



# School District of Altoona

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

Greg Fahrman, Superintendent

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

ALTOONA BOARD OF EDUCATION  
Regular Meeting  
Altoona Commons Addition  
November 7, 2011  
6:30 p.m.

*Agenda*

1. Call to Order
2. Roll Call
3. Reading of Public Notice
4. Pledge of Allegiance
5. Approval of Minutes
  - a. October 24, 2011 Regular Meeting
6. Public Participation
  - a. Non-Agenda items - public comment and concern
  - b. Agenda items - public comment and concern
7. Treasurer's Report
  - a. Approval of Checks for Payment
    - (1) General Fund checks totaling \$829,752.09
    - (2) Student Activity Fund checks totaling \$5,801.83
    - (3) Debt Service checks totaling \$-0-
  - b. Approval of Treasurer's Report
8. Information.
  - a. Administrative Report
    - (1) Month of the Young Adolescent Workshops, Juanita Peck
    - (2) Elementary Reading Initiatives – Summer Program Highlights and Current Data, Chelsea Engen
    - (3) Annual SAGE Report, Chelsea Engen
    - (4) Pupil Nondiscrimination Self-Evaluation Report, Karen Henry
  - b. Committee Meeting Report
  - c. General Information
    - (1) Announcement of Spring School Board Election, Robin Elvig
  - d. President Report
    - (1) WASB Legislative Advocacy Conference, November 5
    - (2) WASB Educator Effectiveness and Compensation Seminar, December 9
    - (3) Example from WASB Consultant Regarding Staff Communications, Robin Elvig
    - (4) Discussion Regarding Referendum and Scope of Referendum
  - e. Superintendent's Report
    - (1) Enrollment Report
    - (2) US Lamp Recognition Plaque

9. Board Action after Consideration and Discussion
  - a. Consider Employment Recommendation to Fill Part-time (3 hours/wk) Foodservice Position
  - b. Consider Employment Recommendation to Fill Part-time (.32) Special Education Aide Position
  - c. Consider Employment Recommendation to Fill Part-time (18 hours/wk) Limited Term Community Liaison Position
  - d. Consider 66.0301 Cooperative Agreement with the Eau Claire Area School District for Special Education Services for 2011/12
  - e. Consider Approval of Pupil Nondiscrimination Self-Evaluation Report
  - f. Consider Final Adoption of Policy 662.3 Fund Balance
  - g. Consider Final Adoption of Policy 665 – Fraud Prevention and Reporting
  - h. Consider Action to Proceed with Referendum and Establish the Scope
10. Anticipated Closed Session as Per Section 19.85 (1)(a) - Wisc. Statutes
  - a. Consider Closed Session Minutes for June 20, 2011
  - b. Board deliberation after hearing the charges raised by a parent against an employee, and the investigation thereof – 19.95 (1)(a)
11. Reconvene into Open Session and Take any Necessary Action
12. Adjournment

*In partnership with our students, their families and the community, the vision of the School District of Altoona is to build a foundation for life-long learning and the emotional well-being of our students as we offer “large school opportunities with a small school approach” on our unique single campus setting.*



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## ALTOONA BOARD OF EDUCATION

Regular Meeting

Altoona Commons Addition

October 24, 2011

7:30 p.m.

1. The Regular Meeting of the Altoona Board of Education was called to order by Board President, Edward Bohn at 7:36 p.m. in the Altoona commons addition.
2. Roll call was taken and the following were present:  
Edward P. Bohn, President  
Helen S. Drawbert, Vice President  
Robin E. Elvig, Clerk  
Robert (Red) A. Hanks, Treasurer  
Michael J. Hilger, Member  
Gregory J. Fahrman, Superintendent  
Joyce M. Orth, Board Secretary
3. Reading of Public Notice. All posting requirements were met and posting places are noted: Altoona City Hall, Altoona Post Office, school district office, high school office, middle school office, and elementary school office.
4. Pledge of Allegiance
5. Approval of Minutes. a. October 3, 2011 Regular Meeting. Motion by Hanks to approve the minutes as presented, seconded by Elvig. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0.
6. Public Participation. a. Non-Agenda items - public comment and concern. (1) Gill Sanford, parent, indicated that his complaint has not been resolved and that he will submit a request for a board review. (2) Helen Drawbert mentioned a WASB webinar that was scheduled as a follow-up to the Leadership Conference. (3) Red Hanks shared a city update including highlights from the League of Wisconsin Municipalities conference he attended last week in Milwaukee. (4) Robin Elvig reviewed a conversation with Deb Gurke, WASB governance and leadership, regarding staff communications in a board meeting "work session" setting. (5) Joyce Orth recognized Documentation for their donation of postcards and posters displaying the district Vision and Mission. (6) Ed Bohn noted that October 17-21 was School Bus Safety Week and recognized our bus drivers. (7) Ed Bohn also recognized the high school students and staff involved in homecoming week activities and the homecoming dance in particular. b. Agenda items - public comment and concern. None.
7. Treasurer's Report. a. Approval of Checks for Payment. Motion by Elvig to approve general fund checks totaling \$749,508.03, student activity fund checks totaling \$9,865.89, and debt service checks totaling \$91,657.50, as presented, seconded by Hilger. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0. b. Approval of Treasurer's Report. Postponed.

8. Information. **a. Committee Meeting Report.** (1) Educational Planning Council. Topics of discussion from the October 12 planning council meeting were reviewed. They include the MAP Assessment process, strategic planning, membership/enrollment/open enrollment, and the Life of an Athlete program. Budget and city updates were also presented. (2) Policy Committee Meeting. The policy committee met on October 13 and 18 to discuss Section D – Fiscal Policies and superintendent evaluation policies and procedures. (3) Educational Finance Advisory Committee. The finance committee met on October 19. A spring referendum process was discussed. The committee’s recommendation concerning referendum will be presented to the board at the November 2 work session. (4) Technology Committee Meeting. The October 20 information and technology committee meeting was reviewed. Summer projects and new initiatives, internet filtering, operations, training opportunities, and the Information and Technology Plan were discussed. **b. General Information.** (1) Policies for Discussion: Section D – Fiscal Policies; Review of Policy 225 – District Administrator Evaluation; and Superintendent Evaluation Draft. Section D Fiscal Policies were included for board review. Nancy Dorman, WASB policy consultant, is also reviewing and will make recommendations. Background information/policy considerations for Policy 225 – District Administrator Evaluation (Policy Resource Guide) was included in packets. In addition, a superintendent evaluation draft was reviewed. **c. President Report.** (1) WASB Region 4 Fall Meeting. The October 11 meeting was discussed. All board members, Greg Fahrman and Joyce Orth attended. Fifth grade student, Anna Haigh, her parents and fourth grade teachers Sandy Irwin and Donna Walther also attended. Anna was the first place recipient of the Division 3 WASB Write and Illustrate Your Own Picture Book contest. (2) WSAA/WASB School Law Seminar. Ed Bohn and Red Hanks attended the School Law Seminar held in Madison on October 14. The Annual Meeting, Wisconsin’s public records law and associated social media issues, implementation and issues stemming from Acts 10 and 32, an update from the Office for Civil Rights, and student expulsion procedures were discussed. (3) WASB Legislative Advocacy Conference. Red Hanks will attend the November 5 conference in Wisconsin Dells. Presentations will focus on the state’s fiscal and political climate and the impact on public education. State education leaders will also share reform efforts. **d. Superintendent’s Report.** (1) Library Board Meeting. Greg Fahrman reported on the October 19 meeting. (2) Energy Management Update. The Energy Management Update for June through August 2011 was reviewed.
9. Board Action after Consideration and Discussion. **a. Consider Adoption of the Budget as Presented at the Annual Meeting.** Motion by Hanks to adopt the 2011/12 budget as presented at the Annual Meeting, seconded by Elvig. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. **b. Consider Depositories for 2011/12.** Motion by Drawbert to approve depositories for 2011/12 with Wells Fargo Bank, State of Wisconsin Government Pool, and Wisconsin Investment Series Cooperative, seconded by Elvig. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0. **c. Consider Declaration of Posting Places for Board Meetings Agendas and Minutes.** Motion by Hanks to declare Altoona City Hall, Altoona Post Office, school district office, and school offices as the posting places for agendas and minutes of board meetings, seconded by Drawbert. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0. **d. Consider Appointment of Board Secretary for 2011/12.** Motion by Drawbert to appoint Joyce Orth as board secretary for 2011/12, seconded by Hilger. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0. **e. Consider Appointment of Deputy Clerk for 2011/12.** Motion by Hanks to appoint Kathy Dahl as deputy clerk for 2011/12, seconded by Drawbert. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. **f. Consider Authorizing Use of Facsimile Signatures.** Motion by Elvig to authorize use of facsimile signatures under Wisconsin Statute 120.16 (2), seconded by Drawbert. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0. **g. Consider Approval of the Release of Funds for Time-Sensitive Payables.** Motion by Hanks to approve the release of funds for time-sensitive payables, seconded by Elvig. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0. **h. Consider Approval of Legal Counsel.** Motion by Hanks to appoint Weld Riley Prens and Ricci as legal counsel, seconded by Elvig. Elvig, yes; Drawbert, yes; Hilger, abstain; Hanks, yes; Bohn, yes. Motion carried 4-0.

i. Consider Appointment of Safety Officer for 2011/12. Motion by Drawbert to appoint Greg Johnson as safety officer for 2011/12, seconded by Elvig. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. j. Consider Appointment of Chemical Hygiene Officer for 2011/12. Motion by Elvig to appoint Wendy Nelson as chemical hygiene officer for 2011/12, seconded by Hanks. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0. k. Consider Appointment of Medical Advisor for 2011/12. Motion by Drawbert to appoint Dr. James Haigh as medical advisor for 2011/12, seconded by Hilger. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0. l. Consider Adoption of Medical Term Abbreviations. Motion by Hanks to adopt medical term abbreviations as presented, seconded by Elvig. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0. m. Consider Retirement of Superintendent. Motion by Hanks to accept the retirement of Greg Fahrman, superintendent, with deep regrets, seconded by Hilger. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. n. Consider Retirement of Middle School Principal. Motion by Hanks to accept the retirement of John (Jack) Wagener, middle school principal, with deep regrets, seconded by Elvig. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0. o. Consider Resignation of Destination ImagiNation Team Leader. Motion by Elvig to accept the resignation of Zack Fugate, from his position as Destination ImagiNation team leader, seconded by Drawbert. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0. p. Consider Approval of Employment Recommendations for Extracurricular Positions. Motion by Drawbert to employ coaches/advisors for the 2011/12 season as recommended: Melody Christianson, high school drama co-assistant and Anita Schubring middle school student council, seconded by Hilger. Elvig, yes; Drawbert, yes; Hilger, yes; Hanks, yes; Bohn, yes. Motion carried 5-0. q. Consider Youth Options Intentions List for Semester 2 2011/12. Motion by Hanks to approve the Youth Options intentions list for second semester 2011/12 as presented, seconded by Elvig. Drawbert, yes; Hilger, yes; Hanks, yes; Elvig, yes; Bohn, yes. Motion carried 5-0. r. Consider Initial Adoption of 662.3 – Fund Balance. Motion by Drawbert to approve initial adoption of 662.3 – Fund Balance as presented, seconded by Elvig. Hilger, yes; Hanks, yes; Elvig, yes; Drawbert, yes; Bohn, yes. Motion carried 5-0. s. Consider Initial Adoption of 665 – Fraud Prevention and Reporting. Motion by Hanks to approve initial adoption of 665 – Fraud Prevention and Reporting as presented, seconded by Elvig. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0.

10. Adjournment. Motion by Hanks to adjourn at 8:38 p.m., seconded by Elvig. Hanks, yes; Elvig, yes; Drawbert, yes; Hilger, yes; Bohn, yes. Motion carried 5-0.

The next Regular Meeting of the Altoona Board of Education is scheduled for Monday, November 7, 2011 at 6:30 p.m. in the Altoona commons addition.

Joyce M. Orth CPS, Board Secretary

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

\_\_\_\_\_  
Date

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POST	CHECK	CHECK ACCOUNT		INVOICE		AMOUNT
MONTH	DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	
November	11/01/2011	126306	10 E 800 341 256730 000	ROTH, CHAD & AMANDA	2010-11 parent contracts for parent transportation	-375.00
					Totals for 126306	-375.00
October	10/21/2011	126898	10 L 000 000 811670 000	AMERIPRISE FINANCIAL SERV	Payroll accrual	25.00
October	10/21/2011	126898	10 L 000 000 811670 000	AMERIPRISE FINANCIAL SERV	Payroll accrual	25.00
					Totals for 126898	50.00
October	10/21/2011	126899	10 L 000 000 811670 000	AXA EQUITABLE	Payroll accrual	200.00
October	10/21/2011	126899	10 L 000 000 811670 000	AXA EQUITABLE	Payroll accrual	200.00
					Totals for 126899	400.00
October	10/21/2011	126900	10 L 000 000 811680 000	OKLAHOMA DEPARTMENT OF HU	Payroll accrual	74.91
					Totals for 126900	74.91
October	10/21/2011	126901	10 L 000 000 811670 000	RELIASTAR LIFE INS COMPAN	Payroll accrual	150.00
October	10/21/2011	126901	10 L 000 000 811670 000	RELIASTAR LIFE INS COMPAN	Payroll accrual	150.00
					Totals for 126901	300.00
October	10/21/2011	126902	10 L 000 000 811670 000	THRIVENT FINANCIAL/LUTHER	Payroll accrual	150.00
October	10/21/2011	126902	10 L 000 000 811670 000	THRIVENT FINANCIAL/LUTHER	Payroll accrual	150.00
					Totals for 126902	300.00
October	10/21/2011	126903	10 L 000 000 811690 000	UW-EAU CLAIRE	Payroll accrual	154.59
					Totals for 126903	154.59
October	10/21/2011	126904	10 L 000 000 811690 000	VALUE AUTO MART OF EAU CL	Payroll accrual	50.00
					Totals for 126904	50.00
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	84.07
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	233.70
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	226.58
October	10/21/2011	126905	27 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	198.84
October	10/21/2011	126905	80 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	3.19
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	3,015.03
October	10/21/2011	126905	27 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	403.21
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	84.70
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	233.00
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	226.18

POST	CHECK	CHECK ACCOUNT		INVOICE		AMOUNT
MONTH	DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	
October	10/21/2011	126905	27 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	198.49
October	10/21/2011	126905	80 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	3.16
October	10/21/2011	126905	10 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	3,021.94
October	10/21/2011	126905	27 L 000 000 811650 000	WEST CENTRAL EDUCATION AS	Payroll accrual	404.12
					Totals for 126905	8,336.21
October	10/21/2011	126906	10 L 000 000 811680 000	WI SCTF	Payroll accrual	46.98
October	10/21/2011	126906	27 L 000 000 811680 000	WI SCTF	Payroll accrual	7.02
October	10/21/2011	126906	10 L 000 000 811680 000	WI SCTF	Payroll accrual	187.50
					Totals for 126906	241.50
October	10/21/2011	126908	10 A 000 000 715632 000	WEA INSURANCE TRUST	NOVEMBER BILLIING IN OCTOBER 2011/RETIREE	45,395.34
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	10,645.53
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	1,721.64
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	84.20
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	43.46
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	84,466.33
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	15,977.63
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	7,123.16
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	1,314.68
October	10/21/2011	126908	50 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
October	10/21/2011	126908	99 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	1,116.04
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	166.94
October	10/21/2011	126908	50 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	6.75
October	10/21/2011	126908	80 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	0.00
October	10/21/2011	126908	99 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	7.56
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	3,624.66
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	509.34
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	313.20
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	43.80
October	10/21/2011	126908	50 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	3.00
October	10/21/2011	126908	99 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	3.00
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	NOVEMBER BILLIING IN OCTOBER 2011	9,450.57
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	10,645.53
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	1,721.64
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	99.32

POST	CHECK	CHECK ACCOUNT			INVOICE	
MONTH	DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	AMOUNT
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	43.46
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	84,466.33
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	15,977.63
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	7,123.16
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	1,314.68
October	10/21/2011	126908	50 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
October	10/21/2011	126908	99 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	66.85
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	1,143.02
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	166.94
October	10/21/2011	126908	50 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	6.75
October	10/21/2011	126908	80 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	0.00
October	10/21/2011	126908	99 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	7.56
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	3,624.66
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	509.34
October	10/21/2011	126908	10 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	313.20
October	10/21/2011	126908	27 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	43.80
October	10/21/2011	126908	50 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	3.00
October	10/21/2011	126908	99 L 000 000 811631 000	WEA INSURANCE TRUST	Payroll accrual	3.00
					Totals for 126908	309,497.25
October	10/20/2011	126938	10 E 800 713 270000 000	EMPLOYERS ASSURANCE CO	RENEWAL POLICY #: WCV 4234673 02 4800131	79,925.00
October	10/20/2011	126938	50 E 800 713 270000 000	EMPLOYERS ASSURANCE CO	RENEWAL POLICY #: WCV 4234673 02 4800131	9,000.00
					Totals for 126938	88,925.00
October	10/20/2011	126939	10 E 800 348 254500 000	EXXON MOBIL - PROCESSING	OCT INVOICE	771.75
					Totals for 126939	771.75
October	10/20/2011	126940	10 E 800 310 221910 000	GOOGLE, INC.	GMail/Postini archiving and discovery services for 2011-12	10.21
					Totals for 126940	10.21
October	10/20/2011	126941	10 E 100 411 253300 000	HILLYARD, INC - EAU CLAIR	HOSE VSE, CORD SET	59.79
October	10/20/2011	126941	10 E 200 411 253300 000	HILLYARD, INC - EAU CLAIR	HOSE VSE, CORD SET	59.79
October	10/20/2011	126941	10 E 400 411 253300 000	HILLYARD, INC - EAU CLAIR	HOSE VSE, CORD SET	59.79
					Totals for 126941	179.37



POST	CHECK	CHECK ACCOUNT						VENDOR	INVOICE	AMOUNT
MONTH	DATE	NUMBER	NUMBER					DESCRIPTION		
October	10/20/2011	126942	10 E 200 411 254300 000				HSBC BUSINESS SOLUTIONS	Misc. charges on menard's card	174.78	
October	10/20/2011	126942	10 E 800 411 254300 000				HSBC BUSINESS SOLUTIONS	Misc. charges on menard's card	86.01	
								Totals for 126942	260.79	
October	10/20/2011	126943	10 E 800 354 231100 000				NOVO PRINT USA, INC.	Ad for Eau Claire Chamber book	395.00	
								Totals for 126943	395.00	
October	10/20/2011	126944	10 E 800 441 162101 000				OTTER CREEK INN	Room for Choreography	110.00	
								Totals for 126944	110.00	
October	10/20/2011	126945	10 E 200 411 120600 000				STAPLES	Classroom supplies	4.36	
October	10/20/2011	126945	10 E 200 411 120600 000				STAPLES	Classroom supplies	2.18	
October	10/20/2011	126945	10 E 200 411 120500 000				STAPLES	Supplies for guided reading	153.90	
October	10/20/2011	126945	10 E 700 411 172000 000				STAPLES	Office Supplies	25.18	
October	10/20/2011	126945	10 E 200 411 120600 000				STAPLES	6th grade supplies.	120.98	
October	10/20/2011	126945	10 E 200 411 120600 000				STAPLES	Classroom supplies	182.12	
								Totals for 126945	488.72	
October	10/20/2011	126946	10 E 200 411 120500 000				WEEKLY READER	Current Health magazine-class set	338.40	
								Totals for 126946	338.40	
October	10/20/2011	126947	10 E 800 358 221910 000				UW-MADISON WISNET	Wisnet network participation and membership annual fee	4,400.00	
								Totals for 126947	4,400.00	
October	10/25/2011	126948	10 E 100 411 110400 000				CHIPPEWA VALLEY MUSEUM	Field trip	372.00	
								Totals for 126948	372.00	
October	10/25/2011	126949	10 E 400 310 125400 000				LIES, JUDY	Accompanist for Fall HS Concert	150.00	
								Totals for 126949	150.00	
October	10/25/2011	126950	10 E 100 411 110100 000				REALLY GOOD STUFF, INC.	Classroom Supplies	10.99	
October	10/25/2011	126950	10 E 100 411 110100 000				REALLY GOOD STUFF, INC.	Classroom Supplies	123.97	
October	10/25/2011	126950	10 E 100 411 110200 000				REALLY GOOD STUFF, INC.	2nd Grade Supplies	149.67	

