	2/3/15 Enrollment	3/9/15 Enrollment	4/1/15 Enrollment	5/5/15 Enrollment	6/3/2015 Enrollment	7/6/2015 Enrollment	10	Current Enrollment By School Building
E/C	0	0	7	9	8	9	12	13	15	15	15	16	16	16	10	
JK	3(A/M) 2(P/M)	21(A/M) 22(P/M)	98	107	108	107	106	106	106	105	104	103	103	103	74	Learning Center Enrollment
K	5	19	87	96	94	97	97	99	99	100	98	98	98	98	115	Elementary Enrollment: (Cap = 625)
1	6	20	127	120	121	121	121	121	120	121	123	123	123	98	Middle Enrollment: (Cap = 480)	
2	5	18	90	93	92	93	93	94	94	93	93	93	93	123	High Enrollment: (Cap = 400)	
3	5	22	112	111	112	112	112	113	113	113	112	111	111	96	Total Enrollment	
4	5	23	114	116	117	117	117	115	115	116	115	115	115	113		
5	5	24	117	118	117	117	116	117	118	118	120	120	120	116		
6	5	24	123	120	120	120	120	120	119	120	121	121	121	117		
7	4	25	98	99	99	99	96	96	97	97	98	98	98	123		
8	5	20	101	100	100	103	104	104	102	102	102	102	102	98		
9	5	28	141	138	137	137	136	136	137	137	136	136	136	110		
10	5	27	133	131	131	133	133	133	133	133	132	131	131	137		
11	4	28	112	112	112	111	111	111	111	111	111	110	109	131		
12	4	28	117	117	118	118	119	118	117	116	115	115	115	109		
Transition	1	3	4	5	5	3	3	3	2	2	2	2	2	1		
Total Enrollment			1581	1592	1591	1597	1596	1599	1598	1601	1597	1594	1593	1571		

Current Enrollment By School Building	
Learning Center Enrollment	91
Elementary Enrollment: (Cap = 625)	549
Middle Enrollment: (Cap = 480)	461
High Enrollment: (Cap = 400)	486
Total Enrollment	1587

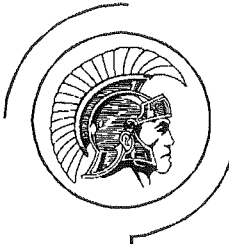
Student Enrollment by Grade 2015-16

Grade	# Sections (2015-16)	Average Class Size (2015-16)	8/3/15 Enrollment														Total Enrollment
E/C			10														0
JK			81														0
K			117														0
1			99														0
2			123														0
3			97														0
4			113														0
5			119														0
6			120														0
7			124														0
8			98														0
9			113														0
10			136														0
11			129														0
12			107														0
Transition			1														0
Total Enrollment			1587														0

Current Enrollment By School Building	
Learning Center Enrollment	91
Elementary Enrollment: (Cap = 625)	549
Middle Enrollment: (Cap = 480)	461
High Enrollment: (Cap = 400)	486
Total Enrollment	1587

The 8/3/15 Enrollment number is unofficial

ENC. 13



Somerset School District ■ P.O. Box 100 ■ Somerset, Wisconsin 54025

Randal M. Rosburg, District Administrator ■ 715-247-3313 ■ FAX: 715-247-5588 ■ rrosburg@somerset.k12.wi.us

High School
Principal
Chris Moore
715-247-3355
FAX: 715-247-3864

Date: August 17, 2015
To: BOE
From: Randy
Re: Somerset Academic Standards

Middle School
Principal
Sara Eichten
715-247-4400
FAX: 715-247-4437

The School District of Somerset has used the WI State approved Standards in our work for many years. A new requirement comes our way as a result of the new State Budget. The new State Budget requires prompt School Board action pertaining to annual approval of Standards and notice to parents and guardians of the approved Standards.

Elementary School
Principal
Dr. Christopher
Kamrath
715-247-3311
FAX: 715-247-3327

Attached is a WASB Legislative Update clarifying the requirements the school board must satisfy on this topic. The requirement before the BOE this evening is to adopt academic standards prior to the start of the school year. This adoption item is an Action item on the August 17, 2015, BOE agenda. The next requirement is to notify parents and guardians of the adopted academic standards. These standards are on the district web site and shown below in this memo. Information will be available for parents and guardians at the Wednesday, August 26, 2015, Welcome Back night.

Director of
Curriculum,
Instruction, &
Assessment
Trisha Sheridan
715-247-3313
FAX: 715-247-5588

The WASB recommends that each school board include an agenda item regarding academic standards in the agenda for the first meeting that it is practicable to do so after the effective date (7/14/2015) of this requirement. (WASB Legislative Update, 7/24/2015)

The following information and links are located on the School District of Somerset web site. Go to this link for more information on core and academic standards listed on the School District of Somerset website. <http://www.somerset.k12.wi.us/commoncorestandards.cfm>

Wisconsin State Standards-School District of Somerset

Director of
Business Services &
Operations
David Gerberding
715-247-3313
FAX: 715-247-5588

The Wisconsin State Standards are the first step in providing Somerset School District students with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school. The goal of the standards is to provide the skills necessary so students are prepared for success in postsecondary education and the workforce.

[Wisconsin State Standards for ELA & Literacy](#)

[Wisconsin State Standards for Mathematics](#)

[Wisconsin Model Academic Standards](#)

Director of
Pupil Services
Shannon Donnelly
715-247-4400
FAX: 715-247-4437

The Wisconsin Model Academic Standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.

[WI Model Academic Standards for Art and Design Education](#)

[WI Model Academic Standards for Business](#)

[WI Model Academic Standards for Family and Consumer Education](#)

[WI Model Academic Standards for Health Education](#)

[WI Model Academic Standards for Music](#)

[WI Model Academic Standards for Physical Education](#)

[WI Model Academic Standards for Science](#)

[WI Model Academic Standards for Social Studies](#)

[WI Model Academic Standards for Technology Education](#)

[WI Model Academic Standards for Foreign Languages](#)

Last Updated: 8/3/15

New State Budget Requires Prompt School Board Action Regarding Notices to Parents and Guardians

🕒 July 24, 2015 📁 State Budget, State Issue, WASB 📌 2015-17 State Budget, Academic Standards, Charters, Course Options, Educational Options, Open Enrollment, Private Voucher Schools, Special Needs Vouchers, Virtual Charter Schools, Youth Options 👤 Dan Rossmiller

The new 2015-17 state budget (2015 Wisconsin Act 55) imposes a number of additional notice requirements on school districts. These new requirements include that districts provide parents and guardians with notifications about:

- the academic standards adopted by the school board for that school year; **(this requires prompt action, see note below)**
- a copy of the school's accountability report (report card) as well as the most recent ranking level assigned to each school within the school district boundaries, including independent "2r" charter schools and private schools participating in a private school choice program;
- a list of the educational options available to children who reside in the pupil's resident school district, including public schools, private schools participating in a private school choice program, charter schools, virtual schools, full-time open enrollment, youth options, course options, and options for pupils enrolled in a home-based private educational program; and
- the existence of the special needs voucher program (to be provided to the parents of each child with a disability enrolled in the school district.)

