

**SCHOOL DISTRICT OF POYNETTE  
REGULAR MEETING OF THE BOARD OF EDUCATION  
HIGH SCHOOL INSTRUCTIONAL MEDIA CENTER (IMC)  
MONDAY, APRIL 23, 2018  
7:00 P.M.  
AGENDA**

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*This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda.*

*The Mission of the School District of Poynette is to provide an education that treats each person as an individual.  
We will instill within each student the love of learning and foster self-esteem and civic responsibility.*

Call Meeting to Order and Roll Call

- II. Notice of Meeting per WI s.s.19.84/Declare a Legal Meeting
  - 1. Seat Board Members
  - 2. Elect Board Officers
  - 3. CESA 5 Representative
  - 4. Select Committee members and chairs
  - 5. Approval of Board President as ex officio (non-voting) member of all committees who may act as chair in chair's absence
  - 6. Approval of Agenda
- IV. Approval of the Minutes:
- V. Community Forum
- VI. Treasurer's Report
  - 1. Financial Report
  - 2. Vouchers Payable Approval
  - 3. Donations
- VII. Reports
  - 1. Student Council Representative
  - 2. Administrative Reports
  - 3. Board Member Reports
    - a. Curriculum Committee
    - b. Facilities Committee
    - c. Policy/Finance Committee
- VIII. Information and Study
  - 1. Food service report
  - 2. Determine lunch/milk rates for 2018-19
  - 3. Overnight field trip proposal(s)
  - 4. Scholarship proposal
  - 5. Parental requests to opt of out testing
  - 6. Early College Credit (UW) and Start College Now (Tech) preliminary requests for 2018-19
  - 7. Curriculum proposal(s)
  - 8. Policy updates: first reading
  - 9. Technology purchases
  - 10. Facilities purchases
  - 11. 2018-19 Health and other Insurance contracts: renewal
  - 12. 2018-19 Preliminary Budget proposal
  - 13. Staffing Discussion: 2018-19 contracts, etc.
  - 14. Discussion of possible employee handbook changes; first reading
  - 15. Personnel update: an update on filling open positions and staff retirements and resignations
  - 16. Facilities Study update
- IX. Action Items
  - 1. Consideration of action to accept donations

2. Consideration of action to approve the suggested milk and lunch rates for 2018-19
  3. Consideration of action to approve overnight field trip(s)
  4. Consideration of action to approve scholarship proposal(s)
  5. Consideration of action to approve giving district administrator authority to approve parental opt out for allowable state testing
  6. Consideration of action to approve Early College Credit and Start College Now preliminary requests for 2018-19
  7. Consideration of action to approve curriculum and textbook updates
  8. Consideration of action to approve the first reading to policy updates
  9. Consideration of action to approve technology purchases
  10. Consideration of action to approve facilities expenditures
  11. Consideration of action to approve renewal of insurance provider contracts and updated rates
  12. Consideration of action to approve 2018-19 preliminary budget
  13. Consideration of action to approve 2018-19 teacher contracts
  14. Consideration of action to approve the first reading of possible changes to the employee handbook
  15. Consideration of action on accepting staff retirements and resignations
  16. Consideration of action on offering contracts and/or wage agreements for open positions:
- X. Consideration of convening closed session of the board of education pursuant to Wisconsin State Statutes 19.85 1 (C) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility and (f) Considering financial, medical, social or personal histories or disciplinary data of specific persons and 19.85 (e) deliberating the use of public properties
- XI. Reconvene into Open Session
1. Possible action from closed session.
- XII. Community Forum
- XIII. Adjourn

The Community Forum provides an opportunity for input from school district residents. The people who wish to address the Board of Education are required to register prior to the start of the meeting. The Agenda allocates fifteen minutes for the Community Forum and three minutes for individual speakers. The Agenda does not include action by the Board on items presented during the Forum. The Forum is not intended to address personnel matters or individual students.

Upon request to the District Administrator, the District shall make reasonable accommodation including the provision of information material in an alternative format as necessary for a disabled person to be able to participate in this activity. At least twenty-four (24) hours advance notice of the need for accommodation is appreciated.

**SCHOOL DISTRICT OF POYNETTE  
REGULAR MEETING OF THE BOARD OF EDUCATION  
HIGH SCHOOL INSTRUCTIONAL MEDIA CENTER (IMC)  
MONDAY, MARCH 19, 2018**

President Kathleen Lucey called the meeting to order at 7:00 pm. The meeting was noticed in the March 8, 2018 issue of the Poynette Press and posted in various areas of the community. Roll Call: Burke, Hall, Lucey, Noble, Redell, Thays, Tomlinson. Administration: Dallman, Fischer, Hoernke, Pritzl, Hazard, Shappell. Press was also present.

Motion by Lucey/Tomlinson to approve the agenda with the removal of action item numbers 6, 7, and 8. Motion carried with all present voting yes.

Motion by Noble/Hall to approve the minutes of the February 19, 2018 meeting. Motion carried with all present voting yes.

### **Community Forum**

R.J. Lurquin, parent and law enforcement officer, came to address the board regarding safety drills for daytime and after school hours, legislative school safety bills, and safety policy, communications, and training.

Motion by Tomlinson/Lucey to approve the Treasurer's Report. Motion carried with all present voting yes.

### **Reports**

#### **Administrator reports**

- Ms. Dallman informed the board of new state reporting for Title IV funding, research for new IRS plan documents to include Roth in our Tax Sheltered Annuity portfolio, work on the 18-19 staff budget, and professional development opportunities including a Federal Funding Conference, an Accounting Conference, and a Funding School Risk Conference.
- Mr. Fischer shared with the board a new strategy for students to regulate their feelings and emotions called Zones of Regulation, continued work on team teaching with special education staff, and a review of Emergency Response Plans for classrooms.
- Dr. Pritzl reported to the board of continued implementation of Lucy Calkins reading units at the middle school, a new school record for total books read in the 1st semester with a total of over 4,000 books, the progress of the new STEM 2 class, a music clinic day for band students, the start up of the Middle School Play, and the start of track and field for over 40 middle school students.
- Dr. Hoernke informed the board of high school co-curricular activities including the success of the Three-Act Play which incorporated staging built by the Technical Education students, the results of the high school student solo and ensemble participation with a number of groups and individuals progressing on to the state level, a music clinic for band students, the National Honor Society Induction Ceremony, and a field trip for 42 students to historical sites in Springfield, Illinois.
- Mr. Hausser informed the board of elementary implementation of Lucy Calkins reading assessments, another 4K Literacy night event, review of safety procedures with staff, a school wide Dr. Seuss book challenge, a Kindness Rocks Assembly, and presentations by administrative staff in an event in Green Bay to share what Poynette is doing in literacy development.
- Mr. Shappell informed the board of another district hosted Grading for Learning event that involved over 30 teachers from three local districts, making for a total of over twelve districts that have traveled to Poynette to learn about our Grading for Learning process.

#### **Board Member Reports**

- The Curriculum Committee informed the board of discussions and recommendations for overnight field trip requests, Student Services and safety procedures, a CESA 5 services discussion for 2018-19, a Common School funding discussion and purchases, a technology update, and a facilities discussion.
- The Facilities Committee informed the board of discussions and recommendations regarding a Water Quality update, a Safety Plan update, and a Facilities study update.
- The Policy/Finance Committee reported to the board of discussions and recommendation for revisions/updates to

the co-curricular handbook (second reading), a CESA 5 contract review, CESA 9 contracted services for e-rate filings and maintaining compliance, a technology update, a 2017-18 Remaining/2018-19 Beginning budget discussion, a Safety Committee update, and a Facilities update.

### **Information and Study**

The board heard overnight and out of state field trip requests.

The board heard a Safety Committee update.

The board heard a technology update.

The board reviewed a 2018-19 CESA 5 Contract renewal.

The board reviewed CESA 9 contracted services.

The board heard revisions/updates to the co-curricular handbook (second reading).

The board heard a Facilities Study/solution update.

The board heard a personnel update: an update on filling open positions and staff retirements and resignations.

### **Action Items**

Motion by Lucey/Redell to approve a donation of \$500.00 from UW Health for 2018 UW Health Scholarship. Motion carried with all present voting yes.

Motion by Lucey/Tomlinson to approve the overnight field trip for High School Girls Soccer and the FFA State Convention. Motion carried with all present voting yes.

Motion by Lucey/Thays to approve the 2018-19 CESA 5 contract for services as presented. Motion carried on a roll call vote with all present voting yes.

Motion by Lucey/Noble to approve the CESA 9 contract for services as presented. Motion carried on a roll call vote with all present voting yes.

Motion by Lucey/Noble to approve the second reading and subsequent adoption of the revisions to the co-curricular handbook. Motion carried on a roll call vote with all present voting yes.

Consideration of action to approve preliminary notice of non-renewal (if needed). None needed.

Consideration of action on accepting staff retirements and resignations. None needed.

Consideration of action on offering contracts and/or wage agreements for open positions. None needed.

Motion by Lucey/Tomlinson to convene into a closed session of the board of education at 7:35 pm pursuant to Wisconsin State Statute 19.85 1 (c ) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility: administrator evaluation and (f) Considering financial, medical, social or personal histories or disciplinary data of specific persons: student discussion. Motion carried on a roll call vote with all present voting yes.

Motion by Lucey/Thays to reconvene into open session at 8:45 pm. Motion carried with all present voting yes.

Motion by Lucey/Noble to adjourn at 8:46 pm.

These minutes are subject to approval by the Board of Education at their next regular board meeting.

Randy Tomlinson, Clerk

**SCHOOL DISTRICT OF POYNETTE  
MEETING OF THE BOARD OF EDUCATION  
AND COMMUNITY FACILITIES ADVISORY COMMITTEE  
HIGH SCHOOL INSTRUCTIONAL MEDIA CENTER (IMC)  
WEDNESDAY, APRIL 11, 2018**

President Lucey called the meeting to order at 6:30 pm. The meeting was noticed in the April 5, 2018 issue of the Poynette Press and posted in various areas of the community. Roll Call: Burke, Hall, Lucey, Noble, Thays, Tomlinson. Absent: Redell. Administration, Members of the Community Facilities Advisory Committee, staff, and community members were present.

Motion by Tomlinson/Burke to approve the agenda. Motion carried with all present voting yes.

President Lucey gave instructions to the Community Facilities Advisory Committee on meeting procedures.

Bill Foster from School Perceptions, a school survey company, gave a presentation of the results of the School District of Poynette Facilities survey. The board had an opportunity to ask questions and had a discussion of the survey data and the next steps in the facilities study process.

Motion by Lucey/Thays to adjourn at 6:59 pm.

These minutes are subject to approval by the Board of Education at their next regular board meeting.

Randy Tomlinson, Clerk

## **Board Information Packet**

**4/23/18**

### **Information and Study**

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#### **Donations**

- \$200 from the Arlington Lions Club to assist with needs for diabetic students
- A new Canon Pixma Pro-100 Digital Photo Printer from Rachel Shuster, A Thousand Words Photography, to the High School Art Department
- Donation of two trumpets to the Middle School Instrumental Music program from Jamie and Wendy Gavinski
- \$200 from Ethel Mueller for the Herbert C. Mueller Senior Scholarship

Student Services Board Report 04/23/18  
Submitted by: David Fischer, Director of Student Services

### Safety Committee

The Safety Committee met on April 12, 2018 at Village Hall. The Team discussed the Wisconsin School Safety Grant and possible resources that may be requested to support safety efforts in Poynette. The District has sent out a letter to the Department of Justice indicating interest in applying for the grant once details are released. The Team also discussed the District Plan Tornado Procedures Plan and a district wide tornado drill was held on April 12, 2018.

### Special Education Update

The Special Education Team focused their meeting times this past month on the coordination of state testing for students with disabilities and professional development. Teams assessed and prioritized professional development needs for teaching and support staff. Areas that will be addressed in the future include collaborative teaching, crisis prevention and management, and Lucy Calkins Reading and Writing.

### Title Update

The District has put together a team from each building to evaluate the District's Title Program. Teams met across several days and completed a needs assessment and developed a school wide action plans to address needs such as school culture and climate, instructional practices, family and community engagement and STEAM programming.

PHS Board Report 4-23-18

Submitted by:

Mark Hoernke PHS Principal

### **Vision 2020: Increase Participation in the Fine Arts**

- Eight of our PHS students will compete at the Wisconsin State Forensics Competition in Madison on April 20th. This is a record number of state competitors for our school's forensics team.
- Three PHS band soloists, the Jazz Band, and our Percussion Ensemble will participate in the April 28th Wisconsin State Solo and Ensemble competition. Our Band Director, Mr. Joel Ferkovich, has refined a few structural strategies in order to increase the frequency and level of feedback our band students receive. He worked this process through the targeted assessment cycle over the course of the school year and the results have been impressive.
- We are looking forward to our Spring Concert, which will be held on May 7th in the Aux. Gym. We also invite everyone to attend the Poynette Music Parents BBQ Dinner prior to the concert.

### **Vision 2020: Professional Development**

- PHS teachers are in the midst of gathering student achievement data for the SLOs and Targeted Assessment work. Teachers have grown a culture in which they implement strategies, gather and analyze student achievement data, and continually make refinements or adjustments to classroom lessons and activities.