POST	CHECK	CHECK ACCOUNT		INVOICE				
MONTH	DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	AMOUNT		
October	10/25/2011	126950	10 E 100 411 110100 000	REALLY GOOD STUFF, INC.	Classroom Supplies	525.81		
					Totals for 126950	810.44		
October	10/25/2011	126951	10 E 400 342 162308 000	REVELLO, MICHAEL	meal money for State CC meet 2011	92.00		
					Totals for 126951	92.00		
October	10/25/2011	126952	27 E 700 411 158710 341	SCHOOL SPECIALTY INC.	Prefab joint installation kit	269.99		
					Totals for 126952	269.99		
October	10/25/2011	126953	10 R 800 271 500000 802	WIAA	Payment to WIAA for two regional games and one Regional Final Game	837.00		
					Totals for 126953	837.00		
October	10/26/2011	126954	10 E 400 310 162210 000	ANGER, CHAD	SPORTS WORKER	8.50		
October	10/26/2011	126954	80 E 200 310 162210 000	ANGER, CHAD	SPORTS WORKER	25.50		
					Totals for 126954	34.00		
October	10/26/2011	126955	10 E 400 310 162121 000	ANHORN, MICHAEL	OFFICIAL	144.60		
					Totals for 126955	144.60		
October	10/26/2011	126956	10 E 400 310 162121 000	ASH, MELISSA	OFFICIAL	55.00		
					Totals for 126956	55.00		
October	10/26/2011	126957	10 E 400 310 162121 000	BEAUFEAUX, JOANN	OFFICIAL	133.20		
					Totals for 126957	133.20		
October	10/26/2011	126958	10 E 400 310 162121 000	BEEN, NICOLAS	OFFICIAL	130.00		
					Totals for 126958	130.00		
October	10/26/2011	126959	10 E 400 310 162210 000	BERRY, MATTHEW	SPORTS WORKER	26.00		
					Totals for 126959	26.00		
October	10/26/2011	126960	10 E 400 310 162121 000	BRESINA, WENDY	SPORTS WORKER	27.00		
					Totals for 126960	27.00		
October	10/26/2011	126961	10 E 400 310 162210 000	CAMPBELL, MATT	SPORTS WORKER	8.40		
October	10/26/2011	126961	80 E 200 310 162210 000	CAMPBELL, MATT	SPORTS WORKER	33.60		

POST MONTH	CHECK DATE	CHECK NUMBER	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
					Totals for 126961	42.00
October	10/26/2011	126962	10 E 400 310 162121 000	CELT, JAMES	OFFICIAL	55.00
					Totals for 126962	55.00
October	10/26/2011	126963	10 E 400 310 162121 000	FAHERTY, WILLIAM	OFFICIAL	128.40
					Totals for 126963	128.40
October	10/26/2011	126964	10 E 400 310 162121 000	GRAM, GARY	OFFICIAL	90.00
					Totals for 126964	90.00
October	10/26/2011	126965	10 E 400 310 162210 000	HACKLER, LYLE	OFFICIAL	60.00
					Totals for 126965	60.00
October	10/26/2011	126966	80 E 200 310 162121 000	HERMAN, DALTON	SPORTS WORKER	25.00
October	10/26/2011	126966	80 E 200 310 162210 000	HERMAN, DALTON	SPORTS WORKER	25.00
					Totals for 126966	50.00
October	10/26/2011	126967	10 E 400 310 162121 000	HOFFMAN, DANIEL	OFFICIAL	111.00
					Totals for 126967	111.00
October	10/26/2011	126968	80 E 200 310 162210 000	HUSBY, JAMES	OFFICIAL	125.00
					Totals for 126968	125.00
October	10/26/2011	126969	10 E 400 310 162121 000	JOHNSON, AL	OFFICIAL	129.80
					Totals for 126969	129.80
October	10/26/2011	126970	80 E 200 310 162210 000	JOHNSON, JEFF	OFFICIAL	30.00
					Totals for 126970	30.00
October	10/26/2011	126971	10 E 400 310 162210 000	KENT, STEVEN	SPORTS WORKER	70.00
					Totals for 126971	70.00
October	10/26/2011	126972	10 E 400 310 162121 000	KLINE, PATRICK	SPORTS WORKER	27.00
					Totals for 126972	27.00
October	10/26/2011	126973	10 E 400 310 162210 000	KONWINSKI, DALE	OFFICIAL	60.00
					Totals for 126973	60.00

POST	CHECK	CHECK ACCOUNT		INVOICE		
MONTH	DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	AMOUNT
October	10/26/2011	126974	80 E 200 310 162121 000	KRANS, MARY	OFFICIAL	25.00
					Totals for 126974	25.00
October	10/26/2011	126975	10 E 400 310 162210 000	LANGBEHN, DAVID	OFFICIAL	60.00
					Totals for 126975	60.00
October	10/26/2011	126976	10 E 400 310 162210 000	LANGBEHN, GREGG	OFFICIAL	60.00
					Totals for 126976	60.00
October	10/26/2011	126977	10 E 400 310 162121 000	LIEN, DAVID	OFFICIAL	55.00
					Totals for 126977	55.00
October	10/26/2011	126978	80 E 200 310 162210 000	LYKENS, JOSHUA	SPORTS WORKER	29.00
					Totals for 126978	29.00
October	10/26/2011	126979	10 E 400 310 162210 000	MATHIES, MIKE	OFFICIAL	60.00
					Totals for 126979	60.00
October	10/26/2011	126980	10 E 400 310 162121 000	MCNAUGHTON, NATHAN	OFFICIAL	90.00
					Totals for 126980	90.00
October	10/26/2011	126981	10 E 400 310 162308 000	MILAND, MICHAEL	SPORTS WORKER	25.00
					Totals for 126981	25.00
October	10/26/2011	126982	10 E 400 310 162121 000	MILLER III, THOMAS	OFFICIAL	114.00
					Totals for 126982	114.00
October	10/26/2011	126983	10 E 400 310 162210 000	NORRELL, TODD	OFFICIAL	60.00
					Totals for 126983	60.00
October	10/26/2011	126984	80 E 200 310 162121 000	PECK, LISA	SPORTS WORKER	13.00
					Totals for 126984	13.00
October	10/26/2011	126985	10 E 400 310 162210 000	PORTER, PETER	OFFICIAL	100.00
					Totals for 126985	100.00
October	10/26/2011	126986	10 E 400 310 162210 000	RANK, PETER	OFFICIAL	60.00
					Totals for 126986	60.00

POST	CHECK	CHECK ACCOUNT		INVOICE		
MONTH	DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	AMOUNT
October	10/26/2011	126987	10 E 400 310 162210 000	SANDEN, BRUCE	SPORTS WORKER	50.00
					Totals for 126987	50.00
October	10/26/2011	126988	10 E 400 310 162121 000	SOMMERFELD, MICHAEL	OFFICIAL	100.00
					Totals for 126988	100.00
October	10/26/2011	126989	10 E 400 310 162308 000	SPONHOLZ, SCOTT	OFFICIAL	75.00
					Totals for 126989	75.00
October	10/26/2011	126990	10 E 400 310 162210 000	STEINMETZ, TERRENCE	OFFICIAL	60.00
					Totals for 126990	60.00
October	10/26/2011	126991	80 E 200 310 162121 000	WEISHEIPL, DAVID	OFFICIAL	90.00
					Totals for 126991	90.00
October	10/26/2011	126992	10 E 400 310 162121 000	XIONG, PA	SPORTS WORKER	11.60
October	10/26/2011	126992	80 E 200 310 162121 000	XIONG, PA	SPORTS WORKER	46.40
					Totals for 126992	58.00
November	11/01/2011	126993	10 E 800 341 256730 000	ROTH, CHAD & AMANDA	2010-11 parent contracts for parent transportation	375.00
					Totals for 126993	375.00
November	11/01/2011	126994	10 E 400 310 162121 000	BRESINA, WENDY	FAN BUS CROWD CONTROL ON 10/27 & 10/29/11	70.00
					Totals for 126994	70.00
October	10/20/2011	111200180	10 E 200 411 120000 000	BADGERLAND PRINTING INC.	3000 STUDENT CHECK IN/CHECK OUT FORMS	0.00
October	10/20/2011	111200180	10 E 200 411 120600 000	BADGERLAND PRINTING INC.	3000 STUDENT CHECK IN/CHECK OUT FORMS	0.00
October	10/20/2011	111200180	10 E 200 411 123000 000	BADGERLAND PRINTING INC.	3000 STUDENT CHECK IN/CHECK OUT FORMS	163.00
					Totals for 111200180	163.00
October	10/20/2011	111200181	10 E 800 571 223100 000	CESSPOOL CLEANER COMPANY	porta potty for cross country invite 10/11/11	112.20
					Totals for 111200181	112.20

POST	CHECK	CHECK ACCOUNT	INVOICE		
MONTH	DATE	NUMBER NUMBER	VENDOR	DESCRIPTION	AMOUNT
October	10/20/2011	111200182 10 E 100 412 110300 000	CLASSROOM DIRECT	Stangel classroom supplies	300.86
				Totals for 111200182	300.86
October	10/20/2011	111200183 10 E 100 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	40.14
October	10/20/2011	111200183 10 E 200 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	40.14
October	10/20/2011	111200183 10 E 400 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	40.14
October	10/20/2011	111200183 10 E 100 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	46.31
October	10/20/2011	111200183 10 E 200 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	46.31
October	10/20/2011	111200183 10 E 400 320 254300 000	G & K SERVICES, INC.	Blanket P.O.	46.30
				Totals for 111200183	259.34
October	10/20/2011	111200184 10 E 200 411 120500 000	GEBERT, CHRIS	ink cartridges purchased	52.98
				Totals for 111200184	52.98
October	10/20/2011	111200185 10 E 800 348 256210 000	HOLIDAY CREDIT OFFICE	fuel for school buses for	5,901.58
				2011-12	
October	10/20/2011	111200185 27 E 800 348 256250 011	HOLIDAY CREDIT OFFICE	fuel for school buses for	1,145.77
				2011-12	
				Totals for 111200185	7,047.35
October	10/20/2011	111200186 10 E 800 342 252000 000	LYNUM, CHARLENE	Mileage	43.29
				Totals for 111200186	43.29
October	10/20/2011	111200187 10 E 800 342 252000 000	MARKO, KATHY	Mileage and meals to WI	157.54
				Dells/Skyward conf on 10/17 &	
				10/18/11	
				Totals for 111200187	157.54
October	10/20/2011	111200188 10 E 100 411 110100 000	REALLY GOOD STUFF, INC.	Store More Deluxe Chair	405.30
				Pockets, Organization	
				Materials	
				Totals for 111200188	405.30
October	10/26/2011	111200189 10 E 400 310 162121 000	AASEN, JOLENE	SPORTS WORKER	40.00
October	10/26/2011	111200189 10 E 400 310 162210 000	AASEN, JOLENE	SPORTS WORKER	40.00
				Totals for 111200189	80.00
October	10/26/2011	111200190 10 E 400 310 162121 000	ADAMSKI, HANNAH	SPORTS WORKER	24.05
October	10/26/2011	111200190 80 E 200 310 162121 000	ADAMSKI, HANNAH	SPORTS WORKER	12.95

POST MONTH	CHECK DATE	CHECK NUMBER	ACCOUNT NUMBER	VENDOR	INVOICE DESCRIPTION	AMOUNT
					Totals for 111200190	37.00
October	10/26/2011	111200191	10 E 400 310 162210 000	ATKINSON, MATTHEW	OFFICIAL	35.00
					Totals for 111200191	35.00
October	10/26/2011	111200192	10 E 400 310 162210 000	BRESINA, GARY	SPORTS WORKER	50.00
					Totals for 111200192	50.00
October	10/26/2011	111200193	10 E 400 310 162210 000	BURNS, THOMAS	OFFICIAL	70.00
					Totals for 111200193	70.00
October	10/26/2011	111200194	10 E 400 310 162121 000	CAMPBELL, SCOTT	OFFICIAL	130.00
					Totals for 111200194	130.00
October	10/26/2011	111200195	10 E 400 310 162121 000	COENEN, ANITA	SPORTS WORKER	140.00
October	10/26/2011	111200195	10 E 400 310 162308 000	COENEN, ANITA	SPORTS WORKER	35.00
					Totals for 111200195	175.00
October	10/26/2011	111200196	10 E 400 310 162121 000	GRETZLOCK, PATRICK	OFFICIAL	89.00
					Totals for 111200196	89.00
October	10/26/2011	111200197	10 E 400 310 162121 000	JOHANNES, DAVID	OFFICIAL	120.00
					Totals for 111200197	120.00
October	10/26/2011	111200198	10 E 400 310 162121 000	JOHANNES, KAREN	OFFICIAL	120.00
October	10/26/2011	111200198	80 E 200 310 162121 000	JOHANNES, KAREN	OFFICIAL	45.00
					Totals for 111200198	165.00
October	10/26/2011	111200199	10 E 400 310 162210 000	NELSON, TIMOTHY	SPORTS WORKER	13.00
					Totals for 111200199	13.00
October	10/26/2011	111200200	10 E 400 310 162121 000	PETTIS, ELIZABETH	OFFICIAL	50.00
					Totals for 111200200	50.00
October	10/26/2011	111200201	80 E 200 310 162121 000	PINKERT, SHANNYN	OFFICIAL	25.00
					Totals for 111200201	25.00
October	10/26/2011	111200202	10 E 400 310 162210 000	RASMUSSEN, ROBERT	OFFICIAL	35.00
					Totals for 111200202	35.00

POST	CHECK	CHECK ACCOUNT	INVOICE		
MONTH	DATE	NUMBER NUMBER	VENDOR	DESCRIPTION	AMOUNT
October	10/26/2011	111200203 10 E 400 310 162121 000	RUPNOW, CHARLES	OFFICIAL	55.00
				Totals for 111200203	55.00
October	10/26/2011	111200204 80 E 200 310 162121 000	SMRSTICK, CYNTHIA	OFFICIAL	70.00
				Totals for 111200204	70.00
October	10/26/2011	111200205 80 E 200 310 162121 000	STANKE, DEBRA	OFFICIAL	70.00
				Totals for 111200205	70.00
October	10/26/2011	111200206 80 E 200 310 162210 000	SUMNER, JOHN	OFFICIAL	90.00
October	10/26/2011	111200206 10 E 400 310 162121 000	SUMNER, JOHN	SPORTS WORKER	151.00
				Totals for 111200206	241.00
October	10/26/2011	111200207 10 E 400 310 162210 000	TACKMANN, DAVID C	OFFICIAL	70.00
				Totals for 111200207	70.00
October	10/26/2011	111200208 10 E 400 310 162210 000	THOMPSON, MICHAEL	OFFICIAL	35.00
				Totals for 111200208	35.00
October	10/26/2011	111200209 80 E 200 310 162210 000	TRUSS, ANTHONY	OFFICIAL	60.00
				Totals for 111200209	60.00
October	10/26/2011	111200210 80 E 200 310 162121 000	WATT, JACOB	SPORTS WORKER	44.00
October	10/26/2011	111200210 80 E 200 310 162210 000	WATT, JACOB	SPORTS WORKER	44.00
				Totals for 111200210	88.00
October	10/26/2011	111200211 10 E 400 310 162121 000	WEST, SUSAN	OFFICIAL	50.00
				Totals for 111200211	50.00
October	10/26/2011	111200212 10 E 400 310 162121 000	WHITE, JANICE	OFFICIAL	120.00
				Totals for 111200212	120.00
October	10/26/2011	111200213 10 E 400 310 162121 000	WHITE, RICHARD	OFFICIAL	120.00
				Totals for 111200213	120.00
October	10/26/2011	111200214 10 E 400 310 162210 000	ZWIEFELHOFER, ROBERT	OFFICIAL	70.00
				Totals for 111200214	70.00



POST	CHECK	CHECK ACCOUNT					INVOICE	
MONTH	DATE	NUMBER	NUMBER			VENDOR	DESCRIPTION	AMOUNT
November	11/01/2011	111200215	10 E 800 291 221300 000			DRUCKREY, TERESA	1 Credit	40.00
							Totals for 111200215	40.00
November	11/01/2011	111200216	10 E 800 291 221300 000			THIEL, JOHN	6 Credits	240.00
							Totals for 111200216	240.00
October	10/21/2011	201100223	10 L 000 000 811614 000			EMPLOYEE BENEFITS COOPERA	Payroll accrual	566.32
October	10/21/2011	201100223	27 L 000 000 811614 000			EMPLOYEE BENEFITS COOPERA	Payroll accrual	433.00
October	10/21/2011	201100223	10 L 000 000 811614 000			EMPLOYEE BENEFITS COOPERA	Payroll accrual	977.81
October	10/21/2011	201100223	27 L 000 000 811614 000			EMPLOYEE BENEFITS COOPERA	Payroll accrual	83.50
October	10/21/2011	201100223	80 L 000 000 811614 000			EMPLOYEE BENEFITS COOPERA	Payroll accrual	22.50
							Totals for 201100223	2,083.13
October	10/21/2011	201100224	10 L 000 000 811670 000			HORACE MANN LIFE INS COMP	Payroll accrual	469.00
October	10/21/2011	201100224	27 L 000 000 811670 000			HORACE MANN LIFE INS COMP	Payroll accrual	16.00
October	10/21/2011	201100224	99 L 000 000 811670 000			HORACE MANN LIFE INS COMP	Payroll accrual	200.00
							Totals for 201100224	685.00
October	10/21/2011	201100225	10 L 000 000 811671 000			GREAT-WEST RETIREMENT SER	Payroll accrual	1,903.50
October	10/21/2011	201100225	27 L 000 000 811671 000			GREAT-WEST RETIREMENT SER	Payroll accrual	500.00
							Totals for 201100225	2,403.50
October	10/21/2011	201100226	10 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	559.50
October	10/21/2011	201100226	50 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	10.00
October	10/21/2011	201100226	80 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	7.50
October	10/21/2011	201100226	10 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	25,516.41
October	10/21/2011	201100226	27 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	3,005.81
October	10/21/2011	201100226	50 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	664.03
October	10/21/2011	201100226	80 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	129.31
October	10/21/2011	201100226	99 L 000 000 811612 000			WELLS FARGO BANK	Payroll accrual	108.18
October	10/21/2011	201100226	10 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	11,814.58
October	10/21/2011	201100226	27 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	1,751.41
October	10/21/2011	201100226	50 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	459.45
October	10/21/2011	201100226	80 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	69.96
October	10/21/2011	201100226	99 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	65.62
October	10/21/2011	201100226	10 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	4,078.91
October	10/21/2011	201100226	27 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	604.65
October	10/21/2011	201100226	50 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	158.63
October	10/21/2011	201100226	80 L 000 000 811611 000			WELLS FARGO BANK	Payroll accrual	24.15