***Note:** The budget act specifically requires that school boards must:

- *annually, include an agenda item **for the first school board meeting of the school year (i.e., the first meeting after July 1)** that clearly identifies the academic standards adopted by the board that will be in effect for the school year. ** (Note: This change became effective **July 14, 2015.**); and*
- *annually, notify parents/guardians of students enrolled in the district of the academic standards to be used for the upcoming school year **prior to start of the school term.***

****The WASB recommends that each school board include an agenda item regarding academic standards in the agenda for the first meeting that it is practicable to do so after the effective date (7/14/15) of this requirement.**

Share this:





WISCONSIN LEGISLATIVE COUNCIL INFORMATION MEMORANDUM

The Common Core State Standards in Wisconsin

The Common Core State Standards ("CCSS") are a set of academic standards that have been adopted by every state except Alaska, Nebraska, Texas, and Virginia. The standards set benchmarks for student knowledge and skills for each grade level from Kindergarten through 12th grade. This Information Memorandum describes the adoption of the CCSS in Wisconsin at the state and local level, the requirements in the 2013-15 Biennial Budget Act concerning the CCSS, and the transition to Common-Core aligned state standardized assessments. The Information Memorandum addresses public district schools; it does not address independent charter schools or private choice schools.

BACKGROUND

Academic standards are benchmark measures defining the knowledge and skills students should have in given academic subjects at each grade level. Standards do not dictate curriculum or instruction; they do not prescribe instructional content, resources, materials, or how teachers teach that content. However, standards provide a foundational basis for curriculum, instruction, and assessment. States were initially required to create or adopt academic standards for schools under the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA), which was also known as the "Improving America's Schools Act."¹

Since 2010, Wisconsin's model academic standards are the CCSS. The CCSS arose from the Common Core State Standards Initiative (CCSSI), an effort coordinated by governors and state commissioners of education from 48 states, two territories, and the District of Columbia through their respective organizations (the National Governor's Association and the Council of Chief State School Officers). CCSSI developed the CCSS with the input of educators and educator groups, higher education stakeholders, content experts, parents, and the public. Throughout the development process, CCSSI also consulted an advisory board that included Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education, and State Higher Education Executive Officers.²

In September 2009, CCSSI released a draft proposal of the standards for public comment and received approximately 1,000 responses. In March 2010, CCSSI released another draft proposal

¹ The current reauthorization of ESEA is the No Child Left Behind Act of 2001.

² See National Conference of State Legislatures, *Overview of the Common Core State Standards*, 5/1/2014, last accessed on 1/28/15.

of the standards for a second round of public comment, and received over 10,000 public comments. In June 2010, the final draft of the CCSS was released, and 45 states, the District of Columbia, and two territories had formally pledged to adopt them by late 2011.

The CCSS include mathematics and English Language Arts standards for each individual grade from Kindergarten to eighth grade. They also include standards for these same subjects in two-year bands for grades nine to 12 (one set of standards covers grades nine and 10; another set covers grades 11 and 12). The CCSS for English Language Arts include Literacy Standards in History/ Social Studies, Science, and Technical Subjects to support literacy across all content areas and grade levels.

WISCONSIN'S ADOPTION OF CCSS AS MODEL STANDARDS

The Department of Public Instruction (DPI) adopts model academic standards that school boards may adopt, if they choose to do so. DPI has adopted standards for 21 content areas, such as technology education, business, science, and world languages.

No federal law required the state to adopt the CCSS. However, DPI has selected the CCSS as the state model academic standards for the subjects in which Standards have been developed by CCSSI so far. The State Superintendent of Public Instruction, exercising his authority under Article X of the Wisconsin Constitution,³ adopted the CCSS standards for English Language Arts and mathematics when they were released in 2010. Included within the CCSS for English Language Arts are standards for literacy, applicable in every discipline at every grade level.

DPI is leading implementation of the CCSS with and through collaborating partners including Cooperative Educational Service Agencies (CESAs), professional organizations, postsecondary institutions, and local schools districts.⁴ The state partners with stakeholder groups to provide resources and assist districts with implementation. No aspect of state level involvement is mandatory for local districts.

LOCAL ADOPTION OF STATE STANDARDS

The Wisconsin statutes do not generally govern the process of adoption of model academic standards, but schools must have standards and must include certain curricular subjects. Each school board is required by Wisconsin law to adopt pupil academic standards in mathematics, science, reading and writing, geography, and history. [s. 118.30 (1g) (a) 1., Stats.] The law does not require school boards to adopt the CCSS or any particular set of standards.

School districts must locally establish a curriculum and purchase educational materials that they determine will meet their pupils' needs. For curriculum and instruction, the statutes describe the roles of the State and the school board as follows:

Public education is a fundamental responsibility of the state. The constitution vests in the state superintendent the supervision of public instruction and directs the legislature to provide for the

³ The Wisconsin Constitution grants supervisory authority over public instruction to the State Superintendent of Public Instruction. Under this authority, the State Superintendent adopted the CCSS as the basis of curriculum, instruction, and assessment in the state.

⁴ See *Guidance Document for Common Core State Standards Initiative*, DPI (November 30, 2010).

establishment of district schools. The effective operation of the public schools is dependent upon a common understanding of what public schools should be and do. Establishing such goals and expectations is a necessary and proper complement to the state's financial contribution to education. Each school board should provide curriculum, course requirements and instruction consistent with the goals and expectations under [current law]. Parents and guardians share with the state and school board the responsibility for pupils meeting the goals and expectations under [current law]. [s. 118.01 (1), Stats.]

The statutes require each school board to provide an instructional program in the following areas: (a) academic skills and knowledge; (b) vocational skills; (c) citizenship; and (d) personal development. [s. 118.01 (2), Stats.]

All Wisconsin school districts, except one, have adopted the CCSS. School districts that have adopted the CCSS are currently in the final stage of a phase-in rollout plan. School boards have been working since 2010 to update curriculum, resources, instruction, assessment, and reporting to align with the CCSS.