### **Vision 2020: 21st Century Skills**

- Our annual Wisconsin State Exams begin the week of April 23rd. Our 10th graders will have Forward testing and Aspire tests on April 24th and 25th. Our 9th graders will follow with Aspire tests on April 25th and 26th. The achievement results produced by these exams are used as one of many data points when revising curriculum or backwards planning specific skills within units of study.
- If possible, please follow my Twitter handle, @HoernkeMark. Our tweets have focused on displaying examples of our students working on 21st century skills, activities and projects.

### **Graduation Dates:**

- Capitol Conference Top Ten Banquet - May 14th
- Senior Class Night - May 16th
- Senior Picnic - May 23rd
- Graduation Practice/Class Trip May - 25th
- Graduation - May 27th, 1:00 pm





PMS Board Report 4-23-18

Submitted by:

Dr. Jerry Pritzl, PMS Principal

**Vision 2020: Professional Development**

- The Educator Effectiveness cycle continues as, teachers regularly meet with me to review performance in each of the components of Danielson's effectiveness rubrics, and progress towards their SLO's.

**Vision 2020: Increase Literacy in all Areas**

- Our ELA classes have started using the Lucy Calkins Units of Study in their classrooms. 6th Grade started "A Deep Study of Character" and 7th Grade has started "Dystopian Book Clubs". The elementary teachers have been utilizing the units of study so far this year, and this is our first steps towards implementation in our ELA classrooms. The workshop model allows students to be engaged in targeted reading while the teacher can confer with individual and groups of students each day.
- Our Middle School Math Team placed 2nd in the state in our division at a recent Wisconsin Math Council Meet!

**Vision 2020: Increase 21st Century Skills**

- We continue to use our Puma Pride system to provide more intensive interventions for some students that need more support in these areas. This has helped students be more aware of their classroom performance in relation to high expectations.

**Vision 2020: Participation in Co-Curriculars**

- The Middle School Play is set for Thursday, May 22nd at 6:00 pm in the 1-8 Gym. The Spring Band Concert Thursday, May 17th. Track and Field is ready to compete in a meet!
- The 8th graders last day of school will be on Thursday, May 31st, in which they will be heading to WI Dells for the day, followed by the 8th Grade Dance that same evening from 6:30 - 8:30

SCHOOL DISTRICT OF POYNETTE  
ELEMENTARY SCHOOL/ ARLINGTON EARLY LEARNING CENTER



Mr. Jay Hausser  
Elementary School Principal

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### Elementary Board Report

April 23, 2018

#### Literacy Goal

- They say pictures show a 1,000 words. A teacher wrote, “the kids love LC Book Clubs.”



- I think we are doing pretty well with these second graders.

#### Professional Development

- We finished up our Lucy Calkins after school PD that was facilitated by Mrs. Morrissey and Ms. Niemeyer. As their last assignment the teachers had to meet with me and discuss what they had learned. The teachers had many positive comments about the PD and gave great evidence of how it will impact their instruction and student learning.
- 4K Screening was held last Friday. We had a great turnout and it is fun to meet the new students and parents. We were very pleased with the number of students we screened and that were registered.

#### 21st Century Skills

- We worked on our Puma Pride Expectations and after break the teachers filmed students modeling the good behavior. Here is a [link](#) to a video.
- STEM Day for 5th Grade- Mrs. Smith (a 2017 draft pick/new teacher) coordinated a great half day for our 5th graders. The students will participate in 5 stations that include: Medical Physics, Biomedical Engineering Society, Chemical Education, Medical Physics and Coding. This is on Friday, April 20th and pictures will be in next month's report.



(Math Team 1st Place Wisconsin Dells Competition)

## Board Report

4/23/18

Matt Shappell

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**Adding Time to Calendar** -- With the additional weather impacts, we've exceeded our allowable time by two hours and nine minutes (129 minutes). We propose to make up this time on the last day of school. Instead of the scheduled 12:30 release, we'll release at regular time. I don't anticipate we'll need time but if there are additional hours needed, we'll run a single late route starting the last week of school. This would give grades 6-12 an additional hour per day. That hour would be utilized as a "Genius Project" hour, where students would have time to explore passion projects to be supported by staff.

### Upcoming Dates

4/23/18 Policy/Finance and Regular Board meetings, 6:00 pm HS IMC (Elect Officers, Seat Committees, etc.)  
5/8/18 Facilities Committee, 5:30 pm HS IMC  
5/16/18 Curriculum Committee, 7:30 - 9:00 pm. Admin Conference  
5/21/18 Policy/Finance and Regular Board meetings, 6:00 pm HS IMC  
5/27/18 Graduation, 1:00 pm Kerr Gym  
6/18/18 Policy/Finance and Regular Board meetings, 6:00 pm HS IMC

### Possible timeline for facilities recommendation:

*May 21 (Regular Board Meeting): committee makes recommendation to the Board*

*\*\*\* NEED TO CHANGE DATE \*\*\* June 4th (Special Board Workshop): Discussion with Findorff and PRA, scope, basic pricing, etc. Create draft of resolution to send to Bond Counsel.*

*June 18 (Regular Board Meeting): review revised draft of resolution*

*July 9 (Special Board Workshop): finalize draft -- possible adoption*

*July 16 (Regular Board Meeting -- before Annual Meeting) -- possible adoption*

**SCHOOL DISTRICT OF POYNETTE**

**Curriculum Committee**

**April 12, 2018**

**7:30 a.m. - 9:00 a.m.**

**Admin Conference Room**

**Agenda (and notes)**

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*Although a quorum of the Board of Education may be present at this meeting, no Board of Education meeting shall be convened and no action by the Board of Education shall be taken.*

Present: K. Lucey, K. Thays, M. Shappell, D. Fischer, J. Hausser, M. Hoernke

- I. Call the meeting to order: 7:32
- II. Notice of meeting: Yes
- III. Agenda review: Yes
- IV. Review of previous notes/minutes: Yes
- V. Information and Discussion items
  - A. Overnight field trip requests: Spanish trip to Mexico planned for 2019
  - B. Scholarship proposal: discussion of a \$500 scholarship with an emphasis on community service.
  - C. College credit coursework: Start College Now (two year), and Early College Credit (four year). Parents will be charged for failures and withdrawn students.
  - D. Assessment update
    1. State and local assessments: reviewed our building schedule.
    2. Parent opt out: must honor parent opt out in grades 4, 8, 9-11.
  - E. Curriculum updates
    1. 2nd Step curriculum upgrade: Ms. Morton presented information about updated guidance curriculum. The group watched videos and discussed purchasing the updated curriculum.
    2. Lucy Calkins Reading/Writing: updates from Mr. Hausser about Lucy Calkins reading and writing and implementation -- this year and next. Mr. Hausser updated the committee on teachers' recent visit to DeForest to visit practitioners.
    3. Textbook discussion: adopting novels and programs.
  - F. Technology update: e-Rate, infrastructure,
  - G. Facilities discussion: instructional impact takeaways from the April 11 meeting.
- VI. Action/Endorsement
  - A. Recommendations from the committee for possible Board action: A, B, C, D2, E1-3, F.
  - B. Establish next meeting date: May 16th @ 7:30 am
- VII. Adjourn: 8:55

**School District of Poynette  
Facilities Committee Meeting  
Agenda (and notes)  
April 17, 2018  
5:30 - 7:00 pm  
Poynette High School IMC**

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*Although a quorum of the Board of Education may be present at this meeting, no Board of Education meeting shall be convened and no action by the Board of Education shall be taken.*

Present: G. Burke, M. Shappell, J. McCracken, R. Tomlinson, T. Rortvedt

- I. Call meeting to order: 5:30
- II. Notice of official meeting: Noticed
- III. Agenda review: reviewed
- IV. Review of previous meeting notes/minutes: reviewed
- V. Information and discussion
  - A. Water quality update: communicated with community, still in the process of replacing fixtures
  - B. Arlington Early Learning Center update: blacktop needs to be replaced, easement for FD will be discussed at Monday's board meeting
  - C. Facilities study update/discussion: looking at current operational costs, reviewed upcoming dates
  - D. Safety security plan discussion/update: school district drafted a letter listing our safety needs
  - E. Budget update: remaining and next year-new snowfall is not helpful, working on managing inventory and reducing stock, creating efficiencies where we can
  - F. Summer Project updates
    1. Carpet: getting quote for replacing part of carpet in 1-8
    2. Paint-room rotations
    3. Rooftop units-replacing #3 and #7, approx \$26,000
    4. Gym floors- scheduled for the week before July 4, approx \$9,500
    5. Equipment -atomized cleaner
    6. Tile- landing on stairs upstairs in HS, getting quote. Swimming pool tile, getting quote
- VI. Recommendations from Committee for possible Board action: F3-rooftop units
- VII. Establish future meeting time and date: May 8, 5:30 pm
- VIII. Adjourn: 6:27 pm

**SCHOOL DISTRICT OF POYNETTE**  
**Policy/Finance Committee Meeting**  
**MONDAY, APRIL 23, 2018**  
**6:00 - 6:50 pm.**  
**High School Instructional Media Center (IMC)**  
**AGENDA (and notes)**

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*Although a quorum of the Board of Education may be present at this meeting, no Board of Education meeting shall be convened and no action by the Board of Education shall be taken.*

Present:

- I. Call meeting to order:
- II. Notice of meeting:
- III. Agenda approval:
- IV. Review previous notes/minutes:
- V. Information and Discussion Items
  - A. Scholarship proposal
  - B. Parental requests to opt out of testing
  - C. Board committees: structure discussion
  - D. Early College Credit (UW) and Start College Now (Tech) preliminary requests for 2018-19
  - E. Policy updates: first reading
  - F. Technology purchases
  - G. 2018-19 Health and other Insurance contracts: renewal
  - H. 2018-19 Preliminary Budget proposal
  - I. Staffing Discussion: 2018-19 contracts, etc.
  - J. Discussion of possible employee handbook changes; first reading
  - K. Facilities update
- VI. Action/Endorsement
  - A. Recommendations from committee for possible Board action:
  - B. Establish next meeting date
- VII. Adjourn

**Board Information Packet**  
**4/23/18**  
**Information and Study**

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**Lunch/Milk Rates for 2018-19**  
**No increases for 2018-19.**

Paid Lunch	Grades K - 5	Grades 6 - 12
<b>18-19 Recommended Pricing</b>	<b>\$2.80 (no change)</b>	<b>\$2.90 (no change)</b>

Breakfast (No USDA minimum requirement)	Student (Gr 1-12)
2018-19 Recommend <b>NO change</b>	\$1.65

Adult (No USDA min. requirement)	Breakfast	Lunch
2018-19 Recommend <b>NO change</b>	<b>\$2.50</b>	<b>\$4.00</b>

- **Milk Break - no change** is recommended: current pricing remains \$72.00 per year for 180 days x \$0.40 or \$24.00 per trimester

## **Board Information Packet**

4/23/18

### **Information and Study**

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#### **Overnight Field Trip Proposal(s)**

### **Spanish Trip Proposal – Spring 2019**

To: Board of Education

From: Amy Hodgeman, Spanish Teacher

#### Destination : Mexico

For specifics, please consult the attached itinerary.

#### Dates : March 22 – March 30, 2019

Students will be gone p days and will spend 8 nights in Mexico. They will not miss school on Friday, March 22th, as it is a Professional Development day. This format is similar to previous trips.

#### Participation:

Participation is limited to students currently studying Spanish and to those who have previously studied a minimum of one year of high school Spanish. Traditionally, most students have studied a minimum of 2-4 years of Spanish. The number of students going on the trip has varied from 12 to 30 over the years.

#### Educational Value

The focus of the trip is highly educational. Students will visit museums, parks, and markets and will learn of the foods, music and traditional crafts of the regions visited. The major impact will arise from everything students experience in informal contact with the people they meet while trying to communicate in Spanish, whether in a restaurant or bargaining in a market. The students who participate in the trip return with a new perspective of the Spanish language and culture and often of themselves as well. It is no longer just class, it is real life.

#### Cost

Approximately \$2500. This includes airfare, hotels, ground transportation and guide within Mexico, two meals a day, taxes, and tips. Included also is the estimated cost of travel between Poynette and Chicago. It is usually cheaper to travel this section of the trip by bus. Depending on the size of the group, a private coach is usually chartered. Spending money or remaining meals are not included.

#### Travel Agency

As with previous trips, we will be using Interact Travel Inc. from Green Bay, one of the leaders in student travel to Spanish speaking countries.

#### Chaperones

I will serve as official chaperone. Other chaperones will be secured as needed to provide a ratio of approximately 1 chaperone to 6-8 students.

#### Trip Itinerary



**Scholarship proposal**

**Harmony Grove Association**

The Harmony Grove Association would like to offer one scholarships of \$500. They have a scholarship committee at the high school who decides a lot of the scholarships. The committee consists of 1 teacher from each department and when they see the applications, the students name is not visible.

The Harmony Grove Association would like to offer a Poynette Senior a \$500 scholarship. The recipient of this scholarship must be a graduate of Poynette High School and have been accepted into a post-secondary higher education program and who has demonstrated community service. We require a 200 - 300 word (max) essay regarding why community service is important. We would like your scholarship committee at the high school to decides who will be the recipient. Payment to the recipient will be given after completing first and second semester in college of \$250.00 each.

**Parental requests to opt out testing**

Statute requires board approval of parent "opt out" requests of certain tests/grade levels (see below). The Board can grant that authority to the District Administrator if it so wishes.

**Q. When is parent/guardian opt-out allowed?**

A. When a parent or guardian requests that the student be excused from participating in the WSAS, this request must be honored at grades 4, 8, 9-11, per Wis. Stats. 118.30(2)(b)3.. This request may come at any time during the testing window. All students excused by parent opt-out are marked as "not tested" students in school and district reporting determinations.