POST	CHECK	CHECK ACCOUNT				VENDOR	INVOICE	AMOUNT
MONTH	DATE	NUMBER	NUMBER			DESCRIPTION		
October	10/21/2011	201100226	99 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	22.65	
						Totals for 201100226	49,050.75	
October	10/21/2011	201100227	10 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	4,078.91	
October	10/21/2011	201100227	27 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	604.65	
October	10/21/2011	201100227	50 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	158.63	
October	10/21/2011	201100227	80 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	24.15	
October	10/21/2011	201100227	99 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	22.65	
October	10/21/2011	201100227	10 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	17,440.58	
October	10/21/2011	201100227	27 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	2,585.45	
October	10/21/2011	201100227	50 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	678.28	
October	10/21/2011	201100227	80 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	103.29	
October	10/21/2011	201100227	99 L 000 000	811611 000	WELLS FARGO BANK	Payroll accrual	96.87	
						Totals for 201100227	25,793.46	
October	10/21/2011	201100228	50 L 000 000	811690 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	90.82	
October	10/21/2011	201100228	10 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	32.50	
October	10/21/2011	201100228	50 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	55.00	
October	10/21/2011	201100228	80 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	7.50	
October	10/21/2011	201100228	10 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	14,509.06	
October	10/21/2011	201100228	27 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	2,041.09	
October	10/21/2011	201100228	50 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	383.89	
October	10/21/2011	201100228	80 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	79.08	
October	10/21/2011	201100228	99 L 000 000	811613 000	WISCONSIN DEPT OF REVENUE	Payroll accrual	68.01	
						Totals for 201100228	17,266.95	
October	10/21/2011	201100229	10 L 000 000	811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual	12,620.31	
October	10/21/2011	201100229	27 L 000 000	811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual	1,600.65	
October	10/21/2011	201100229	80 L 000 000	811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual	60.55	
October	10/21/2011	201100229	10 L 000 000	811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual	1,315.31	
October	10/21/2011	201100229	27 L 000 000	811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual	93.53	
October	10/21/2011	201100229	50 L 000 000	811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual	86.96	
October	10/21/2011	201100229	80 L 000 000	811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual	17.76	
October	10/21/2011	201100229	99 L 000 000	811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual	75.89	
October	10/21/2011	201100229	10 L 000 000	811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual	201.82	
October	10/21/2011	201100229	10 L 000 000	811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual	12,822.13	
October	10/21/2011	201100229	27 L 000 000	811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual	1,600.65	
October	10/21/2011	201100229	80 L 000 000	811621 000	WISCONSIN RETIREMENT SYST	Payroll accrual	60.55	
October	10/21/2011	201100229	10 L 000 000	811622 000	WISCONSIN RETIREMENT SYST	Payroll accrual	2,925.38	

POST	CHECK	CHECK ACCOUNT	INVOICE	AMOUNT
MONTH	DATE	NUMBER NUMBER	VENDOR DESCRIPTION	
October	10/21/2011	201100229 27 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	567.64
October	10/21/2011	201100229 50 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	552.69
October	10/21/2011	201100229 80 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	31.46
October	10/21/2011	201100229 99 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	75.89
October	10/21/2011	201100229 10 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	1,610.07
October	10/21/2011	201100229 27 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	474.11
October	10/21/2011	201100229 50 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	465.73
October	10/21/2011	201100229 80 L 000 000 811622 000	WISCONSIN RETIREMENT SYST Payroll accrual	13.70
			Totals for 201100229	37,272.78
October	10/21/2011	201100230 10 L 000 000 811691 000	WEA TRUST ADVANTAGE Payroll accrual	137.21
October	10/21/2011	201100230 10 L 000 000 811691 000	WEA TRUST ADVANTAGE Payroll accrual	83.22
October	10/21/2011	201100230 27 L 000 000 811691 000	WEA TRUST ADVANTAGE Payroll accrual	38.44
October	10/21/2011	201100230 10 L 000 000 811691 000	WEA TRUST ADVANTAGE Payroll accrual	413.00
October	10/21/2011	201100230 27 L 000 000 811691 000	WEA TRUST ADVANTAGE Payroll accrual	20.00
October	10/21/2011	201100230 10 L 000 000 811691 000	WEA TRUST ADVANTAGE Payroll accrual	13.65
October	10/21/2011	201100230 10 L 000 000 811670 000	WEA TRUST ADVANTAGE Payroll accrual	3,665.68
October	10/21/2011	201100230 27 L 000 000 811670 000	WEA TRUST ADVANTAGE Payroll accrual	140.13
October	10/21/2011	201100230 10 L 000 000 811670 000	WEA TRUST ADVANTAGE Payroll accrual	6,294.41
October	10/21/2011	201100230 27 L 000 000 811670 000	WEA TRUST ADVANTAGE Payroll accrual	525.00
October	10/21/2011	201100230 80 L 000 000 811670 000	WEA TRUST ADVANTAGE Payroll accrual	78.25
October	10/21/2011	201100230 10 L 000 000 811669 000	WEA TRUST ADVANTAGE Payroll accrual	2,352.50
			Totals for 201100230	13,761.49
October	10/21/2011	201100231 10 A 000 000 711100 000	WELLS FARGO BANK PR & DIRECT DEPOSIT/10-21-11	190,365.11
October	10/21/2011	201100231 27 A 000 000 711100 000	WELLS FARGO BANK PR & DIRECT DEPOSIT/10-21-11	30,421.78
October	10/21/2011	201100231 50 A 000 000 711100 000	WELLS FARGO BANK PR & DIRECT DEPOSIT/10-21-11	9,008.77
October	10/21/2011	201100231 80 A 000 000 711100 000	WELLS FARGO BANK PR & DIRECT DEPOSIT/10-21-11	1,232.40
October	10/21/2011	201100231 99 A 000 000 711100 000	WELLS FARGO BANK PR & DIRECT DEPOSIT/10-21-11	1,019.22
			Totals for 201100231	232,047.28
October	10/31/2011	201100263 10 E 800 355 263300 000	AT&T Early Childhood	98.78
			Totals for 201100263	98.78
October	10/31/2011	201100264 10 E 800 355 263300 000	AT&T DO fax	201.82
			Totals for 201100264	201.82
October	10/31/2011	201100265 10 E 800 411 252000 000	MAGIC-WRIGHTER Service fees	14.80
			Totals for 201100265	14.80

POST	CHECK	CHECK ACCOUNT			INVOICE	
MONTH	DATE	NUMBER	NUMBER	VENDOR	DESCRIPTION	AMOUNT
October	10/31/2011	201100266	10 E 100 320 254300 000	WM OF NORTHERN WISCONSIN,	Blanket P.O.	440.97
October	10/31/2011	201100266	10 E 200 320 254300 000	WM OF NORTHERN WISCONSIN,	Blanket P.O.	440.97
October	10/31/2011	201100266	10 E 400 320 254300 000	WM OF NORTHERN WISCONSIN,	Blanket P.O.	440.96
					Totals for 201100266	1,322.90
October	10/31/2011	201100267	10 E 800 310 252100 000	EMPLOYEE BENEFITS COOPERA	Admin fees - Oct	137.50
					Totals for 201100267	137.50
October	10/31/2011	201100268	10 A 000 000 715630 000	UNITED PARCEL SERVICE	Shipping	16.55
October	10/31/2011	201100268	10 L 000 000 816902 000	UNITED PARCEL SERVICE	Shipping	7.00
					Totals for 201100268	23.55
October	10/31/2011	201100269	10 E 100 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES-EARLY CHILDHOOD & Storage	20.00
October	10/31/2011	201100269	10 E 100 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES-EARLY CHILDHOOD & Storage	174.00
October	10/31/2011	201100269	10 E 400 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES-EARLY CHILDHOOD & Storage	20.00
October	10/31/2011	201100269	10 E 400 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES-EARLY CHILDHOOD & Storage	52.43
					Totals for 201100269	266.43
October	10/31/2011	201100270	10 E 100 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES	82.13
October	10/31/2011	201100270	10 E 100 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES	4,760.72
October	10/31/2011	201100270	10 E 200 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES	73.12
October	10/31/2011	201100270	10 E 200 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES	5,184.30
October	10/31/2011	201100270	10 E 400 331 253300 000	XCEL ENERGY	MONTHLY UTILITIES	118.24
October	10/31/2011	201100270	10 E 400 336 253300 000	XCEL ENERGY	MONTHLY UTILITIES	5,561.47
					Totals for 201100270	15,779.98
					Totals for checks	829,752.09

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL	595,113.86	837.00	117,778.53	713,729.39
27	SPECIAL EDUCATION FUND	87,874.15	0.00	1,415.76	89,289.91
50	FOOD SERVICE	12,926.08	0.00	9,000.00	21,926.08
80	COMMUNITY SERVICE	1,968.46	0.00	928.45	2,896.91
99	Cooperative Programs	1,909.80	0.00	0.00	1,909.80
***	Fund Summary Totals ***	699,792.35	837.00	129,122.74	829,752.09

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

CHECK DATE	CHECK ACCOUNT		VENDOR	INVOICE	AMOUNT
	NUMBER	NUMBER		DESCRIPTION	
10/26/2011	7607	61 L 000 000 814202 000	BARR, THOMAS	Homecoming T-shirts	885.00
				Totals for 7607	885.00
10/26/2011	7608	61 L 000 000 814400 000	DEMOULIN BROTHERS &	"A" for band shako hats	120.80
				Totals for 7608	120.80
10/26/2011	7609	61 L 000 000 814000 000	FLEET FEET ON WATER	LS Tshirts, Sweatshirts, & Sweatpants.	714.55
				Totals for 7609	714.55
10/26/2011	7610	61 L 000 000 814216 000	LIFETOUCH NSS ACCTS	Yearbooks	3,468.41
				Totals for 7610	3,468.41
10/26/2011	7611	61 L 000 000 814209 000	TRI-MART CORPORATION	MS STORE	150.02
				Totals for 7611	150.02
11/02/2011	7612	61 L 000 000 814222 000	GAGNON, SHALYN	Mileage round trip to Chicago, Il. PBIS conv. Oct.27-28,2011	357.98
				Totals for 7612	357.98
11/02/2011	7613	61 L 000 000 814209 000	SCHUBRING, ANITA	Misc. supplies for AMS Student Council	105.07
				Totals for 7613	105.07
				Totals for checks	5,801.83

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
61	EXTRA CURRICULAR FUND	5,801.83	0.00	0.00	5,801.83
***	Fund Summary Totals ***	5,801.83	0.00	0.00	5,801.83

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

## 2011 Month of the Young Adolescent Workshop Debrief

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WORKSHOP NAME	DATE/TIME	ATTENDANCE	The information presented was helpful.		
			YES	SOMEWHAT	NO
Cyberbullying Justin Patchin, UW-EC	10/6 6P	5	5		
Tips for Homework Success Lori Placke-Wirth, Sylvan	10/10 6P	3	3		
Adolescent Development	10/10 7P	3	3		
PBIS Teri Hanson	10/13 7P	0			
Today's Math-Thinkers Wanted MaryAnn Modrak	10/13 6P	6	6*		
Middle Schoolers, Athletics and Injury Anita Coenen	10/17 6P	3	3		
Sex, Drugs, Rock n Roll and your Middle Schooler Anita Schubring	10/17 7P	3	3		
Social Media and Your Middle Schooler Laurie Boettcher	10/20 6P	1 (cancelled by spkr-low attendance)			

\*Participants requested additional sessions.



## 2011 Month of the Young Adolescent Workshop Debrief

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			The workshop was held at a convenient day and time.		
WORKSHOP NAME	DATE/TIME	ATTENDANCE	YES	SOMEWHAT	NO
Cyberbullying Justin Patchin, UW-EC	10/6 6P	5	5		
Tips for Homework Success Lori Placke-Wirth, Sylvan	10/10 6P	3	3		
Adolescent Development	10/10 7P	3	3		
PBIS Teri Hanson	10/13 7P	0			
Today's Math-Thinkers Wanted MaryAnn Modrak	10/13 6P	6	6		
Middle Schoolers, Athletics and Injury Anita Coenen	10/17 6P	3	3		
Sex, Drugs, Rock n Roll and your Middle Schooler Anita Schubring	10/17 7P	3	3		
Social Media and Your Middle Schooler Laurie Boettcher	10/20 6P	1 (cancelled by spkr-low attendance)			

## 2011 Month of the Young Adolescent Workshop Debrief

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			I prefer to get information about my children's academics, growth, health and wellbeing by:		
WORKSHOP NAME	DATE/TIME	ATTENDANCE	IN PERSON	USING INFO POSTED ON SCHOOL WEBSITE	FIND IT MYSELF
Cyberbullying Justin Patchin, UW-EC	10/6 6P	5	5		
Tips for Homework Success Lori Placke-Wirth, Sylvan	10/10 6P	3	3		
Adolescent Development	10/10 7P	3	3		
PBIS Teri Hanson	10/13 7P	0			
Today's Math-Thinkers Wanted MaryAnn Modrak	10/13 6P	6	6*		
Middle Schoolers, Athletics and Injury Anita Coenen	10/17 6P	3	3		
Sex, Drugs, Rock n Roll and your Middle Schooler Anita Schubring	10/17 7P	3	3		
Social Media and Your Middle Schooler Laurie Boettcher	10/20 6P	1 (cancelled by spkr-low attendance)			

\*Participants requested additional sessions. All participants agreed that this topic was something that required repeated explanations and was easiest for them to understand with the instructor present.

## 2011 Month of the Young Adolescent Workshop Debrief

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WORKSHOP NAME	DATE/TIME	ATTENDANCE	Suggest a topic for future workshops?	Would you like to see more family oriented activities at AMS?	
				YES	NO
Cyberbullying Justin Patchin, UW-EC	10/6 6P	5		4	
Tips for Homework Success Lori Placke-Wirth, Sylvan	10/10 6P	3		2	
Adolescent Development	10/10 7P	3		2	
PBIS Teri Hanson	10/13 7P	0		0	
Today's Math-Thinkers Wanted MaryAnn Modrak	10/13 6P	6		5	
Middle Schoolers, Athletics and Injury Anita Coenen	10/17 6P	3		2	
Sex, Drugs, Rock n Roll and your Middle Schooler Anita Schubring	10/17 7P	3		2	
Social Media and Your Middle Schooler Laurie Boettcher	10/20 6P	1 (cancelled by spkr-low attendance)		0	

## 2011 Month of the Young Adolescent Workshop Debrief

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**My largest project during the month of October 2011 was the Celebration of the Month of the Young Adolescent, which was highlighted by a series of workshops for parents. The attendance for the series of 8 workshops was underwhelming. I did all the normal types of advertisements: sent press releases to all media outlets and flyers home to parents (paper mailed home with the October calendar as well as an email reminder). Joyce very kindly it posted on the Facebook page and the district website with an electronic RSVP, and was diligent about keeping the information updated. After the first week of low attendance, I offered the opportunity to the three middle schools in the Eau Claire School District, who also posted it to their websites, and sent it in an electronic newsletter to their parents. I'm not sure why attendance was so low, other than the weather on each night was seasonably pleasant.**

**I would do something similar again in the future, but will look at other methods of delivery as well as a strictly RSVP system so that we do not have to pay babysitters when reservations are made and individuals do not come or call to cancel. Perhaps having the information available for the first day of school, adding it to the Eau Claire Family Resource Center calendar and collaborating with Eau Claire, Fall Creek, Chippewa Falls and Augusta middle schools might make it a more worthwhile endeavor in the future.**

**RSVP Form**

Your Name \_\_\_\_\_

Your Student's Name \_\_\_\_\_

Student Home Room \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Workshop	# Attending	Will you need Babysitting?
Cyberbullying		
Tips for Homework Success		
Adolescent Development		
PBIS		
Today's Math-Thinkers Wanted		
Middle Schoolers, Athletics and Injury		
Sex, Drugs, Rock n Roll and your Middle Schooler		
Social Media and Your Middle Schooler		

**SIGNING UP FOR BABYSITTING?**

Please list # of children and ages.

Thanks!



Three easy ways to RSVP:

- ✓ Visit us on the district website:  
[www.altoona.k12.wi.us](http://www.altoona.k12.wi.us)
- ✓ Fill out the form and return it to school with your student
- ✓ Call Juanita Peck:  
715 839-6031 ext 323

MORE DETAILS ON WORKSHOPS AND PRESENTERS ONLINE:

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



**Altoona Middle School**  
1903 Bartlett Ave

Altoona, WI 54720  
(715) 839-6031 ext 323

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

**Workshops Celebrating Month of the Young Adolescent 2011**



**Altoona Middle School**  
October, 2011

**Middle School Students are AWESOME!**



*Sponsored by  
Altoona Middle School PTO and  
School District of Altoona Community Room*

## October is the Month of the Young Adolescent

The Month of the Young Adolescent is a national collaboration between education, health, and youth-oriented organizations. Initiated by National Middle School Association (NMSA), Month of the Young Adolescent brings together a wide range of organizations to focus on the needs of young people, ages 10 to 15.

Why should we spend the month of October focused on young adolescents? The honest answer is that most of us don't know much about the transition period between childhood and late adolescence (the "teen" years). Yet it is during this stage of life, generally between the ages of 10 and 15, when young people leave childhood and move toward adulthood that they make critical decisions about their values, standards, attitudes, and personal beliefs. In fact, many of the important decisions our youth make during these years will define their behavior for the rest of their lives!

During the month of October, Altoona Middle School will celebrate the wonder of the young adolescent by sharing with families and the community opportunities to learn more about this awesome stage of life. We will have presenters share information on everything from adolescent development, cyberbullying, social networking, and today's math to athletics. We'll also touch on some general characteristics of young adolescents and how these influence their relationships with family, friends and the community at large.

Working together, we can create strong partnerships between the school, parents, students, and community members so that every 10- to 15-year-old will have the opportunity to become all he or she can and should become.

Young Adolescents are **AWESOME!**

### 2011 Workshops

#### TIPS FOR MS HOMEWORK SUCCESS

Lori Placke-Wirth, Sylvan

**Monday, 10/10**  
**6:00-7:00 pm**  
**Community Room**  
**Free**

#### ADOLESCENT DEVELOPMENT

Julie Keown-Bowmar, UW-Extension

**Monday, 10/10**  
**7:00-8:00 pm**  
**Community Room**  
**Free**

#### ATHLETICS AND YOUR MIDDLE SCHOOLER

Anita Coenen, ASD  
Athletic Trainer

**Monday, 10/17**  
**6:00-7:00 pm**  
**Community Room**  
**Free**

#### SEX, DRUGS, ROCK N' ROLL AND YOUR MIDDLE SCHOOLER

Anita Schubring, ASD  
School Nurse

**Monday, 10/17**  
**7:00-8:00 pm**  
**Community Room**  
**Free**

#### CYBERBULLYING

Justin Patchin PhD, UW-Eau Claire

**Thursday 10/6**  
**6:00 pm**  
**Community Room**  
**Free**

#### TODAYS MATH-THINKERS WANTED

Mary Ann Modrak, ASD

**Thursday, 10/13**  
**6:00-7:00 pm**  
**Community Room**  
**Free**

#### PBIS AT AMS

Teri Hanson, AMS

**Thursday, 10/13**  
**7:00-8:00 pm**  
**Community Room**  
**Free**

#### SOCIAL MEDIA AND YOUR ADOLESCENT

Lori Boettcher, social media speaker and trainer

**Thursday, 10/20**  
**6:00-7:00 pm**  
**Community Room**  
**Free**

### About the Workshops

Workshops will occur on Mondays and Thursdays from 6-7pm and 7-8pm during the first three weeks of October.