CONSEQUENCES OF NOT ADOPTING THE CCSS

As explained above, the CCSS are currently the state model standards for English Language Arts, mathematics, and literacy in all subjects. However, the statutes provide school boards the authority to adopt standards that are different from the state model standards. Currently, there is no federal or state requirement that local school districts adopt the CCSS, so there are no direct consequences for adopting standards other than the CCSS. Any consequences would result from potentially having standards that are different enough from the CCSS that they are inconsistent with standardized tests or teaching materials. Because current pupil assessments measure mastery of the CCSS, a school district that does not adopt the CCSS could potentially provide instruction that does not adequately prepare pupils for statewide assessments. Poor test scores can affect a school's rating for state accountability purposes, so test scores may have an impact on an individual school and a school district over time. [ss. 115.385 and 118.42, Stats.]

PROVISIONS OF 2013-15 BUDGET ACT CONCERNING CCSS

A number of requirements relating to implementation of the CCSS by DPI were contained in the nonstatutory provisions of the 2013-15 Biennial Budget Act, 2013 Wisconsin Act 20 ("Act 20"). The requirements generally related to the following:

- Evaluation of the CCSS by DPI.
- Analysis of the fiscal impact of the CCSS by the Legislative Fiscal Bureau (LFB), in consultation with DPI.
- Requesting that the Legislative Council form a study committee to study the CCSS and other academic standards.
- Imposing conditions and criteria that DPI must satisfy when adopting college- and career-readiness standards.

Act 20 conditioned any further implementation of the CCSS on compliance with these directives. The outcomes of these Act 20 directives are described in detail below.

EVALUATION OF THE CCSS BY DPI

Act 20 directed DPI to complete a report evaluating the CCSS to submit to the Legislature, the Governor, and to a legislative study committee. DPI's report details the initiation of academic standards revision in Wisconsin, from the March 2007 Summit for 21st Century Skills to partnership with the American Diploma Project Network, as well as the formation of the CCSSI and the development and adoption of the CCSS. It then describes implementation of the CCSS at the local level, and adoption of new standardized assessments aligned with the CCSS. The report concludes that the CCSS are higher, clearer, and more specific than the 1998 Wisconsin standards they replaced, and that the CCSS are "a foundational component of college- and career-readiness for all Wisconsin students."⁵

ANALYSIS OF FISCAL IMPACT

Act 20 directed the LFB to estimate, in consultation with DPI, the fiscal impact to the state if DPI were to: (a) continue to fully implement; or (b) discontinue the CCSS.

The LFB found that it was not possible to estimate the cost of going forward with the CCSS "given the decentralized system of school governance in [Wisconsin] and the lack of data on individual districts' current and planned activities and expenditures around standards implementation."⁶ It referred instead to a possible range of costs associated with the CCSS across the country, as determined by a Fordham Institute study. Fordham estimated that an approach like Wisconsin's, utilizing at least some technology to facilitate implementation, has an estimated gross cost of \$106.5 million. LFB estimated a cost of \$12.1 million in 2014-15 for implementing CCSS-aligned assessments.

Regarding the fiscal impact of discontinuing the CCSS, LFB's report finds that:

If the common core were discontinued, depending on the timeline for implementing another set of new standards, a significant amount of work at the school district level around the common core would need to be duplicated, including a new round of curriculum reviews, professional development for teachers around instruction, curriculum, and assessments, and an examination of resources and materials, including textbooks, workbooks, software applications and other digital materials, for alignment with the next set of standards.

The LFB report notes that Wisconsin would have to adopt a different set of college- and career-ready standards, and accompanying assessments, in order to comply with the conditions of its flexibility waiver from the ESEA ("No Child Left Behind"). The report states it is unclear whether any other set of standards would meet the criteria of the U.S. Education Department for

⁵DPI's report, titled "Transforming Teaching and Learning: Wisconsin's Journey to College- and Career-Ready Standards," dated August 2013, can be accessed from: <http://commoncore.dpi.wi.gov>.

⁶ The LFB's analysis, titled "2013 Act 20 Fiscal Estimate of Implementation or Rejection of Common Core Standards," dated August 1, 2013, can be accessed from: <http://legis.wisconsin.gov/lfb/publications/miscellaneous>.

standards considered to be "college- and career-ready." The LFB concludes that the cost of developing a new set of standards specific to Wisconsin would be indeterminate. The report explains that such cost would also have to include development of a comprehensive assessment system aligned to the new standards, including formative, benchmark, and summative assessments. According to the LFB report, the fiscal impact of developing assessments "is unknown, but would depend in part on whether the new test would also be a 'next generation' computer-adaptive assessment like Smarter Balanced."

STUDY COMMITTEE ON THE CCSS

Act 20 requested the formation of a Joint Legislative Council study committee to review issues related to the CCSS and other academic standards. Study committees are conducted in the interim between legislative sessions, and typically meet in the summer and fall following the second year of the legislative biennium. The Joint Legislative Council votes on study committee topics early in the calendar year of the second year of the legislative biennium. Prior to the formation of 2014 study committees, in September 2013, the Legislature formed the Assembly Select Committee on Common Core State Standards and the Senate Select Committee for Review of the Common Core State Standards Initiative. These committees were tasked to fulfill the following objectives:

- Compare and contrast existing Wisconsin standards with the CCSS.
- Consider best practices by sampling college- and career-readiness standards.
- Provide a comparative evaluation of the costs to the state.
- Engage the public and educate all parties on the components of the CCSS and the potential results of their implementation in Wisconsin, focusing on, but not limited to:
 - School boards maintaining independence and fostering innovation within their districts.
 - Wisconsin's public educational system objectives being fulfilled by the CCSS.
- Provide recommendations on the future of the implementation of the CCSS in Wisconsin schools.

Jointly, these committees held four public hearings in the Fall of 2013.⁷ Each committee produced a report. The reports differ in their focus, and while both reports recommend regular legislative review of the CCSS, neither recommends outright repeal.

The Joint Legislative Council did not create a 2014 study committee addressing the CCSS.

⁷ A summary report of these hearings is available at:
<http://legis.wisconsin.gov/eupdates/asm52/Recap%20Report%20Assem%20Select%20Comm%20on%20CCS.pdf>.

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DPI HEARINGS AND RECONSIDERATION OF STANDARDS

Act 20 directed DPI to conduct a review of particular evaluations and reports, hold public hearings, and then adopt college- and career-readiness standards that could exceed, supplement, or supplant the CCSS. The standards DPI chose would have to satisfy the following requirements:

- Meet national and international benchmarks for college and career readiness.
- Align with postsecondary educational expectations.
- Fulfill federal requirements for the state to receive a waiver from federal mandates contained in 20 USC 7861, the ESEA (commonly referred to as "No Child Left Behind").