**Q. How does a parent/guardian request an opt-out for their student?**

A. A parent must submit a written request for student opt-out to the principal or the school board. Per Wis. Stats. 118.30(2)(b)3., if the student is in grades 4, 8, and 9-11 the request must be granted. However, if the student is not in the above mentioned grade levels, the decision to grant the request is at the discretion of the school board.

**Board Information Packet**  
**4/23/18**  
**Information and Study**

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**Early College Credit (UW) and Start College Now (Tech) preliminary requests for 2018-19**

Statute change: Start College Now (two year), and Early College Credit (four year).  
 In our guidelines that the District charges for failures and withdrawn students.

College	Course Name	Credit	Approx. Cost	Fall Enrollment	Spring Enrollment
Madison College	CNA	3	\$500		X
Madison College	Calc & Anal. Geom I	5	\$1,200	X	
UW colleges online	Calc & Anal. Geom I	5	\$1,200	X	
UW Colleges online	Calc & Anal. Geom II	5	\$1,200		X
Wisconsin Academy (FVTC)	Heavy Equip. Operator			X	
UW colleges online	Intro to Psychology	3	\$900	X	
UW colleges online	Abnormal Psychology	3	\$900		X
UW Colleges online	Intro to Business	3	\$900		X
UW Colleges online	Calc & Anal. Geom I	5	\$1,500	X	
UW Colleges online	Intro to Business	3	\$900	X	
UW Colleges online	Intro to Management Information Systems	3	\$900		X
Madison College	Microbiology-University Medical	5	\$1,500	X	
UW Colleges online	Introductory Psychology	3	\$900		X
Madison College	Intro Psychology	3	\$500		X
Madison College	Intro Sociology	3	\$500	X	
Madison College	Microbiology-University Medical	5	\$1,200	X	
Madison College	Gen/organ. and biological chem.	5	\$1,200		X
Madison College	IT Security Awareness	1	\$200		X
Madison College	Website Development HTML5	3	\$500	X	
Madison College	Java Programming	3	\$500		X
UW Colleges online	Hist. of Western Civ (HIS 106)	3	\$900		X
Madison College	IT Security Awareness	1	\$200		X
Madison College	Essentials of IT	1	\$200		X
Destinations Academy?	Heavy Equip. Operator			X	
UW Colleges Online	Introductory Psychology	3	\$900		X

Madison College	CNA	3	\$500		X
Madison College	CNA	3	\$500		X
Madison College	Calc & Anal. Geom I	5	\$1,500	X	
Madison College	Intro to Psychology	3	\$500		X
Madison College	Website Development HTML5	3	\$500	X	
UW Colleges Online	Introduction to Business	3	\$900		X
UW Colleges Online	Introduction to Business	3	\$900	X	
Madison College	Calc & Anal. Geom I	5	\$1,500	X	
Madison College	University Physics I	5	\$1,500		X
Madison College	Intro to Psychology	3	\$500		X
Madison College	CNA	3	\$500		X
Destinations Academy	Heavy Equip. Operator			X	
Madison College	Intro to Psychology	3	\$500	X	
Madison College	Abnormal Psychology	3	\$500		X
	<b>Estimated Total Costs:</b>		<b>\$29,600</b>		

**Board Information Packet**

4/23/18

**Information and Study**

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**Curriculum proposal(s)**

**Primary instructional materials should be reviewed and approved by the Board. All materials listed have been reviewed and recommended by administration and reviewed by the Curriculum Committee.**

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**New Novel/Reading Material Proposal**

**Course Name/Department:**

AP Language and Composition/English Department

**Name of proposed novel/reading material:**

Into the Wild by Jon Krakauer

**Scope and Sequence:**

- Examine non-fiction text to evaluate counterarguments, infer an author's purpose, and analyze writing strategies.

**Reporting Standards supported by the proposed novel/reading material:**

Standard 9: read closely to determine what the text says and make logical inferences

Standard 1: creates argumentative texts to support claims using evidence

**Rationale for purchase/use of the proposed novel/reading material:**

- *How does the proposed novel better move students toward the class learning goals and reporting standards?*
  - Students will be able to use the text to evaluate the author's use of ethos, logos, and pathos
  - Students will evaluate and replicate the author's use of personal experience to link stories for purposes of connection with audience using all available rhetorical means of persuasion.
- *How does this resource move PHS closer to the Vision 2020 goals?*
  - Vision 2020 Literacy Goal
  - Students will communicate orally and in writing, ideas about the internal and external conflicts within the framework of a text; making inferences about character motivation using evidence to support assertions.
  - Synthesize primary documents with rhetorical writing strategies to create text that mirrors Krakauer's style

**List the reputable selection aids consulted when considering the proposed novel:**

AP Central.org accepted curriculum lists title, 122 weeks on the *New York Times* top 100 list for non-fiction best seller.

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## New Novel/Reading Material Proposal

**Course Name/Department:** English 10

**Name of proposed novel/reading material:** Population 485, Michael Perry Harper/Collins 2002

**Scope and Sequence:**

- Students will identify *how* the author achieves his purpose through the story, conveying universal themes of literature through non-fiction.
- Students will analyze *how* the tone is developed through the author's choice of diction, syntax, details and rhetorical strategies.
- Students will imitate key elements of the pastoral genre.

**Rationale for purchase/use of the proposed novel/reading material:**

- ***How does the proposed novel better move students toward the class learning goals and reporting standards?***

This is a non-fiction book with excellent vocabulary. It is written by a rural Wisconsin author whom many of our students will be able to relate. The text will offer students the opportunity to look at storytelling techniques that involve ethos, logos and pathos. They will be able to use the text as a springboard for discussion on the genre of literary non-fiction. The students will have the opportunity to identify an author's purpose and the means garnered to achieve that purpose.

**How does this resource move PHS closer to the Vision 2020 goals?**

- The style, tone and mood of this text vary according to the purpose of the section of the book. As we study Perry's word choice, syntax, imagery, details, and the rhetorical strategies he employs, student will gain strength in their own writing and reading.
- They will mirror this conversational writing style in their own memoir piece using simple and complex sentences and carefully chosen diction to achieve the purpose of entertaining the reader in the form of a letter to a loved one.
- Students will be expected to analyze other pieces Perry has written, imitating his tone and style.
- Lastly, this text is a precursor text to AP Language style coursework.

**List the reputable selection aids consulted when considering the proposed novel:**

"Michael Perry has written for *Esquire*, *The New York Times Magazine*, *Outside*, *Backpacker*, *Orion* and *Salon.com*, and is a contributing editor to *Men's Health* magazine." <http://www.ttbook.org/michael-perry>  
He currently has a Sunday column in *The Wisconsin State Journal*.

Fox Cities - 2016 Book Festival Author

"Michael Perry is a New York Times bestselling author, humorist and radio show host from New Auburn, Wisconsin. Perry's bestselling memoirs include Population 485, Truck: A Love Story, Coop, and Visiting Tom. His first book for young readers, The Scavengers, was published in 2014 and first novel for adult readers, The

Jesus Cow, was published in May of 2015. If you've ever attended an "author talk" or "book reading" by Perry, you know neither term conveys the blend of comedy, poetry, and tangential storytelling he brings to the microphone. You'll be snorting with laughter one minute, blinking back tears the next, and--no matter your zip code--nodding in recognition throughout." <http://www.foxcitiesbookfestival.org/>

He is a selected author in the Council for Wisconsin Writers, <http://wiswriters.org/tag/emily-kokie/> and a Keynote Speaker at the Wisconsin Council of Teachers of English Convention in 2011.

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### **New Novel/Reading Material Proposal**

**Lucy Calkins Reading and Writing.**

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### **Curricular Material Proposal**

**Course Name/Department/Grade Level: K-5 Literacy Curriculum**

**Name of proposed novel/resource: Lucy Calkins Reading Units of Study**

**Scope and Sequence:**

- Kindergarten
  - *We Are Readers*
  - *Super Powers*
  - *Bigger Books Bigger Reading Muscles*
  - *Becoming Avid Readers*
- 1st Grade
  - *Building Good Reading Habits*
  - *Learning About The World*
  - *Readers Have Big Jobs To Do*
  - *Meeting Characters And Learning Lessons*
  - *Word Detectives: Strategies For Using High Frequency Words And For Decoding*
- 2nd Grade
  - *2nd Grade Reading Growth Spurt*
  - *Becoming Experts*
  - *Bigger Books Mean Amping Up Reading Power*
  - *Series Book Clubs*
- 3rd Grade
  - *Building A Reading Life*
  - *Reading To Learn*
  - *Character Studies*
  - *Research Clubs*
  - *Mystery: Foundation Skills In Disguise*
- 4th Grade
  - *Interpreting Character*

- *Reading The Weather Reading The World*
- *Reading History*
- *Historical Fiction Clubs*
- 5th Grade .
  - *Interpreting Book Clubs*
  - *Tackling Complexity*
  - *Argument and Advocacy*
  - *Fantasy Book Clubs*

**Rationale for purchase/use of the proposed novel/reading material:**

While working through our literacy curriculum audit, we noticed some gaps and redundancies that needed to be addressed. We would like our grade level teams to be providing a curriculum that is similar in all of our classrooms and this program helps us do that.

- ***How does the proposed elementary reading curriculum better move students toward the class learning goals and reporting standards?***

We would like to improve our students' achievement on many of the assessment tools that we use. We also noticed that these assessments had more rigor than we were teaching. This program will increase the rigor and expectations that we have for our students. We will also more consistently hit the state standards at each grade level compared to previous years. Our reporting standards will not change, but the evidence we will be using will be different. The program provides assessments at the beginning and end of every unit. These assessments will help our students improve their literacy skills.

**How does this resource move us closer to the Vision 2020 goals?**

- We have several goals that focus on literacy in the elementary school. The goals track our F&P, STAR, and Forward assessment scores and growth in those areas. We are hoping to see improvement on all three of these assessments.

**List the reputable selection aids consulted when considering the proposed material:**

- Conferred with other districts
- Visible Learning from Hattie
- Reading Specialist and Title Reading Teacher

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**Curricular Material Proposal**

**Course Name/Department/Grade Level: K-5 Literacy Curriculum**

**Name of proposed novel/resource: Lucy Calkins Writing Units of Study**

**Scope and Sequence:**

- Kindergarten
  - Launching the Writing Workshop
  - Writing for Readers



- How- To Books: Writing to Teach Others
- Persuasive Writing of All Kinds: Using Words to Make a Change
- 1st Grade
  - Small Moments: Writing with Focus, Detail, and Dialogue
  - Nonfiction Chapter Books
  - Writing Reviews:
  - From Scenes to Series: Writing Fiction
- 2nd Grade
  - Lessons from the Masters: Improve Narrative Writing
  - Lab Reports and Science Books
  - Writing About Reading
  - Poetry: Big Thoughts in Small Packages
- 3rd Grade
  - Crafting True Stories
  - The Art of Information Writing
  - Changing the World: Persuasive Speeches, Petitions, and Editorials
  - Once Upon a Time: Adopting and Writing Fairy Tales
- 4th Grade
  - The Arc of Story: Writing Realistic Fiction
  - Boxes and Bullets: Personal and Persuasive Essays
  - Bringing History to Life
  - The Literary Essay: Writing About Fiction
- 5th Grade
  - Narrative Craft
  - The Lens of History: Research Reports
  - Shaping Texts: From Essay and Narrative to Memoir
  - The Research- Based Argument Essay

**Rationale for purchase/use of the proposed novel/reading material:**

While working through our literacy curriculum audit, we noticed some gaps and redundancies that needed to be addressed. We would like our grade level teams to be providing a curriculum resource that is similar in all of our classrooms and this program helps us do that. It has been a while since our whole staff was trained in the same writing curriculum and we have noticed areas that the students could grow in.

- ***How does the proposed elementary writing program better move students toward the class learning goals and reporting standards?***

We would like to improve our students' achievement on many of the assessment tools that we use. We also noticed that these assessments had more rigor than we were teaching. This program will increase the rigor and expectations that we have for our students. We will also more consistently hit the state standards at each grade level compared to previous years. Our reporting standards will not change, but the evidence we will be using will be different. The program provides assessments at the beginning and end of every unit. These assessments will help our students improve their literacy skills.

**How does this resource move us closer to the Vision 2020 goals?**

- We have several goals that focus on literacy in the elementary school. The goals track our F&P, STAR,

and Forward assessment scores and growth in those areas. We are hoping to see improvement on all three of these assessments.