Most of the workshops have been designed for parents to get the inside scoop on living and working successfully with young adolescents.

You are welcome to sign up for a single workshop, or all of them! Your RSVP is helpful so that we have enough handouts or supplies, but you are always welcome to just drop in.

**Babysitting** will be available at no charge. However, **please RSVP ahead** so we will be sure to have enough sitters!

All workshops are **FREE**.

All other workshops will be held at Altoona Middle School, 1903 Bartlett Avenue, Altoona. Enter through the front doors, and go up the first flight of stairs. The Community Room will be on your left in the hallway at the top of the stairs.

If a room change is necessary, the room location and directions will be posted on the Community Room door.

## Summer Reading Programs

This data was collected from our Summer Reading Programs. The first chart shows the positive impact our Summer Reading Mentor Program had on our students' reading performances. The second chart shows how helpful it was to send Kindles home with students over the summer months. The third chart shows the percentages of students who were meeting and exceeding reading benchmarks in September 2010 and September 2011.

### Students with Summer Reading Mentors

Current Grade	Average Reading Level Change Summer 2010	Average Reading Level Change Summer 2011
1 <sup>st</sup> Grade	N/A	+3
2 <sup>nd</sup> Grade	-1.25	-.9
3 <sup>rd</sup> Grade	-2.0	-.9
4 <sup>th</sup> Grade	-2.0	-.8

### Students who Took Home Kindles for the Summer

Current Grade	Average Reading Level Change Summer 2010	Average Reading Level Change Summer 2011
4 <sup>th</sup> Grade	-1.5	+2

### Students Meeting and Exceeding Reading Benchmarks

Current Grade	September 2010 Including New Students	September 2011 Excluding New Students	September 2011 Including New Students
Kindergarten	85%	N/A	84%
1 <sup>st</sup> Grade	72.5%	70%	64%
2 <sup>nd</sup> Grade	67%	86%	79%
3 <sup>rd</sup> Grade	66%	85%	82%
4 <sup>th</sup> Grade	64%	81%	78%

- This year we had 49 new students at Pedersen.
- Of those 49 students, 21 students were below grade level in reading.



Dear Teachers,

Many parents have expressed an interest in knowing about guided reading levels. The enclosed packet has characteristics of guided reading levels A-Z. Each level has an introductory paragraph briefly describing that particular guided reading level. The second section describes the level in more detail. The last section contains suggested activities for parents to do at home with their children.

The information in the packet is based on *The Continuum of Literacy Learning* and *Leveled Literacy Intervention (LLI)* by Fountas and Pinnell. We went through each source and picked out the most significant features of each guided reading level.

The enclosed pages are excellent ways to communicate with parents. As children move through levels, **please send home the appropriate parent handout**. Please also use this resource for parent/teacher conferences. It gives parents a better understanding of what guided reading levels mean and what activities to do at home.

Thank you,

*Tara and Amanda*

P.S. The electronic files will soon be on the K-4 Public Folder under "Characteristics of Guided Reading Levels." We also plan to put them on the Title I website.





Dear Parent/Guardians,

Your child is now working in level A books at school. When children are first learning to read, they depend on high frequency sight word and picture clues to figure out new words. High frequency sight words are words that children need to memorize and know automatically. Often, they are words that are difficult to sound out (like the word 'the').

### **What does a level A book look like?**

#### **Level A**

- Books are repetitive and predictable
- Simple words like *a, and, is, can, in, it, like, the, go, me, you, I,* and *to*, are used throughout the story
- Each page has one sentence on it
- The pictures go with the words
- Children should be able to tell the difference between a letter and a word
- Children should be able to point to each word as they read
- The print is in the same place on every page
- Books focus on a single idea or a simple story line
- There is a strong connection between the pictures and the words
- Children work on handling a book from the front to the back, and reading left to right

### **What should we do at home?**

- Have your child reread several books every night.
- Practice sight words that your child has a difficult time remembering. Make two copies of each sight word and play fun games like Go Fish or Memory with the sight words.
- Read aloud to your child every single day. You are modeling good reading behaviors and letting your child know what reading should sound like.



Dear Parent/Guardians,

Your child is now working in level V, W, X, Y, or Z books at school. In these levels, readers encounter diverse topics that appeal to adolescents. Some of these topics may focus on problems of society, such as racism. These books may include words from languages other than English. There also could be words that are used in regional or historical slang. As you go up in reading levels, texts have progressively more difficult themes and vocabulary.

### **What do these books look like?**

#### **Levels V through Z**

- Children need to notice and use Greek and Latin word roots to take apart and understand word (aqua-aquarium, aquatic, aqueduct). These texts also contain words from different time periods.
- Texts sometime contain satire (the use of humor, irony, exaggeration, or ridicule to criticize people/society)
- Readers need to understand the meaning of symbols and how the writer uses symbols develop meaning
- Level V through Z books include autobiographies, myths and legends, memoirs, and diaries.
- Fiction books may have collections of short stories that have linked themes or a single plot across the book
- Nonfiction books include categories, subcategories, call-outs, pronunciation guides, index, and references
- Readers need to use glossaries, dictionaries, and pronunciation guides to solve words
- Level V through Z books require children to think about characters' thinking processes and struggles at key decision points
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations.
- Readers need to interpret characters and events related to preadolescents

### **What should we do at home?**

- Have your child think about characters they have previously read about and compare them to the characters they are reading about now. Compare type of problem and type of person.
- Your child should be reading fluently. Reading should be smooth and with expression.
- Ask your child, "How did your opinions change after reading this?" and "Why did your opinions change?"
- Discuss the setting of the book and how it relates to the genre of the book (fantasy, historical fiction).
- Have your child talk about their tastes and preferences in reading.
- Have your child read to himself/herself, and read aloud to your child every day.
- Have your child practice reading know words to read new words (part, partner, partnership).
- Help your child figure out the meaning of difficult words by using a dictionary or going to [www.m-w.com](http://www.m-w.com).

**Pedersen Elementary SAGE Goals  
Current and Prior Years**

FAY= Full Academic Year

**Kindergarten**

<b>Goal</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05 *FAY</b>	<b>05-06 *FAY</b>	<b>06-07 *FAY</b>	<b>07-08 *FAY</b>	<b>08-09 *FAY</b>	<b>09-10 *FAY</b>	<b>10-11 *FAY</b>
<b>READING</b>											
80% of the students will match beginning and ending symbols and sounds with 80% accuracy.	87%	92%	95%	90%	100%	94%	84%	90%	90%	94%	97% Revised to 85% of students will...
80% of the students will identify all upper and lower case letters with 80% accuracy.	93%	96%	97%	95%	100%	98%	99%	99%	98%	100%	Revised
85% of the students will say the words (blend) when given individual sounds, 8 out of 10 times											97%
85% of the students will segment the sounds of words in correct sequence, 8 out of 10 times											97%
85% of the students will match words that rhyme, 8 out of 10 times											97%
<b>LANGUAGE ARTS</b>											
80% of the students will retell a three-event story in correct sequence.	89%	99%	97%	98%	96%	96%	90%	84%	93%	94%	95% Revised to 85% of students will...
80% of the students will use random letters or words to write a story.			99%	98%	98%	<i>Revised</i>					
80% of the students will write a story as measured by a teacher made rubric						99%	88%	83%	87%	91%	97% Revised to 85% of students will...



## Grade 1

Goal	00-01	01-02	02-03	03-04	04-05 *FAY	05-06 *FAY	06-07 *FAY	07-08 *FAY	08-09 *FAY	09-10 *FAY	10-11 *FAY
<b>READING</b>											
80% of the students will correctly read 80% of the words on the first grade Fry Word List	97%	94%	90%	96%	91%	92%	94%	93%	92%	96%	99% Revised to 85% of students will...
80% of the students will correctly read a grade level passage (level H) at the independent level.						87%	88%	87%	90%	78%	96% Revised to 85% of students will read an instructional level L
80% of students will demonstrate adequate comprehension after reading first grade passage.					82%	87%	90%	85%	90%	76%	Discontinued
<b>LANGUAGE ARTS</b>											
80% of the students will write a sentence from teacher dictation.	91%	93%	93%	94%	94%	90%	92%	91%	90%	92%	97% Revised to 85% of students will...
80% of the students will write a meaningful story as measured by a teacher-made checklist.	87%	83%	83%	89%	82%	88%	89%	84%	82%	86%	93% Revised to 85% of students will...
80% of the students will construct a sequentially accurate story with a logical beginning, middle, and ending.	90%	94%	discontin ued	Re- started 89%	89%	98%	96%	88%	89%	98%	95% Revised to 85% of students will...

MATH											
80% of the students will read and write whole numbers to 100.	98%	90%	99%	99%	100%	97%	98%	96%	100%	98%	98% Revised to 85% of students will...
80% of the students will be able to solve single digit addition problems (02-03 through sums of 12).	97%	98%	98%	97%	94%	97%	93%	88%	93%	98%	99% Revised to 85% of students will...
80% of students will be able to solve simple subtraction problems with numbers through 12.			95%	94%	92%	96%	87%	77%	86%	89%	91% Revised to 85% of students will...

## Grade 2

Goal	01-02	02-03	03-04	04-05 *FAY	05-06 *FAY	06-07 *FAY	07-08 *FAY	08-09 *FAY	09-10 *FAY	10-11 *FAY
<b>READING</b>										
85% of the students will read a grade level passage (Level L) with 95% accuracy or above.		93%	93%	90%	97%	91%	92%	94%	96%	93% Revised to 90% of students will read an instructional level M
85% of the students will demonstrate comprehension after reading the grade level passage by correctly answering 4 of 5 comprehension questions.		90%	92%	89%	96%	89%	90%	86%	96%	Revised
<b>LANGUAGE ARTS</b>										
85% of the students will write a story that generally stays on topic using a proficient level for capitalization, punctuation, and appropriate phonetic approximations.		88%	88%	94%	93%	94%	81%	83%	96%	94% Revised to 90% of students will...
<b>MATH</b>										
85% of the students will subtract 1 and 2 digit numbers without regrouping with 90% accuracy			97%	99%	100%	96%	98%	97%	95%	99% Revised to 90% of students will...
85% of the students will add 1 and 2 digit numbers with and without regrouping with 85% accuracy.		94%	99%	98%	96%	96%	97%	95%	94%	98% Revised to 90% of students will...
85% of the students will demonstrate an understanding of numerical order from 1 to 100 with 90% accuracy.			98%	99%	99%	96%	99%	97%	99%	99% Revised to 90% of students will...

## Grade 3

Goal	02-03	03-04	04-05 *FAY	05-06 *FAY	06-07 *FAY	07-08 *FAY	08-09 *FAY	09-10 *FAY	10-11 *FAY
<b>READING</b>									
90% of the students will read a grade level passage (Level P) with 95% accuracy or above.	99%	91%	97%	99%	96%	98%	98%	Revised	
90% of students will read a grade level passage (Level O) with 98% accuracy or above.								93%	95%
90% of the students will demonstrate adequate comprehension after reading the grade level passage.	92%	89%	92%	98%	97%	98%	99%	94%	Revised
90% of the students will demonstrate age-appropriate reading rate.			91%	95%	94%	99%	94%	Discontinued	Discontinued
<b>LANGUAGE ARTS</b>									
90% of the students will write a report that provides information about a topic			88%	92%	93%	88%	84%	95%	94%
<b>MATH</b>									
90% of the students will add and subtract 1 and 2 digit numbers with and without regrouping with 90% accuracy.	91%	94%	96%	100%	96%	99%	91%	97%	98%
90% of the students will memorize multiplication facts from 0 to 5.	84%	90%	87%	95%	81%	90%	86%	99%	92%
90% of students will demonstrate understanding of multiplication with 80% (8/10) accuracy.							93%	100%	99%



**Altoona School District  
1903 Bartlett Avenue  
Altoona, Wisconsin**

**Pupil Nondiscrimination Self Evaluation Report  
To Meet Requirements of  
S.118.13, Wis. Stats., & PI 9, Wisconsin Administrative Code**

**July-October, 2011**

**The Altoona School District does not 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.**

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## Introduction and Self Evaluation Process

In compliance with S.118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code, the Altoona School District conducted a self evaluation of the status of pupil nondiscrimination and equality of educational opportunity.

This review took place in July through October, 2011. The District contracted with Fred A. Skebba, Educational Consultant, to review documents, interview key staff members, and prepare the printed report. Skebba is a former member of the Wisconsin Equity Cadre and has provided assistance since 1996 to school districts in CESA #9. He also has three years' experience working with the American Diabetes Association, Wisconsin Chapter, to resolve parental complaints against Wisconsin school districts regarding harassment and/or discrimination of students with Type I Diabetes.

The following is a brief time line of the basic procedures used in the self evaluation:

July 6, 2011	
October 4, 2011	Preparation for the onsite review.
October 5, 2011	Onsite review of documents and data. Interviews.
October 27, 2011	Preparation of a draft copy of the report.
October 31, 2011	
November 3, 2011	Administrative review of the draft copy of the report.
November 4, 2011	Preparation of the final draft of the report.
November 7, 2011	School board approval of the report.
November 8, 2011	Summary report, PI 1198, mailed to DPI. Legal notice published indicating to residents of the school district that the report is available for review.
Ongoing	Implementation of recommendations in the report.

## Self Evaluation Review Committee

The following staff members provided material for the review through the interview process and also by providing documents and data:

<u>Name</u>	<u>Title</u>
Greg Fahrman	District Administrator
Karen Henry	Director of Pupil Services and Curriculum
Jeff Pepowski	High School Principal
Jack Wagener	Middle School Principal
Chelsea Bellville	Elementary School Principal
Scott Hayden	Athletics & Activities Director
Jay Mielke	Grades 10-12 School Counselor
Heather Holle	Grades 7-9 School Counselor
Brooke Kaldor	Grades 4-6 School Counselor
Amy Bauman	Grades K-3 School Counselor

Students, staff, parents, and residents of the school district were given an opportunity to make comments. No one offered any comments prior to the onsite review.

## I. District Profile

### A. District Enrollment

#### District Enrollment

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	53.3%	48.7%	14.1%	11.8%	1513
2009-10	52.9%	47.1%	11.1%	11.7%	1504
2008-09	52.4%	47.6%	10.5%	13.6%	1502

**Findings:** The overall district enrollment is stable. A chart showing enrollment projections is in the appendices. The district is projected to continue slow growth.

There is continued growth in the number of minority students.

#### Special Education – 2010-11

<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Total</u>
131 (70%)	57 (30%)	28 (15%)	188

#### Students of Poverty

41% of students are on free/reduced lunch.

### B. District Structure

The district is comprised of the following schools:

- ~~Preschool – 4K~~
- Elementary – Grades ~~K-4~~ 4K-4
- Middle School – Grades 5-8
- High School – Grades 9-12
- ~~Alternative High School – McKinley in Eau Claire~~
- ~~Eau Claire Academy – Grades 4 & higher~~

**C. Review of Printed Materials**

The following printed materials were reviewed to determine if they meet the requirements of PI 9.05:

**Meet the Requirements**

- 2011-12 Pedersen Elementary Parent Handbook
- Altoona Student Conduct Code
- Middle School Parent Materials
- 2011-12 Substitute Teacher Handbook
- 2011-12 New Staff Orientation
- Middle School Student Handbook
- 2011-12 High School Student Handbook

**Do Not Meet the Requirements**

- 2011-12 Middle School Course Description, Grades 5-8  
Needs the nondiscrimination statement – PI 9.05(2)
- 2011-12 High School Course Description Booklet  
Needs the nondiscrimination statement – PI 9.05(2)
- 2011-12 Staff Handbook  
Needs the nondiscrimination statement and complaint procedure.  
PI 9.05(2) & (3)

**D. General Comments**

The district strives to provide equal opportunities for all students. The following comments made during the interview process will serve to reinforce this overall goal of the district:

- There is a counseling program in place designed to serve all students. More detail will be presented in Section II of this report.
- Students are strongly encouraged to participate in athletics and activities.
- A summer school program provides additional opportunities for all students.

- The district has provided opportunities in recent years to deal with student concerns. Among them were:**
  - **UW-Eau Claire speaker on bullying.**
  - **Use of a VISTA volunteer.**
  - **8 nightly speakers on various topics in October, 2011.**
  
- There are no fees for athletics which encourages participation by all students.**
  
- The district emphasizes the use of data in decision making, and student participation in athletics and activities is monitored on a regular basis.**
  
- There have been no formal complaints in recent years in the three areas being reviewed.**

## **II. Methods, Practices, Curriculum and Materials Used in Counseling**

The district employs four school counselors with the following grade assignments:

- Grades K-3 – 1 full-time counselor
- Grades 4-6 – .6 time counselor
- Grades 7-9 – 1 full-time counselor
- Grades 10-12 – 1 full-time counselor

The school counselors are implementing the Wisconsin Comprehensive School Counseling Model and have completed Level III training. A few excerpts from the district counseling viewbook are in the appendices.

Highlights of the counseling program follow:

### **Elementary Counseling**

- Classroom instruction
- Individual counseling
- Small group counseling
- Anti-bullying program
- Career on Wheels
- Student/parent conferencing in Grade 4
- Time to Share (assistance to needy families)

### **Middle School Counseling**

- Individual counseling
- Peer mediation
- College preparation mentors (UW-Eau Claire)
- Career planning
- Mental health issues
- Student/parent conferencing in Grade 8

### **High School Counseling**

- Career planning
- Teen screening
- Development of the master schedule
- Classroom instruction
- Small group counseling
- Individual counseling



**All counselors are involved in the following:**

- IEP (Individualized Education Plan) for special education students.**
- RTI (Response to Intervention).**
- PBIS (Positive Behavioral Interventions and Supports).**

**Anyone desiring more information on the school counseling program may contact any of the school counselors.**

**III. Participation Trends and Patterns and School District Support of Athletic, Extracurricular, and Recreational Activities**

**A. Athletics**

The School District follows The Pupil Nondiscrimination Guidelines for Athletics, joint publication of the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association. As a result of these guidelines and current practice, programs meet the following basic criteria:

- They are comparable in scope.
- They are comparable in type.
- Participation of male/female students is representative of their enrollment.

**Middle School Athletics**

**Male Athletics**

**Female Athletics**

Basketball  
Cross Country  
Tennis  
Track  
Football

Basketball  
Cross Country  
Tennis  
Track  
Volleyball  
Cheerleading\*

\*Not an official WIAA sport.

**High School Athletics**

**Male Athletics**

**Female Athletics**

Basketball  
Cross Country  
Hockey  
Tennis  
Track  
Football  
Baseball  
Golf  
Wrestling\*\*

Basketball  
Cross Country  
Hockey\*  
Tennis  
Track  
Volleyball  
Softball

\*Co-op with Eau Claire North & Menomonie.

\*\*Co-op with Augusta & Osseo-Fairchild

Accommodations are made for individual students when necessary.

The district equitably supports all athletic teams.

There have been no formal complaints in athletics.

**B. Other Activities**

**Summary of Student Participation**

<u>Year</u>	<u>Academic</u>	<u>Athletic</u>	<u>Music</u>
2009-10	26.4%	47.7%	6.3%
2008-09	36.6%	53.1%	7.0%
2007-08	25.3%	52.4%	41.8%

Source: School Performance Reports.