In accordance with the directives of Act 20, DPI collected written testimony from December 17, 2013 - January 3, 2014, via email and mail, and held three public hearings on December 19, 2013, in Ashland, La Crosse, and Milwaukee.

Act 20 did not require DPI to replace the CCSS, and DPI did not replace the CCSS after the required hearings.

COMMON-CORE ALIGNED STANDARDIZED ASSESSMENTS

Wisconsin law requires the State Superintendent to adopt or approve assessments designed to measure pupil attainment of knowledge and concepts in the 4th, 8th, 9th, 10th, and 11th grades. [s. 118.30 (1), Stats.] The State Superintendent must develop an educational assessment program to objectively measure the adequacy and efficiency of educational programs offered by public schools. The assessment program must measure pupil achievement in reading, mathematics, writing, science, social science, and other areas of instruction commonly offered by public schools. The statutes require assessments to be conducted at several grade levels on a uniform, statewide basis.⁸

Wisconsin is part of the Smarter Balanced Assessment Consortium, formed to develop assessments measuring mastery of the CCSS. The 2011 Biennial Budget Act required DPI to replace the prior test (WKCE) with new assessments measuring mastery of the CCSS, such as Smarter Balanced assessments. [SEC. 9137, 2013 Wisconsin Act 32.] The standardized tests administered by DPI in the lower grades will shift from the WKCE to Smarter Balanced assessments, beginning in the 2014-15 school year. The assessments administered in grades 9-12 are the ACT high school assessments.⁹

Generally, each school district must administer the examinations adopted or approved by the State Superintendent to all pupils enrolled in the district.¹⁰ However, the statutes also provide an exemption to this requirement if a district administers an alternative test. Each school board operating elementary grades may develop or adopt its own examination designed to measure

⁸ s. 115.28(10), Stats.

⁹ The ACT assessments for high school grades have recently been aligned to the CCSS.

¹⁰ Under s. 118.30 (2) (b) 5., Stats., individual pupils may opt out of standardized assessment.

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pupil attainment of knowledge and concepts in the 4th grade and in the 8th grade. [s. 118.30 (1g) (c), Stats.]

Under this exemption, for the 4th and 8th grade examinations, a school board is not required to administer the examinations adopted or approved by the State Superintendent if all of the following conditions are met:

- The school board administers 4th and 8th grade examinations it has independently developed or adopted;¹¹
- The school board provides the State Superintendent with statistical correlations of those examinations with the examinations adopted or approved by the State Superintendent; and
- The U.S. Department of Education approves.

[s. 118.30 (6), Stats.]

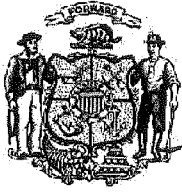
No school has notified DPI of an intention to utilize this exemption.

This memorandum is not a policy statement of the Joint Legislative Council or its staff.

This memorandum was prepared by Jessica Ozalp, Staff Attorney, on February 13, 2015.

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¹¹ If the school board develops or adopts an alternative examination, the board or operator must notify DPI. [s. 118.30 (1) (c), Stats.]



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May 19, 2015

Joint Committee on Finance

Paper #530

Educational Standards (DPI -- District Operations and Standards)

[LFB 2015-17 Budget Summary: Page 362, #1]

CURRENT LAW

State law provides that each school board, operator of an independent "2r" charter school, and private choice school must adopt pupil academic standards in mathematics, science, reading and writing, geography, and history.

GOVERNOR

Prohibit the State Superintendent from giving any effect, or requiring a school board to give any effect, to any academic standard developed by the Common Core State Standards Initiative and adopted and implemented prior to the effective date of the bill. Prohibit the State Superintendent from taking any action to adopt or implement any academic standards developed by the Common Core State Standards Initiative or directing any school board to adopt or implement any academic standards developed by the Common Core State Standards Initiative after the effective date of the bill.

Require that school districts annually, prior to the start of the school term, notify the parents and guardians of pupils enrolled in the district of the academic standards adopted by the school board for that school year. Require that a notice identifying the academic standards adopted by the school board be included as an item on the agenda for the first school board meeting of the school year.

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DISCUSSION POINTS

1. Academic standards are benchmark measures that define what all students should know and be able to do in given academic subjects at each grade level. Standards are intended to ensure educational quality, as well as fairness, in that all students are expected to achieve certain minimum levels of knowledge, competence, and skill. Standards do not dictate curriculum or instruction, which are a prescribed learning plan including instructional content, resources, and materials and how teachers teach that content, but do inform the development of curriculum and instructional practices.

2. States were initially required to create or adopt academic standards under the 1994 reauthorization of the Elementary and Secondary Education Act (ESEA). In 1998, Wisconsin adopted model academic standards that provided guidelines for what pupils should know by grades four, eight, and 12 in English language arts, mathematics, science, social studies, and other subjects.

3. In June, 2010, the State Superintendent issued a proclamation replacing the state's prior mathematics and English language arts model standards with the Common Core State Standards, which describe what students should know at each grade level from kindergarten through 12th grade, and are designed to prepare students to succeed in college and the workforce by high school graduation. The common core standards were developed by the Common Core State Standards Initiative, an effort coordinated by governors and state commissioners of education from 48 states through the National Governor's Association and the Council of Chief State School Officers, with the help of the educational policy organization Achieve. Forty-five states, including Wisconsin, and the District of Columbia initially adopted the common core standards, although six states have since voted to replace or formally review the standards.

4. Wisconsin has historically emphasized local control over the content and curriculum taught in public schools. Consequently, although state law requires each school district to adopt pupil academic standards, local districts can adopt the model standards selected by the State Superintendent, including the common core, or other academic standards of their choosing. DPI staff indicates that only one district in the state, Germantown, is known to have adopted standards other than the common core for English language arts or mathematics. Additionally, while the common core or other academic standards provide guidelines for what students should know in each grade, it is left to local school boards and teachers in Wisconsin to determine the specific curriculum, texts, and materials to be used in classrooms, dependent on community input and parent interest.

5. Some have criticized the common core, citing challenging content in the early grades that might be developmentally inappropriate, as well as overly prescriptive curriculum and instruction guidelines. Additionally, some believe that the standards represent inappropriate federal involvement in state-level education decisions, suggesting that the common core was rapidly adopted due to the assumption that states that did not adopt the new standards would not be eligible for federal Race to the Top grants under the American Recovery and Reinvestment Act or ESEA flexibility waivers offered by the U.S. Education Department. These programs required states to adopt "college and career ready" standards, such as the common core, for English language arts/reading and mathematics in kindergarten through 12th grade.