**List the reputable selection aids consulted when considering the proposed material:**

- Conferred with other districts
- Visible Learning from Hattie
- Reading Specialist and Title Reading Teacher

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**Poynette Middle School**  
**Curricular Material Proposal**

**Course Name/Department/Grade Level: ELA Grades 6, 7, 8**

**Name of proposed novel/resource: Lucy Calkins Reading and Writing Units of Study**

**Scope and Sequence:**

- 6th Grade Reading Units of Study
  - *A Deep Study Of Character*
  - *Tapping The Power Of Nonfiction*
  - *Fantasy Book Clubs*
- 7th Grade Reading Units of Study
  - *Dystopian Book Clubs*
  - *Historical Fiction Book Clubs*
- 8th Grade Reading Units of Study
  - *Characterization & Author's Craft*
  - *Argument Reading*
  - *Social Issues Book Clubs*
- 6th Grade Writing Units of Study
  - *Personal Narrative: Crafting Powerful Life Stories*
  - *The Literary Essay: From Character to Compare/Contrast*
  - *Research-Based Information Writing: Books, Websites, and Presentations*
- 7th Grade Writing Units of Study
  - *Writing Realistic Fiction: Symbolism, Syntax, and Truth*
  - *Writing About Reading: From Reader's Notebooks to Companion Books*
  - *The Art of Argument: Research-Based Essays*
- 8th Grade Writing Units of Study
  - *Investigative Journalism:*
  - *The Literary Essay: Analyzing Craft and Theme*
  - *Position Papers: Research and Argument*

**Rationale for purchase/use of the proposed novel/reading material:**

After analysis of both STAR Reading and Forward ELA data, our student performance over the past 3 school has shown overall growth, but not as much as needed to reach our Vision 2020 goals. As we have studied research-based strategies to improve the performance of our readers and writers, the Lucy Calkins Units of Study provides the structure that our teachers have been looking for to implement the Reading and Writing Workshop into the routine of our ELA blocks of classes. This model allows teachers to give maximum feedback

to students and allows for the much needed time for reading in our 90 minute block structure.

**How does this resource move us closer to the Vision 2020 goals?**

We have made slow and inconsistent progress towards achieving our Vision 2020 goals in terms of reading. The Lucy Calkins Units of Study is a research-based resource that provides our teachers the structure that will pull all of the reading strategies that we have been working on over the past three school years together with engaging units in a workshop model that will target instruction and maximize feedback opportunities on a daily basis. The Elementary has adopted the Units of Study starting at the beginning of this school year, and the growth from Fall to Winter was impressive. The Units of Study will help us push through to achieve the Vision 2020 Goals in both Growth and Total Percentage of Students at or above benchmark.

**List the reputable selection aids consulted when considering the proposed material:**

- Visible Learning for Literacy - Hattie, Fisher, Frey
- Kelly Gallagher
- Balanced Literacy Framework
- Reading Specialist Recommendation
- Consultation with other successful school districts

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**Poynette Middle School**  
**Curricular Material Proposal**

**Guidance Curriculum Revision: Second Step Used by Guidance Counselors and classroom teachers.**

COMPREHENSIVE  
OVERVIEW

Units, Tools, and Methods  
*for Teaching*  
**Reading & Writing**

A WORKSHOP CURRICULUM ♦ GRADES K-8

by **Lucy Calkins**  
*and Colleagues from the Teachers College  
Reading and Writing Project*

- WRITING UNITS OF STUDY
- READING UNITS OF STUDY
- CLASSROOM LIBRARIES
- PROFESSIONAL DEVELOPMENT
- COMING SOON: PHONICS UNITS



DEDICATED TO TEACHERS™



## Why Workshop?

### A Framework for Responsive Teaching: Give Access to All

The Reading and Writing Project's approach to instruction recognizes that "one size fits all" does not match the realities of the classrooms and schools in which they work. When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to:

- ▶ help teachers address each child's individual learning,
- ▶ explicitly teach strategies students will use not only the day they are taught, but whenever they need them,
- ▶ support small-group work and conferring, with multiple opportunities for personalizing instruction,
- ▶ tap into the power of a learning community as a way to bring all learners along,
- ▶ build choice and assessment-based learning into the very design of the curriculum,
- ▶ help students work with engagement so that teachers are able to coach individuals and lead small groups.

The routines and structures of reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners.

### Assessment for Learning

- ▶ The Learning Progressions and checklists at the center of the TCERP assessment system are important tools that promote self-assessment and goal setting for each individual learner.
- ▶ The TCERP assessment system is not only a way for teachers to engage in formative assessment, it is also a way to lift the level of the actionable feedback teachers provide to students.
- ▶ Assessment is used as a tool to power students' learning and provide for clear goals as well as accessible ladders for reaching those goals.

# Reading and Writing Bill of Rights

1. Above all, good teachers matter. Learners need teachers who demonstrate what it means to live richly literate lives, wearing a love of reading and writing on their sleeves.
2. Students need a balanced approach to English/language arts, one that includes a responsive approach to the teaching of both reading and writing. Researchers have studied examples of exemplary literacy instruction. In every case, when they found a classroom with high literacy engagement, they found balanced teaching in place (Pressley et al. 2002).
3. Reading and writing need to be taught like other basic skills, with direct, explicit instruction—including spelling, conventions, and the skills and strategies of proficient reading and writing.
4. Readers need long stretches of time to read, and writers need extended opportunities to write.
5. Writers need to learn to use writing process: rehearsing, drafting, revising, editing, and publishing their writing. Readers need opportunities to consolidate skills so they can use skills and strategies with automaticity within fluid, engaged reading.
6. Writers deserve to write for real, to write the kinds of texts that they see in the world, and to write to put meaning onto the page. Readers need opportunities to read high-interest, accessible books of their own choosing.
7. Readers and writers need teachers to read aloud to them.
8. Students need opportunities to talk and sometimes to write in response to texts.
9. Readers need to read increasingly complex texts appropriate for their grade level and they need support reading nonfiction and building a knowledge base and academic vocabulary through information reading.
10. Learners need clear goals and frequent feedback tailored specifically to them. They need to hear ways their reading and writing is getting better and to know what their next steps might be.

*When a student enters your school,  
what promise do you make about the  
literacy education he or she will receive?*

—LUCY CALKINS



# OVERVIEW OF A DAY'S READING OR WRITING WORKSHOP

WORKSHOP COMPONENT	TIME FRAME	LOGISTICS	TEACHER	STUDENTS
<b>MINILESSON</b>	Less than 10 min.	The teacher gathers students in the meeting area next to their partners	Whole-group instruction <ul style="list-style-type: none"> <li>• Connection</li> <li>• Name the teaching point</li> <li>• Teaching</li> <li>• Active Engagement (guided practice)</li> <li>• Link to the work students will do</li> </ul>	Listening, then actively engaged in applying new learning
<b>INDEPENDENT READING AND WRITING CONFERRING AND SMALL-GROUP WORK</b>	35–45 min.	Students find comfortable spots to read or write	One-on-one and small-group teaching <ul style="list-style-type: none"> <li>• Circulate</li> <li>• Observe</li> <li>• Question</li> <li>• Listen</li> <li>• Coach</li> <li>• Demonstrate</li> <li>• Reinforce the minilesson</li> <li>• Encourage</li> </ul>	Practicing strategies learned throughout the unit, working independently or with partners
<b>MID-WORKSHOP TEACHING</b>	3–5 min. (during independent reading and writing time)	Students' eyes are on the teacher	Extends the minilesson or reminds students of ongoing habits	Pausing to reflect, then refocusing to resume reading or writing
<b>SHARE</b>	3–5 min.	The teacher gathers students in the meeting area or calls for their attention while they remain at their reading or writing spots	Sets students up to share and celebrate the work they did that day	Sharing their learning with partners or the whole group

### Middle School Program

GRADE 6	GRADE 7	GRADE 8
<p><b>UNIT 1: MINDSETS AND GOALS</b></p> <ol style="list-style-type: none"> <li>1. Welcome!</li> <li>2a. Starting Middle School</li> <li>2b. Helping New Students</li> <li>3. Grow Your Brain 1</li> <li>4. Grow Your Brain 2</li> <li>5. Can Personalities Change?</li> <li>6. Setting Goals</li> <li>7. If-Then Plans</li> </ol> <p>Unit 1 Knowledge Assessment</p> <p><b>UNIT 2: VALUES AND FRIENDSHIPS</b></p> <ol style="list-style-type: none"> <li>8. Values and Decisions</li> <li>9. Social Values</li> <li>10. What's a Friend?</li> <li>11. Making Friends</li> <li>12. Challenge: Making Friends</li> </ol> <p>Unit 2 Knowledge Assessment</p> <p><b>UNIT 3: THOUGHTS, EMOTIONS, AND DECISIONS</b></p> <ol style="list-style-type: none"> <li>13. What Are Emotions?</li> <li>14. Values and Emotions</li> <li>15. Spot the Thought</li> <li>16. Calming Down</li> <li>17. Slow Breathing</li> </ol> <p>Unit 3 Knowledge Assessment</p> <p><b>UNIT 4: SERIOUS PEER CONFLICTS</b></p> <ol style="list-style-type: none"> <li>18. Perspectives</li> <li>19. Challenge: Perspectives</li> <li>20. Recognizing Serious Conflicts</li> <li>21. Challenge: Recognizing Conflicts</li> <li>22. Resolving Serious Conflicts</li> <li>23. Challenge: Resolving Conflicts</li> <li>24. Making Amends</li> <li>25. Bullying</li> <li>26. Gratitude</li> </ol> <p>Unit 4 Knowledge Assessment</p>	<p><b>UNIT 1: MINDSETS AND GOALS</b></p> <ol style="list-style-type: none"> <li>1. Welcome!</li> <li>2a. Starting Middle School</li> <li>2b. Helping New Students</li> <li>3. Making Mistakes</li> <li>4. Personalities Change</li> <li>5. Setting Goals</li> <li>6. If-Then Plans</li> </ol> <p>Unit 1 Knowledge Assessment</p> <p><b>UNIT 2: VALUES AND FRIENDSHIPS</b></p> <ol style="list-style-type: none"> <li>7. Values and Decisions</li> <li>8. Online Values</li> <li>9. What Kind of Friend Are You?</li> <li>10. Strengthening Friendships</li> <li>11. Challenge: Friendships</li> </ol> <p>Unit 2 Knowledge Assessment</p> <p><b>UNIT 3: THOUGHTS, EMOTIONS, AND DECISIONS</b></p> <ol style="list-style-type: none"> <li>12. The Role of Emotions</li> <li>13. Handling Emotions</li> <li>14. Unhelpful Thoughts</li> <li>15. Be Calm</li> <li>16. Frustration</li> </ol> <p>Unit 3 Knowledge Assessment</p> <p><b>UNIT 4: SERIOUS PEER CONFLICTS</b></p> <ol style="list-style-type: none"> <li>17. Jumping to Conclusions</li> <li>18. Challenge: Conclusions</li> <li>19. Avoiding Serious Conflicts</li> <li>20. Challenge: Avoiding Conflicts</li> <li>21. Resolving Serious Conflicts</li> <li>22. Challenge: Resolving Conflicts</li> <li>23. Taking Responsibility</li> <li>24. Gender Harassment</li> <li>25. What You Learned</li> </ol> <p>Unit 4 Knowledge Assessment</p>	<p><b>UNIT 1: MINDSETS AND GOALS</b></p> <ol style="list-style-type: none"> <li>1. Welcome!</li> <li>2. Helping New Students</li> <li>3. Learning Strategies</li> <li>4. Labels</li> <li>5. SMART Goals</li> <li>6. If-Then Plans</li> </ol> <p>Unit 1 Knowledge Assessment</p> <p><b>UNIT 2: VALUES AND RELATIONSHIPS</b></p> <ol style="list-style-type: none"> <li>7. Values and Decisions</li> <li>8. Positive Relationships</li> <li>9. Relationships Change</li> <li>10. Negative Relationships</li> <li>11. Challenge: Relationships</li> </ol> <p>Unit 2 Knowledge Assessment</p> <p><b>UNIT 3: THOUGHTS, EMOTIONS, AND DECISIONS</b></p> <ol style="list-style-type: none"> <li>12. Emotions and Decisions</li> <li>13. Responding to Anger</li> <li>14. Handling Rejection</li> <li>15. Stay Calm</li> <li>16. Anxiety</li> </ol> <p>Unit 3 Knowledge Assessment</p> <p><b>UNIT 4: SERIOUS PEER CONFLICTS</b></p> <ol style="list-style-type: none"> <li>17. Assumptions</li> <li>18. Challenge: Assumptions</li> <li>19. Helping Friends Avoid Conflicts</li> <li>20. Challenge: Avoiding Conflicts</li> <li>21. Helping Friends Resolve Conflicts</li> <li>22. Challenge: Resolving Conflicts</li> <li>23. Helping Friends After a Conflict</li> <li>24. Sexual Harassment</li> <li>25. High School</li> </ol> <p>Unit 4 Knowledge Assessment</p>



**Board Information Packet**  
**4/23/18**  
**Information and Study**

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**Policy updates: first reading**

**First readings of a few new policies and revisions to others.**

Vol 27, No. 1 Jan 2018 Overview & Special Update December 2017 Overviews

From: NEOLA

To: Client Districts

WISCONSIN OVERVIEW AND COMMENTS

**Impact of *Krueger v. Appleton Area School District Board of Education***

On June 29, 2017, the Wisconsin Supreme Court issued its decision in *Krueger v. Appleton Area School District Board of Education*, 2017 WI 70, 376 Wis. 2d 239, 898 N.W.2d 35. The court summarized its holding in that case as follows:

Where a governmental entity adopts a rule authorizing the formation of committees and conferring on them the power to take collective action, such committees are “created by ... rule” under § 19.82(1) and the open meetings law applies to them.

In light of this decision, we reviewed the current relevant policies to determine if the Wisconsin Supreme Court’s open meetings decision requires policy modifications. Policy 0155 “Committees” has always made clear that any committees created by the Board are subject to the open meetings law. The Appleton decision highlights the need to be sensitive to the obligations under the open meeting law when creating subgroups or assigning tasks for follow-up under a number of different policy topics. There are also possible ramifications with tasks delegated under administrative guidelines, particularly if a District Administrator asks the Board to formally adopt or approve all administrative guidelines. While it is not recommended that Boards formally adopt the administrative guidelines (as opposed to direct administrative implementation of them) the Board’s formal adoption of administrative guidelines could implicate open meetings requirements for the delegation of responsibilities which are inherent in many of the guidelines. Thus, the Appleton decision provides an additional caution to the practice of formal Board adoption of administrative guidelines.