**Elementary Activities**

**Grades 3 & 4 Play**

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	25	42	12	0	67
2009-10	19	33	8	1	52
2008-09	21	46	6	4	67
Totals	65(34.9%)	121(65.1%)	26(14%)	5(2.7%)	186

**Grades 1-4 Study Club**

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	34	22	9	5	56
2009-10	39	36	14	1	75
2008-09	No data				
Totals	73(55.7%)	58(44.3%)	23(17.6%)	6(4.6%)	131

**Findings:** The Grades 3 & 4 Play is female dominated.  
 No conclusion can be made for the Study Club based on only two years of data.

Middle School Activities

Destination Imagination

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	17	8	0	0	25
2009-10	12	2	0	0	14
2008-09	4	2	0	0	6
Totals	33(73.3%)	12(26.7%)	0(0%)	0(0%)	45

Drama

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	No data				
2009-10	12	2	0	0	14
2008-09	5	6	0	3	11
Totals	17(68%)	8(32%)	0(0%)	3(12%)	25

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	7	11	1	0	18
2009-10	9	27	5	1	36
2008-09	11	19	1	0	30
Totals	27(32.1%)	57(67.9%)	7(9.5%)	1(1.2%)	84

Jazz Band

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	7	5	0	0	12
2009-10	7	5	0	0	12
2008-09	8	10	0	0	18
Totals	22(52.4%)	20(47.6%)	0(0%)	0(0%)	42

### Jason Project

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	12	8	0	0	20
2009-10	6	8	1	0	14
2008-09	2	8	0	0	10
Totals	20(45.5%)	24(54.5%)	1(2.3%)	0(0%)	44

### Math Counts

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	34	22	4	1	56
2009-10	17	10	1	0	27
2008-09	19	7	2	0	26
Totals	70(64.2%)	39(35.8%)	7(6.4%)	1(.9%)	109

### Math Olympiad

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	15	9	0	0	24
2009-10	26	22	4	0	48
2008-09	15	8	2	0	23
Totals	56(58.9%)	39(41.1%)	6(6.3%)	0(0%)	95

### National History Day

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	19	13	1	0	32
2009-10	9	13	1	0	22
2008-09	6	10	3	0	16
Totals	34(48.6%)	36(51.4%)	5(7.1%)	0(0%)	70

Peer Mediators

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	11	15	1	0	26
2009-10	18	23	4	2	41
2008-09	21	25	3	0	46
Totals	50(44.2%)	63(55.8%)	8(7.1%)	2(1.8%)	113

Show Choir

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	15	56	10	3	71
2009-10	10	29	4	0	39
2008-09	8	31	6	2	39
Totals	33(22.1%)	116(77.9%)	20(13.4%)	5(3.4%)	149

Spelling Bee

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	8	5	1	0	13
2009-10	12	4	1	1	16
2008-09	10	3	3	1	13
Totals	30(71.4%)	12(28.6%)	5(11.9%)	2(4.8%)	42

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	25	47	7	0	72
2009-10	27	40	6	0	67
2008-09	48	64	5	2	112
Totals	100(39.8%)	151(60.2%)	18(7.2%)	2(.8%)	251

### Yearbook

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	0	3	1	1	3
2009-10	3	5	0	0	8
2008-09	2	9	0	0	11
Totals	5(22.7%)	17(77.3%)	1(4.5%)	1(4.5%)	22

Findings: Two activities are balanced on a male/female basis.  
Five activities are male dominated.  
Six activities are female dominated.  
Most activities have some minority and special education students involved.

### High School Activities

#### DECA

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	15	10	0	0	25
2009-10	6	12	2	0	18
2008-09	3	4	0	0	7
Totals	24(48%)	26(52%)	2(4%)	0(0%)	50

#### Chess Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	23	2	2	2	25
2009-10	3	0	0	0	3
2008-09	No data				
Totals	26(92.9%)	2(7.1%)	2(7.1%)	2(7.1%)	28

Drama

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	8	10	1	3	18
2009-10	5	14	3	0	19
2008-09	4	14	0	0	18
<b>Totals</b>	<b>17(30.9%)</b>	<b>38(69.1%)</b>	<b>4(7.3%)</b>	<b>3(5.5%)</b>	<b>55</b>

Destination Imagination

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	0	2	0	0	2
2009-10	No data				
2008-09	7	7	1	0	14
<b>Totals</b>	<b>78(43.8%)</b>	<b>9(56.2%)</b>	<b>1(6.3%)</b>	<b>0(0%)</b>	<b>16</b>

Forensics

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	4	13	1	0	17
2009-10	10	14	1	0	24
2008-09	3	17	0	0	20
<b>Totals</b>	<b>17(27.9%)</b>	<b>44(72.1%)</b>	<b>2(3.3%)</b>	<b>0(0%)</b>	<b>61</b>

Lean on Me

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	2	7	3	0	9
2009-10	3	14	2	1	17
2008-09	4	10	2	0	14
<b>Totals</b>	<b>9(22.5%)</b>	<b>31(77.5%)</b>	<b>7(17.5%)</b>	<b>1(2.5%)</b>	<b>40</b>



Math Club

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	8	1	1	0	9
2009-10	10	11	1	0	21
2008-09	3	9	0	0	12
Totals	21(50%)	21(50%)	2(4.8%)	0(0%)	42

National Honor Society

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	12	17	2	0	29
2009-10	19	34	2	0	53
2008-09	3	16	0	0	19
Totals	34(33.7%)	67(66.3%)	4(4%)	0(0%)	101

SADD

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	1	10	3	0	11
2009-10	2	10	0	1	12
2008-09	0	3	0	0	3
Totals	3(11.5%)	23(88.5%)	3(11.5%)	1(3.8%)	26

Student Council

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	10	17	4	0	27
2009-10	17	12	2	0	29
2008-09	5	16	0	0	21
Totals	32(41.6%)	45(58.4%)	6(7.8%)	0(0%)	77

**Findings:** Seven activities are female dominated.  
One activity is male dominated.  
Two activities are balanced on a male/female basis.  
Some minority and special education students are involved.

**IV. Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District**

**A. Scholarships**

There is a process in place to ensure that all students and their parents are aware of scholarship opportunities and the application process. Some of the highlights of this process are outlined as follows:

- Use of the website.
- Emails sent to homes of students.
- Financial aids night.
- Grade 11 student/parent conferences.

Summary of Scholarships

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	16	18	0	2	34
2009-10	10	25	4	1	35
2008-09	11	25	1	0	36
<b>Totals</b>	<b>37(35.2%)</b>	<b>68(64.8%)</b>	<b>5(4.8%)</b>	<b>3(2.9%)</b>	<b>105</b>

**Findings:** Scholarships are female dominated. Some minority and special education students have received scholarships.

**B. Other Awards**

High School Awards

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	16	21	0	0	37
2009-10	14	17	1	0	31
2008-09	7	17	1	0	24
<b>Totals</b>	<b>37(40.2%)</b>	<b>55(59.8%)</b>	<b>2(2.2%)</b>	<b>0(0%)</b>	<b>92</b>

**Findings:** Other awards are female dominated.  
 A few minority students have received other awards.  
 No special education students have received other awards.

**Grade 8 Middle School Presidential Academic Awards**

<u>Year</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Spec. Ed.</u>	<u>Total</u>
2010-11	18	22	2	0	40
2009-10	16	24	2	0	40
2008-09	19	30	2	0	49
<b>Totals</b>	<b>53(41.1%)</b>	<b>76(58.9%)</b>	<b>6(4.7%)</b>	<b>0(0%)</b>	<b>129</b>

**Findings:** Presidential academic awards are female dominated.  
 A few minority students have received presidential awards.  
 No special education students have received presidential awards.

## Summary of Specific Legal Requirements

The following is a summary of the district's current status regarding the requirements of Chapter PI 9, Wisconsin Administrative Code:

- PI 9.03 – Policies prohibiting discrimination against pupils.

All policies related to the three areas being reviewed are in place.

- PI 9.04 – Complaint procedure.

The district has a complaint officer, and the complaint procedure is in place.

- PI 9.05 – Class 1 legal notice & printed materials.

The Class 1 legal notice was printed in the August 2011 issue of Altoona Schoolhouse and on August 28, 2011, in the Eau Claire Leader Telegram.

A few printed materials need the nondiscrimination statement and the complaint procedure. See page 2 of this report for details.

- PI 9.06 – Evaluation, opportunity for input, opportunity to review the report.

This report covers the three designated areas of nondiscrimination required by the Wisconsin Department of Public Instruction – counseling, athletics and other activities, scholarships and other awards.

A legal notice announcing the self evaluation was published in the September 22, 2011, issue of the Eau Claire Leader Telegram.

A legal notice will be published after the school board approves the report indicating that anyone in the school district may review the report. A copy of PI 1198 will be sent to the Wisconsin Department of Public Instruction indicating that the self evaluation is complete.

## Recommendations

- ❑ **When various printed materials are prepared, be sure to include the nondiscrimination statement and complaint procedure where needed.**

**Legal Reference: PI 9.05(2) & (3)**

- ❑ **Continue to monitor participation in athletics and activities on an annual basis. Review data over at least a three-year period. Watch for trends that may develop and take corrective action if necessary.**

**Legal Reference: PI 9.06(e)**

- ❑ **Continue to monitor scholarships and other awards on an annual basis. Review data over at least a three-year period. Watch for trends that may develop and take corrective action if necessary.**

**Legal Reference: PI 9.06(f)**

# School District of Altoona Enrollment Projections

YEAR	0 YR	1 YR	2 YR	3 YR	4K	KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
2007	100	100	111	110	101	117	106	111	110	107	118	122	103	101	110	127	106	95
2008	105	102	100	111	110	97	105	115	105	108	124	110	122	116	108	107	98	121
2009	102	105	104	100	81	103	101	89	110	98	106	123	112	125	128	111	101	94
2010	103	104	105	106	80	111	111	103	92	109	101	101	118	110	129	123	110	103
2011	104	105	106	105	90	114	111	117	106	98	117	105	107	118	110	126	124	100

NOTE: If reliable data exist for 0-4 Yrs, input B7 thru line F11. If not, zero fill here and key data for cells in Columns G on.

### Survival Ratios

107.6

2008	1.02	1.00	1.00	1.00	1.00	0.96	0.90	1.08	0.95	0.98	1.16	0.93	1.00	1.13	1.07	0.97	0.77	1.14
2009	1.00	1.02	1.00	1.00	0.73	0.94	1.04	0.85	0.96	0.93	0.98	0.99	1.02	1.02	1.10	1.03	0.94	0.96
2010	1.02	1.00	1.02	1.00	0.80	1.37	1.08	1.02	1.03	0.99	1.03	0.95	0.96	0.98	1.03	0.96	0.99	1.02
2011	1.02	1.02	1.00	1.00	0.85	1.43	1.00	1.05	1.03	1.07	1.07	1.04	1.06	1.00	1.00	0.98	1.01	0.91

Wt (Last 5 yrs)	1.02	1.01	1.01	0.83	1.24	1.02	1.00	1.00	1.00	1.05	0.99	1.01	1.02	1.04	0.98	0.96	0.98
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### Summary by Grade Levels

#### Wt (Last 5 yrs)

2012	106	106	107	107	87	111	116	111	117	106	103	116	106	109	123	108	120	122
2013		107	107	107	89	108	113	116	112	118	112	102	117	108	113	121	103	119
2014			107		89	110	110	114	117	112	124	111	104	119	113	111	115	102
2015					89	110	111	110	114	117	118	123	112	105	124	111	107	114
2016					111	110	112	112	111	115	123	117	124	114	110	122	106	105
2017					112	137	112	112	112	111	121	122	119	127	119	108	117	104
2018					113	139	140	113	112	113	119	124	124	121	132	117	103	115
2019					114	140	141	140	113	113	119	116	121	126	126	130	112	101
2020					115	141	142	142	141	114	119	118	117	123	131	124	124	110
2021					116	142	143	143	142	141	120	118	119	119	128	129	118	122

Ave. (Last 5 yrs)	1.01	1.01	1.01	0.84	1.17	1.00	1.00	1.00	0.99	1.06	0.98	1.01	1.03	1.05	0.98	0.93	1.01
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### Summary by Grade Levels

#### Ave. (Last 5 yrs)

2012	106	106	107	107	89	106	114	111	116	105	104	115	106	111	124	108	117	125
2013		107	107	107	90	104	106	115	110	115	112	102	116	109	116	122	101	118
2014			107		90	106	104	106	114	109	122	109	103	119	115	114	113	101
2015					90	106	106	105	105	113	116	120	110	106	126	113	106	114
2016					111	106	106	106	104	104	120	114	121	114	112	124	105	107
2017					112	130	107	106	105	103	111	117	115	125	120	110	115	106
2018					113	131	107	105	104	109	109	109	118	119	131	118	102	116
2019					114	133	132	131	106	104	111	107	110	122	125	129	110	103
2020					115	134	133	132	130	105	111	109	108	113	129	123	120	110
2021					116	135	134	133	131	129	111	109	110	112	119	127	114	121

**SCHOOL DISTRICT OF  
ALTOONA  
COUNSELORS**

**Elementary School Counselor  
(Grades K-3)**

Amy Bauman

[abauman@altoona.k12.wi.us](mailto:abauman@altoona.k12.wi.us)  
(715) 839-6050 ext. 225

**Middle School Counselor  
(Grades 4, 5 6)**

Brooke Kaldor

[bkaldor@altoona.k12.wi.us](mailto:bkaldor@altoona.k12.wi.us)  
(715) 839-6030 ext. 327

**Transition Counselor  
(Grades 7,8,9)**

Heather Burich Holle

[hholle@altoona.k12.wi.us](mailto:hholle@altoona.k12.wi.us)  
(715) 839-6031 ext. 405

**High School Counselor  
(Grades 10-12)**

Jay Mielke

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**School District of  
Altoona**



*"By All for All"*

**K-12  
COMPREHENSIVE  
SCHOOL COUNSELING  
PROGRAM**

School Counseling Mission Statement

The mission of the School District of Altoona's School Counseling Program is to provide a comprehensive,

developmental counseling program addressing the academic, career and personal/social development of all students. In partnership with other

educators, parents or guardians and the community, school counselors facilitate the support system to ensure all students in the School District of Altoona have access to and are prepared with the knowledge and skills to contribute at the highest level as productive members of society.

## Program Features

- Services 100% of the students K-12.
- Strong emphasis on student/ parent/ counselor conferencing.
- The Guidance Curriculum content is delivered in a systematic manner to all students.
- Wisconsin School Counseling Student Content Standards make this like all other educational programs.

## Program Advantages

- Focuses on academic success for all students and gives students a purpose for learning.
- Prepares all student to succeed in the curricular domains.
  - Career development
  - Academic development
  - Personal/Social development
- Provides counselors the opportunity to collaborate with parents and the community to benefit all students.



## Four Program Components

### Delivery System

#### Guidance Curriculum

Classroom activities  
Interdisciplinary curriculum development  
Group activities  
Parent Workshops

#### Individual Student Planning

Individual or small group appraisal  
Individual or small-group advisement  
Student and parent educational/career planning conferences

#### Responsive Services

Consultation  
Individual and small-group counseling  
Crisis counseling  
Referrals  
Peer facilitation

#### System Support

Professional development  
Consultation, collaboration and teaming  
Program management and operation

### Confidentiality

All personal information shared with a school counselor is confidential unless it involves:

1. Harming self or others
2. Abuse and/or neglect

## K-12 Comprehensive School Counseling Program

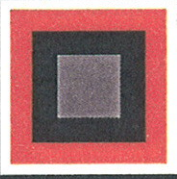
### By All

All supports in a student's life play an integral part in a comprehensive guidance program.

### For All

All student's in the school are a part of the program.





# Vision for School Counseling\*

- ⊗ Reaches Every Student
- ⊗ Comprehensive in Scope
- ⊗ Wisconsin Comprehensive School Student Content Standards
  - Academic Domain
  - Career Domain
  - Personal/Social Domain
- ⊗ Preventive in Design
- ⊗ Developmental in Nature
- ⊗ Integral Part of the Total Educational System
- ⊗ System Support
- ⊗ Implemented by a DPI-Licensed School Counselor
- ⊗ Conducted in Collaboration
- ⊗ Monitors Student Progress
- ⊗ Driven by Data
- ⊗ Seeks Improvement
- ⊗ Shares Successes

The four components of the Delivery System include:

1. Guidance Curriculum: content delivered to all students

Classroom activities  
Interdisciplinary curriculum development  
Group activities  
Parent workshops

2. Individual Student Planning: assist students in planning and managing their educational career development

Individual or small group appraisal  
Individual or small-group advisement  
Student and parent educational/career planning conferences

3. Responsive Services: address the immediate personal concerns of students

Consultation  
Individual and small-group counseling  
Crisis counseling  
Referrals  
Peer facilitation

4. System Support: includes program, staff, and school support activities

Professional development  
Consultation, collaboration and teaming  
Program management and operation

\*Adapted from The ASCA National Model.: A Framework for School Counseling Programs, American School Counselor Association, 2003.

## Four Components

<u>Guidance Curriculum</u>	<u>Individual Planning</u>	<u>Responsive Services</u>	<u>System Support</u>
Provides guidance content in a systematic way to all students K-12.	Assists students in planning, monitoring, and managing their personal and career development.	Addresses the immediate concerns of students.	Includes program, staff and school support.
<b>Purpose</b> Student awareness, skill development, and appreciation of skills needed in everyday life.	<b>Purpose</b> Student educational and career planning, decision making, and goal setting.	<b>Purpose</b> Prevention and intervention.	<b>Purpose</b> Program delivery and support.
<b>Areas Addressed</b> <ul style="list-style-type: none"> <li>● Self-esteem development</li> <li>● Motivation to achieve</li> <li>● Decision making, goal setting, planning, and problem solving skills</li> <li>● Interpersonal effectiveness</li> <li>● Communication skills</li> <li>● Cultural diversity</li> <li>● Responsible behavior</li> <li>● Educational Planning</li> <li>● Knowledge of career opportunities</li> <li>● Knowledge of post-secondary opportunities</li> </ul>	<b>Areas Addressed</b> <p><u>Educational</u></p> <ul style="list-style-type: none"> <li>● Acquisition of study skills</li> <li>● Awareness of educational opportunities</li> <li>● Appropriate course selection</li> <li>● Lifelong learning</li> <li>● Utilization of test data</li> </ul> <p><u>Career</u></p> <ul style="list-style-type: none"> <li>● Knowledge of career opportunities</li> <li>● Knowledge of post-secondary options</li> <li>● Need for positive work habits</li> </ul> <p><u>Personal/Social</u></p> <ul style="list-style-type: none"> <li>● Development of healthy self-concepts</li> <li>● Development of adaptive and adjustive social behavior</li> </ul>	<b>Areas Addressed</b> <ul style="list-style-type: none"> <li>● Academic concerns</li> <li>● School related concerns                             <ul style="list-style-type: none"> <li>- Tardiness</li> <li>- Absences and truancy</li> <li>- Misbehavior</li> <li>- School avoidance</li> <li>- Drop-out prevention</li> </ul> </li> <li>● Relationship concerns</li> <li>● Abuse issues</li> <li>● Grief/Loss death</li> <li>● Substance Abuse</li> <li>● Sexuality issues</li> <li>● Coping with stress</li> </ul>	<b>Areas Addressed</b> <ul style="list-style-type: none"> <li>● Guidance program development</li> <li>● Parent education</li> <li>● Teacher/administration consultation</li> <li>● Staff development for educators</li> <li>● School improvement planning</li> <li>● Professional development</li> <li>● Research and publishing</li> <li>● Community outreach</li> <li>● Public relations</li> </ul>
<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Structured groups</li> <li>● Consultation</li> <li>● Guidance curriculum implementation</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Assessment</li> <li>● Planning</li> <li>● Placement</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Individual and small group counseling</li> <li>● Consultation</li> <li>● Referral</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>● Program management</li> <li>● Consultation</li> <li>● Coordination</li> </ul>

Adapted from Developing and Managing Your School Guidance Program by Norman C. Gybers, Ph.D.