6. On the other hand, education experts have long advocated for voluntary national standards in the U.S., in order to help states and school districts have general guidelines about what students should know and be able to do at each level of elementary and secondary school. A uniform set of expectations allows pupils to easily transition from a school in one state to a school in another and facilitates the sharing of lesson plans, activities, and other teaching resources between educators in different states. Additionally, Wisconsin's previous academic standards were frequently criticized as too vague and not rigorous enough, particularly because they did not provide specific standards for each grade. The common core standards are widely regarded as much more challenging.

7. The bill would prohibit the State Superintendent from giving any effect to the common core standards, but does not define specific policies or actions that would be prohibited under this provision. DPI staff anticipates that the provision would require the Department to cease advocating for or promoting the standards to school districts. DPI would also no longer require that the statewide assessment be directly aligned with the common core standards, but given that many assessments align with multiple sets of standards, would not be prohibited from using an assessment aligned with the common core. Under another provision of the bill, the State Superintendent would be required to select a new statewide assessment for pupils in grades three through eight beginning in 2015-16.

8. The bill would also prohibit the State Superintendent from adopting any additional standards developed by the Common Core State Standards Initiative. The common core standards for mathematics and English language arts were finalized and published in 2010, and no other standards are being developed by the Common Core State Standards Initiative at this time. The Initiative's website indicates that no revisions of the standards are planned, but that the National Governors Association and the Council of Chief State School Officers would make decisions about future revisions to the standards, if they became necessary, in consultation with states.

9. In 2013, another multistate consortium published national science education standards, known as the Next Generation Science Standards. The standards were developed by the National Research Council (the staff arm of the National Academy of Sciences), the National Science Teacher Association, the American Association for the Advancement of Science, and Achieve, and were written by a team consisting of educators from 26 states, including Wisconsin. The standards describe what students should know or be able to do at each grade level related to physical sciences, life sciences, earth and space sciences, and engineering, technology, and other science applications. The State Superintendent has not adopted the Next Generation Science Standards, but would not be prohibited from doing so under the bill.

10. The administration indicates that the proposal is intended to support Wisconsin's tradition of local control by ensuring that school boards are aware of their authority to choose academic standards for their districts and that each school board selects the academic standards it will use each year. Additionally, it could be argued that the proposal supports the goal of providing parents with information that can be used to make educational choices for their children by requiring information about the academic standards used by each public school district to be made readily available.

11. On the other hand, it could be argued that the bill would create an additional administrative requirement for local school boards. Although school districts generally review and update their curriculums every five to seven years, the bill would require each school board to include a notice regarding academic standards as an agenda item in every school year. School boards would also be required to notify pupils' parents or guardians of the district's chosen academic standards annually. Although the method of notification is not defined, the notification would require staff time, and could incur a cost depending on the method of notification selected by the school board. Because districts already have the authority to select their own standards under current law, the bill would not grant new authority to school boards.

ALTERNATIVES

1. Approve the Governor's recommendations to: (a) prohibit the State Superintendent from giving effect to the common core standards or adopting new standards developed by the Common Core State Standards Initiative; and (b) to require that school boards include academic standards on the first school board agenda of each year and annually notify parents of the selected standards.

2. Modify the Governor's recommendation with one of the following changes:

a. Delete provision prohibiting the State Superintendent from giving effect to the common core standards or adopting new standards developed by the Common Core State Standards Initiative.

b. Delete provision requiring school boards to include academic standards on the first school board agenda of each year and annually notify parents of the selected standards.

3. Delete provisions.

Prepared by: Christa Pugh



NEOLA of WISCONSIN

LOCAL TEMPLATES

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BOARD OF EDUCATION
_____ SCHOOL DISTRICT

*WELLNESS
COMMITTEE
TO REVIEW*

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REVISED POLICY - VOL. 24, NO. 1

WELLNESS

As required by law, the Board of Education establishes the following wellness policy for the ~~SEABOARD~~ School District as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

~~The Board, however, believes this effort to support the students' development of~~ Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition habits choices to:

- A. promote nutrition education with the objective of improving students' health and reducing childhood obesity;
- B. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
- C. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;



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D. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;

E. promote the health and wellness of students and staff through other school based activities.

The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, members of the public, and other school administrators in the development, implementation, evaluation, and periodic update, if necessary, of the wellness policy.

The District Administrator is encouraged to form a wellness committee to carry out this function.

The wellness committee shall be an administrative committee with members recruited and appointed by the District Administrator.

The District Administrator shall be responsible for accomplishing the following:

- A. assess the current environment in each of the District's schools;
- B. measure the implementation of the District's wellness policy in each of the District's schools;
- C. review the District's current wellness policy;
- D. recommend revision of the policy, as necessary; and
- E. present the wellness policy, with any necessary revisions, to the Board for approval or re-adoption if revisions are necessary.

The District Administrator will oversee development, implementation, and evaluation of the wellness procedures.



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The District Administrator shall conduct reviews of the progress toward school wellness procedures, identify areas for improvement, and recommend revision of procedures as necessary.

Before the end of each school year the District Administrator shall submit to the Superintendent and Board their report in which they describe the environment in each of the District's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary.

The District Administrator or a designee of the wellness committee shall report annually to the Board on the District's wellness programs, including the assessment of the environment in the District, evaluation of wellness policy implementation District-wide, and the areas for improvement, if any, identified. The District Administrator or a designee from the wellness committee shall also report on the status of compliance by individual schools and progress made in attaining goals established in the policy.

A. With regard to nutrition education, the District shall:

[Select one or more of the following:]

Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.

Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the curriculum standards and benchmarks established by the State.



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- Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.
- Nutrition education standards and benchmarks shall be age-appropriate and culturally relevant.
- The standards and benchmarks for nutrition education shall be behavior focused.
- Nutrition education shall include enjoyable, developmentally appropriate and culturally relevant participatory activities, such as contests, promotions, taste testing, and others.
- Nutrition education shall include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.
- Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.
- Nutrition education posters, such as the ^{my plate} ~~Food Pyramid~~ Guide, will be displayed in the cafeteria.
- The school cafeteria shall serve as a learning lab by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime.
- Nutrition education shall extend beyond the school by engaging and involving families and the community.
- Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age-appropriate.
- Nutrition education benchmarks and standards include a focus on media literacy as it relates to food marketing strategies.



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~~X~~ Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low-fat and fat-free dairy products.

() Staff responsible for providing instruction in nutrition education shall regularly participate in professional development activities designed to better enable them to teach the benchmarks and standards.