Specific policies that were reviewed and require consideration or modification, in light of the Appleton decision, are discussed below. In some cases, the Board may still opt to select options that call for the creation of a group or committee to perform a certain function. If that is the preferred approach, then the group or committee may be required to comply with the open meetings law. It is important to note that in the event the open meetings law were to apply to a specific group, that group is also entitled to meet in closed session pursuant to one or more of the reasons specific in Sec. 19.85(1), Wis. Stats., provided that all other aspects of the requirements are also followed.

As these policies are reviewed and decisions made with regard to certain options, Districts are reminded that the exact scope of the Court’s decision is yet to be fully determined. The policy items referenced in this special update were identified as containing language in which the Board, by policy or rule, creates a group or committee to perform a specific function. As such, these are areas that likely will require adherence to Wisconsin’s open meetings law in cases where that is not already occurring.

**BYLAWS AND POLICIES**

#### Bylaw 0152 – Officers (Revised)

The policy is modified to clarify the limited use of a secret ballot only for election of officers and includes the legal citation.

This revision is recommended for clarity and consistency with law.

#### Policy 0155 - Committees (REVISED)

This policy refers to committees of the Board and as such those committees are all subject to the open meetings law. The policy is revised pursuant to our review to specify the requirements of a quorum for purposes of taking action.

Adoption of these revisions is recommended.

\*\*The District is requesting that the Board President be made an ex officio member of all committees. In the event of the absence of a Committee Chair, the Board President may take the role as chair for the duration of that meeting, participate in discussion, and vote. He/She will relinquish the chair upon the adjournment of the Committee meeting.

#### Policy 1210 - Board - District Administration Relationship (REVISED)

As discussed above, one of the critical pieces to consider when evaluating the application of the open meetings law to groups that are not the School Board or a committee thereof is review of the origin of the authority under which the group operates or was created. In the case of a group created directly by Board policy, it is clear that the governing body has, by rule or order, created the specific group. This is part of the open meetings analysis in *Appleton* case. If a group is created through reference in an administrative guideline, it may not be a governmental body and therefore not subject to the open meetings law. In this sense, the Board's level of supervision regarding the development and adoption of administrative guidelines is important. If a Board formally adopts guidelines, then they are likely in effect no different than policy as it pertains to creating governmental bodies. If, on the other hand, the guidelines are created and revised by the administration, they are arguably not capable of creating governmental bodies. In this policy, an option is made to reference or choose not to reference, Board oversight of the guidelines. This reference could be used as evidence of the Board's responsibility for the guidelines and therefore used to argue that a committee or other group created by guideline is, in effect, one created by the Board.

Choosing not to explicitly assert the Board's right to oversight, helps eliminate the argument that the guidelines are in effect Board approved policy, but does not eliminate the Board's ongoing authority of oversight where needed. It is recommended that the policy be adopted without the option, but the option is available to assure notice of oversight.

#### Policy 2271 – Early College Credit Program (Revised)

This policy is revised to reflect the legislature's changes replacing Youth Options with the Early College Credit Program (ECCP). The change in the name of the program came with some changes in the administration of the program as well. Many of these changes are reflected in the guideline.

#### Policy 2411 – School Counseling and Career Planning (Revised)

This policy is revised to provide additional detail regarding the role of the counseling and academic planning program, the creation of the program, and the obligation to assure accessibility.

This revision is recommended.

#### Policy 2510 – Adoption of Textbooks (REVISED)

The policy template currently directs the District Administrator to make recommendations in consultation with specific individuals or categories of individuals. If the District Administrator does so, it may be viewed as a committee formed pursuant to directive (or order) of the Board and therefore subject to the open meetings laws. This is the type of group at issue in the *Appleton* case.

Additional options are provided in this policy to allow Districts to delegate the responsibility to the District Administrator, but not dictate that he or she must create a committee of individuals to do so. **Note:** The Supreme Court in the *Appleton* case declined to discuss whether committees formed by the District Administrator could themselves be subject to the open meetings law, but does acknowledge that school administrators regularly have meetings with the rest of the administrative team and other groups within the District community and that these meetings are typically not subject to the open meetings law.

Review of the policy decisions and adoption of the policy in the event of the selection of different options from current policy is recommended.

#### **Policy 3160 Professional Staff /4160 Support Staff– Physical Examination (Revised)**

The policies have been revised consistent with 2017 Wisconsin Act 107 (effective December 2, 2017), which replaces the required tuberculosis test with a tuberculosis screening questionnaire (with testing required only if indicated by the screening questionnaire). Appropriate legal citations are added.

These revisions are required for consistency with applicable law.

#### **Policy 3217 Professional Staff/ 4217 Support Staff/ 5772 Students – Weapons (Revised)**

Qualifying language has been added to policies 3217 and 4217 to recognize the limited circumstances in which adult non-students might possess a weapon on District property. Those policies, along with policy 5772, also have options clarified to separate lock-back knives as a separate option from other knives to provide greater choices for a District's optional exceptions to the policy.

These revisions are recommended for consistency with law.

#### **Policy 5113.01 – Part-Time Open Enrollment (Revised)**

This policy, formerly titled "Course Options", has been revised to reflect recent legislation which changed the course options program back to part-time open enrollment. The policy reflects the ability of a student to attend up to two courses outside the resident District but is limited to attendance at a non-resident public School District. The policy includes the authority of a resident District to reject any application that imposes an undue financial burden on the resident District. The specifics of how to apply this new basis, to reject an application, are not yet clear. As such, Districts should consult with legal counsel prior to denying an application on this basis.

Note regarding applicability – the elimination of course options and its replacement with part-time open enrollment is effective beginning July 1, 2018. Prior to that, the course options program is still available for the remainder of the 2017-2018 regular school year. Approval of this policy revision is required for an effective date of July 1, 2018.

Note regarding space determinations - this policy does not need to be in place prior to the Board setting its space figures for full-time open enrollment. As required, those space determinations must be made in January. The full-time open enrollment provisions have not been changed as they affect the manner in which space determinations are made or full-time open enrollment applications are processed.

These revisions are required for consistency with applicable law.

#### **Policy 5330 – Administration of Medication/Emergency Care (Revised)**

The policy is revised to provide the Board with the authority to limit the approval of persons authorized to administer medications to students. The Board need not limit the authority, and may provide that authorization can be given by all three permitted categories, namely, the Board, the District Administrator, or the principal, or may limit those permitted to extend such authorization.

The policy is also revised to reflect that the District must determine, with the assistance of an employed registered nurse, or a consulting nurse, which employees will be authorized to administer medications and consent.

Legislation was approved which permits school district personnel, with approval, to administer opioid antagonists and to be immune from liability arising as a result of the administration of an opioid antagonist, provided they properly notify emergency medical services. Opioid antagonists come in different forms. Some are administered by means of a nasal spray and others by means of injection. Each district will have to decide whether it will obtain opioid antagonist for use or not and, if so, to what extent they will be available.

The policy does not discuss the specifics regarding the district's permission to use antagonists, what if any training will be provided or required, and to whom the district's personnel may administer the opioid antagonist on school grounds (students, adults, both). This is for two reasons. First, Policy 5330 deals exclusively with students, and therefore does not speak to the administration of any medications, including opioid antagonists, to persons other than students. Second, the specific circumstances that will apply in each district is a function of the district's emergency nursing service plan which must be developed locally and must be developed in consultation with appropriate health care professionals. District officials are reminded to review those plans and to consult with their nursing services provider on doing so. The policy does permit the Board to either direct that the nursing plan provide for the stocking of opioid antagonist medications, or it may opt to leave that to those involved in developing the emergency nursing plan.

#### **Policy 5410 -- Promotion, placement and Retention (Revised)**

Removed references to WKCE assessment

#### **Policy 5460.01 – Diploma Deferral (Revised)**

The policy has been clarified to be consistent with the age requirements explained in the legal update referenced above.

The revision is recommended for consistency with Wisconsin law.

#### **Policy 5830 – Student Fundraising (Revised)**

The policy template is revised to provide Districts with some options regarding the permissive use of School District and/or school specific logos or other property of the district in furtherance of fundraising efforts.

#### **Policy 6605 – Crowdfunding (New Policy)**

This new policy is offered to address the growing usage of alternative forms of direct-marketing fundraising efforts using web-based services (such as through social media, or specific sites expressly created for this purpose).

#### **Policy 8309 - Open Meetings Requirements of Non-Board Committees (NEW)**

This new policy is offered as a way to evaluate the application of open meetings law requirements to various committees or other groups that are performing an assigned function but are not committees of the Board itself. This policy provides considerations for evaluating the source of the committee and the other criteria discussed in the *Appleton* decision.

The policy is offered for consideration, but is not required by law.

#### **Policy 8605 – Use of Electronic Wireless Communication Devices by District Employees Who Operate Board-owned or Operated Vehicles (Revised)**

This policy is revised to reflect that while restricting the use of these devices is appropriate, it is not possible for the vehicle operator to control the receipt of messages and to permit use of devices for navigational purposes, provided the data are entered while the vehicle is not being operated.

These revisions are recommended.

### Policy 9130 – Public Requests, Suggestions, or Complaints (REVISED)

The policy provides options for the creation of committees to fulfill certain functions the Board describes in policy. There is no obligation to create committees for the purposes described; however, if one or more are created, those committees are potentially subject to the open meetings law. Please note in the case of committees charged with reviewing complaints alleging misconduct or other inappropriate behavior, the committee may frequently convene in closed session to the extent permitted.

Review of the policy decisions and adoption of the policy in the event of the selection of different options from current policy is recommended.

### Policy 9140 – Citizens' Advisory Committees (REVISED)

The policy discusses the Board's creation of citizen advisory committees to address specific issues the Board identifies as appropriate for resolution in this respect. Any committee created in this way - by the Board, with a defined membership and a particular charge - the committee is likely subject to the open meetings law.

The policy is revised to more adequately reflect the Board's discretion and therefore adoption is recommended.

### **Technology purchases**

Our first approvals for our technology infrastructure through the eRate program. We purchased services for switches, updated cabling (to handle more traffic), and updated fiber between the two buildings.

- The total amount was over \$90,000.00.
- Our eRate discount is 60% and we have a grant that will cover much of the remainder.
- The district's responsibility will be approximately \$9,000.00.

The timeline to schedule the work (to be completed in the summer) required that I signed the contract, so I will seek approval for this action.

We have several purchases that could go beyond the District Administrator's authority to spend. These Chromecart (portable cart with up to 30 devices and built in charging) cost approximately \$10,000 each and, depending upon remaining budget, we may purchase up to three. Administration will seek Board approval to spend up to \$30,000 for these purchases.

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**Facility purchases**

We have several purchases planned for the end of the year. Two rooftop units are at scheduled end of life and on our preventive maintenance list to be replaced. Cost is approximately \$26,000. We will ask for authority to spend up to that amount, however the remaining budget may not allow us to purchase both units.

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#### **2018-19 Health and other Insurance contracts: renewal**

Health insurance is transitioning from Physicians Plus to Quartz.

Very high utilization rate led to 15% increase for premiums (\$425,000 +/-)

Administration recommends keeping plan structure the same and increasing employee contribution to deductible from \$250 single/\$500 family to \$350 single/\$700 family

[7/01/2018 Medical Comparison](#)

[Quartz Coverage Updates](#)

2018-19 Student Assurance (student accident insurance): \$10,257 (slight decline), maintain coverage

Self Funded Dental: no change, maintain coverage

Life Insurance: no change, maintain coverage

Long Term Disability: no change, maintain coverage



# Poynette School District

## HEALTH COVERAGE RENEWAL

Effective: 07/01/2018

Carrier	Physicians Plus	
	Renewal Option	
Provider Network	HMO	POS
<b>Deductible</b>		
In-Network (Single / Family)	\$2,000 / \$4,000	\$2,000 / \$4,000
Out-of-Network (Single / Family)	N/A	\$4,000 / \$8,000
<b>Coinsurance</b>		
In-Network	100%	100%
Out-of-Network	N/A	80%
<b>Out-of-Pocket Max</b>	<i>Inc. Ded, Coins &amp; Med Copays</i>	<i>Inc. Ded, Coins &amp; Med Copays</i>
In-Network (Single / Family)	\$4,850 / \$9,700	\$4,850 / \$9,700
Out-of-Network (Single / Family)	N/A	\$8,000 / \$16,000
<b>Out-of-Pocket Max</b>	<i>Inc. Ded, Coins &amp; all Copays</i>	<i>Inc. Ded, Coins &amp; all Copays</i>
In-Network (Single / Family)	\$6,350 / \$12,700	\$6,350 / \$12,700
Out-of-Network (Single / Family)	N/A	N/A
<b>Lifetime Maximum</b>	Unlimited	Unlimited
<b>Office Visits</b>		
In-Network	Ded, 100% Coins	Ded, 100% Coins
Out-of-Network	N/A	Ded, 80% Coins
<b>Specialist</b>		
In-Network	Ded, 100% Coins	Ded, 100% Coins
Out-of-Network	N/A	Ded, 80% Coins
<b>Routine/Preventive Care</b>		
In-Network	100% Coverage	100% Coverage
Out-of-Network	N/A	Ded, 80% Coins
<b>Inpatient Hospital Services</b>		
In-Network	Ded, 100% Coins	Ded, 100% Coins
Out-of-Network	N/A	Ded, 80% Coins
<b>Outpatient Hospital Services</b>		
In-Network	Ded, 100% Coins	Ded, 100% Coins
Out-of-Network	N/A	Ded, 80% Coins
<b>Urgent Care</b>		
In-Network	Ded, 100% Coins	Ded, 100% Coins
Out-of-Network	N/A	Ded, 80% Coins
<b>Emergency Room</b>		
In-Network	\$100 Copay	\$100 Copay
Out-of-Network	N/A	\$100 Copay
<b>Prescription Drugs - In-Network</b>	<i>Rx MOOP:</i>	<i>Rx MOOP:</i>
	<i>\$1,500 Single / \$3,000 Family</i>	<i>\$1,500 Single / \$3,000 Family</i>
Tier 1 / Tier 2 / Tier 3	\$10 / \$20 / \$30	\$10 / \$20 / \$30
	<b>Monthly Premiums</b>	
Single	\$564.14	\$612.49
Family	\$1,466.76	\$1,592.49

# Coverage Updates

## Physicians Plus Plan to Unity Underwritten Plan



This summary provides a brief list of coverage differences between Physicians Plus and plans underwritten by Unity. Consult your Certificate of Coverage for complete coverage information or call Quartz customer service at (800) 362-3310.