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## Chapter PI 9

### PUPIL NONDISCRIMINATION

PI 9.01	Discrimination prohibited.	PI 9.05	Public notice.
PI 9.02	Definitions.	PI 9.06	Evaluation.
PI 9.03	Policies.	PI 9.07	Reporting.
PI 9.04	Complaint procedure.	PI 9.08	State superintendent.

**PI 9.01 Discrimination prohibited.** This chapter establishes procedures for compliance with s. 118.13, Stats., which provides that no person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. This chapter does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted and talented, special education, school age parents, bilingual bicultural, at risk and other special programs; or programs designed to overcome the effects of past discrimination.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

#### PI 9.02 Definitions. In this chapter:

(1) "Bias" means an inclination for or against a person or group of persons based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, that inhibits impartial or objective judgment affecting pupils.

(2) "Board" means the school board in charge of the public schools of a district.

(3) "Curricular program or activity" means a particular course or courses of study within the scope of the curriculum.

(4) "Department" means the Wisconsin department of public instruction.

(5) "Discrimination" means any action, policy or practice, including bias, stereotyping and pupil harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or which perpetuates the effects of past discrimination.

(6) "Extracurricular program or activity" means an activity not falling within the scope of the curriculum and includes all organized pupils' activities which are approved or sponsored by the school board whether on or off school property.

(7) "National origin" includes pupils whose dominant language is other than English.

(8) "Pregnancy" includes any pregnancy related condition.

(9) "Pupil harassment" means behavior towards pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment.

(10) "Pupil services" means a program of pupil support services and activities including counseling, health and nursing, psychological and social work services.

(11) "Recreational program or activity" means any leisure time activity for school age children approved or sponsored by the school board and includes city recreational programs which are administered by a school board.

(12) "Sexual orientation" has the meaning defined in s. 111.32 (13m), Stats.

(13) "State superintendent" means the superintendent of public instruction for the state of Wisconsin.

(14) "Stereotyping" means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis, in whole or in part, of their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.03 Policies.** (1) Each board shall develop policies prohibiting discrimination against pupils. The policies shall include the following areas:

(a) Admission to any school, class, program or activity. This does not prohibit placing a pupil in a school, class, program or activity based on objective standards of individual performance or need.

(b) Standards and rules of behavior, including pupil harassment.

(c) Disciplinary actions, including suspensions and expulsions.

(d) Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons.

(e) An instructional and library media materials selection policy consistent with s. 121.02 (1) (h), Stats., and s. PI 8.01 (2) (h).

(f) Methods, practices and materials used for testing, evaluating and counseling pupils. This does not prohibit the use of special testing or counseling materials or techniques to meet the individual needs of pupils.

(g) Facilities. This does not prohibit separate locker rooms, showers and toilets for males and females, but the separate facilities must be comparable.

(h) Opportunity for participation in athletic programs or activities. This does not prohibit separate programs in interscholastic athletics for males and females, but the programs shall be comparable in type, scope and support from the school district.

(i) School sponsored food service programs under 42 USC 1751 et. seq.

(2) Existing board policies which meet the requirements of this chapter, including those adopted by the board in compliance with federal statutes such as Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section

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504 of the Rehabilitation Act of 1973, may be incorporated into the policies required under this chapter. These policies shall be included in those presented for public hearing and commentary under sub. (3).

(3) The policies shall be adopted by the board following a public hearing or an opportunity for public commentary at a board meeting.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.04 Complaint procedure.** Each board shall:

(1) Designate an employee of the school district to receive complaints regarding discrimination under s. 118.13, Stats., and this chapter.

(2) Establish a procedure for receiving and resolving complaints from residents of the school district or aggrieved persons under s. 118.13, Stats., and this chapter, including a provision for written acknowledgement within 45 days of receipt of a written complaint and a determination of the complaint within 90 days of receipt of the written complaint unless the parties agree to an extension of time; except that:

(a) Appeals under 20 USC 1415 and ch. 115, Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by ch. 115, subch. V, Stats.

(b) Complaints under 20 USC 1231e-3 and 34 CFR 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a subgrantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

(3) Notify a complainant of the right to appeal a negative determination by the school board to the state superintendent and of the procedures for making the appeal.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.05 Public notice.** Each board shall:

(1) Annually provide public notice of board policies on pupil nondiscrimination including the name and address of the designated employee under s. PI 9.04 (1) and the complaint procedure under s. PI 9.04 (2). The notice shall be a class 1 legal notice under ch. 985, Stats.

(2) Include a pupil nondiscrimination statement on pupil and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

(3) Include the complaint procedure in pupil and staff handbooks.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.06 Evaluation.** (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a) 3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:

(a) School board policies and administrative procedures.

(b) Enrollment trends in classes and programs.

(c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

(d) Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.

(e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.

(f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

(g) School district efforts to achieve equality of educational opportunity and nondiscrimination.

(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.

(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.07 Reporting.** Each board shall submit the following to the department:

(1) Copies of policies and procedures under s. 118.13 (2) (a), Stats., and ss. PI 9.03 and 9.04, and notices under s. PI 9.05, upon request of the state superintendent.

(2) An annual compliance report, including the name of the designated employee under s. PI 9.04 (1); and the number of complaints received during the year, a description of each complaint and its status.

(3) A copy of the written report of the evaluation conducted under s. PI 9.06.

Note: Form PI 1197, *Compliance Report — Pupil Nondiscrimination*, may be obtained from Department of Public Instruction, Division for Handicapped Children and Pupil Services, P.O. Box 7841, Madison, WI 53707.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

**PI 9.08 State superintendent.** (1) The state superintendent shall:

(a) Decide appeals of board decisions made under s. 118.13 (2) (a), Stats., and this chapter as follows:

1. The complainant may appeal a negative determination of the board to the state superintendent within 30 days of the board's decision.

2. The complainant may appeal directly to the state superintendent if the board has not complied with the provisions of s. PI 9.04 (2).

3. The state superintendent shall utilize the procedures under ch. PI 1 to resolve appeals under this subsection.

4. If the state superintendent finds that the board violated s. 118.13, Stats., or this chapter, the state superintendent shall issue an order to comply which includes a requirement that the board submit a corrective action plan, including a schedule, within 30 days of the board's receipt of the order.

5. The state superintendent shall refer a complaint to the board for resolution if it has not been filed with the board or if the complaint is currently under consideration by the board under the complaint procedure required by s. PI 9.04.

(b) Include in the department's biennial report under s. 15.04 (1) (d), Stats., information on the status of school district compliance with s. 118.13, Stats., and school district progress toward providing reasonable equality of educational opportunity and nondiscrimination for all pupils in Wisconsin.

(2) The state superintendent may:

(a) Provide technical assistance to school districts.

(b) Review the policies established by the board under ss. PI 9.03 and 9.04.

(c) Review school district programs, activities and services to determine whether boards are complying with this chapter and with s. 118.13, Stats. The department may review school districts on a schedule which corresponds with the audit of compliance with school district standards under s. 121.02 (2), Stats. The scheduling of reviews does not prohibit the state superintendent from conducting an inquiry into compliance with this chapter upon receipt of a complaint.

History: Cr. Register, October, 1986, No. 370. eff. 11-1-86.

## 2012 SPRING ELECTION SCHEDULE AT-A-GLANCE

### NOVEMBER 2011

- 22 • Publication of Notice of Election
- 30 • Nomination Papers Generally Not Required

### DECEMBER

- 1 - Jan. 3 • Campaign Finance Law Registration, Reporting Exemptions and Depositories
- 1 • Earliest Date for Circulation of Nomination Papers If Required
- 11 - Jan. 17 • Continuing Report Forms Mailed
- 23 • Incumbent Notice of Non-Candidacy

### JANUARY 2012

- 1 - 31 • Filing of Continuing Report
- 3 • Deadline for Filing of Declarations of Candidacy and Nomination Papers  
• Eligibility for Appearance on Ballot
- 10 • Verification of Declarations of Candidacy  
• When Primary Election is Required  
• Drawing of Lots for Ballot Order  
• Notice to Municipal Clerks of Primary Election
- 17 - 30 • Pre-Primary Election Report Forms Mailed
- 30 • Provide Municipal Clerk with Ballots

### FEBRUARY

- 1 • If Delinquencies in Filing Continuing Report:  
— Notify Registrants Who Have Failed to Comply  
— Make List of Delinquents for Public Inspection  
— Notify Regarding Discrepancies  
— Compile Current List of All Reports and Statements
- 7 - 13 • Deadline for Filing Pre-Primary Election Report
- 7 - 21 • Reporting Late Contributions
- 14 • If Delinquencies in Filing Pre-Primary Election Report:  
— Notify Registrants Who Have Failed to Comply  
— Make List of Delinquents for Public Inspection  
— Notify Regarding Discrepancies  
— Compile Current List of All Reports and Statements
- On or Before 20 • Choose Board of Canvassers
- 20 • Notice of Primary
- 21 • Spring Primary
- On or About 22 • Canvass of Primary Returns
- On or About 23-27 • Determination of Primary Results
- On or About 24 • Drawing of Lots for Ballot Order

## FEBRUARY *(continued)*

- 20
  - Deadline for Filing Petition to Change Number, Apportionment or Election of School Board Members in Unified School Districts
- On or About 28
  - Clerk Certifies Nominations

## MARCH

- Feb. 28 - Mar. 12
  - Pre-Election Report Forms Mailed
- 12
  - Provide Municipal Clerk with Ballots
- 20 - April 3
  - Reporting Late Contributions
- 20 - 26
  - Deadline for Filing Pre-Election Report
- 27
  - If Delinquencies in Filing Pre-Election Report:
    - Notify Registrants Who Have Failed to Comply
    - Make a List of Delinquents for Public Inspection
    - Notify Regarding Discrepancies
    - Compile a Current List of All Reports and Statements

## APRIL

- On or Before 2
  - Choose Board of Canvassers
- 2
  - Notice of Spring Election
- 3
  - Spring Election
- After 3
  - Filing Campaign Finance Termination Report
- On or About 4
  - Canvass of Election Returns
  - Written Determination of Election Results
- On or About 5 - 9
  - Recount Request
- On or About 10 - 11
  - Notification of Election
- On or Before 23
  - Filing of Official Oath
- 23
  - School Board Members Take Office
- 23 - May 23
  - Election of School Board Officials

## JUNE

- 10 - July 6
  - Continuing Report Forms Mailed (If Required)
- 16\*
  - Deadline for Filing Petition to Change Number, Apportionment or Election of School Board Members in Union High School Districts  
(\*This date is the deadline **if** the union high school district annual meeting is held on the third Monday in July.)
- 23\*\*
  - Deadline for Filing Petition to Change Number, Apportionment or Election of School Board Members in Common School Districts  
(\*\*This date is the deadline **if** the common district annual meeting is held on the fourth Monday in July.)

## JULY

- 1 - 20
  - Deadline for Filing of Continuing Report (If Required)
- 21
  - If Delinquencies in Filing Continuing Report:
    - Notify Registrants Who Have Failed to Comply
    - Notify Regarding Discrepancies
    - Compile a Current List of All Reports and Statements

# 2011 WASB LEGISLATIVE ADVOCACY CONFERENCE

*THE PUBLIC EDUCATION OF TOMORROW  
DEPENDS ON YOUR LEADERSHIP TODAY.*



**NOVEMBER 5, 2011**

**CHULA VISTA RESORT - WISCONSIN DELLS, WI**

The WASB Legislative Advocacy Conference brings together ideas, dialogue and information so you can make sense of the dramatically changed environment in which school leaders find themselves and use that awareness to help shape the future for your districts.

At this year's Legislative Advocacy Conference, attendees will hear presentations on the state's fiscal and political climate and how this will affect the direction public education may be headed, as well as presentations from state education leaders on reform efforts that are underway.

Join a dialogue that will aim to distill what the many changes mean to local school boards and your advocacy efforts.

Then, whether you are a veteran or new board member, hear from experts on how to build your advocacy skills and your board's advocacy effectiveness. The public education of tomorrow depends on your leadership today.

## Registration Information

The registration fee is \$95 per participant, which includes the program, reference materials, continental breakfast, coffee break and lunch.

Deadline for registration: Friday, October 28, 2011

No refunds will be given unless cancellation is received at the WASB Madison office by Friday, October 28. To cancel, please call [608-257-2622](tel:608-257-2622) or toll-free [877-705-4422](tel:877-705-4422).

***Registration Deadline:***

**Friday,  
October 28, 2011**

**If attending  
let Joyce know by  
October 27**

## At a Glance

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Saturday, November 5 - 2011		10:45 am	Community Engagement to support strong public schools Joe Quick - WASB Government Relations Specialist Amanda Brooker - School and Community Relations Manager, Green Bay Area School District Deb Gurke - WASB Director of Governance and Leadership Development (GoLD)
8:00 am	Welcome Rick Eloranta - WASB President		
8:15 am	Wisconsin's political landscape after the recalls: how did we get here? where are we headed? Chrales Franklin - UW-Madison Political Science Professor Mordecai Lee - UW-Milwaukee Governmental Affairs Professor	11:30 am	Breakout session / Facilitated discussion
9:30 am	Bold new initiatives: educator effectiveness and school and district accountability Michael Thompson - Deputy State Superintendent, Department of Public Instruction Julie Brill - Director of Teacher Education, Professional Development and Licensing, Department of Public Instruction Katie Rainey - Education Consultant, Department of Public Instruction	12 noon	lunch / Legislative update
		1:15 pm	Sharpen your district's legislative advocacy and WASB'S too! Dan Rossmiller - WASB Director of Government Relations Lisa Botsford - Board President, Howard-Suamico School District Teresa Ford - Board Treasurer, Howard-Suamico School District
		3 pm	Looking forward Sen. Luther Olsen (R-Ripon) - Senate Education Committee Chair Rep. Steve Kestell (R-Elkhart Lake) - Assembly Education Committee Chair
10:30 am	Break	3 pm	Adjourn





### About the Seminar:

**Attending December 9 Session?  
RSVP to Joyce by November 30**

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### **Educator Effectiveness and Evaluation**

More focus than ever is being placed on educator effectiveness and employee evaluation. National, state and local efforts are under way to implement policies and procedures to improve training, mentoring, and support for initial educators and educators in need of improvement; to establish explicit educator standards that define components of good instructional practices for all educators; and to remove ineffective educators.

This program will cover the purposes of an educator effectiveness system; how educators' practices can be evaluated; how student achievement and other student outcomes can be included legally in the system; how an evaluation system will be administered in a district; and what processes need to be followed to remove an ineffective teacher.

The program will cover these legal, human resources, and practical topics for districts of different sizes and cultures. It will also focus on the process used in a Wisconsin school district and a review of the state of Wisconsin's Educator Effectiveness Design Team work.

### **Alternative Compensation Systems**

Wisconsin Act 10 dramatically changed school districts' collective bargaining requirements. Districts must negotiate with unions over total base-wage increases, but have control over merit pay, pay for performance, supplemental pay, pay schedules and automatic pay progressions. School boards have the power to redesign teacher compensation systems without bargaining. What will you do with your district's teacher compensation system?

This session will review and analyze alternative compensation systems used in other states. We will discuss legal issues inherent in those compensation systems and review available scientific research to identify plans that work and plans that should be avoided. We will also discuss the practical implications of various compensation systems and identify unintended consequences for implementing those systems. This session will also review WERC rules for bargaining over base-wage increases if those rules are available.

## Agenda At-a-Glance:

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- 8 am                    Registration
- 9 am                    Educator Effectiveness and Evaluation, Part 1
- Glen Schilling - Superintendent, Hartland/Lakeside School District
  - Michele Schmidt - Middle School Principal, Hartland/Lakeside School District
  - Dacia Hopfensperger - Assistant Superintendent of Curriculum - Hartland/Lakeside School District
  - Bob Butler - WASB Co-Director of Legal Services
- 10:25-10:35 am    Break
- 10:35-12 noon      Educator Effectiveness and Evaluation, Part 2
- Jon Bales - Superintendent, De Forest Area School District
  - Deb Gurke - WASB Director of Board Governance and Leadership Development
- 12 noon-1 pm      Lunch
- 1-3 pm                Alternative Compensation Systems
- Barry Forbes - WASB Co-Director of Legal Services
  - Bob Butler - WASB Co-Director of Legal Services
- 3 pm                  Adjourn

## Referendum to Exceed the Revenue Limit for Non-Recurring Purposes

Questions to Answer - November 7, 2011:

### **Referendum Date**

- Regular Spring Election is April 3

### **Referendum Length**

- Recommendation from Educational Finance Advisory Committee is 4 Year-Period

### **Referendum Amount**

- Recommendation from Educational Finance Advisory Committee is \$1,500,000 each year

*Sample Motion based on Recommendation from Educational Finance Advisory Committee:*

Motion to proceed with April 3, 2012 referendum to exceed the revenue limit for non-recurring purposes, specifying \$1,500,000 as the dollar amount for each of the 2012/13, 2013/14, 2014/15 and 2015/16 school years.

**SCHOOL DISTRICT OF ALTOONA  
ENROLLMENT DATA FOR 2011/12**

*2010/11 September and June Totals:*

	K4	K	K .5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Totals
17-Sep-10	79	106	0	111	100	91	111	99	98	119	112	130	127	111	108	1502
6-Jun-11	78	107	0	111	105	93	108	101	101	114	107	127	121	104	101	1478

*2011/12 Monthly District Totals:*

	K4	K	K .5	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Totals
16-Sep-2011	90	113	1	111	117	106	98	117	105	107	118	110	126	123	100	1542
31-Oct-2011	90	112	1	112	118	105	95	115	105	108	115	109	125	121	100	1531
November																0
December																0
January																0
February																0
March																0
April																0
May																0
June																0
Average Enrollment:															1537	

*School Totals This Month:*

	K4	K	Gr 1	Gr 2	Gr 3	Gr 4	Total	Last Month
<b>Pedersen</b>	90	113	112	118	105	95	633	636
Middle School								
	Gr 5	Gr 6	Gr 7	Gr 8				
<b>Middle School</b>	115	105	108	115	443	447		
High School								
	Gr 9	Gr 10	Gr 11	Gr 12				
<b>High School</b>	109	125	121	100	455	459		
<b>Total:</b>							1531	1542

\* K-12= on campus only

***REVISED DUE TO STUDENT NEEDS  
October 15, 2011***

**2011-2012 School Year  
SPECIAL EDUCATION SERVICES  
66.0301 COOPERATIVE AGREEMENT  
Between  
Eau Claire Area School District  
And  
Altoona School District**

**SCHOOL BOARD RESOLUTION**

"Whereas the following school districts have disabled children, and whereas it appears that the educational interests of all children in these school districts will be served best by the districts joining together to offer special services, as authorized by the Department of Public Instruction, to meet the needs of students with disabilities."

"It is hereby resolved that the school boards of Eau Claire and Altoona agree to establish and maintain, on a cooperative basis, the special education services of licensed professionals, pursuant to the Chapter PI 14, Section 66.0301 of the Wisconsin Statutes."