~~X~~ Instruction related to the standards and benchmarks for nutrition education shall be provided by highly qualified teachers.

~~X~~ The District shall provide information to parents that is designed to encourage them to reinforce at home the standards and benchmarks being taught in the classroom.

() other: _____

() other: _____

() other: _____



NEOLA of WISCONSIN

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B. With regard to physical activity, the District shall:

~~[It is recommended that]~~ Select one (1) or more of the following be selected from both categories:]

1. Physical Education

A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the **physical education academic content** standards and benchmarks established adopted by the State.

The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks adopted by the State.

Planned instruction in physical education shall promote participation in physical activity outside the regular school day.

(1) All students in grades K-12, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive daily physical education for the entire school year, for at least 150 minutes per week for K-__ students and at least 225 minutes per week for students in grades __-12.

[NOTE: The National Association for Sport and Physical Education (NASPE) defines a quality physical education program in the terms and minutes specified above.]



STATE of WISCONSIN

LOCAL TEMPLATES

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(1)

All students in grades ____ - ____, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for ____ (____) minutes () daily () _____ days per week for the entire school year.

(1)

All students, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive instruction in physical education for _____ (____) minutes () per day () _____ days per week for at least _____ semesters in grades ____ -12.

(1)

~~All students in grades K-12, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive daily physical education for the entire school year, for 150 minutes per week for K _____ students and 225 minutes per week for students in grades _____ -12.~~

X

The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.



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~~(X)~~ Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate motor ~~knowledge and attitudes~~ skills and social skills, as well as ~~knowledge necessary to engage in lifelong, health-enhancing physical activity.~~

(X) The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.

(-)
~~(-)~~ The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.

(-)
~~(-)~~ Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks established by the State.

~~(X)~~ The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.

~~(1)~~ (1) Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for at least fifty percent (50%) of scheduled class time.

~~(X)~~ Teachers properly certificated/licensed in the subject area of physical education, highly qualified teachers shall provide all instruction in physical education.

~~(X)~~ Professional development opportunities should focus on the physical education content area.



NASBE of WISCONSIN

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All physical education classes shall have a student/teacher ratio comparable to the student/teacher ratio in other curricular areas.

[NOTE: NASPE includes this option in the definition of a quality physical education program.]

Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.

Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.

Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, **bullying**, or harassment of any kind.

YES Planned instruction in physical education shall include cooperative as well as competitive games.

Planned instruction in physical education shall take into account gender and cultural differences.

~~Planned instruction in physical education shall promote participation in physical activity outside the regular school day.~~

other _____

other _____



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~~()~~ other _____

2. Physical Activity

~~(X)~~ Physical activity () ~~shall~~ ~~(X) should~~ not be employed as a form of discipline or punishment.

~~(X)~~ Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.

~~(X)~~ Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.

~~(X)~~ All students in grades K- ____ shall be provided with a daily recess period at least _____ (30) minutes in duration. ~~Recess shall not be used as a reward or punishment, when at recess~~

[NOTE: NASPE's recommendation is that all elementary school students should be provided with at least one daily period of recess for a minimum of twenty (20) minutes.]

~~no~~ ~~(X)~~ The school shall ~~provide~~ information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.

~~no~~ ~~(X)~~ The school shall ~~encourage~~ families and community organizations to ~~help develop and~~ institute programs that support physical activity of all sorts.



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John/Sara/Randy

~~(H)~~

The school shall provide students in grades ___ - ___ with the opportunity to use physical activity in which they participate outside the regular school day (other than organized interscholastic athletics) to satisfy ~~curricular~~ **physical activity** requirements.

~~(H)~~

In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs.

[NOTE: This is a NASPE recommendation in their position statement on Comprehensive School Physical Activity Programs (2008).]

~~(D)~~

All students in grades 7 - 12[?] shall have the opportunity to participate in extracurricular activities and intramural programs that emphasize physical activity.

~~(H)~~

All students in grades 7 -12 shall have the opportunity to participate in interscholastic sports programs.

~~(H)~~
NO

Schools shall offer a wide range of physical activities outside the regular school day that meet the needs, interests, and abilities of all students, including males, females, students with disabilities, and students with special healthcare needs.

~~(H)~~

~~In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special healthcare needs.~~

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~~()~~
~~NO~~

All ~~before/after-school~~ programs shall provide developmentally ~~appropriate~~ physical activity for the students who participate.


YES ~~()~~

Schools shall discourage extended periods of student inactivity, defined as two ~~(2)~~ hours or more without some physical activity.

() other _____

() other _____

() other _____

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C. With regard to other school-based activities the District shall:

[Select one or more of the following:]

- The schools shall provide at least _____ (25) minutes daily for students to eat.
- The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
- () The school shall provide attractive, clean environments in which the students eat.
- () Students at _____ [insert name(s) of building(s)] are not permitted to have drinks in the classroom.
- () Students at _____ [insert name(s) of building(s)] are permitted to have bottled water only in the classroom.
- Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.
- () Schools () may () shall limit the number of celebrations involving serving food during the school day to no more than _____ () party(ies) per class per month.
- Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.
- An organized wellness program shall be available to all staff.



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The schools () shall may use environmentally friendly practices, such as the use of locally grown foods and non-disposable tableware and dishes.

The schools () shall () may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.

The schools () shall () may demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.

Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.

other _____

other _____

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Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

[It is recommended that one (1) or more of the following be selected:]

- The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.
- The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.
- All foods available on campus during the school day shall comply with the current USDA Dietary Guidelines for Americans, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.
- All foods available to students in the dining area during school food service hours shall comply with the current USDA Dietary Guidelines for Americans, including competitive foods available to student a la carte or from vending machines.
- Beginning with ____ - ____[?] school year, all foods available to students on campus during the school day and outside school food service hours shall comply with the current USDA Dietary Guidelines for Americans, including foods available to students as classroom snacks, from vending machines for fund raisers, for classroom parties, or at holiday celebrations.

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All foods available on campus at any time shall comply with the current USDA Dietary Guidelines for Americans, including competitive foods that are available to students a la carte in the dining area, as well as foods that are served as classroom snacks, from vending machines, for fund raisers, for classroom parties, at holiday celebrations, at concession stands, or at any school-related event.

The school food service program may shall involve

students,

parents,

staff,

school officials

in the selection of competitive food items to be sold in the schools.

Nutrition information for competitive foods available during the school day shall be readily available near the point of purchase.

All foods available to students in District programs, other than the food service program, shall be served with consideration for promoting student health and well-being.

Any food items sold on campus as a fund raiser shall meet the current USDA Dietary Guidelines for Americans.