	Physicians Plus	Unity
<b>Travel Immunizations</b>	Excluded.	Covered.
<b>Foot Orthotics</b>	Custom-made foot orthotics are limited to one orthotic per affected foot every 36 months.	One pair covered per benefit year.
<b>Bariatric Surgery</b>	Bariatric surgery excluded.	Starting in 2018, bariatric surgery will be covered when prior authorized. This benefit applies to ACA compliant plans <u>only</u> (does not apply to transitional or grandfathered plans). Must be obtained at UW Health or Gundersen Health System. One per lifetime.
<b>Dependent Eligibility</b>	For Small Groups, dependents turning 26 come off the plan either at the end of the month, end of the year, or on the dependent's date of birth.	For Small Groups, dependents come off the plan at the <u>end of the month</u> they turn 26.
<b>Orthopedic shoes</b>	Orthopedic shoes with braces are covered.	Covered when <ul style="list-style-type: none"> <li>- part of a brace; or,</li> <li>- for a diabetic person with an approved prior authorization.</li> </ul>
<b>e-Visit (like e-mail)</b>	Excluded.	Covered. Available through UW Health MyChart.
<b>Video Visits</b>	Excluded.	Covered. Get started by downloading the mobile app and have a video visit on your smartphone or tablet:  <b>Desktop:</b> <a href="http://www.uwhealthcareanywhere.org">www.uwhealthcareanywhere.org</a>  <b>iOS:</b> From your device, go to the Apple Store and search for: "Video Visit - UW Health Care Anywhere."  <b>Android:</b> From your device, go to the Play Store and search for: "Video Visit - University of Wisconsin."

<b>Hearing Aids</b>	Covered for adults and children 1 hearing aid per ear, replaceable every 36 months.	Hearing aid models covered are listed. Call customer service to confirm coverage (800) 362-3310.
<b>Acupuncture</b>	For specific diagnoses, covered up to twelve visits with prior authorization. Not covered under certain plans.	Not covered.
<b>Routine Foot</b>	Routine foot care excluded, except for diabetic treatment.	<p><u>With Primary Care Provider:</u> Routine foot care (removing corns or calluses, nail trimming and other routine hygiene care) performed by a PCP is a covered benefit.</p> <p><u>With Specialist:</u> Routine foot care performed by a specialist is only covered with a diagnosis of Diabetes, Atherosclerosis or Peripheral disease.</p>
<b>Therapies PT/OT/ST</b>	60 cumulative visits per year for physical therapy, occupational therapy, speech therapy	<p><u>Small group PPACA plans:</u> 20 PT / 20 OT / 20 ST</p> <p><u>All others:</u> 40 cumulative visits</p>
<b>Skilled Nursing</b>	30 days or 100 days per confinement	90 days per confinement

## **Board Information Packet**

**4/23/18**

### **Information and Study**

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#### **2018-19 Preliminary Budget proposal**

**Final budget to be approved at annual meeting and final numbers to be received in October.**

##### Overview:

Linda Dallman and I will discuss the proposed 2018-19 budget proposal. This is a bit of a perfect storm, we have a significant increase in health insurance premiums, losing hold harmless aide, and we are in the bottom of our typical enrollment cycle. We're requesting the use of fund balance to mitigate what we think is a short term shortfall. Baird Financial, our advisors, indicate this would have little or no bearing on our bond rating since our fund balance percentage is substantial. The requested use of fund balance does not violate the Board's "no short term borrowing" policy.

##### Key takeaways:

State aid and levy are only estimates. We will not know actual numbers until the final aid calculations and property valuations are finalized in October.

##### Our estimate is based on following assumptions:

- 2.5% property value increase
- Flat enrollment
- State increasing low revenue ceiling (spending per child) to \$9400 per student (would be an increase for us)
- \$425,000 (+/-) health insurance increase

##### 2018-19 budget includes:

- Wage increases for all staff.
- Flat or reduced building budgets
- Flat or reduced facilities budget
- Increase employee health insurance deductible for from \$250 single/\$500 family to \$350 single/\$700 family
- Flexibility to use of up to \$350,000 in fund balance
- Pay callable debt
- Anticipate a relatively flat mill rate (final aid amounts and property valuations determine mill rates. Property values increase/decrease impacts individual homeowner's levy).

#### **2018-19 Preliminary Budget Adoption**

#### **2018-19 Revenue Limit Worksheet**

**POYNETTE PRELIMINARY BUDGET ADOPTION 2018-2019 DATED 4/23/2018**

<b>GENERAL FUND (FUND 10)</b>	<b>Audited 16-17</b>	<b>Unaudited 17-18</b>	<b>Budget 2018-19</b>
Beginning Fund Balance (Account 930 000)	4,631,950.36	4,617,398.76	4,617,398.76
Ending Fund Balance, Nonspendable (Acct. 935 000)	0.00	0.00	0.00
Ending Fund Balance, Restricted (Acct. 936 000)	0.00	0.00	0.00
Ending Fund Balance, Committed (Acct. 937 000)	0.00	0.00	0.00
Ending Fund Balance, Assigned (Acct. 938 000)	4,403,237.36	0.00	0.00
Ending Fund Balance, Unassigned (Acct. 939 000)	0.00	0.00	0.00
<b>TOTAL ENDING FUND BALANCE (ACCT. 930 000)</b>	<b>4,617,398.76</b>	<b>4,617,398.76</b>	<b>4,332,481.76</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>			
100 Transfers-in	0.00	0.00	0.00
<b>Local Sources</b>			
210 Taxes	4,586,689.20	4,978,626.00	4,820,479.00
240 Payments for Services	0.00	0.00	0.00
260 Non-Capital Sales	2,016.94	1,650.00	1,500.00
270 School Activity Income	51,080.88	68,000.00	68,000.00
280 Interest on Investments	13,509.62	16,000.00	20,000.00
290 Other Revenue, Local Sources	66,703.87	69,300.00	61,800.00
<b>Subtotal Local Sources</b>	<b>4,720,000.51</b>	<b>5,133,576.00</b>	<b>4,971,779.00</b>
<b>Other School Districts Within Wisconsin</b>			
310 Transit of Aids	21,725.46	24,537.00	24,600.00
340 Payments for Services	725,858.00	716,554.00	822,000.00
380 Medical Service Reimbursements	0.00	0.00	0.00
390 Other Inter-district, Within Wisconsin	0.00	0.00	0.00
<b>Subtotal Other School Districts within Wisconsin</b>	<b>747,583.46</b>	<b>741,091.00</b>	<b>846,600.00</b>
<b>Other School Districts Outside Wisconsin</b>			
440 Payments for Services	0.00	0.00	0.00
490 Other Inter-district, Outside Wisconsin	0.00	0.00	0.00
<b>Subtotal Other School Districts Outside Wisconsin</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Intermediate Sources</b>			
510 Transit of Aids	11,205.87	33,638.00	33,000.00
530 Payments for Services from CCDEB	0.00	0.00	0.00
540 Payments for Services from CESA	240.00	0.00	0.00
580 Medical Services Reimbursement	0.00	0.00	0.00
590 Other Intermediate Sources	0.00	0.00	0.00
<b>Subtotal Intermediate Sources</b>	<b>11,445.87</b>	<b>33,638.00</b>	<b>33,000.00</b>
<b>State Sources</b>			
610 State Aid -- Categorical	67,729.30	65,000.00	66,000.00
620 State Aid -- General	5,596,515.00	5,307,527.00	5,219,882.00
630 DPI Special Project Grants	10,604.75	7,600.00	7,600.00
640 Payments for Services	0.00	0.00	0.00
650 Student Achievement Guarantee in Education (SAGE Grant)	0.00	0.00	0.00
660 Other State Revenue Through Local Units	5,593.62	6,000.00	1,000.00
690 Other Revenue	277,896.00	490,951.00	706,536.00
<b>Subtotal State Sources</b>	<b>5,958,338.67</b>	<b>5,877,078.00</b>	<b>6,001,018.00</b>
<b>Federal Sources</b>			
710 Federal Aid - Categorical	0.00	0.00	0.00
720 Impact Aid	0.00	0.00	0.00
730 DPI Special Project Grants	27,674.00	21,767.00	21,500.00
750 IASA Grants	75,253.74	77,520.00	71,552.00
760 JTPA	0.00	0.00	0.00
770 Other Federal Revenue Through Local Units	0.00	0.00	0.00
780 Other Federal Revenue Through State	8,462.13	65,000.00	30,000.00
790 Other Federal Revenue - Direct	0.00	0.00	0.00
<b>Subtotal Federal Sources</b>	<b>111,389.87</b>	<b>164,287.00</b>	<b>123,052.00</b>

<b>Other Financing Sources</b>			
850 Reorganization Settlement	0.00	0.00	0.00
860 Compensation, Fixed Assets	0.00	0.00	0.00
870 Long-Term Obligations	0.00	0.00	0.00
<b>Subtotal Other Financing Sources</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Other Revenues</b>			
960 Adjustments	16,690.44	0.00	0.00
970 Refund of Disbursement	17,503.27	10,000.00	0.00
980 Medical Service Reimbursement	0.00	0.00	0.00
990 Miscellaneous	2,565.53	542.00	0.00
<b>Subtotal Other Revenues</b>	<b>36,759.24</b>	<b>10,542.00</b>	<b>0.00</b>
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>11,585,517.62</b>	<b>11,960,212.00</b>	<b>11,975,449.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>			
<b>Instruction</b>			
110 000 Undifferentiated Curriculum	2,095,957.97	2,147,297.00	2,205,507.00
120 000 Regular Curriculum	2,668,055.81	2,795,276.00	2,981,704.00
130 000 Vocational Curriculum	626,260.80	674,487.00	685,272.00
140 000 Physical Curriculum	305,399.97	282,263.00	307,975.00
160 000 Co-Curricular Activities	299,956.92	319,493.00	327,460.00
170 000 Other Special Needs	65,678.98	69,003.00	66,526.00
<b>Subtotal Instruction</b>	<b>6,061,310.45</b>	<b>6,287,819.00</b>	<b>6,574,444.00</b>
<b>Support Sources</b>			
210 000 Pupil Services	292,672.99	325,929.00	347,320.00
220 000 Instructional Staff Services	259,896.97	353,291.00	330,759.00
230 000 General Administration	308,404.87	323,505.00	342,829.00
240 000 School Building Administration	731,218.22	715,088.00	714,641.00
250 000 Business Administration	1,943,324.81	1,909,178.00	1,912,509.00
260 000 Central Services	134,108.04	159,341.00	31,000.00
270 000 Insurance & Judgments	221,582.67	117,500.00	116,907.00
280 000 Debt Services	0.00	0.00	0.00
290 000 Other Support Services	0.00	0.00	111,884.00
<b>Subtotal Support Sources</b>	<b>3,891,208.57</b>	<b>3,903,832.00</b>	<b>3,907,849.00</b>
<b>Non-Program Transactions</b>			
410 000 Inter-fund Transfers	1,031,098.47	1,041,572.00	1,041,573.00
430 000 Instructional Service Payments	615,294.89	726,989.00	736,500.00
490 000 Other Non-Program Transactions	1,156.84	0.00	0.00
<b>Subtotal Non-Program Transactions</b>	<b>1,647,550.20</b>	<b>1,768,561.00</b>	<b>1,778,073.00</b>
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>11,600,069.22</b>	<b>11,960,212.00</b>	<b>12,260,366.00</b>

<b>SPECIAL PROJECT FUNDS (FUNDS 21, 23, 29)</b>			
900 000 Beginning Fund Balance	64,552.06	66,921.81	66,921.81
<b>900 000 Ending Fund Balance</b>	<b>66,921.81</b>	<b>66,921.81</b>	<b>66,921.81</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>2,564.75</b>		
100 000 Instruction	195.00	0.00	0.00
200 000 Support Services	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>195.00</b>	<b>0.00</b>	<b>0.00</b>