**CONDITIONS**

Pursuant to a resolution adopted by the school districts of Eau Claire and Altoona mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said above parties agree and contract for the cooperation of the special education service as hereinafter set forth;
2. That the Eau Claire Area School District be the operator and fiscal agent;
3. That Eau Claire, as the fiscal agent, will include all program expenditures and receipts in Fund 27 of the Wisconsin Uniform Financial Accounting Requirements (WUFAR).
4. That the cost to the participating district be determined prior to June 30<sup>th</sup>, annually, on the basis of participation and state aid reimbursements determined in the same manner and paid to the participating school districts;
5. That estimated budget and plan of operation for this cooperative shall be approved in advance of contract signing by all school district parties hereto;

6. That variations from the budget will require prior approval of the participating school districts hereto;
7. That unemployment compensation for the service provider will be the responsibility of the participating districts and based on percentage of use;
8. That the participating districts agree to prepay the host district according to the following schedule: One invoice will be mailed in November 2011 with the option of one or two installments, the first due in November 2011 and the second in January 2012.
9. That Eau Claire, as the fiscal agent, agrees to file the required financial report with the Department of Public Instruction;
10. That each district agrees to a calendar of 35 weeks for program operation, which allows for the variances in the contracting districts' calendars.
11. That notice of intent to non-renew this agreement by any participating district be in conformance with timelines prescribed in the Wisconsin Statutes 118.22 (2).

**Program Costs Based on 2011-12 Contracts:**

Service Provided	Estimated Contract Amount	Adjusted Contract Amount*	Difference in FTE
DHH	\$10,643	\$10,654	-
OT	\$67,001	\$97,086	+ .35 (33 wks)
PT	\$21,143	\$21,154	-
<b>TOTAL:</b>	<b>\$98,787</b>	<b>\$128,894</b>	

\*Adjustment made for standard mileage rate from \$.51/mile to \$.555/mile

**Operator of Cooperative (Eau Claire Area School District)**

Robyn A. Crigo 10/25/11  
 District Administrator Date

[Signature]  
 School Board President Date

**Member of Cooperative (Altoona School District)**

Karen Henry 10/27/11  
 District Administrator Date

\_\_\_\_\_  
 School Board President Date

## **Contracted Service Agreements**

An agreement exists between the Eau Claire Area School District (ECASD) and the Altoona School District; whereby ECASD will provide a licensed service provider to serve students of said school district under the terms listed below.

### ***It is agreed that:***

- Total time for contract includes the amount of time for the following:
  - Travel to and from your district, beginning in Eau Claire
  - Evaluations
  - Direct/indirect services
  - Consultation
  - MA billing/progress notes
  - IEP meetings/conferences
  - IEP/report writing
- The provider of services works according to the ECASD school calendar
- The provider participates in ECASD district department meetings/professional development

### ***Member of Cooperative agrees to:***

- Provide suitable instructional/therapeutic facilities at no cost
- Provide access to student records
- Provide all supplies and equipment necessary for instruction/therapy that must remain on premises with the student(s)
- Provide a networked computer and confidentially located printer
- Establish process for communicating to district staff when provider is not in attendance

### ***Operator of Cooperative (Eau Claire Area School District) will:***

- Provide evaluation tools and protocols
- Provide (when available) equipment for trial purposes
- Provide equipment (when available) for use with students until needed in the ECASD

The School Board recognizes the need to maintain an adequate unassigned fund balance in the General Fund as a safeguard to address unexpected expenses and unrealized revenues and to reduce the need for short-term borrowing.

Fund balance amounts will be reported in conformance with generally accepted accounting principles and legal requirements. Unrestricted fund balances shall be reclassified, if deemed necessary or appropriate, before the end of each fiscal year (June 30) for general purpose financial statements. Any budget account fund balances at the end of a given year, that are not classified as nonspendable, restricted, committed, or assigned, will be added to the District's unassigned fund balance in the General Fund.

The Board may, from time to time, commit fund balance resources for a specific purpose. Such action shall be taken in an open meeting and requires the approval of the Board. Commitments, once made, can be modified or removed only by similar Board action.

To the extent Board action regarding any fund balance amounts under this policy constitutes a change in the amounts of the appropriations or the purposes for such appropriations as stated in an adopted school district budget, a two-thirds vote of the entire membership of the Board shall be required, and a legal notice of the action taken shall be issued as required by law.

The Board delegates authority to the District Administrator or Designee to assign (or to remove an assignment from) fund balance resources within any specific budgetary fund to a specific intended purpose in accordance with sound business practices, applicable accounting standards, and the provisions of this policy. Any time this delegated authority is exercised, the District Administrator or Designee shall inform the Board in writing of the date and nature of the assignment, the amounts assigned (if applicable), and the reasons why the assignment was made. The District Administrator or Designee may also request that the Board take action via a Board vote to assign fund balance resources within the meaning of the applicable accounting standards. Any time the Board takes action to assign fund balance resources, rather than to more formally commit such resources, the motion shall expressly state the Board's intent to assign (rather than commit) the resources. The Board reserves the right, at any time, to act via motion to reclassify unrestricted fund balance resources as it deems necessary or appropriate.



Except where the Board expressly directs a different order of expenditure of fund balance amounts in connection with approving a specific expense or payment, fund balance resources shall be spent in the following order when various funding sources are available for a particular purpose: (1) restricted fund balances, (2) committed fund balances, (3) assigned fund balances, and (4) unassigned fund balance resources.

## Legal References:

### Wisconsin Statutes

- [Section 65.90\(3\)](#) [budget summary requirements; includes fund balance information]  
[Section 65.90\(5\)](#) [making changes to appropriation amounts or purposes of appropriations in an adopted operating budget]  
[Section 120.14](#) [school district audits]  
[Section 120.18](#) [annual school district report]

[Wisconsin Uniform Financial Accounting Regulations](#) (WUFAR) [school district financial accounting requirements, includes fund balance account classifications]

Government Accounting Standards Board (GASB) [Statement No. 54](#) [fund balance reporting requirements]

Adopted:

The District expects all employees, School Board members, consultants, vendors, contractors and other parties maintaining any business relationship with the District to act with integrity, due diligence and in accordance with all applicable laws, District policies and procedures in matters involving District fiscal resources. The District is entrusted with public dollars and no person connected with the District should do anything to erode that trust.

The District Administrator or designee shall be responsible for developing internal controls designed to prevent and detect fraud, financial impropriety or fiscal irregularities within the District. Every member of the District's administrative team shall be alert for any indication of fraud, financial impropriety or irregularity within his/her areas of responsibility.

Any District employee who suspects fraud, impropriety or irregularity in relation to District fiscal or other resources shall report his/her suspicions immediately to his/her supervisor and/or the District Administrator, who shall be responsible for initiating necessary investigations. In the event the concern or complaint involves the District Administrator, the concern shall be brought to the attention of the Board President. Investigations shall be conducted in a manner that protects the confidentiality of the parties and the facts, and be conducted in coordination with legal counsel and other internal or external departments and agencies as appropriate. All employees involved in the investigation shall be advised to keep information about the investigation confidential.

If an investigation substantiates the occurrence of a fraudulent activity, appropriate actions shall be taken in consultation with the District's legal counsel.

### **Legal References:**

#### **Wisconsin Statutes**

[Chapter 19, Subchapter III](#) [code of ethics for local government employees and officials]

[Section 120.12\(1\)](#) [board duty; management of district]

[Section 946.12](#) [misconduct in public office]

[Wisconsin Uniform Financial Accounting Requirements](#) (WUFAR)

Wisconsin Public School District Auditing Manual – [Statement of Auditing Standard \(SAS\) 99](#)

### **Adopted:**

## Referendum to Exceed the Revenue Limit for Non-Recurring Purposes

Questions to Answer - November 7, 2011:

### **Referendum Date**

- Regular Spring Election is April 3

### **Referendum Length**

- Recommendation from Educational Finance Advisory Committee is 4 Year-Period

### **Referendum Amount**

- Recommendation from Educational Finance Advisory Committee is \$1,500,000 each year

*Sample Motion based on Recommendation from Educational Finance Advisory Committee:*

Motion to proceed with April 3, 2012 referendum to exceed the revenue limit for non-recurring purposes, specifying \$1,500,000 as the dollar amount for each of the 2012/13, 2013/14, 2014/15 and 2015/16 school years.



Dear Parent/Guardians,

Your child is now working in level B books at school. Children continue to rely on high-frequency sight words and picture clues, but they are expected to start sounding out three letter words such as *cat, dog, sit, pet, hot, hug, nut, gum, fun*, etc.

### **What does a level B book look like?**

#### **Level B**

- Books are repetitive and predictable
- Contains high-frequency sight words such as: *them, the, and, my, like, see, is, can, it, we, up*
- Each page has two lines on it
- The pictures go with the words
- Children should be able to tell the difference between a letter and a word
- Children should be able to point to each word as they read
- Children should be able to remember what happened in the book

### **What should we do at home?**

- Have your child reread several books every night.
- Continue practicing sight words that your child has a difficult time remembering. Make two copies of each sight word and play fun games like Go Fish or Memory.
- Continue reading aloud to your child every single day. You are modeling good reading behaviors and letting your child know what reading should sound like.
- Have your child practice spelling simple three letter words by listening to the sounds in the word. Focus on the beginning, middle, and ending sounds.
- Have your child write simple sentences about the books they read.
- If your child makes a mistake, draw his/her attention to the beginning sound of the word.

**Example:** Text says: I can see the dog.

Your child says: I can see the puppy.

You can say, "You said 'I can see the puppy.' What letter does *puppy* start with? What letter do you see?"



Dear Parent/Guardians,

Your child is now working in level C books at school. Children continue to use high-frequency sight words and picture clues, but rely less on the pictures. Level C books have simple story lines, and children should be able to retell the major events of the book.

### **What does a level C book look like?**

#### **Level C**

- Books are repetitive and predictable. Each page has three lines on it
- Contains high-frequency sight words: *come, came, some, likes, play, want, here, this, said, that*
- The pictures go with the words, but more of the story is carried by the text. The pictures are still very important.
- Students learn about short vowel sounds (bat, met, sit, dog, hug)
- Students learn about word families (words that end in -at, -an, -am, -ad, -et, -en, -it, -in, -ig, -op, -og, and -ot.)
- Children should be able to tell the difference between a letter and a word
- Children should point to each word as they read. This helps them match the number of the words on the page to the number of words they read aloud.
- Children should be able to remember what happened in the book
- Simple story lines, and the sentences are a little longer
- Children use pictures to help figure out the words
- Children should be able to predict what might happen next in the story

### **What should we do at home?**

- Have your child reread several books every day and read aloud to your child every day.
- Continue practicing sight words that your child has a difficult time remembering. Make two copies of each sight word and play fun games like Go Fish or Memory.
- Say and clap the syllables of one, two, and three syllable words.
- Have your child practice spelling simple three letter words by listening to the sounds in the word. Focus on the beginning, middle, and ending sounds.
- Have your child write simple sentences and draw pictures about the books they read.



Dear Parent/Guardians,

Your child is now working in level D books at school. Children continue to use high-frequency sight words and picture clues, but rely less on the pictures. Level D books have simple story lines, and children should be able to retell the events from the beginning, middle, and ending of the book. Children should make connections between the book and events in their own life.

### **What does a level D book look like?**

#### **Level D**

- Children should no longer point at each word as they read
- Stories are slightly more complex than at a level C, but still very easy for children to understand
- Contains high-frequency sight words such as *then, let, did, come, did, will, got, over, wanted, with, what*, etc.
- Students learn about long and short vowel sounds (each vowel can make two sounds like: apple/ape, egg/ear, iguana/ice cream, octopus/ocean, and umbrella/unicorn)
- Students learn about the silent e at the end of words, and that a silent e at the end of a word makes the vowel say its name. (For example: came, like, note, cute, etc.)
- Illustrations support the text, but the child has to pay closer attention to the words
- Each page has 2-6 lines of print and longer sentences, but the sentences are not complex
- The vocabulary contains more endings (-ing, -ed, -s)

### **What should we do at home?**

- Have your child tell you about the beginning, middle, and ending of the story.
- Have your child share his/her opinions about a character or the story.
- Have your child reread several books every day and read aloud to your child every day.
- Continue practicing sight words that your child has a difficult time remembering. Make two copies of each sight word and play fun games like Go Fish or Memory.
- Say and clap the syllables of one, two, and three syllable words.
- Have your child practice spelling simple three letter words by listening to the sounds in the word. Focus on the beginning, middle, and ending sounds.



Dear Parent/Guardians,

Your child is now working in level E books at school. In level E books, the print is more important to the story than the pictures are. Level E books have more complex story lines, and the reader must pay more attention to understand the story. Children should be able to talk about how the characters are feeling and how they change throughout the story.

### **What does a level E book look like?**

#### **Level E**

- Children should no longer point at each word as they read
- Books are less repetitive and predictable, and the vocabulary is more challenging
- The pictures provide support, but the words carry the story
- Contains high-frequency sight words: *one, saw, where, puts, were, all*
- Contains some contractions: *it's, he's, I'll, can't, we'll, she's, I'm, etc.*
- Concepts may be less familiar to students
- Punctuation becomes more important, and children need to understand the purpose of commas, periods, quotation marks, and exclamation points
- There is usually more than one character who talks
- Children should be able to tell the difference between fiction and non-fiction books. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Contains words with the following patterns: -ay, -ent, -ee, -ack, -ing

### **What should we do at home?**

- Have your child share his/her opinions about a character and how that character changed in the story.
- Have your child tell you about the beginning, middle, and ending of the story.
- Have your child reread several books every day and read aloud to your child every day.
- Ask your child "What does this story remind you of?"
- Have your child practice writing simple words. Say the words slowly, and have your child write them down letter-by-letter.
- Practice using parts of known words to read new words. (Ex: *today* has the words 'to' and 'day' in it.)



Dear Parent/Guardians,

Your child is now working in level F books at school. In level F books, children start to learn about different types of texts such as informational, fantasy, and realistic fiction. Almost all of the meaning is explained through the text, not the pictures. Children should be able to retell stories in the order that events happened, and also include important details.

### **What does a level F book look like?**

#### **Level F**

- The print is somewhat smaller and there are more words on each page
- Sentences are more complex, and may be linked by the word ‘and’ or ‘but’
- Contains high-frequency sight words: *once, what, now, each, let’s, who, behind, maybe, every, away, they*
- Characters are more fully developed
- Children need to be able to remove endings from words to solve new words
- There are more quotation marks and commas seen and used in the story as characters talk
- A greater variety of words are used
- Story lines are more complex and include a beginning, middle, and ending

### **What should we do at home?**

- Have your child tell you about the beginning, middle, and ending of the story. Encourage your child to add more details as they retell the story.
- Discuss if the book is fiction or non-fiction. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Ask your child “What does this story remind you of?”
- Have your child share his/her opinions about a character and how that character changed in the story
- Have your child reread several books every day and read aloud to your child every day.
- Have your child practice writing simple words. Say the words slowly, and have your child write them down letter-by-letter.
- Practice using parts of known words to read new words. (Ex: *anyone* has the words ‘any’ and ‘one’ in it.)





Dear Parent/Guardians,

Your child is now working in level G books at school. Level G books have a wider range of genres including: easy nonfiction books, fantasy, plays, and classic stories. In level G books, students need to use context clues to figure out the meaning of new words. If your child makes a mistake while reading, ask him/her “Does that sound right, look right, and make sense?”

### **What does a level G book look like?**

#### **Level G**

- Children learn about and use consonant clusters (They learn about the sounds that the following consonant clusters make: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, sk, sl, sm, sn, sp, st, sw, tr, tw, ch, sh, wh, th)
- A greater range of content extends children’s experiences
- Books have more challenging ideas and vocabulary
- There are still 3-8 lines of text on each page, but the sentences are longer
- Books often include headings, table of contents, labels, and/or glossaries
- Children use known word patterns to learn new words
- When children read, it should sound like they are telling a story. Their voices should be smooth, and they should pause for commas and periods.
- Contains high-frequency sight words: *away, about, again, down, never, ever, gone, open, off, small, old, outside, something, could, would, soon, until, etc.*
- Many words have endings such as -ed, -es, -s, -ing

### **What should we do at home?**

- Ask your child, “What did you think about the way the story was written?” and “What did you think about the illustrations?”
- Have your child tell you about the beginning, middle, and ending of the story. Encourage your child to add more details as they retell the story.
- Discuss if the book is fiction or non-fiction. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Ask your child “Does this story remind you of another book you have read, or something you have done?”
- Have your child share his/her opinions about a character and how that character changed in the story.
- Have your child reread several books every day and read aloud to your child every day.
- Practice using parts of known words to read new words. (Ex: *away* has the words ‘a’ and ‘way’ in it.)



Dear Parent/Guardians,

Your child is now working in level H books at school. Level H books are similar to level G books, but the language and vocabulary are more complex. The stories are longer and have less repetition and structure. The characters are easy to understand, but begin to have more dimension. The themes and ideas are usually easy to identify.

### What does a level H book look like?

#### Level H

- Books include many words that end in –ed. The –ed ending makes three different sounds (**d**: lived, played, yelled; **t**: looked, liked, worked, parked; **ed**: painted, planted)
- Books have more challenging ideas and vocabulary
- Contains high-frequency sight words: *with, were, there, their, they, something, this, every, what's, about, again, along, around, after, across, where, etc.*
- Children need to break bigger words apart by syllables
- Children need to use a variety of ways to break apart words (take it apart, use meaning, or take off endings)
- Many words have endings such as -ed, -es, -s, -ing
- Includes many easy compound words such as *outside, something, inside, into, without, anyone, etc.*
- There are words in *italics* and **bold** fonts
- Books often include headings, table of contents, labels, and/or glossaries

### What should we do at home?

- Ask your child, “What was the problem in the story?” and “How was the problem solved?”
- Discuss if the events in a fictional book could really happen, and have your child explain why. If the story could happen in real life, the book is realistic fiction.
- Ask your child “Does this story remind you of another book you have read, or something you have done?”
- Have your child share his/her opinions about a character and how that character changed in the story.
- Have your child reread several books every day and read aloud to your child every day.
- Practice using parts of known words to read new words. (Ex: *before* has ‘be’ and ‘for’ in it.)
- Ask your child, “What did you think about the way the story was written?” and “What did you think about the illustrations?”
- Ask your child, “What could the characters do next?”



Dear Parent/Guardians,

Your child is now working in level I books at school. Level I books are longer, and readers need to sustain attention and memory over time. Rather than relying on high-frequency sight words so much, readers need to recognize different word patterns in new words.

### **What does a level I book look like?**

#### **Level I**

- Include easy chapter books
- Uses more complex sentence structure (sentences have nouns, verbs, adverbs, and adjectives)
- Contains words with the following patterns: -ear, -ai, -ail, -air, -ir, -ur, -or, -er
- Children need to break bigger words apart by syllables
- Children need to use a variety of ways to break apart words, such as taking it apart, using meaning, or taking off endings.
- Many words have endings such as -ed, -es, -s, -ing
- Includes many easy compound words such as *outside, something, inside, into, without, anyone*, etc.
- The topics are less familiar to children
- Books often include headings, table of contents, labels, and/or glossaries. Children need to know how to use each of these to find additional information in the text.