The school shall prepare and distribute to staff, parents, and after-school program personnel a list of snack items that comply with the current USDA Dietary Guidelines for Americans.

Each classroom party held during the school day may include no more than one (1) food or beverage that does not meet the current USDA Dietary Guidelines for Americans.

The food service program shall be administered by a qualified nutrition professional.



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~~1~~ ~~2~~

The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.

~~3~~ ~~4~~

All food service personnel shall receive pre-service training in food service operations.

~~5~~ ~~6~~

Continuing professional development shall be provided for all staff of the food service program.

~~7~~

other _____

~~8~~

other _____

~~The Board designates () the District Administrator () the building principals as the individual(s) charged with operational responsibility for measuring and evaluating the District's implementation and progress under this policy. The District Administrator shall develop administrative guidelines necessary to implement this policy.~~

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~~The District Administrator shall report on the District's compliance with this policy and the progress toward achieving the goals set forth herein when requested to do so by the Board.~~

The District Administrator shall be responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the Superintendent shall:

~~(1)~~ distribute information at the beginning of the school year to families of school children

~~(2)~~ include information in the student handbook.

~~(3)~~ _____

~~(4)~~ _____

and post the wellness policy on the District's website, including the assessment of the implementation of the policy prepared by the District.

~~(1)~~ Review of this policy shall occur every _____ years, by a committee appointed by the Board, consisting of a representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The committee shall provide the Board with any recommended changes to this policy.

~~42 U.S.C. 1751, Sec. 204 et seq.~~
~~42 U.S.C. 1771 et seq.~~

The School District of Somerset
Bylaws & Policies

2430 - DISTRICT-SPONSORED CLUBS AND ACTIVITIES

The Board of Education believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students.

Such activities, along with extra-curricular activities (not directly related to courses of study), may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

No nondistrict-sponsored organization may use the name of the School District or any other name which would associate an activity with the District.

In addition to the eligibility requirements established by the Wisconsin Interscholastic Athletic Association, to be eligible for any athletic or other extra-curricular activity, a student must not have received a failing grade in any course for one (1) semester prior to the semester in which s/he wishes to participate.

Students shall be fully informed of the curricular-related activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

The District Administrator shall prepare administrative guidelines to implement a program of curricular-related clubs and activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

Whenever a student becomes a member of a District-established student group or national organization such as the National Honor Society, in order to remain a member, s/he must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

120.12(23), Wis. Stats.
P.L. 98-377

The School District of Somerset Bylaws & Policies

2431 - INTERSCHOLASTIC ATHLETICS

The Board of Education recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School District alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels. The District Administrator is to develop guidelines for coaches to follow which will ensure that as many students as possible have the opportunity to play so they have the opportunity to benefit from the learning experience.

The Board further adopts those eligibility standards set by the Constitution of the Wisconsin Interscholastic Athletic Association (WIAA) and may review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.

The District Administrator shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for the following safeguards:

- A. Prior to enrolling in the sport, parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

The guidelines should also provide a set of behavioral expectations for each type of participant. The District Administrator is authorized to implement suitable disciplinary procedures against those who violate these sportsmanship expectations.

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A.

adopt policies (upon recommendation of the administration) which reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;

- B. attend and enjoy school athletic activities, serving as a positive role model and expecting the same from parents, fans, participants, coaches, and other school personnel.

120.12(23), Wis. Stats.

P.I. 9.03(1)(h), Wis. Adm. Code

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The School District of Somerset Bylaws & Policies

3362 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

The Board of Education is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, student-to-employee, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the School Board will take immediate steps calculated to end the harassment, prevent its reoccurrence, and, if applicable, remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Definitions

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee that:

- A. places a school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working

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conditions from the perspective of a reasonable person similarly situated;

- C. has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. physical and/or sexual assault;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, participation in athletics or extra-curricular programs or events, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D.

- unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;
- E. sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals;
 - F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
 - G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
 - H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
 - I. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; and
 - J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disabling condition or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of unlawful harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Members of the School District community or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other school officials who have or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.
- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate school officials are as follows:
 1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the

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Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who shall assume the role of the District Compliance Officer for such complaints.

2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the School Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Shannon Donnelly
 Director of Pupil Services
 639 Sunrise Rise
 P.O. Box 100
 Somerset, WI 54025
 (715) 247-4848, Ext. 575

John Walsh
 Director of Programs
 639 Sunrise Rise
 P.O. Box 100
 Somerset, WI 54025
 (715) 247-5552, Ext. 580

The names, titles, and contact information of these individuals will be published annually:

- A. in the parent and staff handbooks.
- B. on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct.

The COs are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to unlawful harassment or has witnessed unlawful harassment of another may seek resolution of his/her complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of unlawful harassment was substantiated are set forth below.

Once the complaint process begins, the investigation will be complete in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

Complaint Procedure

An individual who believes s/he has been subjected to harassment hereinafter referred to as the "complainant," may file a complaint, either orally or in writing with a teacher, Principal, CO, District Administrator, or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of the CO for such complaints.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All written complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. In making such a determination, the CO should consult the Complainant to assess his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deem appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the complainant or respondent.

Within two (2) business days of receiving a complaint, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of this policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment.

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Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in this policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. The COs recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. () The CO may consult with the School Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or third party alleging the unlawful harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of unlawful harassment. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

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During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the State or Federal law will be maintained in a manner consistent with the law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

All sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A summary of this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

Wis. Stats. 111.31, 118.195, 118.20

20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as The Individuals with Disabilities Act)

20 U.S.C. 1681 et seq.

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29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

29 U.S.C. 794, Rehabilitation Act of 1973

29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 2000d et seq.

42 U.S.C. 2000e et seq.

42 U.S.C. 1983

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

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The School District of Somerset Bylaws & Policies

4362 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

The Board of Education is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices (hereinafter referred to as unlawful harassment), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, student-to-employee, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of unlawful harassment and in those cases where unlawful harassment is substantiated, the School Board will take immediate steps calculated to end the harassment, prevent its reoccurrence, and, if applicable, remedy its effects. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).

Definitions

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee that:

- A. places a school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working

conditions from the perspective of a reasonable person similarly situated;

- C. has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. physical and/or sexual assault;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, participation in athletics or extra-curricular programs or events, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D.

unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;

- E. sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals;
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- I. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; and
- J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disabling condition or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of unlawful harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Members of the School District community or third parties who believe they have been unlawfully harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other school officials who have or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.
- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate school officials are as follows:
 1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the

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Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who shall assume the role of the District Compliance Officer for such complaints.