<b>SPECIAL EDUCATION FUND (FUND 27)</b>	<b>Audited 16-17 2015-16</b>	<b>Unaudited 17-18 2016-17</b>	<b>Budget 2018-19 2017-18</b>
900 000 Beginning Fund Balance	0.00	0.00	0.00
<b>900 000 Ending Fund Balance</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>REVENUES &amp; OTHER FINANCING SOURCES</b>			
100 Transfers-in	1,001,098.47	1,041,572.00	1,041,573.00

<b>Local Sources</b>			
240 Payments for Services	0.00	0.00	0.00
260 Non-Capital Sales	0.00	0.00	0.00
270 School Activity Income	0.00	0.00	0.00
290 Other Revenue, Local Sources	0.00	0.00	0.00
<b>Subtotal Local Sources</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Other School Districts Within Wisconsin</b>			
310 Transit of Aids	0.00	0.00	0.00
340 Payments for Services	0.00	0.00	0.00
380 Medical Service Reimbursements	0.00	0.00	0.00
390 Other Inter-district, Within Wisconsin	0.00	0.00	0.00
<b>Subtotal Other School Districts within Wisconsin</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Other School Districts Outside Wisconsin</b>			
440 Payments for Services	0.00	0.00	0.00
490 Other Inter-district, Outside Wisconsin	0.00	0.00	0.00
<b>Subtotal Other School Districts Outside Wisconsin</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Intermediate Sources</b>			
510 Transit of Aids	0.00	0.00	0.00
530 Payments for Services from CCDEB	0.00	0.00	0.00
540 Payments for Services from CESA	48,440.17	50,000.00	50,000.00
580 Medical Services Reimbursement	0.00	0.00	0.00
590 Other Intermediate Sources	0.00	0.00	0.00
<b>Subtotal Intermediate Sources</b>	<b>48,440.17</b>	<b>50,000.00</b>	<b>50,000.00</b>
<b>State Sources</b>			
610 State Aid -- Categorical	303,921.00	319,126.00	319,126.00
620 State Aid -- General	0.00	0.00	0.00
630 DPI Special Project Grants	0.00	0.00	0.00
640 Payments for Services	0.00	0.00	0.00
650 Achievement Gap Reduction (AGR grant)	0.00	0.00	0.00
690 Other Revenue	402.99	0.00	0.00
<b>Subtotal State Sources</b>	<b>304,323.99</b>	<b>319,126.00</b>	<b>319,126.00</b>
<b>Federal Sources</b>			
710 Federal Aid - Categorical	0.00	0.00	0.00
730 DPI Special Project Grants	232,989.91	240,170.00	225,000.00
750 IASA Grants	0.00	0.00	0.00
760 JTPA	0.00	0.00	0.00
770 Other Federal Revenue Through Local Units	0.00	0.00	0.00
780 Other Federal Revenue Through State	30,726.24	59,000.00	60,000.00
790 Other Federal Revenue - Direct	0.00	0.00	0.00
<b>Subtotal Federal Sources</b>	<b>263,716.15</b>	<b>299,170.00</b>	<b>285,000.00</b>
<b>Other Financing Sources</b>	0.00	0.00	0.00
860 Compensation, Fixed Assets	0.00	0.00	0.00
870 Long-Term Obligations	0.00	0.00	0.00
<b>Subtotal Other Financing Sources</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Other Revenues</b>			
960 Adjustments	0.00	0.00	0.00
970 Refund of Disbursement	0.00	0.00	0.00
990 Miscellaneous	0.00	0.00	0.00
<b>Subtotal Other Revenues</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>1,617,578.78</b>	<b>1,709,868.00</b>	<b>1,695,699.00</b>
<b>EXPENDITURES &amp; OTHER FINANCING USES</b>			
<b>Instruction</b>			
110 000 Undifferentiated Curriculum	0.00	0.00	0.00
120 000 Regular Curriculum	0.00	0.00	0.00
130 000 Vocational Curriculum	0.00	0.00	0.00
140 000 Physical Curriculum	0.00	0.00	0.00
150 000 Special Education Curriculum	1,239,697.08	1,320,911.00	1,336,751.00

160 000 Co-Curricular Activities	0.00	0.00	0.00
170 000 Other Special Needs	0.00	0.00	0.00
<b>Subtotal Instruction</b>	<b>1,239,697.08</b>	<b>1,320,911.00</b>	<b>1,336,751.00</b>
<b>Support Sources</b>			
210 000 Pupil Services	182,677.86	192,901.00	163,446.00
220 000 Instructional Staff Services	99,324.46	113,076.00	112,717.00
230 000 General Administration	0.00	0.00	0.00
240 000 School Building Administration	0.00	0.00	0.00
250 000 Business Administration	26,514.16	12,980.00	22,285.00
260 000 Central Services	500.00	0.00	500.00
270 000 Insurance & Judgments	0.00	0.00	0.00
280 000 Debt Services	0.00	0.00	0.00
290 000 Other Support Services	0.00	0.00	0.00
<b>Subtotal Support Sources</b>	<b>309,016.48</b>	<b>318,957.00</b>	<b>298,948.00</b>
<b>Non-Program Transactions</b>			
410 000 Inter-fund Transfers	0.00	0.00	0.00
430 000 Instructional Service Payments	59,381.40	70,000.00	60,000.00
490 000 Other Non-Program Transactions	9,483.82	0.00	0.00
<b>Subtotal Non-Program Transactions</b>	<b>68,865.22</b>	<b>70,000.00</b>	<b>60,000.00</b>
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>1,617,578.78</b>	<b>1,709,868.00</b>	<b>1,695,699.00</b>
<b>DEBT SERVICE FUND (FUNDS 38, 39)</b>			
900 000 Beginning Fund Balance	276,918.21	268,324.92	264,959.92
<b>900 000 ENDING FUND BALANCES</b>	<b>268,324.92</b>	<b>264,959.92</b>	<b>264,959.92</b>
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>1,177,382.00</b>	<b>1,179,422.00</b>	<b>1,461,798.00</b>
281 000 Long-Term Capital Debt	1,108,264.26	1,105,075.00	1,384,086.00
282 000 Refinancing	0.00	0.00	0.00
283 000 Operational Debt	0.00	0.00	0.00
285 000 Post Employment Benefit Debt	0.00	0.00	0.00
289 000 Other Long-Term General Obligation Debt	77,711.03	77,712.00	77,712.00
400 000 Non-Program Transactions	0.00	0.00	0.00
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>1,185,975.29</b>	<b>1,182,787.00</b>	<b>1,461,798.00</b>
<b>842 000 INDEBTEDNESS, END OF YEAR</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

<b>CAPITAL PROJECTS FUND (FUNDS 41, 46, 48, 49)</b>			
900 000 Beginning Fund Balance	1,000.00	1,000.00	31,001.51
<b>900 000 Ending Fund Balance</b>	<b>1,000.00</b>	<b>31,001.51</b>	<b>31,001.51</b>
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>0.00</b>	<b>30,001.51</b>	<b>0.00</b>
100 000 Instructional Services	0.00	0.00	0.00
200 000 Support Services	0.00	0.00	0.00
300 000 Community Services	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

<b>FOOD SERVICE FUND (FUND 50)</b>			
900 000 Beginning Fund Balance	145,067.55	209,845.24	209,845.24
<b>900 000 ENDING FUND BALANCE</b>	<b>209,845.24</b>	<b>209,845.24</b>	<b>134,045.24</b>
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>479,104.58</b>	<b>465,000.00</b>	<b>374,200.00</b>
200 000 Support Services	414,326.89	465,000.00	450,000.00
400 000 Non-Program Transactions	0.00	0.00	0.00
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>414,326.89</b>	<b>465,000.00</b>	<b>450,000.00</b>



<b>COMMUNITY SERVICE FUND (FUND 80)</b>			
900 000 Beginning Fund Balance	(12,423.48)	(7,247.53)	0.47
<b>900 000 ENDING FUND BALANCE</b>	<b>(7,247.53)</b>	<b>0.47</b>	<b>0.47</b>
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>46,364.58</b>	<b>49,000.00</b>	<b>49,000.00</b>
200 000 Support Services	0.00	0.00	0.00
300 000 Community Services	41,188.63	41,752.00	49,000.00
400 000 Non-Program Transactions	0.00	0.00	0.00
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>41,188.63</b>	<b>41,752.00</b>	<b>49,000.00</b>

<b>PACKAGE &amp; COOPERATIVE PROGRAM FUND (FUNDS 91, 93, 99)</b>			
900 000 Beginning Fund Balance	0.00	0.00	0.00
<b>900 000 ENDING FUND BALANCE</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>TOTAL REVENUES &amp; OTHER FINANCING SOURCES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
100 000 Instruction	0.00	0.00	0.00
200 000 Support Services	0.00	0.00	0.00
400 000 Non-Program Transactions	0.00	0.00	0.00
<b>TOTAL EXPENDITURES &amp; OTHER FINANCING USES</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

DEPARTMENT OF PUBLIC INSTRUCTION  
2018-19 REVENUE LIMIT WORKSHEET

2018-2019 Preliminary Budget  
4-20-2018

DISTRICT: 4536		DATA AS OF 3/8/2018, 1:55 PM	
Line 1	Amount may Not Exceed Line 11 - (Line 7B+Line 10) of Final 17-18 Revenue Limit		10,093,697
2017-18	General Aid Certification (17-18 Line 12A, src 621)	5,307,527	
2017-18	Computer Aid Received (17-18 Line 17, Src 691)	2,178	
2017-18	Hi Pov Aid (17-18 Line 12B, Src 628)	0	
2017-18	Fnd 10 Levy Cert (17-18 Line 18, Levy 10 Src 211)	4,971,626	
2017-18	Fnd 38 Levy Cert (17-18 Line 14B, Levy 38 Src 211)	206,454	
2017-18	Fnd 41 Levy Cert (17-18 Line 14C, Levy 41 Src 211)	0	
2017-18	Aid Penalty for Over Levy (17-18 FINAL Rev Limit Wksh)	394,088	
NET	Total Levy for All Levied Non-Recurring Exemptions*	10,093,697	
<b>*NET 2018-19 Base Revenue Built from 17-18 Data (Line 1)</b>			
*For 2017-18 Non-Recurring Exemptions Levy Amount, enter actual amount for which district levied; (7B Hold Harmless, Non-Recurring Referenda, Declining Enrollment, Energy Efficiency Exemption, Refunded/Rescinded Taxes, Prior Year Open Enrollment Pupil, Reduction for Ineligible Fund 80 Expend, Environmental Remediation, Private School Voucher Aid Deduction, Private School Special Needs Voucher Aid Deduction)			
Count Ch. 220 Inter-District Resident Transfer Pupils @ 75%.			
Line 2: Base Avg: ((15+ 4ss)+(16+ 4ss)+(17+ 4ss)) / 3 =			
	2015	2016	2017
Summer fee:	29	27	19
% (40,40,40)	12	11	8
Sept fee:	1,087	1,078	1,060
Special Needs	0	0	0
Vouchers	1,099	1,089	1,068
Total fee			1,076
Line 6: Curr Avg: ((16+ 4ss)+(17+ 4ss)+(18+ 4ss)) / 3 =			
	2016	2017	2018
Summer fee:	27	19	19
% (40,40,40)	11	8	8
Sept fee:	1,078	1,060	1,063
Special Needs	0	0	0
Vouchers	1,089	1,068	1,071
Total fee			1,076
Line 10B: Declining Enrollment Exemption =			
Average FTE Loss (Line 2 - Line 6, if > 0)			
X (Line 5, Maximum 2018-2019 Revenue per Memb) =			
Non-Recurring Exemption Amount:			
Fall 2018 Property Values (actuals have been loaded below)			
2018 TIF-Out Tax Apportionment Equalized Valuation <b>2,570 Increase</b>			
State Aid for Exempt Computers (Source 691) is included on Line 12C. It is no longer found on Line 17 as in previous year's Revenue Limit Worksheets			
Line 17 has been removed due to the change with State Aid for Exempt Computers			
Line 18 has been removed due to the change with State Aid for Exempt Computers, the Fund 10 Levy is now Line 14A			