### **What should we do at home?**

- Ask your child, “How do you think \_\_\_\_\_ felt? How can you tell? Can you find a spot in the book that shows that?”
- Have your child tell you if they think the book is humorous, interesting, or exciting and give reasons why.
- Ask your child, “What was the problem in the story?” and “How was the problem solved?”
- Discuss if the book is fiction or non-fiction. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Have your child share his/her opinions about a character and how that character changed in the story.
- Have your child reread books every day and read aloud to your child every day.
- Practice using parts of known words to read new words. (Ex: *today*; show your child the word ‘to’ and ‘day.’)
- Ask your child, “What did you think about the way the story was written?” and “What did you think about the illustrations?”
- Have your child summarize important events and identify big ideas from the book.



Dear Parent/Guardians,

Your child is now working in level J books at school. Level J books have a wide range of topics and genres including short biographies and books with short chapters. Children need to process longer and more complex sentences in level J books.

### **What does a level J book look like?**

#### **Level J**

- Contains words with the following patterns: -ick, -ight, -ack, -ow
- Includes a wide range of endings: plurals (glasses), possessives (Susie's), and contractions (shouldn't)
- Includes words with the -er ending. Some words are spelt differently when -er is added. (For example: happy to happier, heavy to heavier, scary to scarier, sad to sadder, hot to hotter)
- Uses more complex sentence structure (sentences have nouns, verbs, adverbs, and adjectives)
- Children need to break bigger words apart by syllables
- Children need to use a variety of ways to break apart words (take it apart, use meaning, take off endings)
- Includes many easy compound words such as *outside*, *something*, *inside*, *into*, *without*, *anyone*, etc.
- The topics are less familiar to children
- Books often include headings, table of contents, labels, and/or glossaries. Children need to know how to use each of these to find additional information in the text.

### **What should we do at home?**

- Have your child predict how a character might respond to a situation.
- Ask your child, "How do you think \_\_\_\_\_ felt? Can you find a spot in the book that shows that?"
- Have your child tell you if they think the book is humorous, interesting, or exciting and give reasons why.
- Ask your child, "What was the problem in the story?" and "How was the problem solved?"
- Discuss if the book is fiction or non-fiction. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Have your child share his/her opinions about a character and how that character changed in the story.
- Have your child reread books and read aloud to your child every day.
- Practice using parts of known words to read new words. (Ex: *enjoy* has the part 'en' and the word 'joy' in it.)
- Ask your child, "What did you think about the way the story was written?" and "What did you think about the illustrations?"
- Have your child summarize important events and identify big ideas from the book.



Dear Parent/Guardians,

Your child is now working in level K books at school. In nonfiction level K books, there are a variety of topics and organization used. Nonfiction level K books use diagrams, labels, maps, and charts to relay information. In fiction level K books, there are numerous events and complex plots. Most level K fiction books have little or no illustrations.

### **What does a level K book look like?**

#### **Level K**

- Contains words that are difficult to sound out: *learn, quiet, quite, instead, caught, delicious, etc.*
- Children need take apart and read words with silent consonants: *phone, graph, lamb, light, wrong*
- Children need to break bigger words apart by syllables (*ho-tel, lem-on*)
- Includes words with the –er ending. Some words are spelt differently when –er is added. (For example: happy to happier, heavy to heavier, scary to scarier, sad to sadder, hot to hotter)
- Include more homophones (words that sound the same but have different spellings, meanings and pronunciations. Some examples are: hear/here, there/their, present/present)
- Includes a wide range of endings: plurals (glasses), possessives (Susie's), and contractions (shouldn't)
- Children need to self-correct when errors distract from the meaning of the books
- Books are much longer with smaller print
- Uses more complex sentence structure (sentences have lists of nouns, verbs, adverbs, and adjectives)
- Children need to use a variety of ways to break apart words (take it apart, use meaning, take off endings)
- Books often include diagrams, labels, map, charts and author's notes.

### **What should we do at home?**

- Have your child notice and discuss words that are in **bold** or **larger font**, or *italics* and what that means.
- Discuss the way the writer uses dialogue to help tell the story.
- Discuss if the book is fiction or non-fiction. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Have your child share his/her opinions about a character and how that character changed in the story using specific examples from the story.
- Have your child reread books and read aloud to your child every day.
- Discuss the big ideas or message the author is trying to convey to the reader.
- Have your child summarize important events and identify big ideas from the book.



Dear Parent/Guardians,

Your child is now working in level L books at school. In nonfiction level L books, there are a variety of topics and genres which includes biographies and mysteries. Nonfiction level L books may have challenging topics that children are less familiar with. Level L books tend to have new vocabulary terms that are not thoroughly explained in the book.

### **What does a level L book look like?**

#### **Level L**

- Include more words that have the same word pattern, but make different sounds. Some examples are: bear/hear, thought/though, saw/bought
- Includes words that are difficult to sound out (machine, special, through, though, danger, country)
- Level L includes many three syllable words (to-mor-row, be-gin-ning, de-cis-ion)
- Includes a wide range of endings: plurals (glasses), possessives (Susie's), and contractions (shouldn't)
- Includes words with the -er ending. Some words are spelt differently when -er is added. (For example: happy to happier, heavy to heavier, scary to scarier, sad to sadder, hot to hotter)
- There are more words that sound the same but are spelt differently (care/air, said/bed, know/no)
- Books often include diagrams, labels, map, charts, question/answer sections, and author's notes.
- Contains words that are difficult to sound out: *learn, quiet, quite, instead, caught, delicious*, etc.
- Children need to use a variety of ways to break apart words (take it apart, use meaning, take off endings)
- Children need to self-correct when errors distract from the meaning of the books

### **What should we do at home?**

- Have your child state opinions about the book, and give evidence to support their ideas.
- Discuss the way the writer uses dialogue to help tell the story.
- Discuss if the book is fiction or non-fiction. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Have your child share his/her opinions about a character and how that character changed in the story using specific examples from the story.
- Have your child reread books and read aloud to your child every day.
- Discuss the big ideas or message the author is trying to tell us.
- Have your child summarize important events and identify big ideas from the book.
- Ask your child, "How do the illustrations help give meaning to the book?"



Dear Parent/Guardians,

Your child is now working in level M books at school. In level M books, the story lines are less obvious. Characters develop and change more over the course of the story. The reader must put together clues to figure out what the author's message is.

### **What does a level M book look like?**

#### **Level M**

- Contains words that are difficult to sound out: *weight, knight, eight, flower, would, should, etc.*
- Includes words that have the same word pattern, but make different sounds (moon/book)
- There are more words that sound the same but are spelt differently (*care/air, said/bed, know/no*)
- Includes words with the -er ending. Some words are spelt differently when -er is added. (For example: happy to happier, heavy to heavier, scary to scarier, sad to sadder, hot to hotter)
- Level M includes many three syllable words (*to-mor-row, be-gin-ning, de-cis-ion*)
- Books often include diagrams, scales, legends, charts, Q & A sections, captions, and author's notes.
- Children need to use a variety of ways to break apart words (take it apart, use meaning, take off endings)
- Children need to self-correct when errors distract from the meaning of the books

### **What should we do at home?**

- Have your child share his/her opinions about a character and how that character changed in the story using specific examples from the story.
- Have your child identify important events and tell how they are related to the problem and/or solution of the story.
- Have your child state opinions about the book, and give evidence to support their ideas.
- Your child should be reading fluently. Reading should be smooth and have expression.
- Have your child practice taking apart words by the syllables (*cam-er-a, con-tain-er, per-fect, wher-ever*)
- Check that your child consistently understands what he/she reads. If your child does not understand what he/she just read, have your child go back and search for additional information.
- Discuss if the book is fiction or non-fiction. (Fiction books are made up stories, and non-fiction books are informational and tell about true events/facts.)
- Have your child reread parts of books to practice reading fluently, and read aloud to your child every day.
- Discuss the big ideas or message the author is trying to tell the reader.



Dear Parent/Guardians,

Your child is now working in level N books at school. In level N books, the plot is less obvious. The reader must put together clues to figure out the author's message is. Characters develop and change more over the course of the story. There are a variety of genres including historical fiction, biographies, mysteries, and fantasy.

### **What does a level N book look like?**

#### **Level N**

- Nonfiction books are organized into categories and subcategories
- Contains words that are difficult to sound out: *smudge, frightened, enough, through, tremble, spaghetti*, etc.
- Children need to use a variety of ways to break apart words (take it apart, use meaning, take off endings)
- Level N includes many three, four, and five syllable words (to-mor-row, in-ter-est-ing, e-lec-tri-ci-ty)
- Includes figurative language (describing something by comparing it to something else). *Example: "It's so hot you could fry an egg on the sidewalk."*
- The plots tend to be more suspenseful, and readers want to keep reading to find out what happens next
- Includes words that have the same word pattern, but make different sounds (moon/book)
- There are more words that sound the same but are spelt differently (care/air, said/bed, know/no)
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations.

### **What should we do at home?**

- Have your child identify important events and tell how they are related to the problem and/or solution of the story.
- Your child should be reading fluently. Reading should be smooth and have expression.
- Have your child state opinions about the book, and give evidence to support their ideas.
- Have your child write about new things that they have learned from the book.
- Discuss how the author made the book enjoyable/interesting to read. (Example: a humorous situation)
- Have your child share his/her opinions about a character and how that character changed in the story using specific examples from the story
- Have your child reread parts of books to practice reading fluently, and read aloud to your child every day.
- Discuss the big ideas or message the author is trying to tell us.
- Have your child practice taking apart words by the syllables (de-cid-ed, veg-e-ta-bles)





Dear Parent/Guardians,

Your child is now working in level O books at school. In level O books, readers encounter new vocabulary, figurative language, and longer descriptive words. Level O books are longer, and readers must remember events and details over several days. As children read, they should form questions and search for answers.

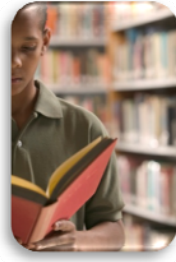
### **What does a level O book look like?**

#### **Level O**

- Nonfiction books include categories, subcategories, call-outs, pronunciation guides, index, and references
- Contains words that are difficult to sound out: *waste, puzzled, fabulous*, etc.
- Children need to take apart and add a variety of word endings (-ing, -es, -ed, -er; puzzle, puzzling, puzzler)
- Level O includes many three, four, and five syllable words (to-mor-row, in-ter-est-ing, e-lec-tri-ci-ty)
- Includes figurative language (describing something by comparing it to something else). *Example: "It's so hot you could fry an egg on the sidewalk."*
- The plots tend to be more suspenseful, and readers want to keep reading to find out what happens next
- Includes words that have the same word pattern, but make different sounds (moon/book)
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations.

### **What should we do at home?**

- Have your child identify important events and tell how they are related to the problem and/or solution of the story.
- Your child should be reading fluently. Reading should be smooth and have expression.
- Have your child state opinions about the book, and give evidence to support their ideas.
- Have your child write about new things that they have learned from the book.
- Discuss how the author made the book enjoyable/interesting to read. (Example: a humorous situation)
- Have your child share his/her opinions about a character and how that character changed in the story using specific examples from the story
- Have your child reread parts of books to practice reading fluently, and read aloud to your child every day.
- Discuss the big ideas or message the author is trying to tell us.
- Have your child practice taking apart words by the syllables (de-cid-ed, veg-e-ta-bles)
- Help your child figure out the meaning of difficult words by using a dictionary or going to [www.m-w.com](http://www.m-w.com).



Dear Parent/Guardians,

Your child is now working in level P books at school. In level P books, readers encounter new vocabulary, figurative language, and longer descriptive words. The biggest change in a level P text is that readers need to make inferences. They must use clues from the story to figure out what the author does not say.

### **What does a level P book look like?**

#### **Level P**

- Nonfiction books include categories, subcategories, call-outs, pronunciation guides, index, and references
- Level P books sometimes combine genres (biographies, fantasy, historical fiction, realistic fiction, etc.)
- Readers need to put together clues to understand character's feelings and motivations
- Readers should use surrounding sentences and paragraphs to figure out the meaning of unfamiliar words
- Children need to take apart and add a variety of word endings (-ing, -es, -ed, -er; puzzle, puzzling, puzzler)
- Level P includes many three, four, and five syllable words (to-mor-row, in-ter-est-ing, e-lec-tri-ci-ty)
- Includes figurative language (describing something by comparing it to something else). *Example: "It's so hot you could fry an egg on the sidewalk."*
- The plots tend to be more suspenseful, and readers want to keep reading to find out what happens next
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations.

### **What should we do at home?**

- Have your child identify important events and tell how they are related to the problem/solution of the story.
- Your child should be reading fluently. Reading should be smooth and have expression.
- Ask your child, "How did your opinions change after reading this?" and "Why did your opinions change?"
- Have your child write about new things that they have learned from the book.
- Discuss how the author made the book enjoyable/interesting to read. (Example: a humorous situation)
- Have your child share his/her opinions about a character and how that character changed in the story using specific examples from the story
- Have your child read to himself/herself, and read aloud to your child every day.
- Have your child practice taking apart words by the syllables (de-cid-ed, veg-e-ta-bles)
- Help your child figure out the meaning of difficult words by using a dictionary or going to [www.m-w.com](http://www.m-w.com).



Dear Parent/Guardians,

Your child is now working in level Q books at school. In level Q books, readers encounter new vocabulary, figurative language, and longer descriptive words. In level Q books, readers need to make inferences. They must use clues from the story to figure out what the author does not say. Children also begin to look closer at the choices the author makes in regards to style, language, perspective, and themes.

### **What does a level Q book look like?**

#### **Level Q**

- Children need to use base words (responsible), prefixes (ir-), and suffixes (-ible) to figure out word meaning
- Level Q books include proper names and vocabulary that are difficult to sound out
- Fiction settings require knowledge of history, geography, etc.
- Nonfiction books include categories, subcategories, call-outs, pronunciation guides, index, and references
- Readers need to use glossaries, dictionaries, and pronunciation guides to solve words
- Level Q books sometimes combine genres (biographies, fantasy, historical fiction, realistic fiction, etc.)
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations
- Readers need to think about different meanings the text may have
- Readers need to change the way they read the book depending on the type of book they are reading

### **What should we do at home?**

- Have your child identify important events and tell how they are related to the problem/solution of the story.
- Your child should be reading fluently. Reading should be smooth and with expression.
- Ask your child, “How did your opinions change after reading this?” and “Why did your opinions change?”
- Have your child write about new things that they have learned from the book.
- Discuss the setting (where and when the story takes place) of the book and how it relates to the genre of the book (fantasy, historical fiction).
- Have your child talk about their tastes and preferences in reading.
- Have your child read to himself/herself, and read aloud to your child every day.
- Have your child practice reading know words to read new words (part, partner, partnership).
- Help your child figure out the meaning of difficult words by using a dictionary or going to [www.m-w.com](http://www.m-w.com).



Dear Parent/Guardians,

Your child is now working in level R books at school. In level R books, readers encounter new vocabulary, figurative language, and longer descriptive words. When children are reading R books, they need to use new knowledge to better understand characters and plots from books they have previously read. Children also need to remember information over longer periods of time and multiple readings in order to summarize information.

### **What does a level R book look like?**

#### **Level R**

- Children need to add, delete, change letters to make or take apart words (appear, disappear, disappearance)
- Level R books include proper names and vocabulary that are difficult to sound out
- Fiction settings require knowledge of history, geography, etc.
- Nonfiction books include categories, subcategories, call-outs, pronunciation guides, index, and references
- Readers need to use glossaries, dictionaries, and pronunciation guides to solve words
- Level R books sometimes combine genres (biographies, fantasy, historical fiction, realistic fiction, etc.)
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations.
- Readers need to think about different meanings and purposes the text may have
- Readers need to change the way they read the book depending on the type of book they are reading.

### **What should we do at home?**

- Have your child change predictions as new information is read.
- Have your child think about characters they have previously read about and compare them to the characters they are reading about now. Compare types of problems and types of people.
- Your child should be reading fluently. Reading should be smooth and with expression.
- Ask your child, “How did your opinions change after reading this?” and “Why did your opinions change?”
- Discuss the setting (where and when the book takes place) of the book and how it relates to the genre of the book (fantasy, historical fiction).
- Have your child talk about their tastes and preferences in reading.
- Have your child read to himself/herself, and read aloud to your child every day.
- Have your child practice reading know words to read new words (part, partner, partnership).
- Help your child figure out the meaning of difficult words by using a dictionary or going to [www.m-w.com](http://www.m-w.com).



Dear Parent/Guardians,

Your child is now working in level S books at school. In level S books, readers encounter diverse topics that appeal to adolescents. When children are reading S books, they need to use personal experiences to understand the characters and events related to adolescents. Children also need to notice the use of symbolism in stories. Symbolism is when the author uses an object to add deeper meaning to a story. For example, the bald eagle usually represents an American symbol.

### **What does a level S book look like?**

#### **Level S**

- Readers need to interpret characters and events related to preadolescents
- Level S books require children to follow multiple characters in different episodes and think about how the characters are feeling about each other
- Children need read words with a full range of plurals like *cactus/cacti*, *spy/spies*, *self/selves*
- Readers need to think about the symbols that the writer is using
- Level S books include proper names and vocabulary that are difficult to sound out
- Fiction books may have collections of short stories that have linked themes or a single plot across the book
- Nonfiction books include categories, subcategories, call-outs, pronunciation guides, index, and references
- Readers need to use glossaries, dictionaries, and pronunciation guides to solve words
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations.

### **What should we do at home?**

- Have your child think about characters they have previously read about and compare them to the characters they are reading about now. Compare type of problem and type of person.
- Have your child talk about their tastes and preferences in reading.
- Your child should be reading fluently. Reading should be smooth and with expression.
- Ask your child, “How did your opinions change after reading this?” and “Why did your opinions change?”
- Discuss the setting (where and when the book takes place) of the book and how it relates to the genre of the book (fantasy, historical fiction).
- Have your child read to himself/herself, and read aloud to your child every day.
- Have your child practice reading know words to read new words (part, partner, partnership).
- Help your child figure out the meaning of difficult words by using a dictionary or going to [www.m-w.com](http://www.m-w.com).



Dear Parent/Guardians,

Your child is now working in level T or U books at school. In level T and U books, readers encounter diverse topics that appeal to adolescents. Some of these topics may focus on problems of society, such as racism. These books may include words from languages other than English. There also could be words that are used in regional or historical slang.

### **What do level T books and level U books look like?**

#### **Level T and Level U**

- Children need to notice and use Greek and Latin word roots to take apart and understand word(aqua-aquarium, aquatic, aqueduct)
- Level T and level U books require children to think about characters' thinking processes and struggles at key decision points
- Readers need to understand the meaning of symbols and how the writer uses symbols develop meaning
- Level T and U books include autobiographies, myths and legends, memoirs, and diaries.
- Fiction books may have collections of short stories that have linked themes or a single plot across the book
- Nonfiction books include categories, subcategories, call-outs, pronunciation guides, index, and references
- Readers need to use glossaries, dictionaries, and pronunciation guides to solve words
- Readers need to put themselves in the place of culturally diverse characters, and use prior knowledge to make sense of new situations.
- Readers need to interpret characters and events related to preadolescents

### **What should we do at home?**

- Have your child think about characters they have previously read about and compare them to the characters they are reading about now. Compare type of problem and type of person.
- Your child should be reading fluently. Reading should be smooth and with expression.
- Ask your child, "How did your opinions change after reading this?" and "Why did your opinions change?"
- Discuss the setting (where and when the story takes place) of the book and how it relates to the genre of the book (fantasy, historical fiction).
- Have your child talk about their tastes and preferences in reading.
- Have your child read to himself/herself, and read aloud to your child every day.
- Have your child practice reading know words to read new words (part, partner, partnership).
- Help your child figure out the meaning of difficult words by using a dictionary or going to [www.m-w.com](http://www.m-w.com).