2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the School Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Shannon Donnelly
 Director of Pupil Services
 639 Sunrise Rise
 P.O. Box 100
 Somerset, WI 54025
 (715) 247-4848, Ext. 575

John Walsh
 Director of Programs
 639 Sunrise Rise
 P.O. Box 100
 Somerset, WI 54025
 (715) 247-5552, Ext. 580

The names, titles, and contact information of these individuals will be published annually:

- A. in the parent and staff handbooks.
- B. on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct.

The COs are assigned to accept complaints of unlawful harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to unlawful harassment or has witnessed unlawful harassment of another may seek resolution of his/her complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of unlawful harassment was substantiated are set forth below.

Once the complaint process begins, the investigation will be complete in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

Complaint Procedure

An individual who believes s/he has been subjected to harassment hereinafter referred to as the "complainant", may file a complaint, either orally or in writing with a teacher, Principal, CO, District Administrator, or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of CO for such complaints.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other Supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All written complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. In making such a determination, the CO should consult the Complainant to assess his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the complainant or respondent.

Within two (2) business days of receiving a complaint, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of this policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment.

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Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in this policy and State and Federal law as to whether the complainant has been subject to unlawful harassment. The COs recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 4340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

The Board reserves the right to investigate and resolve a complaint or report of unlawful harassment regardless of whether the member of the School District community or third party alleging the unlawful harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of unlawful harassment. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the State or Federal law will be maintained in a manner consistent with the law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where unlawful harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

All sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Any act of retaliation against a person who has made a report or filed a complaint alleging unlawful harassment, or who has participated as a witness in a harassment investigation is prohibited.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A summary of this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

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20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as The Individuals with Disabilities Act)

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29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967

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29 C.F.R. Part 1635

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 2000d et seq.

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42 U.S.C. 1983

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

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The School District of Somerset
Bylaws & Policies

5460 - GRADUATION REQUIREMENTS

In order to be issued a Somerset High School diploma, a student must meet the requirements outlined in Components I and II of this policy. Students who meet all the criteria outlined in Components I and II shall be issued a high school diploma.

Students with exceptional educational interests, needs or requirements may be provided with alternative education programs for high school graduation. Such alternative education programs shall be established in accordance with state law requirements. A student who successfully completes the alternative education program may petition the Somerset Board of Education to receive a Somerset high school diploma.

Component I: Academic Achievement

- A. In order to be issued a Somerset High School diploma, a student must earn credits as follows:

	Class of 2015	Class of 2016	Class of 2017 beyond	Class of 2018 and beyond
	Credits	Credits	Credits	Credits
Consumer Education	0.5	0.5	0.5	0.5
English	4.0	4.0	4.0	4.0
Health	0.5	0.5	0.5	0.5
Math	3.0	3.0	3.0	3.0
*Physical Education	1.5	1.5	1.5	1.5
Reading (unless waived)	0.5	0.5	0.5	0.5
**Science	3.0	3.0	3.0	3.0
***Social Studies	3.5	3.0	3.0	3.0
Electives	10.5	9.5	8.0	6.0
Total (needed/possible)	27/30	25.5/28	24/26	22/24

*If interested, see counselor for 0.5 credit of physical education exemption paperwork

**Must include Science 9 and Biology

*equivalent
honors courses*

***Must include World History, American History or APUSH, and Civics

B. A student must earn all ~~twenty-eight (28)~~ credits with a cumulative grade point average of 2.0 or better on a weighted 4.0 scale; twenty-seven credits in 2015; twenty-five and a half (25.5) credits in 2016; twenty-four (24) credits in 2017; and twenty-two (22) credits in 2018.

C. *Reading Requirement

26th

Results from a state and/or nationally accredited standardized reading exam will be used to determine placement in a reading course or waiver of the reading credit. Students scoring at the ~~50th~~ ^{AP} percentile or above will have the reading requirement waived. ~~Twenty-eight (28)~~ credits will still be required of the student above the waived ~~Reading~~ course in order to graduate.

Students who believe the above requirements should be waived for conditions other than those noted above may petition the high school principal for further consideration.

Component II: Enrollment, Attendance, and Community Service

In order to be issued a Somerset High School diploma:

- A. A student must be enrolled in a class or participating in a Board-approved activity during each class period of each school day while attending high school.
- B. Except as otherwise provided, a student must be in high school attendance for eight (8) semesters, including the two (2) semesters immediately preceding graduation.
- C. Students who intend to graduate early must notify the high school principal in writing. Notification must be received by November 1st of their senior year if they intend to graduate at the end of term 2 or by March 1st if they intend to graduate at the end of term 3.
- D. A student must not be in truant status at the time of graduation.
- E. Each student must provide written evidence of having completed at least eighty (80) hours of community service. Transfer students must complete ten (10) hours per full semester enrolled in Somerset High School.

Students Who Do Not Meet the Above Requirements

The high school guidance counselor shall review all components of this policy with each senior student. If the guidance counselor determines that a senior student has not met the above criteria, s/he shall submit the name (s) of the student(s) to the high school principal. If the high school principal determines that a student has not met the above requirements, s/he shall convene a Teacher Review Committee. The committee shall be comprised of all of the student's assigned teachers at the time of the review. The Teacher Review Committee shall determine if all information regarding the student in each of the above components has been properly considered and the evaluation process was properly followed.

If the Teacher Review Committee is satisfied that all of the above criteria have been met and the evaluation process was properly followed, the committee shall recommend to the high school principal that the student be issued a diploma.

If the Teacher Review Committee determines that the student has failed to satisfy one or more of the above components, the committee shall convene a meeting with the student, the student's parent(s)/guardian(s) and the high school guidance counselor to jointly develop a remediation plan for the student. This remediation plan will suggest explicit ways by which the student may successfully meet the criteria noted above. If the student satisfactorily completes the remediation plan and meets the criteria specified above, the Teacher Review Committee shall recommend that the student be issued a Somerset High School diploma. If the student fails to satisfactorily complete the remediation plan or if the student, if s/he is eighteen (18) years of age or older, or the student's parent(s)/guardian(s) disagrees with the findings of the Teacher Review Committee, s/he may appeal the decision to not grant a diploma to the student in accordance with established procedures.

Remediation Allowing for Credit and Grade Point Modification

Students will have options to remediate credit and/or improve their grade point average by retaking the course, systematically recovering missing or incomplete coursework, or by taking a non-graded, pass/fail remedial class.

Section 118.33 Wisconsin Statutes
PI 18, Wisconsin Administrative Code
115.28, 118.30, 118.33, Wis. Stats.

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