2018-2019 Revenue Limit Worksheet		(from left)	(from left)
1.	2017-18 Base Revenue (Funds 10, 38, 41)	10,093,697	10,093,697
2.	Base Sept Membership Avg (2015+, 4ss, 2016+, 4ss, 2017+, 4ss)/3	1,085	1,085
3.	2017-18 Base Revenue Per Member (Ln 1 / Ln2)	9,302.95	9,302.95
4.	2018-19 Per Member Change (A+B+C)	0.00	0.00
A.	Allowed Per-Member Change	0.00	0.00
B.	Low Rev Incr ((8,100 - (3 + 4A))-4C) Not < 0	0.00	0.00
C.	Low Rev Dist in CCDEB (Enter DPI Adjustment)	0.00	0.00
5.	2018-19 Maximum Revenue / Member (Ln 3 + Ln 4)	9,302.95	9,302.95
6.	Current Membership Avg (2016+ 4ss, 2017+ 4ss, 2018+ 4ss)/3	1,076	1,076
7.	2018-19 Rev Limit, No Exemptions (Ln7A + Ln 7B)	10,093,697	10,093,697
A.	Max Rev/Memb x Cur Memb Avg (Ln 5 x Ln 6)	10,093,974	10,093,974
B.	Hold Harmless Non-Recurring Exemption	83,727	83,727
8.	Total 2018-19 Recurring Exemptions (A+B+C+D+E)	0	0
A.	Prior Year Carryover	0	0
B.	Transfer of Service	0	0
C.	Transfer of Territory/Other Reorg (if negative, include sign)	0	0
D.	Federal Impact Aid Loss (2016-17 to 2017-18)	0	0
E.	Recurring Referenda to Exceed (if 2018-19 is first year)	0	0
9.	2018-19 Limit with Recurring Exemptions (Ln 7 + Ln 8)	0	0
10.	Total 2018-19 Non-Recurring Exemptions (A+B+C+D+E+F+G+H+I)	0	0
A.	Non-Recurring Referenda to Exceed 2018-19 Limit	0	0
B.	Declining Enrollment Exemption for 2018-19 (from left)	63,727	63,727
C.	Energy Efficiency Net Exemption for 2018-19 (see pg 4 for details)	54,412	54,412
D.	Adjustment for Refunded or Rescinded Taxes, 2018-19	2,459	2,459
E.	Prior Year Open Enrollment (uncounted pupils)	0	0
F.	Reduction for Ineligible Fund 80 Expenditures (enter as negative)	0	0
G.	Environmental Remediation Exemption	0	0
H.	Private School Voucher Aid Deduction	0	0
I.	Private School Special Needs Voucher Aid Deduction	0	0
11.	2018-19 Revenue Limit With All Exemptions (Ln 9 + Ln 10)	10,234,295	10,234,295
12.	Total Aid to be Used in Computation (12A + 12B + 12C)	5,219,882	5,219,882
A.	2018-19 October 15 General Aid Certification → Cell is locked.	5,219,882	5,219,882
B.	State Aid to High Poverty Districts (not all districts)	0	0
C.	State Aid for Exempt Computers (Source 691)	0	0
REMEMBER TO USE THE OCTOBER 15 AID CERTIFICATION WHEN SETTING THE DISTRICT LEVY.			
13.	Allowable Limited Revenue: (Line 11 - Line 12)	5,014,413	5,014,413
(10, 38, 41 Levies)			
14.	Total Limited Revenue To Be Used (A+B+C)	5,014,413	5,014,413
Entries Required Below: Enter amnts needed by purpose and fund:			
A.	Gen Operations: Fnd 10 Src 211	4,805,479	(Proposed Fund 10)
B.	Non-Referendum Debt (inside limit) Fund 38 Src 211	208,934	(to Budget Rpt)
C.	Capital Exp. Annual Meeting Approved: Fund 41 Src 211	0	(to Budget Rpt)
15.	Total Revenue from Other Levies (A+B+C+D)	1,233,322	1,233,322
A.	Referendum Apprvd Debt (Fund 39 Debt-Src 211)	1,193,322	(to Budget Rpt)
B.	Community Services (Fund 80 Src 211)	40,000	(to Budget Rpt)
C.	Prior Year Levy Chargeback for Uncollectible Taxes (Src 212)	0	(to Budget Rpt)
D.	Other Levy Revenue - Milwaukee & Kenosha Only	0	(to Budget Rpt)
16.	Total Fall, 2018 ESTIMATED All Fund Tax Levy (14A + 14B + 14C + 15)	6,247,735	6,247,735
Line 16 is the total levy to be apportioned in the PI-401.			
Levy Rate = 0.00897903			

Districts are responsible for the integrity of their revenue limit data & computation. Data appearing here reflects information submitted to DPI and is unaudited.

CELL COLOR KEY: Auto-Calc    DPI Data    District-Entered

Worksheet is available at: <http://dpi.wi.gov/is/limits/worksheets/revenue>

Calculation Revised: 12/6/20-17, Computer Aid moved to Line 12C.

**DEPARTMENT OF PUBLIC INSTRUCTION  
2018-19 REVENUE LIMIT WORKSHEET**

**DPI Revenue Limit Reconciliation**

Fund 10, PI-401 4,805,479.00  
 Fund 38, PI-401 208,934.00  
 Fund 41, PI-401 0.00  
 5,014,413.00

Chargeback, PI-401 0.00  
 Fund 39, PI-401 1,193,322.00  
 Fund 80, PI-401 40,000.00  
 Fund 48/Other, PI-401 0.00

Total, PI-401 6,247,735.00

Computer Aid 0.00 <----- don't change

Carryover Computation Based on Levy Information in the PI-401

0 0  
 0 0

You have levied to your maximum.

0 0

0 0

0

**19-20 Base-Building Information**

Total Non-Recurring Exemptions: 224,321  
 LEVIED Total Non-Recurring Exemptions: 224,321  
 (to be removed from subsequent year's base)

Poyrette

**2018-19 Per-Pupil Categorical Aid**

In 2018-19, the Per-Pupil aid amount is \$654 multiplied by the Current 3-Year Average which does NOT include Special Needs Voucher students, new charter students, or 2x charter students.

Per-Pupil revenue is coded to Source 695 (note new source code). The Per-Pupil Aid computation uses information from the district's Revenue Limit Computation, but is paid OUTSIDE of the Revenue Limit. See <http://dpi.wi.gov/ists/aid/categorical/per-pupil-aid> for more information.

**2018-19 ENERGY EFFICIENCY EXEMPTION NET TOTAL - LINE 10C.**

(Carry bright yellow box amount to Line 10C. on page 1. See detail computation boxes below.)  
 ENTER ALL NUMBERS AS POSITIVE EXCEPT WHERE INDICATED. FORMULAS WILL AUTO-CALCULATE

1.) 2016-17 Adjustment for Unspent Debt Energy Exemption (see box below)	\$0
2.) 2017-18 Adjustment for Unspent Non-Debt Energy Exemption (see box below)	\$0
3.) 2018-19 EE Expenses for Non-Debt (1-Year Project) per Board Resolution	\$0
4.) 2018-19 EE Expenses for Debt per Board Resolution	\$131,222
5.) Measured Utility Savings Applied to 2018-19 (entered as a negative)	-\$76,810
<b>6. Total 2018-19 Energy Efficiency Exemption (carry to Line 10 C. on page 2)</b>	<b>\$54,412</b>

(Amount can be < 0.)

The 2018-19 Net EE exemption will include adjustments for unspent Fall, 2016 Levy (DEBT) and Fall, 2017 Levy (NON-DEBT) BOE resolutions. Actual expenditures will be reported to DPI by your auditor in September, 2018 via the PI-1506-AC. Until then, districts are to enter their estimates of expenditures made related to the respective EE BOE resolutions.

If, after you enter your anticipated expenditures, negative numbers appear in Line 1 (cells X38 and X46) in either or both the 2016-17 or 2017-18 tables below, this indicates the estimated expenditures entered are less than the amount of the exemption that year. Call a finance consultant if you have questions

**2016-17 Energy Efficiency Reconciliation - Debt**

1.) 2016-17 Adjustment for Unspent Energy Exemption (-A+B+C+D, can be < 0)	\$0
A. 2016-17 EE Debt Resolution Expenses per Portal (entered as a negative)	-\$125,992
B. Jan-Jun 2017 Debt Service Payment (per 17-18 PI-1506AC)	\$10,611
C. Jul-Dec 2017 Debt Service Payment (per 17-18 PI-1506AC)	\$120,611

(If Line 1 < 0, see "2017-18 Net Energy Efficiency Exemption" box above.)

**2017-18 Energy Efficiency Reconciliation - Non-Debt**

1.) 2017-18 Adjustment for Unspent Energy Exemption (-A+B, can be < 0)	\$0
A. 2017-18 EE Non-Debt Resolution Expenses per Portal (entered as a negative)	\$0
B. 2017-18 Actual EE Expenses per 17-18 PI-1506AC (August, 2018)	\$0

(If Line 1 < 0, see "2017-18 Net Energy Efficiency Exemption" box above.)

The 2017-18 Adjustment for Unspent Energy Exemption related to debt cannot be calculated until the 2018-19 PI-1506-AC is submitted in September, 2019, after actual calendar year 2018 debt payments (funded by the Fall, 2017 levy) are available. This adjustment will be incorporated into Line 10C of the 2019-20 Revenue Limit Calculation.

**Board Information Packet**

**4/23/18**

**Information and Study**

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**Staffing Discussion: 2018-19 contracts, etc.**

The Board will hear recommended salary and wage increases for all staff.

The Board also must approve the granting of contracts and wage memoranda for the 2018-19 school year.

Administration requests maintaining the current staffing level, with the understanding that:

- Certain positions including some paraprofessionals, co-curriculars, etc. are based on student need and may not be required
- Increase speech language pathologist position from a 0.9 FTE contract to a 1.0 FTE contract
- Contract addendums for positions

**Board Information Packet**

**4/23/18**

**Information and Study**

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**Discussion of possible employee handbook changes; first reading**

**We will discuss possible employee handbook changes (base wage, etc.). We'll bring items for Board action to a future meeting.**

## Board Information Packet

4/23/18

### Information and Study

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#### Personnel Update

##### Professional Staff

###### Offers of Employment

*(requires board action)*

- Linda Grosklaus, Speech and Language Teacher

###### Resignations

*(requires board action)*

- 

##### Acknowledgement of Employment

- Long-Term Sub 6th/8th Grade Math Teacher, Cheryl Hebel

#### Board Information/Acknowledgement:

##### Support Staff Paraprofessional

###### Acknowledgement of Employment

- 

###### Resignations

- 

##### Support Staff Other

###### Acknowledgement of Employment

- 

###### Resignations

- 

##### Co-curricular/Coaching:

###### Acknowledgement of Employment

- 

###### Acknowledgement of Resignations

- Alexis Brown, Assist. High School Volleyball Coach

##### Lifeguard/Swim Instructor

- Johanna Hutchinson

#### Open Positions:

- Reading Specialist Teacher
- Elementary Special Education Teacher
- Varsity Girls Basketball Coach
- Physical Education Teacher
- HS English Teacher

## **Board Information Packet**

**4/23/18**

### **Information and Study**

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#### **Facilities Study update**

**April 23** - Board meeting (FYI, no facility action items)

**April 25** - Committee meeting to finalize recommendation; celebration for Committee

*May 9 - Potential committee meeting if needed*

**May 21** - Board meeting (Cmte presenting recommendation; Questions of sub-Committee, Board releases the Committee from obligation)

**June 4 from 5:30-7:30 PM** (tentatively) - Board workshop to discuss updating scope and costs, asks questions of consultants (when will Board be discussing recommendation and finalize solution?)

**June 18** - Board reviews updated scope and finalized costs; Draft of resolution presented to Board

**July 9 from 5:30-7:30 PM** (tentatively): Board adopts resolution at special meeting and Quarles & Brady present Ref dos and don'ts

**July 16** - Board meeting and annual meeting

#### **Notes from the April 11th Meeting**

**SCHOOL DISTRICT OF POYNETTE  
MEETING OF THE BOARD OF EDUCATION  
AND COMMUNITY FACILITIES ADVISORY COMMITTEE  
HIGH SCHOOL INSTRUCTIONAL MEDIA CENTER (IMC)  
WEDNESDAY, APRIL 11, 2018**

#### **Board Meeting Portion:**

Meeting was called to order.

Bill Foster from School Perceptions, a school survey company, gave a presentation of the results of the School District of Poynette Facilities survey. The board had an opportunity to ask questions and had a discussion of the survey data and the next steps in the facilities study process.

Data showed the following:

- Due to funding support only Residents were counted in data
- Staff that are also parents were counted in the Staff Group
- Community likes to receive information about the school mostly through school mailings - Facebook and Press were also a significant source

Items of note regarding survey data:

- Response rate was very good at 20% (15% is considered good)
- Non-parent Group was underrepresented - this is the most important group of voters and makes up a majority of the community (75% of non-parent demographic in a typical community will vote)

Our survey was comprised by:

- 40% staff
- 35% parents
- 25% non-parents ("purple group")

Community advice to Board from survey: Pursue a referendum to update schools (per 74% of resident respondents)

Individual Survey Question Takeaways:

Elementary Building:

- Majority of groups support building an elementary school - top response from all groups (60% of resident respondents support the building of a new elementary school)

Arlington Early Learning Center

- Majority of groups support moving students out of the building

Top priority for both scenarios (Building K-4 and closing Arlington): over 2 out of a scale of 1 to 3

Poynette Middle School

- Top priority was renovating classrooms

Poynette High School

- Top priority was improving security, then updating science and tech. Ed.

Overall tax impact:

- A referendum of 25 million dollars would be supported by all groups including non-parent group

With the addition of the other groups, the community would probably support probably more than 25 million but less than 30 million

Overall results:

- Survey showed based on priorities and dollar amounts that the community would support a new elementary building, security updates to the high school, and some STEM updates.

**Board Questions/Discussion:**

How should we interpret the 24% of the purple that responded "don't know?"

- 1/3 will probably vote yes
- 2/3 will probably vote no = (16%)

Based on experience of other districts, does a district that follows the survey results/recommendations have success/defeat based on what the survey predicted?

School perceptions stated that out of the 57 districts they had surveys for that resulted in referendums:

- 51 successful - survey prediction
- 6 predicted not to succeed
- Data was accurate in both cases

Based on our survey data shows a range between 25 & 30 Million

Survey explanation of debt falling off and the tax impact was significant. This should be emphasized to community in future communications.

Is there a gap/change in results between April and November, and if so, what can change attitudes and perceptions?

- Economy changes (major - stock market, war)
- Hard to move people from no to yes and vs. versa, so not much anticipated change in opinions



- Recommendation on how to advocate for a change in opinion is up to community committee (not the board)

Are the ratings below 2 considered a negative?

- No, we will run out of money for projects before we run out of priorities

Can there be a change in the answers in the process of taking the survey as the person becomes educated?

Board Meeting Adjourned at 6:59 pm